

**SIERRA SANDS UNIFIED SCHOOL DISTRICT**

**Board of Education  
Regular Meeting**

**FEBRUARY 19, 2015  
Ridgecrest City Council Chambers  
100 West California Avenue  
*www.ssusdschools.org***

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

**A G E N D A**

**CALL TO ORDER AND PLEDGE TO THE FLAG**

**7:00 P.M.**

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

Ernest M. Bell, Jr., Superintendent

**MOMENT OF SILENCE**

**1. ADOPTION OF AGENDA**

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

**2. APPROVAL OF MINUTES** of the special, special concurrent, and regular meetings of January 15, 2015, the special meeting of January 20, 2015, and the special meeting of February 2, 2015.

**3. PROGRAMS AND PRESENTATIONS**

- School Resource Officers: A Team Effort
- Mesquite High School: Music at Mesquite

**4. PUBLIC HEARING**

**4.1 Public Hearing for Review of Preliminary Environmental Assessment (PEA) Document for Construction of a New School Facility for Murray Middle School**

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Enrollment Update
- Kindergarten Enrollment
- Superintendent's Newsletter

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

5.5 Communications from the public

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

6. EDUCATIONAL ADMINISTRATION

6.1 Approval of Sierra Sands Unified School District 2013-14 School Accountability Report Cards (SARCs)

6.2 Approval of District English Language Learner Master Plan

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

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

8.4 Adoption of Resolution #17 1415, Authorization to Reassign Certificated Administrators to Other Administrative Positions for the 2015-16 School Year

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

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

- 9.2 Local Control Funding Formula and Local Control Accountability Plan (LCAP) - Board Overview
- 9.3 Approval of School Safety Plans for 2014-15
- 9.4 California School Boards Association (CSBA) Delegate Assembly Election
- 9.5 Authorization for Board Member Travel to the Annual School Trustees Winter Dinner Meeting/Workshop on February 23, 2015
- 9.6 Authorization for Board Member Travel, NAFIS Conference March 21-25, 2015

10. CONSTRUCTION ADMINISTRATION

- 10.1 Report to the Board: Construction Activities and Issues
- 10.2 Notice of Completion – Alterations to Multi-Purpose/Classroom Building A, Library/Classroom Building B, and Classroom Building C at Faller Elementary School, DSA #03-111211
- 10.3 Notice of Completion – Faller Relocatable Classroom Buildings, DSA #03-110103

11. BUSINESS ADMINISTRATION

- 11.1 Approval of Contracts for Telecommunication Services and Internet Services, Supported by E-Rate

12. CONSENT CALENDAR

- 12.1 “A”&“B” Warrants
- 12.2 Approval to Declare the Property Value of Six Vehicles and One Truck Bed Trailer and Allow for the Sale of the Vehicles and Trailer to an Auto Recycling Center as Surplus Property
- 12.3 Approval of Recommendations for Expulsion, Expulsion Case #05 1415

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be March 12, 2015.

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

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Regular Meeting of the Board of Education

DATE OF MEETING: January 15, 2015  
TIME OF MEETING: 7:00 p.m.  
PLACE OF MEETING: Ridgecrest City Council Chambers  
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott  
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

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

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted noting the Special Concurrent Agenda Item 7.1 will be heard following Item 6.4. The Inyo-Kern Schools Financing Authority Agenda will be heard following Item 11.3.

2. APPROVAL OF MINUTES

The minutes of the special concurrent and regular meetings of December 11, 2014 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

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

Principal Mrs. Beverly Ewbank introduced Ms. Annie Jorgenson, coordinating teacher for the Junior Audubon Club at Inyokern Elementary School. Ms. Jorgenson introduced fellow Audubon Club leaders Mrs. Burnett and Mrs. Middlemiss. The Junior Audubon Club at Inyokern Elementary School is attended by 30 students ranging in grades from 3-5. This club is sponsored by the Kerncrest Audubon Society. The focus of the club is to experience fun with bird watching while learning how to make environmental impacts in life. Junior Audubon Club activities include learning binocular basics, feeding the birds, going on field trips, participating in bird related crafts, keeping a bird journal, watching videos, having guest speakers, and sharing personal bird watching stories. The impact of the club helps students learn to be aware of their surroundings, feel empowered to make environmental impact in life, learn to pay attention to small details, feel a camaraderie by having a shared interest with others, and try new activities.

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

## 5.1 Student Member's Report

**Burroughs High School:** The King of Hearts dance will take place on January 24, 2015. Tickets are now on sale. A blood drive will be held on January 23, 2015. Students are encouraged to audition for the Winter Rally with auditions held January 21-22, 2015. The Interact Club will begin accepting donations for Smile Train. Smile Train is an international children's charity that provides free cleft lip and palate repair surgery to children in 85+ developing countries. The Youth Advisory Committee has created a Youth Work Program where students learn how to act and dress during a job interview. They will also work with local businesses in order to gain more experience.

**James Monroe Middle School:** The James Monroe Middle School basketball teams are doing well this season. Monroe currently has two math clubs one of which is geared toward students who struggle with math while the other challenges students who have a good command of basic math skills. Teachers Mrs. Holm, Mr. Hill, and Mrs. Venhaus are team teaching a 6<sup>th</sup> grade math class. Students in this class benefit from a smaller class size with instruction targeted to meet their learning needs. Principal Dr. Bonny Porter hosted a Principal's Coffee with parents visiting the AVID classes. Assistant Principal Mr. Mike Sernett met with students to review school rules and procedures. He reminded eighth grade students of graduation requirements. The Homework Club has been restructured to greater meet the needs of our students designated as English Learners.

**Murray Middle School:** Over 200 parents visited Murray Middle School for the annual Pastry for Parents morning. Over 17 dozen donuts and 5 dozen muffins were consumed. Science teacher, Mrs. Michele Solem, hosted the annual Science Fair. There were 125 projects. There were 35 judges from the Naval Air Weapons Station China Lake. Murray had 16 winners who plan to go on to the Kern County Science Fair. The Murray Middle School Spelling Bee was held on January 8, 2015. Basketball is under way with the 7<sup>th</sup> grade girls taking first place at the Standard Tournament. The PTO will have a fund raiser at Pizza Factory and Beansters on January 21.

**Mesquite High School:** Mesquite High School held its third Pathways to Graduation exercise of the year. Students spent time analyzing their transcripts and calculating their current path to graduation. The Mesquite ASB organized several fund holiday activities in December including the traditional Duncan Football Game. The ASB is currently planning the Mesquite High School prom. Staff is working to finalize the mid-term progress report for the WASC visit scheduled for March 2015.

## 5.2 Reports from Members of the Board

Mr. Kurt Rockwell reported on his attendance at the CSBA Annual Education Conference in December. The interview of educator Salman Khan was especially informative. While at the conference, Mr. Rockwell won \$500 to be used to purchase library books by the district. Mr. Tim Johnson thanked the board for the opportunity to engage in continuing education while attending the CSBA Annual Education Conference.

Mrs. Castillo-Covert also appreciated the interview of Salman Khan while attending the CSBA Annual Education Conference. She received a free children's book while at the conference which she donated to Rand Elementary School.

### 5.3 Superintendent's Report

Mr. Ernie Bell reported enrollment is up by eight students over this time last year. Some of the data on the Month 4 Enrollment Report included in this board packet is incorrect and will be corrected and included in the February 19, 2015 board packet.

Mr. Bell appreciated the opportunity to attend the CSBA Annual Education Conference and was impressed by the quality of keynote speakers. He noted that the California School Boards Association is instrumental in advocating for students and funding and this was evident in many of the workshops presented at the conference.

Mr. Bell reported there will be a board workshop on Tuesday, January 20, 2015. The two agenda items will deal with construction and superintendent evaluation tools.

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

Ms. Barb Walls, President of the Desert Area Teachers Association, reported on items of concern to DATA. The first item involves putting benchmarks on report cards. The other item is the enormous amount of pressure the special education teachers are under as they comply with the large amount of rules, regulations, and paperwork associated with their positions. She presented this concern to Superintendent Bell and asked that something proactive be done to help these teachers meet these state regulations.

### 5.5 Communications from the public

## 6. EDUCATIONAL ADMINISTRATION

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

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

### 6.2 Approval of After School Education and Safety (ASES) Program Plan and Application for Renewal, 2015-18

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Motion passed to approve the ASES plan and application as presented.  
CASTILLO-COVERT/ROCKWELL

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

### 6.3 Approval of Single Plans for Student Achievement (SPSA)

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Motion passed to approve the Single Plans for Student Achievement for the 2014-15 school year as presented.  
SCOTT/CASTILLO-COVERT

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

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

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Motion passed to approve the 2014-15 Local Education Agency Plan as presented.

CASTILLO-COVERT/ROCKWELL

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

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

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

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Motion passed to approve items 8.1 through 8.3. SCOTT/CASTILLO-COVERT

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

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

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

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

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

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

## 10. CONSTRUCTION ADMINISTRATION

### 10.1 Report to the Board: Construction Activities and Issues

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Mrs. Christina Giraldo, Assistant Superintendent of Business Services, reported on a very productive meeting she, Superintendent Bell, and Maas Company Project Managers Steve Hubbard and Pam Pence had with Capt. Daniel Schebler of the U.S. Department of Defense Office of Economic Adjustment (OEA). He was made aware of some of the issues that we could not have anticipated and the OEA is open to discussion regarding these items. More detailed information will be given at the board workshop on Tuesday, January 20, 2015.

Murray Middle School project: The construction documents phase has commenced with DSA submittal scheduled for January 27, 2015. Relocation of the Base boundary fence is scheduled for the week of January 26, 2015.

Burroughs High School project: Mr. Steve Hubbard reports the construction manager's cost estimate is expected by January 15, 2015 and will be discussed at the board workshop on January 20, 2015. The DSA back check of construction documents is nearing completion with expected approval on January 15, 2015. The project remains on schedule for early bidding as a methodology to maintain the project schedule which targets commencement of construction in June 2015.

HVAC remediation projects: The DSA plan check and approval for James Monroe Middle School is complete. Burroughs and Mesquite High Schools are scheduled for DSA submittal next week.

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

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

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Motion passed to approve the agreement for materials testing and special inspector services with BSK Associates as presented.

CASTILLO-COVERT/SCOTT

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

### 10.3 Ratification of Roof Repair and Notice of Completion – Sierra Vista Educational Center Commercial Building

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Motion passed to approve the repair and Notice of Completion as presented.

ROCKWELL/JOHNSON

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

### 10.4 Authorization to Seek Proposals for Proposition 39 Energy Consulting Services

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Motion passed to approve district staff to seek Requests for Qualifications/Requests for Proposals for Prop 39 Energy Consulting Services. JOHNSON/CASTILLO-COVERT

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

## 11. BUSINESS ADMINISTRATION

### 11.1 Report to the Board of Education on the Governor's Budget

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Mrs. Christina Giraldo, Assistant Superintendent of Business Services reported information given at the January 14, 2015 School Services of California briefing on the Governor's 2015-16 state budget. On January 9, 2015, Governor Brown unveiled his 2015-16 Budget Proposals. The Governor's budget proposal signified good news for K-12 schools as for the third year in a row the Governor has made public education the highest priority. Some notable points of the briefing were a higher gap funding percentage proposed for 2015-16, categorical programs that remain outside of the LCFF may receive a COLA of 1.58%, a \$250m one time funding in each of the next three years for a CTE Incentive Grant Program, and \$1.1 billion in discretionary funding to support Common Core implementation. The Governor has agreed the issue of caps on the reserves of school districts merits further discussion. The Governor declined to propose a 2016 school facilities bond and is moving away from the school facility finance process. As always, Sierra Sands Unified School District staff will continue to monitor and analyze the district budget and formulate and adjust its plans as the budget year progresses and more information becomes available.

### 11.2 Adoption of Resolution #16 1415 Regarding Impoundment of Local Tax Revenues to Anticipate Pending Claims and/or Litigation (Impounds – Fund 77)

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Motion passed to adopt Resolution #16 1415 regarding Impoundment of Local Tax Revenues to Anticipate Pending Claims and/or Litigation. CASTILLO-COVERT/JOHNSON

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

### 11.3 Acceptance of the 2013-14 Audit Reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority

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Motion passed to accept the 2013-14 audit reports for Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority. SCOTT/ROCKWELL

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

President Farris temporarily adjourned the Sierra Sands Unified School District board meeting at 8:02 p.m. and opened the meeting of the Board of Directors of the Inyo-Kern Schools Financing Authority.

The Sierra Sands Unified School District Board of Education meeting was reopened at 8:03 p.m.

## 12. CONSENT CALENDAR

### 12.1 "A" & "B" Warrants

### 12.2 Contract with Kern County Superintendent of Schools for Mobility and Visually Impaired Itinerant Services for Special Education Students

### 12.3 Approval for Recommendation for Expulsion, Expulsion Case #04 1415

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

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

13. FUTURE AGENDA

14. ADJOURNMENT was at 8:10 p.m.

THE BOARD OF EDUCATION

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Michael Scott, Vice President/Clerk

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Ernest M. Bell, Jr., Secretary to Board

Recorder: Diane Naslund

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Concurrent Meeting of the Board of Education

DATE OF MEETING: January 15, 2015  
TIME OF MEETING: 7:00 p.m.  
PLACE OF MEETING: Ridgecrest City Council Chambers  
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott  
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

7. POLICY DEVELOPMENT AND REVIEW

7.1 Revisions to Administrative Regulation 6142.7, Physical Education and Activity

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

8. ADJOURNMENT

THE BOARD OF EDUCATION

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Michael Scott, Vice President/Clerk

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

recorder: Diane Naslund

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: January 15, 2015  
TIME OF MEETING: 6:30 p.m.  
PLACE OF MEETING: Ridgecrest City Council Chambers  
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott  
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus.

2. CLOSED SESSION

2.1 Conference with Legal Counsel – Anticipated Litigation – Significant Exposure to Litigation Pursuant to Government Code Section 54956.9(b): One potential case

No action was taken.

3. ADJOURNMENT

THE BOARD OF EDUCATION

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Michael Scott, Vice President/Clerk

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: January 20, 2015  
TIME OF MEETING: 6:00 p.m.  
PLACE OF MEETING: District Office Conference Room  
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott  
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. CONSTRUCTION ADMINISTRATION

The board met in a work/study session to review and discuss progress on district construction projects.

3. GENERAL ADMINISTRATION

The board met in a work/study session to review and discuss superintendent evaluation models.

4. ADJOURNMENT was at 8:20 p.m.

THE BOARD OF EDUCATION

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Michael Scott, Vice President/Clerk

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Ernest M. Bell, Jr., Secretary to Board

Recorder: Diane Naslund

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: February 2, 2015  
TIME OF MEETING: 6:00 p.m.  
PLACE OF MEETING: District Office Conference Room  
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott  
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. CONSTRUCTION ADMINISTRATION

2.1 Approval to Enter into an Agreement for Architect of Record for the DSA Approval and Construction Phase Services for the Burroughs High School Modernization Project

Motion passed to approve entering into an agreement for Architect of Record as presented.  
SCOTT/CASTILLO-COVERT

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

2.2 Approval of Contract Amendment for PlaceWorks, formerly known as The Planning Center

Motion passed to approve the contract amendment for PlaceWorks as presented.  
SCOTT/JOHNSON

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

3. GENERAL ADMINISTRATION

The board met in a work/study session to review and discuss superintendent evaluation models.

4. ADJOURNMENT was at 6:22 p.m.

THE BOARD OF EDUCATION

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Michael Scott, Vice President/Clerk

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Ernest M. Bell, Jr., Secretary to Board

Recorder: Diane Naslund

#### 4. PUBLIC HEARING

##### 4.1 Public Hearing for Review of Preliminary Environmental Assessment (PEA) Report for Construction of a New School Facility for Murray Middle School

BACKGROUND INFORMATION: In November of 2012, the district received a grant from the Department of Defense (DoD) - Office of Economic Adjustment (OEA) for approximately thirty-nine million dollars for the construction of a new Murray Middle School. In response to that grant, the district contracted with an environmental consultant (PlaceWorks) to provide environmental quality review services for the project as required by the California Department of Education (CDE) for approval of the construction of a new school. During the course of development of the environmental documents, Phase I of an Environmental Site Assessment (ESA) was submitted to the California Department of Toxic Substance Control (DTSC), as is required by statute. Upon staff review, DTSC determined that a PEA would be required to appropriately document and evaluate environmental issues related to the new school site. PlaceWorks has completed and submitted the PEA. As part of the execution of the PEA process, documents must be made available for public review and comment.

CURRENT CONSIDERATIONS: The district has received provisional approval of the PEA from DTSC for the Murray Middle School. DTSC's initial review is complete, and the provisional approval has been granted contingent upon any comment from the public as a result of availability and review of the PEA. Public Notices have been posted as of 1-22-15, and periodical publication has been executed as of 1-22-15, announcing the availability of the PEA and the scheduling of the public meeting on 2-19-15. The PEA documents have been deposited at the District Office, the Community Library, Vieweg Elementary School, and with the NAWS China Lake Environmental Management Division.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: The superintendent's recommendation is to conduct a public hearing on the new Murray Middle School Preliminary Environmental Assessment Report.

November --, 2014 | Sierra Sands Unified School District

# Preliminary Environmental Assessment Report New Murray Middle School

*Prepared for:*

**Sierra Sands Unified School District**  
Pamela Pence, Senior Project Manager  
113 West Felspar Avenue  
Ridgecrest, California 93555  
760.499.5300

*Project Number:*  
SSSD-02.0

*Prepared by:*

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# List of Acronyms

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4,4'-DDD	4,4'- dichlorodiphenyldichloroethane
4,4'-DDE	4,4'- dichlorodiphenyldichloroethylene
4,4'-DDT	4,4'-dichlorodiphenyltrichloroethane
°F	degrees Fahrenheit
AC	average concentration
ADI	average daily intake
AETL	American Environmental Testing Laboratory, Inc.
AOC	Area of Concern
ASTM	American Society for Testing and Materials
bgs	below ground surface
CalEPA	California Environmental Protection Agency
CCR	California Code of Regulation
CDPH	California Department of Public Health
CFR	Code of Federal Regulations
CEC	California Education Code
CG	general commercial zoning
CHHSL	California Human Health Screening Level
COPC	constituent of potential concern
CSM	conceptual site model
District	Sierra Sands Unified School District (SSUSD)
DOD	Department of Defense
DOGGR	Division of Oil, Gas and Geothermal Resources
DQO	data quality objective
DTSC	California Department of Toxic Substances Control
DVM	data validation memorandum
ECP	Environmental Condition of Property
EDR	Environmental Data Resources
ELAP	Environmental Laboratory Accreditation Program
EMD	Environmental Management Division
EPC	exposure point concentration
EPO	Environmental Project Office
ESA	Environmental Site Assessment
HASP	Health and Safety Plan
HERO	DTSC Office of Human and Ecological Risk

HHSE	human health screening evaluation
HI	hazard index
HQ	hazard quotient
HSO	Health and Safety Officer
IQ	Intelligence Quotient
IRIS	Integrated Risk Information System
IUR	inhalation unit risk
LAC	lifetime average concentration
LADI	lifetime average daily intake
LAUSD	Los Angeles Unified School District
LBP	lead-based paint
LCS	laboratory control sample
LOAEL	lowest observed adverse effect level
mg/kg	milligram/kilogram
mg/m <sup>3</sup>	milligram/cubic meter
msl	mean sea level
MS/MSD	matrix spike/matrix spike duplicate
NAWSCL	Naval Air Weapons Station, China Lake
NFRAP	no further response action planned
ng/kg	nanogram/kilogram
NOA	notice of availability
NOAEL	no observed adverse effect level
OCP	organochlorine pesticide
OEHHA	Office of Environmental Health Hazard Assessment
OSHA	Occupational Safety and Health Administration
PA/SI	Preliminary Assessment/Site Investigation
PCB	polychlorinated biphenyl
PE	Professional Engineer
PEA	Preliminary Environmental (or Endangerment) Assessment
PEF	particulate emission factor
POI	Point of Interest
PPE	personal protection equipment
PRG	preliminary remediation goal
QA/QC	quality assurance/quality control
QAPP	Quality Assurance Project Plan
RAW	Removal Action Workplan
REC	Recognized Environmental Condition
RfC	reference concentration
RfD	reference dose
RSL	Regional Screening Level
RSP	recreation/school/public zoning
SF	slope factor

Site	New Murray Middle School project site
SSI	Supplemental Site Investigation
TCDD	tetrachlorodibenzodioxin
TEF	toxic equivalency factor
TEQ	toxic equivalents
UCL	upper confidence limit
µg/dl	microgram/deciliter
µg/kg	microgram/kilogram
µg/m <sup>3</sup>	microgram/cubic meter
USA	Underground Service Alert
USEPA	United State Environmental Protection Agency
USGS	United States Geological Survey
VOC	volatile organic compound

# Certification

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On behalf of the Sierra Sands Unified School District, PlaceWorks has prepared this Preliminary Environmental Assessment (PEA) Report for the New Murray Middle School. The PEA Report was prepared in a manner consistent with the level of care and skill ordinarily exercised by professional engineers, geologists, and environmental scientists, under the technical direction of the undersigned.

**PlaceWorks:**



Handwritten signature of Ronald R. Cavagrotti in blue ink.

Ronald R. Cavagrotti, D.Env.  
Senior Project Manager  
November 11, 2014

Handwritten signature of William C. Hass in blue ink.

William C. Hass, PE  
Principal/Senior Engineer  
Professional Engineer No. CO33772  
November 11, 2014

# Executive Summary

---

This document presents the results of a *Preliminary Environmental Assessment* (PEA) for a roughly 48-acre property (“Site”) on which the Sierra Sands Unified School District (“District”) proposes to construct the New Murray Middle School.<sup>1</sup> The Site is located at the northwest corner of East French Drive and East Drummond Avenue, adjacent to the city of Ridgecrest in Kern County, California. The District currently operates existing Murray Middle School at 921 East Inyokern Road. The existing campus is within the fenced perimeter of the United States Department of Defense’s (DOD’s) Naval Air Weapons Station, China Lake (NAWSCL). Due to access and security constraints, the District is proposing to relocate the existing school facilities outside the fenced area for the NAWSCL. The proposed site for relocation of the school would still be within DOD property, on leased land, but would be accessible via existing public streets.

The Site historically was undisturbed desert land until it was acquired by the Navy circa 1943. The Navy constructed housing units and supporting infrastructure on the northern portion of the Site between 1959 and 1961. The houses were demolished and removed in 2002, with the supporting infrastructure (i.e., streets, curbs, gutters, and subsurface utilities) being abandoned in place. Few traces of the residential structures or their foundations remain. An electrical substation was operated on the southeast portion of the Site for power distribution within NAWSCL and was decommissioned in September 2003. There have been no other uses of the Site since this date and the Site is currently vacant.

The PEA was designed to investigate the recognized environmental conditions (RECs) identified in the *Phase I ESA Report*, along with other areas of potential concern subsequently identified by the California Department of Toxic Substances Control (DTSC), as described below:

- Lead residues in soil due to the potential use of lead-based paint (LBP) in residential structures (former base housing) that historically occupied the northern portion of the Site
- Pesticide residues in soil due to the potential use of insecticides or herbicides around residential structures that historically occupied the northern portion of the Site.
- Polychlorinated biphenyl (PCB) or dioxin/furan residues in soil due to the reported historical use of oils on roads or around construction sites for dust control.

<sup>1</sup> Following implementation of the PEA field program, the District provided a revised school layout that excluded large portions of the Site from development, thereby reducing the size of the Site from 48 acres to approximately 31 acres. As a result of the school re-design, several PEA sample locations now fall outside the revised Site boundaries and are considered to be “off-site” for environmental investigation and remediation purposes moving forward.

The PEA field program consisted of the completion of 35 soil borings, each to a total depth of 3 feet below ground surface (bgs). Soil samples were collected at the ground surface (0-0.5 foot bgs) and at a depth of 2.5-3.0 feet bgs from each boring. The samples were analyzed for lead, arsenic, organochlorine pesticides (OCPs), PCBs, and/or dioxins/furans, depending on location and investigation purpose. The results of the investigation are summarized below:

- The maximum concentration of lead detected in Site soil was 14.3 milligrams per kilogram (mg/kg). This concentration is below the preliminary screening level of 80 mg/kg. Therefore, significant impacts from the possible historical use of LBP have not occurred.
- The maximum concentration of arsenic detected in Site soil was 13.1 mg/kg. The concentration of arsenic in one soil sample slightly exceeded the preliminary screening level of 12 mg/kg. However, based on a statistical evaluation of the data and the sample location, it was concluded that this singular concentration does not pose a significant threat to human health or the environment. The data do not suggest that arsenical-containing herbicides were used at the Site.
- Seven OCPs were detected in one or more soil samples: aldrin, chlordane (total, alpha, and gamma), 4,4'-DDD, 4,4'-DDE, 4,4'-DDT, dieldrin, and heptachlor epoxide. Aldrin and dieldrin were the only OCPs that exceeded their preliminary screening levels. Aldrin exceeded its preliminary screening level of 31 micrograms per kilogram ( $\mu\text{g}/\text{kg}$ ) in the surface samples at two locations, while dieldrin exceeded its preliminary screening level of 33  $\mu\text{g}/\text{kg}$  in the surface samples at sixteen locations and the 2.5-foot bgs sample at one location. None of these locations are on the southern, undeveloped portion of the Site. The available data indicate that the aldrin/dieldrin impacts are widely distributed across the northern portion of the Site (former base housing), but, with one exception, are limited to shallow soil (<2.5 feet bgs).
- PCBs were detected in one soil sample at a trace concentration of 38.9  $\mu\text{g}/\text{kg}$ . This concentration is below the preliminary screening level of 300  $\mu\text{g}/\text{kg}$ . Therefore, significant impacts from the possible historical use of transformer oil containing PCBs or used oil for dust suppression have not occurred.
- One or more individual dioxins/furans were detected in six of the eight soil samples analyzed for these constituents. When the individual dioxin/furan concentrations in each sample were converted to their tetrachlorodibenzodioxin-toxic equivalents (TCDD-TEQ), the concentration in one soil sample, 36.3 nanograms per kilogram (ng/kg), was found to exceed the preliminary screening level of 4.9 ng/kg. Because this sample location now falls outside the revised Site boundaries, further assessment of the extent of dioxin-impacted soil at this location is not required.

Using an unrestricted, residential land use scenario, the HHSE estimated a human health cancer risk of  $3.0 \times 10^{-4}$  and a health hazard index of 3.2 for the constituents of potential concern (COPCs) detected in soil at the Site. Both the health risk and hazard exceed the DTSC screening thresholds of  $1 \times 10^{-6}$  and 1.0, respectively, considered to be acceptable for new school sites. Almost all of the health risk and hazard is attributable to dieldrin and aldrin. If these two pesticides were removed from the data set, the cumulative cancer risk and hazard associated with the remaining COPCs would be less than significant.

Based on the results of the PEA field investigation, it has been determined that elevated concentrations of two OCPs, dieldrin and aldrin, are present in Site soil that require further investigation and a remedial response before the Site can be considered acceptable for school use. The impacted soil is limited to the northern portion of the Site (former base housing); further investigation of the southern portion of the Site (undeveloped land) is neither warranted nor recommended. It is recommended that a Supplemental Site Investigation (SSI) be conducted to better delineate the extent of the OCP-impacted soil at the Site. Once the SSI is completed and the Site has been adequately characterized, a Removal Action Plan (RAW) should be developed and implemented under DTSC oversight to address the defined areas of soil contamination.

At the current time, the District respectfully requests the DTSC's approval of this PEA Report, pending completion of required public participation activities, so that Site acquisition and ongoing school planning activities can proceed.

# 1. Introduction

---

This document presents the results of a *Preliminary Environmental Assessment* (PEA) for a roughly 48-acre property (“Site”) on which the Sierra Sands Unified School District (“District”) proposes to construct the New Murray Middle School.<sup>2</sup> The Site is located at the northwest corner of East French Drive and East Drummond Avenue, adjacent to the city of Ridgecrest in Kern County, California (Figure 1). The District currently operates existing Murray Middle School at 921 East Inyokern Road. The existing campus is within the fenced perimeter of the United States Department of Defense’s (DOD’s) Naval Air Weapons Station, China Lake (NAWSCL). Due to access and security constraints, the District is proposing to relocate the existing school facilities outside the fenced area for the NAWSCL. The proposed site for relocation of the school would still be within DOD property, on leased land, but would be accessible via existing public streets.

The proposed project includes the construction of 68,825 square feet of building space for use as a Classroom Building, Music and Art Building, Library, Gymnasium, Multipurpose Room, and Administration Building. The school buildings would surround a 3.8-acre central campus courtyard. The remainder of the Site would be developed with athletic fields, a running track, hard courts, and parking areas. The capacity of the replacement school would be the same as the existing campus (i.e., about 928 students in grades 6 to 8), although there is an option to expand the capacity to 1,120 students, if required.

State regulations (i.e., California Education Code Section 17213.1) require that a determination of “no further action” be obtained from the California Department of Toxic Substances Control (DTSC) pertaining to environmental investigation and clearance before a new school site is approved for acquisition and/or construction. The necessary elements of the environmental review process include the completion of a *Phase I Environmental Site Assessment* (Phase I ESA) and, if necessary, a PEA. A Phase I ESA prepared for the Site identified recognized environmental conditions (RECs) that required further investigation (The Planning Center|DC&E, 2013). The Phase I ESA Report recommended that the additional assessment activities be conducted in the form of a Phase I ESA Addendum; however, the DTSC disagreed with this recommendation due to the need to investigate additional RECs not identified as such in the Phase I ESA Report. Instead, the DTSC indicated that a PEA would be required and that the District needed to enter into an Environmental Oversight Agreement (EOA) that would allow the DTSC to oversee its preparation (see Appendix A).

<sup>2</sup> Following implementation of the PEA field program, the District provided a revised school layout that excluded large portions of the Site from development, thereby reducing the size of the Site from 48 acres to approximately 31 acres (see Figure 7 herein). As a result of the school re-design, several PEA sample locations now fall outside the revised Site boundaries (see Figure 4 herein) and are considered to be “off-site” for environmental investigation and remediation purposes moving forward.

The District held a PEA Scoping Meeting with the DTSC on June 3, 2014 and entered into an EOA with the DTSC on July 15, 2014 (Docket No. HAS-EOA 13/14-110). Based on discussions during and after the meeting, a *Technical Memorandum Sampling and Analysis Plan* (“PEA Workplan”) for a field investigation was developed and approved by the DTSC on September 5, 2014 (PlaceWorks, 2014). A copy of the DTSC approval letter for the PEA Workplan is provided in Appendix A.

The PEA field investigation was conducted on October 8 and 9, 2014 in accordance with the PEA Workplan and relevant DTSC guidance (e.g., DTSC, 2006; 2013b). It consisted of the collection and analysis of soil samples to assess potential impacts related to the historical use of lead-based paint (LBP), pesticides, and used oils possibly containing polychlorinated biphenyls (PCBs) or dioxins/furans. Data generated from the field investigation were used to assess the potential health risk and hazard to future occupants of the Site in accordance with DTSC-prescribed methods and procedures. Based on the data analysis, conclusions and recommendations regarding the PEA findings were developed for the DTSC’s consideration and approval.

## 1.1 PEA OBJECTIVES

The overall goal of the PEA process is to document Site conditions and to assess any potential human health risks if releases are identified during the course of the field investigation. The specific objectives for the current PEA were to:

- Investigate recognized environmental conditions associated with historical uses at the Site
- Establish, through a field sampling and analysis program, the nature and extent of any hazardous wastes/substances that may be present in soil at the Site
- Estimate the potential threat to public health and/or the environment posed by hazardous constituents, if any, through a screening-level human health risk evaluation that assumes a conservative residential land use scenario.

Based on information developed during the PEA and the results of human and ecological risk evaluations set forth in the DTSC’s *Preliminary Endangerment Assessment (PEA) Guidance Manual* (DTSC, 2013b), the DTSC will make an informed decision regarding potential risks posed by the Site. Possible outcomes of the PEA decision include: 1) further assessment in the form of a supplemental site investigation if identified impacts have not been fully assessed or characterized; 2) performance of a removal action or other remedial measures if impacts attributable to a hazardous substances release are found; 3) implementation of mitigation actions to address any identified risks pending implementation of the removal action; and/or 4) issuance of a “no further action” finding if the Site is not significantly impacted and risks to human health and the environment are within acceptable levels based on the results of the human health risk evaluation.

## 1.2 SCOPE OF WORK

The scope of work for the PEA is described in detail in the PEA Workplan (PlaceWorks, 2014). Specific activities included the following:

- Attendance at a Scoping Meeting with the DTSC at its Cypress, California office on June 3, 2014 to develop an appropriate scope of work for the PEA field investigation
- Preparation of a PEA Workplan to guide the fieldwork, in close coordination with the DTSC
- Preparation of a site-specific Health and Safety Plan
- Preparation of a site-specific Quality Assurance Project Plan
- Implementation of the PEA field program to assess environmental conditions at the Site, as follows:
  - Completion of twenty-four (24) soil borings to a depth of 3 feet below ground surface (bgs) to assess for impacts due to the potential use of LBP and/or pesticides in residential structures (former base housing) that historically occupied the northern portion of the Site. All of the soil samples were analyzed for lead (USEPA 6010B), arsenic (USEPA Method 6020), and organochlorine pesticides (OCPs; USEPA Method 8081A). In addition, three of the surface samples were analyzed for dioxins/furans (USEPA Method 8290)
  - Completion of five (5) soil borings to a depth of 3 feet bgs to assess for impacts due to the possible area-wide application of used oil as a dust suppressant, based on previous reports. The surface soil samples from each location were analyzed for PCBs (USEPA Method 8082) and dioxins/furans (USEPA Method 8290); the deeper samples were archived pending analysis of the surface samples. The surface samples from each location were also analyzed for OCPs (USEPA Method 8081A) as a follow-up task
  - Completion of six (6) soil borings to a depth of 3 feet bgs to assess for impacts due to potential releases from a former electrical substation. The surface soil samples from each location were analyzed for PCBs (USEPA Method 8082); the deeper samples were archived pending analysis of the surface samples
  - Collection of seven (7) duplicate soil samples and two (2) equipment blanks to assess the quality of the data. The laboratory data were evaluated to ensure that the project data quality objectives had been met
- Evaluation of the resultant data by means of screening level human health and ecological risk evaluations to determine if significant impacts have occurred
- Preparation of this PEA Report

## 1.3 PEA REPORT FORMAT

This PEA Report is organized in general accordance with the format presented in Chapter 3 of the DTSC's *PEA Guidance Manual* (DTSC, 2013b), as follows:

- Section 1 introduces the new school project, identifies the PEA objectives, and outlines the PEA scope of work
- Section 2 describes the proposed Site
- Section 3 summarizes background information developed during the Phase I ESA, including current and historical land uses at the Site and surrounding area
- Section 4 defines the apparent problem that has prompted the need for the PEA
- Section 5 describes the environmental setting as it relates to various potential contaminant exposure pathways (i.e., soil, groundwater, surface water, and air)
- Section 6 describes the PEA field activities and presents/discusses the significance of the analytical results
- Section 7 provides a human health screening evaluation that explains the potential health risks and hazards associated with chemical constituents detected at the Site
- Section 8 provides an ecological screening evaluation that describes the potential threats to the surrounding environment posed by chemical constituents detected at the Site
- Section 9 introduces a Quality Assurance Project Plan (QAPP), discusses procedures used to ensure the quality of the data, and presents data validation results
- Section 10 introduces a Health and Safety Plan (HASP) and explains how it was implemented during fieldwork
- Section 11 summarizes any variances from the PEA Workplan that were required in response to encountered field conditions
- Section 12 discusses public participation activities associated with the PEA
- Section 13 presents conclusions and recommendations based on an evaluation of the data collected during the PEA
- Section 14 lists the references cited in the PEA Report.

Copies of laboratory reports, site-specific project plans, and supporting statistical and health risk calculations are among the various items provided in appendices to this report.

## 2. Site Description

---

The Site is located along the southern boundary of the NAWSCCL in the upper Mojave Desert, adjacent to the city of Ridgecrest in the northeastern portion of Kern County, California (Figure 1). It encompasses roughly 48 acres<sup>3</sup> and is bounded by vacant NAWSCCL property to the north (former base housing), Knox Road/East French Avenue to the east, and East Drummond Avenue to the south and west (Figure 2).

### 2.1 DESCRIPTION AND LOCATION

#### 2.1.1 Site Name

The Site has been identified by the District as the New Murray Middle School project site.

#### 2.1.2 Site Owner

The Site is located within the boundaries of the NAWSCCL, which is owned by the United States DOD. The District proposes to lease the property from the DOD for a period of not less than 99 years for purposes of school construction and operation.

#### 2.1.3 Site Address and Current Occupants

The Site is currently vacant and has no active addresses. Former base housing units occupied by Navy personnel from the late 1950s to approximately 2002 presumably were assigned addresses associated with former on-site streets (i.e., Sellars Circle, Hayward Avenue, and Ashworth Place). Any such historical addresses have not been identified. According to the District, a street address of 200 East Drummond Avenue will be assigned to the New Murray Middle School, once constructed.

#### 2.1.4 Designated Contact Person

The District has designated Ms. Pamela Pence, Senior Project Manager, as the contact person for this project. Her contact information is as follows:

SIERRA SANDS UNIFIED SCHOOL DISTRICT  
113 West Felspar Avenue  
Ridgecrest, California 93555  
Telephone: 760.499.5300

<sup>3</sup> Recent changes in the Site boundaries have reduced the size of the Site to approximately 31 acres; refer to Footnote 2 in Section 1 for a full explanation.

### **2.1.5 Other Site Names**

No other names are known to be identified for, or associated with, the Site.

### **2.1.6 Regulatory Agency Identification Numbers**

Based on a review of the regulatory database search report, the Site has not been issued a United States Environmental Protection Agency (USEPA) identification number. The DTSC has entered the Site into the Envirostor database and assigned it an identification number of 60001985 and a site code of 104727. The current DTSC Project Manager is Mr. Aslam Shareef at the DTSC's Cypress, California office.

### **2.1.7 Site Zoning and Land Use**

The Site is located on federal (DOD) land and is not within the jurisdiction of any city or county that would assign it an assessor's parcel number or a land use zoning designation. Site-adjacent land in the city of Ridgecrest to the south and west is zoned for recreation/school/public use (RSP) and general commercial (CG), respectively (Figure 3).

### **2.1.8 Geographical Coordinates**

The Site and vicinity are depicted on the 1973 United States Geological Survey (USGS) *Ridgecrest North, California 7.5 Minute Quadrangle* within Township 26 South, Range 40 East, Section 34, at an approximate elevation of 2,277 feet above mean sea level (msl). The approximate geographic coordinates for the Site are 38° 38' 4.56" North Latitude and 117° 39' 41.76" West Longitude.

### **2.1.9 Site Maps and Photographs**

Site location and vicinity maps are provided as Figures 1 and 2, respectively. A local zoning map for the city of Ridgecrest is provided as Figure 3. Original and revised Site boundaries are shown on Figures 4 and 7. Recent photographs taken at the Site are provided in the Phase I ESA Report (The Planning Center|DC&E, 2013).

## 3. Site History and Background Information

---

Information presented in this section is summarized from the Phase I ESA Report prepared for the Site (The Planning Center|DC&E, 2013). The Phase I ESA was performed in substantial conformance with the American Society for Testing and Materials (ASTM) *Standard Practice for Environmental Site Assessments: Phase I Environmental Site Assessment Process* current at the time (ASTM Standard E 1527-05). The purpose of the Phase I ESA was to develop an understanding of current and past land uses and practices that may have involved the handling, use, storage, and/or disposal of hazardous substances or wastes. It included an inspection of the Site and surrounding area, acquisition and evaluation of a standard environmental database search report from Environmental Data Resources (EDR),<sup>®</sup> agency file reviews, historical research (using Sanborn fire insurance maps, aerial photographs, topographic maps, city directories, etc.), review of prior environmental reports prepared for the Site and surrounding area, and interviews with NAWSCCL employees knowledgeable about the Site and its history.

### 3.1 CURRENT SITE USES

The Site is currently vacant and serves as buffer between the city of Ridgecrest and NAWSCCL missions to the north and east. Remnants of a former housing development occupied by Navy personnel are present on the northern portion of the Site, while concrete pads and footers that once supported an electrical substation are present near the southeast corner of the Site (see Section 3.2). Other portions of the Site have remained undeveloped.

### 3.2 HISTORICAL SITE USES

The Site historically was undisturbed desert land until it was acquired by the Navy circa 1943. The Navy constructed housing units and supporting infrastructure on the northern portion of the Site between 1959 and 1961. The houses were demolished and removed in 2002, with the supporting infrastructure (i.e., streets, curbs, gutters, and subsurface utilities) being abandoned in place. Few traces of the residential structures or their foundations remain. An electrical substation was operated on the southeast portion of the Site for power distribution within NAWSCCL and was decommissioned in September 2003. There have been no other uses of the Site since this date. Additional details are provided in the following sections.

#### 3.2.1 Aerial Photographs

Historical aerial photographs of the Site and surrounding area were obtained from EDR<sup>®</sup> for the period 1948 to 2005. The EDR<sup>®</sup> aerial photograph service includes a search of local public and private aerial photograph collections that include photographs acquired and made available by the USGS, the Whittier College Fairchild Collection, and other collections. The photographs were reviewed to identify historical features of the Site and the surrounding area. In some instances, other historical information and visual observations from the

Site reconnaissance were consulted to help identify features of potential interest. Interpretations of Site features and conditions based on the aerial photograph review are summarized below:

- 1948** – The Site and immediately surrounding properties are undeveloped and mostly undisturbed desert. Housing units are viewed northeast of the Site.
- 1952** -- The Site and immediately surround properties remain undeveloped land. Housing units are viewed northeast of the Site and present-day Vieweg Elementary School is viewed north of the Site.
- 1972** -- The northern portion of the Site is developed with housing units. The southern portion of the Site remains undeveloped with the exception of what appears to be the now-decommissioned electrical substation at the southeast corner of the Site. Burroughs High School is viewed east of the Site, and housing units are viewed south of the Site.
- 1984** -- No significant changes to the Site or immediately surrounding properties are noted compared to the previous photograph.
- 1994** -- No significant changes to the Site are noted compared to the previous photograph. The present-day LeRoy Jackson Park and Sports Complex are viewed south of the Site beyond Drummond Avenue, and the present-day Ridgecrest Town Center Mall is viewed west of the Site.
- 1995** -- No significant changes to the Site or immediately surrounding properties are noted compared to the previous photograph.
- 2005** -- The housing units noted previously on the northern portion of the Site have been removed, although the streets throughout the development remain. Similarly, the housing units previously noted north and northeast of the Site have been removed. No other significant changes to surrounding properties are noted.

### **3.2.2 Sanborn Fire Insurance Maps**

Historical fire insurance maps (i.e., Sanborn maps) that cover the Site and surrounding properties are not available.

### **3.2.3 Topographic Maps**

Historical topographic maps published by the USGS were obtained from EDR® to help evaluate former land uses at the Site and in the surrounding neighborhood. Topographic maps were provided for years between 1915 and 1973. Observations based on these maps are summarized below:

- 1915** – The scale of this map (1:250,000) precludes the identification or evaluation of any features on or near the Site.

- 1953** – The Site and immediately surrounding properties appear to be undeveloped. Residential development and present-day Vieweg Elementary and Groves Elementary Schools are viewed farther north of the Site.
- 1973** - The northern portion of the Site is depicted as developed with housing units. Housing units similarly are depicted on properties north of the Site. Burroughs High School is depicted east of the Site.

### **3.2.4 Building Permits**

The Site is located within the NAWSCL on federal land and, therefore, lies outside the building permitting jurisdictions of the city of Ridgecrest and the county of Kern.

### **3.2.5 City Directory Review**

The EDR® City Directory abstract provides historical address listings obtained from business, city, and telephone directories for the years spanning 1975 to 2010 (non-inclusive). The search compiles information by plotting the latitude and longitude for the Site of interest and obtaining data concerning properties within 1/8 mile proximity of the selected location. The City Directory abstract did not identify any address listings for the Site. Listings for properties surrounding the Site first appeared in 1975; all appear to be by individual names, suggesting residential use. Sierra Sands Burroughs High School was first listed in 1990 at 500 East French Avenue; the listing is repeated in subsequent years. Kern County Parks and Recreation at 300 East French Avenue is first listed in 2001 and repeated in subsequent years. The only other listed businesses are identified as home offices (e.g., resident name identified as certified public accountant).

## **3.3 SURROUNDING PROPERTY LAND USES**

Similar to the Site, land surrounding the Site historically was undisturbed desert until the mid-to-late 1940s, when housing units and present-day Vieweg Elementary School were first constructed on properties north of the Site and the first phase of Burroughs High School was constructed east of the Site. In subsequent years, land to the west was developed with commercial buildings in the city of Ridgecrest, including the present day Town Center Mall and associated paved parking areas. The mall opened in 1987 as an open concept shopping center and currently supports approximately 32 stores. The present day Leroy Jackson Park and Sports Complex also was developed in more recent times immediately south of the Site. These surrounding features are shown on Figure 2.

## **3.4 HAZARDOUS SUBSTANCE/WASTE MANAGEMENT INFORMATION**

### **3.4.1 Permits**

No active or historical operational permits related to the use, storage, transport, or disposal of hazardous substances or hazardous wastes were identified for the Site.

### 3.4.2 Regulatory Database Research

A search of available federal, state, and local environmental database records for the Site and nearby properties was received from EDR® on January 16, 2013. In general, the databases reviewed by EDR® include facilities that generate, store, treat, or dispose of hazardous substances, as well as facilities where hazardous substance releases have contaminated soil and/or groundwater. The EDR® report meets the government records search requirements of ASTM E 1527-13; search distances were in accordance with this standard. The results of the regulatory database search are summarized on the following table:

EDR® Database Search Results		
Regulatory Database	Site Listed? (yes/no)	Surrounding Sites Within Prescribe Distances
NPL Sites	No	None within one mile of the Site
CERCLIS Sites	No	None within one-half mile of the Site
CERCLIS-NFRAP Sites	No	None within one-half mile of the Site
Federal ERNS List	No	None identified
RCRA Non-CORRACTS TDS Facilities	No	None within one-half mile of the Site
RCRA CORRACTS TDS Facilities	No	None within one mile of the Site
RCRA Generators	No	One small quantity RCRA Hazardous Waste Generator was listed within one-quarter mile of the Site. The listed facility is Burroughs High School at 500 E. French Street, located east of the Site. The waste category is aqueous solution with total organic residues less than 10 percent. No related violations for the listed facility were reported.
Cortese List	No	The database search identified one Cortese site within one-half mile of the Site. The listed facility is Charlon & Simolon, Inc. at 723 China Lake Boulevard, located roughly 0.5 mile west of the Site. The status of this facility is "case closed" as of April 20, 1990.
Registered USTs	No	None within one-quarter mile of the Site
State LUST Sites	No	The database search identified one LUST facility between one-quarter and one-half mile of the Site. The listed facility is Charlon & Simolon, Inc. at 723 China Lake Boulevard, located roughly 0.5 mile west of the Site. The status of this facility is "case closed" as of April 20, 1990. A review of Lahontan Regional Water Quality Control Board files determined that the potential contaminant of concern was gasoline and only soil at the facility was impacted.
State Landfills and Solid Waste Disposal Sites	No	The database search identified one State Landfill or Solid Waste Disposal Site between one-quarter and one-half mile of the Site. The listed facility is the Town Center Mall at Drummond Road (T265, R40E, Section 34, Ridgecrest, California), located roughly 0.5 mile west/northwest of the Site. The operator was the US Department of Navy-China Lake; the operator's status is listed as "closed."

### 3.4.3 Features of Environmental Interest

PlaceWorks (formerly The Planning Center|DC&E) conducted an inspection of the Site on March 27, 2013 to better assess current Site conditions and features of potential environmental interest. Observations during the inspection, as supported by research conducted during the Phase I ESA, are summarized in the table on the following page.

<b>Features of Environmental Interest</b>	
Physical Feature	Observations/Conditions
Chemical/Hazardous Material Handling and Storage	None observed or otherwise identified by PlaceWorks
Aboveground and Underground Storage Tanks	None observed or otherwise identified by PlaceWorks
Drums	None observed or otherwise identified by PlaceWorks
Naturally Occurring Hazardous Materials	Radon and methane are not expected to be environmental concerns
PCBs	A decommissioned electrical substation is located on the southeast part of the Site. Transformers in this substation were analyzed by NAWSCL personnel for PCB content and those with over 50 ppm were removed and properly disposed of in March 2000. The substation was demolished (except for the foundations) in September 2003. Inspection data from the transformers report some minor leaks. However, no evidence of transformer oil was found on the concrete foundations during PlaceWork's Site inspection. NAWSCL personnel concluded the leaks did not reach the surface soil.
Asbestos Containing Materials (ACM)	NAWSCL conducted an ACM cleanup in 2012 on the northern portion of the Site that historically was occupied with residential structures. Minor ACM debris was observed in this area during PlaceWork's Site inspection. In addition, utility pipelines abandoned in place may contain ACM.
Lead-Based Paint (LBP)	Due to the potential use of LBP in residential structures that historically occupied the Site, it is possible that elevated concentrations of lead could be present in shallow soil on the northern portion of the Site.
Fill Material/Stockpiled Soil	Given the relatively flat topography of the Site and its elevation with respect to the surrounding terrain, it is unlikely that significant quantities of fill material (if any) have been imported or applied to the Site.
Mines	None observed or otherwise identified by PlaceWorks
Agricultural Use	None observed or otherwise identified by PlaceWorks
Pesticide Use	Residential structures were present at the Site from the late 1950s to 2002 when the buildings were demolished. OCP residues may exist around structures with wood components built prior to 1989. Additionally, field investigations conducted by or on behalf of NAWSCL found pesticides (primarily dieldrin) to be present in shallow soil throughout active and inactive base housing areas, including the northern portion of the Site (TtEMI, 2000).
Stormwater Discharge and Drainage	Within the northern portion of the Site, stormwater flows to local collector drains associated with the former housing development for conveyance off-site. Elsewhere, stormwater follows the topographic grade through overland sheet flow and drainage swales.
Floor Drains, Sumps, and Clarifiers	None observed or otherwise identified by PlaceWorks
Septic Systems	None observed or otherwise identified by PlaceWorks
Monitoring, Water Supply, or Dry Wells	A monitoring well is reportedly located on the southeast corner of the Site and is part of a larger fence line well network at NAWSCL (TtEMI and WGI, 2001). The well reportedly is 80 feet in depth and is used to monitor the shallow hydrogeologic zone beneath the Site and the larger NAWSCL.
Pits, Ponds, or Lagoons	None observed or otherwise identified by PlaceWorks
Stained Soil, Pavement, or Concrete	None observed or otherwise identified by PlaceWorks
Stressed Vegetation	None observed or otherwise identified by PlaceWorks
Odors	None observed or otherwise identified by PlaceWorks

### 3.4.4 Prior Site Assessments/Remediation

#### 3.4.4.1 ENVIRONMENTAL CONDITION OF PROPERTY REPORT

The NAWSCL Environmental Management Division (EMD) prepared an Environmental Condition of Property (ECP) Report to support a 25-year land lease to the District for the construction, operation, and maintenance of New Murray Middle School (Naval Facilities Engineering Command, 2013). An ECP is a

study of the environmental conditions of real property prior to a real estate transaction and is similar in approach and content to a Phase I ESA. Resources used in the development of the ECP included site inspections and review of available local, state and federal government documents. Based on its review, EMD concluded that releases of petroleum or other hazardous materials in concentrations above actionable levels had not been identified at the Site. EMD further opined that no environmental conditions at the Site were identified that would prevent use of the Site for the construction and operation of an educational facility.

#### **3.4.4.2 PRELIMINARY ASSESSMENT AND SITE INSPECTION REPORT**

In response to reports that oils, potentially contaminated with PCBs, may have been used in the past for dust suppression during the construction of nearby Burroughs High School, the NAWSCLE Environmental Project Office (EPO) collected a limited number of surface and near-surface soil samples at selected areas around the high school and in older housing areas on the base (none of which were on the Site). Sampling results indicated that PCBs were present at low concentrations (38 to 110 µg/kg) at a few locations. The EPO then investigated additional housing areas and schools for possible PCB and pesticide impacts under a Point of Interest (POI) program. After additional information was collected on these POIs, they were designated as Areas of Concern (AOCs) for further investigation. The AOCs consisted of five existing schools and seven active and inactive base housing areas, one of which included the northern portion of the Site (i.e., Area C).

A preliminary assessment and site inspection (PA/SI) of the AOCs was conducted to determine: 1) whether the PCB compounds were a result of a release to the environment caused by widespread use of oil containing PCBs; 2) the extent of pesticide impacts in soil and whether they resulted from concentrated releases or routine applications in the past; and 3) whether dioxins/furans compounds had been released to the environment during pesticide spraying or through the use of PCB-contaminated oil (TtEMI, 2000). The PA/SI data were initially screened against USEPA preliminary remediation goals (PRGs) for both residential and occupational exposure scenarios as a means to segregate the data. Based on the screening evaluation, the following conclusions were drawn:

- No widespread contamination of PCBs from dust suppression oil or other sources was detected (PCBs were detected at only 10 of 270 locations).
- Pesticide compounds, primarily dieldrin, were present throughout the active and inactive housing areas. The pesticides were distributed in a pattern consistent with routine application for pest control, rather than concentrated releases associated with spills or storage practices. Pesticide concentrations were higher in the currently active or recently vacated housing areas.
- Dioxins/furans were detected at concentrations that exceeded the residential PRG. It was speculated that the source of these compounds may be associated with the production of the pesticides applied at the base (i.e., byproducts of the chemical manufacturing process).
- Minimal contamination of soils adjacent to schools and in playgrounds was detected.
- Minimal subsurface (2.5 to 4 feet bgs) contamination was detected.

A quantitative health risk evaluation was performed to further evaluate the potential risks posed by the detected chemical constituents. The health risk ranged from  $3.7 \times 10^{-7}$  to  $1.1 \times 10^{-4}$  for all AOCs when evaluated under a surface soil residential exposure scenario. The noncancer hazard index (HI) ranged from 0.0043 to 1.3 for all AOCs when evaluated under a surface soil residential exposure scenario. The PA/SI report concluded that the calculated health risks and hazards at all of the housing areas except one (Area G, which was not part of the Site), and all of the schools, fell within the acceptable range of risk consistent with AOC closure under a Category III no further response action planned (NFRAP) decision.

During the PA/SI, soil samples were collected from seven locations (TT80-237 to TT80-243) within the former base housing area on the northern portion of the Site as part of the AOC designated as Area C. Soil samples were collected from the ground surface (0-2 inches bgs) at each location; at three of the locations, samples were also collected from depths ranging from 2.5 to 4 feet bgs. All locations were sampled and analyzed for OCPs (method unspecified) and PCBs (method unspecified); samples from one location (TT80-240) were also analyzed for dioxins/furans (USEPA Method 8290).

Dieldrin was detected in the surface samples from all seven locations at concentrations ranging from 52 to 5,800  $\mu\text{g}/\text{kg}$ , which exceeded the residential PRG of 28  $\mu\text{g}/\text{kg}$  established for the PA/SI. Dieldrin was also detected in one of the deeper samples at a concentration of 220  $\mu\text{g}/\text{kg}$ . Alpha and gamma chlordane concentrations in the surface samples from two locations exceeded the residential PRG of 1,600  $\mu\text{g}/\text{kg}$ , at concentrations of 1,700 and 2,100  $\mu\text{g}/\text{kg}$ . The concentration of 1,2,3,4,6,7,8-heptachlorinated dibenzo-p-dioxin in the one surface sample analyzed for dioxins/furans was 0.239  $\mu\text{g}/\text{kg}$ , which exceeded the residential PRG of 0.038  $\mu\text{g}/\text{kg}$ . PCBs were not detected in any of the samples.<sup>4</sup>

<sup>4</sup> In its Phase I ESA determination letter, dated April 4, 2014 (see Appendix A), the DTSC mistakenly asserted that PCBs were detected at the Site during the PA/SI. The presumed “detections” were actually the reported laboratory detection limits.

## 4. Apparent Problem

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The PEA field investigation was intended to evaluate RECs identified during the Phase I ESA for the Site, as described below:

- Lead Residues in Soil -- Due to the potential use of LBP in residential structures (former base housing) that historically occupied the Site, it is possible that elevated concentrations of lead could be present in shallow soil in the northern portion of the Site.
- Pesticide Residues in Soil – It is possible that OCPs were used for termite control in residential structures that historically occupied the northern portion of the Site. During a previous investigation of schools and housing areas at NAWSCL (see Section 3.4.4.2), OCPs were detected in shallow soil within the northern portion of the Site at concentrations that were considered acceptable from a health risk standpoint, but which exceeded PRGs. However, the number of samples (seven) was limited and the use of the Site for a school was not considered in the health risk evaluation. Arsenic was included as a constituent of potential concern in the soil sampling program due to the possible historical use of arsenical herbicides, although such use was largely discontinued prior to 1950.

In addition, during the PEA Scoping Meeting, the DTSC identified the need to investigate the following potential areas of environmental concern:

- PCB Residues in Soil – Due to the reported historical use of oils on roads or around construction sites for dust control, it is possible that PCBs could be present in shallow soil at the Site.
- Dioxin/Furan Residues in Soil – Due to the reported historical use of oils on roads or around construction sites for dust control, it is possible that dioxins and furans could be present in shallow soil at the Site.

## 5. Environmental Setting

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Regional, local, and site-specific topographic, geologic, and hydrogeologic information relevant to the Site was compiled from several sources, including the existing literature and environmental investigations conducted at nearby sites. This information is summarized in the following discussion of background environmental conditions. Knowledge of the Site environmental setting is essential for evaluating the actual or predicted migration of contaminants through soil, water, and air pathways.

### 5.1 FACTORS RELATED TO SOIL EXPOSURE PATHWAYS

Factors related to contaminant transport via soil pathways are the local topography, which controls surface water run-on and run-off, and soil type and geology, which control infiltration and vapor phase migration within the unsaturated (i.e., vadose) zone. Natural and manmade barriers/controls can minimize or prevent contaminant movement into and within the soil column. In some instances, they also provide protection against direct contact with hazardous substances that might be present at a site.

#### 5.1.1 Topography

The Site and vicinity are relatively flat with very little local relief. The local topography slopes gently toward the east-northeast, with elevation differences of only  $\pm 25$  feet within 0.5 mile of the Site. In general, surface water runoff mimics this topographic grade.

#### 5.1.2 Geology

Physiographically, the Site is located in the Indian Wells Valley, which is considered the westernmost basin in the southwest corner of the Great Basin section of the Basin and Range Physiographic Province (TtEMI, 2013). The Indian Wells Valley is an alluvial basin that is almost entirely surrounded by mountain ranges that are the source of depositional valley fill. Near-surface sediments primarily consist of Holocene surficial deposits, Quaternary alluvium, and lacustrine deposits that extend to depths of as much as 6,500 feet below the valley surface (Naval Facilities Engineering Command, 2013).

Depending on location, the uppermost 20 to 45 feet of the alluvium consist mainly of silty sands with minor “clean” (i.e., minimal or no silt) sands, silts, and clays (CH2M Hill Kleinfelder, 2012). These silty sand deposits are underlain by relatively “clean” sands with some gravel that extend to approximately 120 feet bgs. Pleistocene lake deposits that consist of low-permeability silt and clay predominate between approximately 100 and 250 feet bgs in the center of the valley (Naval Facilities Engineering Command, 2013).

#### 5.1.3 Oil Fields and Natural Gas

Maps prepared by the California Department of Conservation, Division of Oil, Gas, and Geothermal Resources (DOGGR) were reviewed to determine whether petroleum exploration and/or production have

occurred on or near the Site. According to DOGGR maps, the Site is not located within the designated boundaries of an oil field, nor were any active or abandoned oil wells identified near the Site.

#### **5.1.4 Visual Evidence of Releases to the Environment**

No evidence of environmental releases was observed during PlaceWork's previous Site inspections and visits. There currently are no activities at the Site that would use commercial quantities of hazardous materials or generate hazardous waste.

#### **5.1.5 Site Accessibility and Controls**

Public access to the Site is rigorously controlled by NAWSCL personnel. Public access to NAWSCL is controlled through manned entrance gates that are staffed 24-hours a day, seven days a week, to monitor and control visitor access to the base. The entrance gate closest to the Site is located along West Inyokern Road northwest of the Site. Visitors are subject to screening, security clearance, and badging prior to entry. Once on the base, the Site itself contains no physical barriers and is relatively easy to access from local roadways.

#### **5.1.6 Proximity to Nearby Receptors**

Nearby receptors in the vicinity of the Site include Burroughs High School across South Knox Road to the east, Vieweg Elementary School approximately 0.2 mile to the north, Leroy Jackson Park and Sports Complex across Drummond Avenue to the south, and a commercial shopping area across Drummond Avenue to the west. The locations of these nearby receptors are shown on Figure 2.

### **5.2 FACTORS RELATED TO WATER PATHWAYS**

Factors related to water pathways include the local hydrogeology, which defines the movement of contaminants within groundwater, and nearby surface waters, which can be impacted by runoff or flooding from a site.

#### **5.2.1 Groundwater**

The Site is located in the Indian Wells Valley Groundwater Basin. The main water-bearing units are gravel, sand, silt, and clay derived from the Sierra Nevada Mountains to the west and from other surrounding mountains. These unconsolidated deposits make up an "upper aquifer" and a "lower aquifer." The lower aquifer is the primary producer for the basin (Berenbrock and Martin, 1991). Recharge to the groundwater system is primarily runoff from the mountains that surround the valley.

The nearest identified location for which hydrogeologic data are available is referred to as Site 70 (former public works gas station), which is located approximately 1 mile north of the Site near the main gate of the NAWSCL. Recent groundwater monitoring data at this location indicates that the depth to groundwater in the upper aquifer is approximately 40 to 45 feet bgs (Richard Brady & Associates, 2010). The EDR<sup>®</sup> report obtained for the Site (see Section 3.4.2) indicates that the depth to groundwater approximately 0.75 mile northwest and 0.75 mile south-southwest of the Site ranged from approximately 122 to 128 feet bgs between

January 1989 and April 1993. These depths would indicate that the wells may be set in the lower aquifer. A geotechnical investigation conducted for the Site indicates that groundwater was not encountered in soil test borings drilled to a maximum depth of 51 feet (BSK, 2012).

Recent quarterly groundwater monitoring at the former public works gas station (Site 70) near the main gate of the NAWSCL showed the groundwater flow direction in the upper aquifer to be generally toward the north, with a gradient of approximately ranging from 0.002 foot/foot to 0.004 foot/foot (Richard Brady & Associates, 2010). Regional groundwater flow in the lower aquifer is toward the north-northeast, toward the dry lake beds in the lower parts of the Indian Wells Valley (USGS, 2012).

### **5.2.2 Surface Water**

No surface water bodies are present at the Site. According to current maps, including USGS topographic maps for the area, there are no permanent surface water bodies within 1 mile of the Site. However, NAWSCL contains several major playas and as many as 80 smaller playas, ranging from hundreds of acres to less than 1 acre (Naval Facilities Engineering Command, 2013). After large rainfall events, these playas may temporarily contain surface water from regional drainage. Two major playas, Mirror Lake and Satellite Lake, are located approximately 1.25 miles northeast and southeast of the Site, respectively.

## **5.3 FACTORS RELATED TO AIR PATHWAYS**

The climate in the Indian Wells Valley is predominantly influenced by its high desert location. The climate is characterized by hot days and cool nights, with extreme arid conditions prevailing throughout the summer months. The mean annual temperature for the NAWSCL area is 65 degrees Fahrenheit (°F) (TtEMI, 2000). Maximum temperatures typically occur in July and can reach as high as 118°F, while minimum temperatures typically occur in January and can be as low as 0°F. The mean annual precipitation within the basin typically averages 4.25 inches per year, with about 20 days per year of measureable precipitation, including a couple of days of snow (Naval Facilities Engineering Command, 2013). Maximum precipitation tends to occur from November through March. Winds flow through low mountain passes and gaps in the mountain ranges that surround NAWSCL, with the strongest winds occurring in late winter and early spring.

## 6. Sampling Activities and Results

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The following sections describe the sampling strategy, investigative methods and procedures, sample handling, decontamination procedures, management of investigation derived waste, analytical program, and analytical results for the PEA field investigation. The PEA field investigation was conducted under oversight of the DTSC pursuant to the EOA between the District and DTSC (see Section 1). Fieldwork was conducted on October 8 and 9, 2014 under the direct supervision of the California Professional Engineer whose certification and signature appear at the beginning of this report. The following agency guidelines and state regulations were used to develop the sampling and analytical strategies and protocols:

- DTSC *Preliminary Endangerment Assessment Guidance Manual*, dated October 2013
- DTSC *Interim Guidance, Evaluation of School Sites with Potential Soil Contamination as a Result of Lead from Lead-Based Paint, Organochlorine Pesticides from Termiticides, and Polychlorinated Biphenyls from Electrical Transformers*, dated June 9, 2006
- California Code of Regulations (CCR), Title 22, Section 69105, “Sampling for Lead in Soil”
- CCR, Title 22, Section 69106, “Sampling for OCPs in Soil”
- CCR, Title 22, Section 69107, “Sampling for PCBs in Soil.”

### 6.1 SAMPLING STRATEGY AND RATIONALE

The PEA field program involved soil matrix sampling to a depth of 3 feet bgs at 35 locations to investigate the AOCs identified in Section 4. Boring designations, sample depths, analytical parameters, and sampling rationale are described in Table 1 and summarized below:

- Twenty-four (24) soil borings (SS-1 to SS-24) were completed on the northern portion of the Site (former base housing) at the locations shown on Figure 4. Soils samples collected from these borings were analyzed for OCPs and arsenic to assess for potential impacts due to the use of termiticides and pesticides; they were also analyzed for lead to assess for potential impacts due to the use of LBP. In addition the surface samples collected from locations SS-1, SS-7, and SS-11 were analyzed for dioxins/furans to assess for potential impacts from the use of oil applied for dust control. In accordance with DTSC guidance (2006) for post-demolition sampling where structures, foundations, and slabs have been removed, the borings were laid out on a grid pattern with separation distances of approximately 200 feet.
- Five (5) soil borings (SS-25 to SS-29) were completed at representative locations on the southern portion of the Site (undeveloped land), as shown on Figure 4. The surface samples from these five locations were

analyzed for PCBs and dioxins/furans to assess for potential impacts from the use of oil applied for dust control. The deeper samples were archived pending review of the results for the surface samples. After review of the analytical data from the northern portion of the Site, the surface samples from these five borings were also analyzed for OCPs to determine if pesticide-impacted soil extended to the southern portion of the Site.

- Six (6) soil borings (ES-1 to ES-6) were completed within and around the former electrical substation, as shown on Figure 4. The surface samples from these six locations were analyzed for PCBs to assess for potential impacts from historical transformer releases. The deeper samples were archived pending review of the results for the surface samples.

## 6.2 PRELIMINARY SCREENING LEVELS

Analytical results for the soil samples were compared with the preliminary screening levels to determine if the analyte represented a constituent of potential concern (COPC) at the Site. Preliminary screening levels used for the various chemical constituents of potential interest are described in the following sections.

### 6.2.1 Lead

**Preliminary Screening Level:** 80 mg/kg

Adverse health effects associated with exposure to lead have been correlated with concentrations of lead in whole blood, rather than with intake of lead by an individual. The US Centers for Disease Control considers a blood lead level of 10 micrograms/deciliter ( $\mu\text{g}/\text{dl}$ ) to be cause for concern. The DTSC used this criterion for toxicity evaluations until 2007, when the California Environmental Protection Agency (CalEPA) Office of Environmental Health Hazard Assessment (OEHHA) developed a new criterion based on a source-specific “benchmark change” of 1  $\mu\text{g}/\text{dl}$ , which is the estimated incremental increase in children’s blood lead that would reduce their Intelligence Quotient (IQ) by up to 1 point. Using this new approach, CalEPA established a preliminary remediation goal (action level) of 80 mg/kg for lead in soil (CalEPA, 2009). This standard represents the concentration of lead in soil that will result in a 90<sup>th</sup> percentile estimate of a 1  $\mu\text{g}/\text{dl}$  increase in blood lead in the most sensitive receptor (i.e., child or fetus).

The DTSC Office of Human and Ecological Risk (HERO) has implemented the risk-based soil concentration as a residential land use scenario exposure point concentration, calculated as the 95 percent upper confidence limit of the arithmetic mean (95% UCL) of 80 mg/kg or less soil lead (DTSC, 2013a). With regard to the assessment of lead risk, if sufficient data are available, HERO recommends calculating the 95% UCL lead concentration for each exposure area. If individual samples exceed 80 mg/kg, the exposure would be still be acceptable as long as the 95% UCL is below 80 mg/kg and hot spots or data outliers are not present.

## 6.2.2 Arsenic

**Preliminary Screening Level:** 12 mg/kg

Arsenic has proven problematic in the evaluation of school sites, since the risk-based soil concentration of approximately 0.03 mg/kg is nearly always below the concentrations detected at a site. Therefore, the DTSC conducted a statistical evaluation of nineteen Los Angeles Unified School District (LAUSD) school sites and five southern California counties to determine the level of arsenic that is representative of background concentrations (DTSC, undated). The term “background” collectively referred to both naturally-occurring and anthropogenic sources of arsenic in shallow soil. The study determined that an arsenic concentration of 1.5 mg/kg most likely represents the upper bound concentration of naturally-occurring arsenic, while a concentration of 12 mg/kg represents the upper bound concentration of naturally-occurring plus anthropogenic arsenic. Based on this study, the DTSC currently uses an arsenic concentration of 12 mg/kg as a screening level for new school sites.

## 6.2.3 Organochlorine Pesticides

**Preliminary Screening Level:** (USEPA Regional Screening Levels; refer to table below)

Until recently, the DTSC recommended that analytical data for OCPs be compared to risk-based California Human Health Screening Levels (CHHSLs) for soil under a residential land use scenario (DTSC, 2006). However, HERO no longer recommends the use of CHHSLs for toxicity screening, because they have not been updated regularly and are not available for many chemicals. Instead, the DTSC now uses the latest USEPA Regional Screening Levels (RSLs),<sup>5</sup> as modified by recent guidance (DTSC, 2013a).

An abbreviated list of the most common OCPs used to control termites is provided in the following table. Both CHHSLs and RSLs are provided for each OCP for comparative purposes. The RSLs are adjusted in proportion to the number of discrete samples that make up the composite sample in an effort to ensure that hot spots are not missed (i.e., 100% of the concentration in a composited sample is from only one of the associated discrete samples). In general, sites with OCP concentrations below the screening value will require no further action, while those with concentrations at or above the screening value will require an additional response (DTSC, 2006).

OCP	Discrete Samples (µg/kg)		RSL for Composited Samples <sup>1</sup> (µg/kg)		
	CHHSL	RSL	1:2	1:3	1:4
Aldrin	33	31	15	10	7
Gamma-BHC (Lindane)	500	560	280	186	140
Chlordane (all forms)	430	1,800	900	600	450
4,4'-DDD	2,300	2,200	1,100	733	550
4,4'-DDE	1,600	1,600	800	533	400

<sup>5</sup> RSLs were formerly known as Preliminary Remediation Goals (PRGs).

### Soil Screening Values for Common OCPs (Discrete and Compositing Samples)

OCP	Discrete Samples (µg/kg)		RSL for Compositing Samples <sup>1</sup> (µg/kg)		
	CHHSL	RSL	1:2	1:3	1:4
4,4'-DDT	1,600	1,900	950	633	475
Dieldrin	35	33	16	11	8
Heptachlor Epoxide	NA	59	30	20	15

µg/kg = micrograms per kilogram

CHHSL = California Human Health Screening Level

RSL = USEPA Regional Screening Level (May 2014)

NA = not available

<sup>1</sup> Concentrations for two (1:2), three (1:3), and four (1:4) sample composites are based on USEPA RSLs.

## 6.2.4 Polychlorinated Biphenyls

**Preliminary Screening Level:** 300 µg/kg

The CHHSL for PCBs in soil for a residential land use scenario is 89 µg/kg, while the current USEPA RSL is 240 µg/kg. However, the DTSC has established a screening level of 300 µg/kg for school sites under the assumption that lower concentrations cannot be routinely quantified through laboratory analysis (DTSC, 2006). A PCB concentration of 300 µg/kg corresponds to an approximate incremental cancer risk of  $3.4 \times 10^{-6}$  (DTSC, 2006). According to the DTSC, the maximum concentration of each PCB Aroclor detected in soil should be compared to the screening value of 300 µg/kg to determine whether or not further action is required.

## 6.2.5 Dioxins/Furans

**Preliminary Screening Level:** (TCDD-TEQ of 4.9 ng/kg)

Dioxins/furans are considered highly toxic and, based on animal studies, are able to cause reproductive and developmental problems, damage the immune system, interfere with hormones and also cause cancer. However, only a few studies have demonstrated unequivocal evidence of the toxic effects on dioxins on humans. Large doses of tetrachlorodibenzodioxin (TCDD) have resulted in malaise, chloracne, and amenorrhea. Other suspected effects are liver damage and alterations to blood, thyroid, and immune system function. Dioxins are well established carcinogens in animal studies and the USEPA has characterized them as “likely human carcinogens.”

The USEPA’s current RSL for 2,3,7,8-TCDD (the most carcinogenic dioxin) in soil is  $4.9 \times 10^{-6}$  mg/kg (4.9 nanograms per kilogram, or ng/kg), based on a cancer risk of  $1 \times 10^{-6}$  for a residential land use. The overall cancer risk for dioxins/furans detected at a site can be calculated as a summation of the products of the detected dioxin/furan concentrations and their toxic equivalency factors (TEFs) relative to 2,3,7,8-TCDD, which are summarized in the table on the following page.

Toxic Equivalency Factors for Dioxins/Furans	
Dioxin/Furan <sup>1</sup>	TEF
2,3,7,8-TCDD	1
1,2,3,7,8-PeCDD	1
1,2,3,4,7,8-HxCDD	0.1
1,2,3,6,7,8-HxCDD	0.1
1,2,3,7,8,9-HxCDD	0.1
1,2,3,4,6,7,8-HpCDD	0.01
1,2,3,4,6,7,8,9-OCDD	0.0003
2,3,7,8-TCDF	0.1
1,2,3,7,8-PeCDF	0.03
2,3,4,7,8-PeCDF	0.3
1,2,3,4,7,8-HxCDF	0.1
1,2,3,6,7,8-HxCDF	0.1
1,2,3,7,8,9-HxCDF	0.1
2,3,4,6,7,8-HxCDF	0.1
1,2,3,4,6,7,8-HpCDF	0.01
1,2,3,4,7,8,9-HpCDF	0.01
1,2,3,4,6,7,8,9-OCDF	0.0003

<sup>1</sup> All other dioxins/furans have TEF values of 0 and are not important in calculating the TEQ  
Source: PEA Guidance Manual, Table 2-5 (DTSC, 2013b)

The calculated result is referred to as the 2,3,7,8-TCDD toxic equivalents (TEQ), or TCDD-TEQ. For the PEA, the TCDD-TEQ for each sample was calculated and compared to a preliminary screening level of 4.9 ng/kg (i.e., the USEPA RSL for 2,3,7,8-TCDD) to determine if the concentrations of dioxins/furans in Site soil exceed an acceptable level of risk.

## 6.3 PRE-FIELD ACTIVITIES

Underground Service Alert (USA) was contacted at least 48 hours prior to field activities to demarcate the locations of subsurface utilities along perimeter sidewalks (i.e., Drummond Avenue). The boring locations were marked with stakes and flags in the field on September 22, 2014 and the Naval Facilities Engineering Command reviewed the locations to identify the presence of any subsurface utilities that might conflict with the borings. The DTSC was notified at least 48 hours in advance of field activities and visited the Site on September 22, 2014 to confirm the suitability of the selected boring locations. Access to the Site, including security clearance, badging, and daily check-in, was coordinated through the NAWSCL Environmental Management Division.

## 6.4 SAMPLING PROCEDURES

### 6.4.1 Sample Collection

All of the samples were collected from unpaved bare soil areas; samples were not collected from beneath the existing paved streets and sidewalks that remain from the former base housing. A truck-mounted, direct-push Geoprobe® Model 6600 drill rig provided by J&H Drilling Company, Inc. (Buena Park, California) was used to collect the samples. Direct-push sampling was conducted by driving a drill rod core barrel into the soil

subsurface using a hydraulic hammer. As the drill rod was advanced, soil was driven into a 1.5-inch diameter by 3-foot long clear acetate sleeve housed in the core barrel. Once the desired depth was reached, the drill rod was extracted from the borehole and the acetate sleeve containing the soil was removed from the barrel.

Soil samples were collected from two depth intervals at each boring location: 1) 0-0.5 foot and 2) 2.5-3.0 feet bgs. Field duplicates were collected at corresponding depths from adjacent borings located no more than 6 inches from the primary boring. Once the 3-foot long acetate sample sleeve had been removed, the targeted 6-inch sample intervals were cut from the sleeve and prepared for submittal to the laboratory. During preparation, the samples were inspected by the field geologist for general soil conditions and evidence of contamination (e.g., odors or staining) and any relevant observations were recorded in a field log. The ends of the selected samples were then secured with plastic caps and labels were applied with the sample identification number (which contains the boring number and sample depth) and date and time of collection. Thus prepared, the soil samples were placed in clear plastic, leak-resistant bags, which in turn were placed in a sample cooler with ice for temporary storage until delivery to the off-site laboratory. The 3-foot deep boreholes were backfilled with dry granular bentonite to the ground surface.

## 6.4.2 Equipment Decontamination

Drill rods and other non-disposable sampling equipment were decontaminated between borings to reduce the potential for contaminant introduction and cross-contamination. Decontamination of field equipment and the associated collection of equipment blank samples were necessary quality control measures to identify and correct potential errors during sample collection and handling. Equipment was decontaminated in a pre-designated area using the following procedures:

- Non-phosphate detergent and distilled water wash using a brush
- Initial distilled/deionized water rinse
- Final distilled/deionized water rinse, and
- Allowed to air dry.

## 6.4.3 Investigation-Derived Waste

Due to the method of sample collection, soil cutting wastes were not generated. Spent acetate sample sleeves and used personal protection equipment (PPE) were disposed of as Class III solid waste. Decontamination water was collected in a properly labeled UN-rated 55-gallon drum and has been temporarily stored in a secure area, in consultation with Site personnel, until arrangements can be made for its collection and off-site disposal. Based on the analytical results from the soil sampling, a waste profile will be generated and arrangements will be made for the lawful off-site disposal of the wastewater as non-hazardous waste. Copies of the waste profile and manifest used for waste disposal will be provided to the District and maintained in project files.

## 6.5 LABORATORY PROCEDURES

All of the soil samples were submitted to American Environmental Testing Laboratory, Inc. (AETL; Burbank, California) for chemical analysis under chain-of-custody control. AETL is accredited by the California Department of Public Health (CDPH) Environmental Laboratory Accreditation Program (ELAP Certification No. 1541). Depending on location and depth, the soil samples were analyzed for one or more of the following parameters in accordance with the schedule presented in Table 1:

- Lead by USEPA Method 6010B
- Arsenic by USEPA Method 6020
- OCPs by USEPA Method 8081A
- PCBs by USEPA Method 8082
- Dioxins/furans by USEPA Method 8290.

The laboratory homogenized the contents of the sample sleeves prior to analysis. In addition, samples that were analyzed for OCPs were composited and homogenized by the laboratory (four discrete samples per composite), as allowed by DTSC guidance. The portions of the soil samples not used for compositing were retained and properly preserved by the laboratory (i.e., frozen) in case follow-up analysis of discrete samples was required. The deeper soil samples collected from the borings within and around the former electrical substation (ES-1 to ES-6) and on the southern portion of the Site (SS-25 to SS-29) were archived and similarly preserved pending receipt of the analytical results for the surface samples at these locations.

## 6.6 ANALYTICAL RESULTS

Analytical results for the soil samples are presented in Tables 2 to 5 and summarized in the following sections. Copies of laboratory reports and chain-of-custody records are provided in Appendix B.

### 6.6.1 Soil Description

Based on the field geologist's observations during drilling and sampling, the uppermost 3 feet of soil at the Site consist of dry, medium dense, light brown, silty sand. No odors, staining, or other evidence of contamination were observed by the field geologist. Groundwater was not encountered.

### 6.6.2 Lead

Forty-eight (48) primary soil samples, five (5) duplicate samples, and two (2) equipment blanks were analyzed for lead by USEPA Method 6010B. The analytical results are provided in Table 2. Lead concentrations in soil ranged from non-detect (<2.5 mg/kg) to 14.3 mg/kg (sample SS5-0). The low-levels and relatively uniform distribution of lead indicate that it is present at background, naturally-occurring concentrations. None of the

concentrations approached or exceeded the preliminary screening level of 80 mg/kg for lead. Therefore, lead does not pose a threat to human health or the environment is not considered a COPC for the Site.

### 6.6.3 Arsenic

Forty-eight (48) primary samples, five (5) duplicate samples, and two (2) equipment blanks were analyzed for arsenic by USEPA Method 6020. The analytical results are provided in Table 2. Arsenic concentrations in soil ranged from 0.86 to 13.1 mg/kg. The low-levels and generally uniform distribution of arsenic in soil indicate that it is present at background concentrations. The concentration of arsenic in sample SS3-2.5 (13.1 mg/kg) was the only result that exceeded the preliminary screening level of 12 mg/kg. To better assess the significance of this finding, the arsenic data were subject to a statistical evaluation, including calculation of the 95 percent upper confidence limit (95% UCL) of the entire data set using the USEPA computer program ProUCL. The results are summarized in the following table; supporting calculations and spreadsheets are provided in Appendix C:

<b>Statistical Evaluation of Arsenic Data Set<sup>1</sup></b>	
Statistic	Result (mg/kg)
Total Number of Samples	53
Maximum Arsenic Concentration	13.1
Minimum Arsenic Concentration	0.86
Mean	2.6
Median	1.6
Standard Deviation	2.49
<b>95% Upper Confidence Limit (UCL)</b>	<b>4.1</b>

<sup>1</sup> Performed using USEPA ProUCL calculator (Version 5.0); 95% Chebyshev (Mean, SD) UCL best fit.

As seen in the preceding table, the 95% UCL concentration for the arsenic data set is 4.1 mg/kg, which is substantially below the preliminary screening level of 12 mg/kg. The detection of arsenic at a concentration above the preliminary screening level in a single soil sample does not pose a threat to human health or the environment for the following reasons: 1) at 13.1 mg/kg, the concentration only slightly exceeds the preliminary screening level of 12 mg/kg; 2) the 95% UCL for the arsenic data set is only 4.1 mg/kg, which is more representative of the actual hazard posed by arsenic concentrations distributed throughout the Site; and 3) the concentration was detected at a depth of 2.5 feet bgs (the arsenic concentration in the overlying surface sample at this location was 1.53 mg/kg) and, therefore, is not readily accessible for direct human exposure. Based on the foregoing, arsenic is not considered a COPC for the Site.

### 6.6.4 Organochlorine Pesticides

Initially, twelve (12) primary composite samples, two (2) duplicate composite samples, and two (2) equipment blanks were analyzed for OCPs by USEPA Method 8081A. After aldrin and/or dieldrin were detected in several of the composite samples at concentrations that exceeded the preliminary screening levels, the laboratory was asked to analyze the individual discrete samples used to prepare the composite samples so that the location(s) of the elevated OCP concentrations could be identified. The discrete samples used to create

seven of the composite samples (28 samples total) were subjected to follow-up analysis for OCPs. In addition, the five surface samples from the southern portion of the Site (SS25-0 to SS29-0) were analyzed for OCPs as a follow-up task to determine if OCPs were also present on the southern portion of the Site, outside the boundaries of the former base housing area.

Analytical results for the initial composite samples and follow-up discrete samples are provided in Table 3. Seven OCPs<sup>6</sup> were detected in one or more of the soil samples, as summarized in the following table:

Summary of OCP Concentrations in Soil Samples						
OCP	No. of Samples <sup>1</sup>	No. of Detections	Maximum Concentration (µg/kg)	Sample with Maximum Concentration	Preliminary Screening Level <sup>2</sup> (µg/kg)	No. Exceeding Preliminary Screening Level
Aldrin	38	13	502	SS21-0	31	2
Chlordane (total)	38	20	110	SS6-0	1,800	0
Chlordane (alpha)	38	18	58.4	SS6-0	1,800	0
Chlordane (gamma)	38	18	52.0	SS6-0	1,800	0
4,4'-DDD	38	3	2.93	SS6-0	2,200	0
4,4'-DDE	38	20	130	SS6-0	1,600	0
4,4'-DDT	38	18	87.2	SS6-0	1,900	0
Dieldrin	38	27	9,820	SS21-0	33	17
Heptachlor Epoxide	38	2	10.8	SS6-0	59	0

µg/kg = micrograms per kilogram

<sup>1</sup> Includes 5 composite samples and 33 discrete samples

<sup>2</sup> USEPA RSL for discrete samples

As seen in the preceding table, aldrin and dieldrin were the only OCPs that exceeded their preliminary screening levels of 31 µg/kg and 33 µg/kg, respectively. All but one of the concentrations above the preliminary screening levels were found in the surface samples (0-0.5 foot bgs) collected from the northern portion of the Site (former base housing). The one exception was a dieldrin concentration of 139 µg/kg in subsurface sample SS11-2.5. Dieldrin concentrations in the surface samples are plotted on Figure 5. As shown on this figure, dieldrin concentrations ranged from non-detect (<1.0 µg/kg) to 9,820 µg/kg, including sixteen locations where dieldrin concentrations exceeded the preliminary screening level. OCP concentrations in the five surface samples collected from the southern portion of the Site (SS-25 to SS-29) were all below preliminary screening levels.

Although only aldrin and dieldrin exceeded the preliminary screening levels, all of the detected OCPs were retained as COPCs for the human health screening evaluation to assess their cumulative health risk and hazard (see Section 7.2).

## 6.6.5 Polychlorinated Biphenyls

Eleven (11) primary soil samples and two (2) duplicate samples were analyzed for PCBs by USEPA Method 8082. The analytical results are provided in Table 4. One PCB, Aroclor-1260, was detected at a trace concentration of 25.5J µg/kg in sample ES1-0 (confirmed in a duplicate sample at 38.9J µg/kg). A “J” designator assigned to the analytical result indicates that it is an estimated value between the laboratory’s method detection limit and practical quantitation limit. Because PCBs were not detected in the surface

<sup>6</sup> Total chlordane and its two isomers, alpha and gamma chlordane, are counted as one OCP.

samples at concentrations above the preliminary screening level of 300 µg/kg, follow-up analysis of the deeper archived soil samples for PCBs was not performed.

Sample ES1-0 was collected from a location within the former electrical substation (see Figure 4). Although the Aroclor-1260 concentration at this location did not exceed the preliminary screening level of 300 µg/kg, this PCB was conservatively retained as a COPC for the human health screening evaluation to assess its contribution to the overall health risk and hazard at the Site (see Section 7.2).

### 6.6.6 Dioxins/Furans

Eight (8) primary soil samples were analyzed for dioxins/furans by USEPA Method 8290. The analytical results are provided in Table 5. Some combination of individual dioxins and furans were detected in six of the eight samples at TCDD-TEQ concentrations ranging from 0.004 to 36.3 ng/kg. The TCDD-TEQ concentration of 36.3 ng/kg in surface sample SS1-0 was the only instance where the preliminary screening level of 4.9 ng/kg was exceeded. Follow-up dioxin/furan analysis on the deeper archived sample at this location (i.e., sample SS1-2.5) was not conducted, because the location now falls outside the revised Site boundaries (see Footnote 2 in Section 1). Although dioxin/furan concentrations did not exceed the preliminary screening level of 4.9 ng/kg at the remaining on-site sample locations, dioxins/furans were conservatively retained as COPCs for the human health screening evaluation to assess their contribution to the overall health risk and hazard at the Site (see Section 7.2).

## 6.7 DISCUSSION OF RESULTS

The analytical results for the PEA field investigation indicate that lead, arsenic, and PCBs are not present in Site soil at concentrations that pose a significant threat to human health or the environment. Several OCPs were detected in one or more soil samples, two of which exceeded their preliminary screening levels. More specifically, aldrin exceeded its preliminary screening level of 31 µg/kg in the surface samples at two locations, while dieldrin exceeded its preliminary screening level of 33 µg/kg in the surface samples at sixteen locations and the 2.5-foot bgs sample at one location (see Figure 5). None of these locations are on the southern, undeveloped portion of the Site. The available data indicate that the aldrin/dieldrin impacts are widely distributed across the northern portion of the Site (former base housing), but, with one exception, are limited to shallow soil (<2.5 feet bgs). Additional investigation in the form of step-out and step-down sampling would be required to further refine and delineate the lateral and vertical extents of impacted soil at each location.

One or more individual dioxins/furans were detected in six of the eight soil samples analyzed for these constituents. When the individual dioxin/furan concentrations in each sample were converted to a TCDD-TEQ, the concentration in one soil sample exceeded the preliminary screening level of 4.9 ng/kg. The TCDD-TEQ concentration in surface sample SS1-0 was 36.3 ng/kg. Because this sample location now falls outside the revised Site boundaries, further assessment of the extent of dioxin-impacted soil around sample location SS-1 is not required.

## 7. Human Health Screening Evaluation

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This section presents the human health screening evaluation (HHSE) portion of the PEA. The HHSE evaluates potential impacts to human health from exposure to the COPCs detected in soil at the Site. Per the *PEA Guidance Manual* (DTSC, 2013b), the HHSE is performed within the context of a health risk assessment that addresses an unrestricted future residential land-use scenario, which is more health-protective than the planned Site use as a school.

The methodology applied in the HHSE is consistent with methodologies recommended by USEPA for compliance with the National Contingency Plan, including the following:

- *Risk Assessment Guidance for Superfund Part A - Human Health Evaluation Manual* (USEPA, 1989)
- *Human Health Evaluation Manual, Supplemental Guidance: Standard Default Exposure Factors* (USEPA, 1991)
- *Exposure Factors Handbook* (USEPA, 1997)
- *Risk Assessment Guidance for Superfund Part E - Supplemental Guidance for Dermal Risk Assessment* (USEPA, 2004).

The organization of this section of the report comports with the DTSC required contents for a PEA HHSE. As explained below, these contents encompass the four-step risk assessment process used by USEPA and CalEPA to evaluate hazardous substance releases: 1) data evaluation; 2) exposure assessment; 3) toxicity assessment; and 4) and risk characterization.

- Exposure Pathways and Media of Concern (Section 7.1) – This section includes a description of the hazard identification process used to define areas of potential concern where receptors may be exposed to COPCs. A conceptual model describing the potential exposure pathways considered in the HHSE is presented as part of the exposure assessment.
- Constituents of Concern and Exposure Concentrations (Section 7.2) – The following data evaluation and exposure assessment elements are presented in this section: 1) constituents of potential concern; 2) source media concentrations; 3) fate and transport modeling; 4) exposure point concentrations; and 5) dose estimation.
- Toxicity Values (Section 7.3) – Quantitative approaches to characterizing the respective likelihood and severity of cancer and noncancer health effects that could result from exposure are presented in the toxicity assessment step.

- Uncertainty Analysis (Section 7.4) – While not part of the PEA-required HHSE contents, this risk characterization step is a standard part of health risk assessments. Key uncertainties and conditions affecting the risk characterization conclusions are discussed.
- Risk Characterization (Section 7.5) – Quantitative estimates of cancer risks and noncancer hazards, summed over multiple COPCs and exposure routes, are presented in this summary. Findings of the PEA HHSE (representing unrestricted land use) are described.

## 7.1 EXPOSURE PATHWAYS AND MEDIA OF CONCERN

Exposure to chemicals can only occur if there is a complete pathway by which chemicals in soil, water, or air can be contacted by humans. Therefore, consideration of exposure pathways is one of the first steps in the risk evaluation process. A conceptual site model (CSM) was developed to evaluate the potential exposure pathways for site-specific conditions (Figure 6). The CSM describes potential chemical sources, release mechanisms, transport media, routes of environmental transport, exposure media, and potential human receptors.

Based on Site conditions and the nature and extent of the identified COPCs, the soil exposure pathway (i.e., incidental soil ingestion and dermal absorption) and outdoor air exposure pathway (i.e., fugitive dust inhalation) were considered complete. Given current Site conditions and proposed use, direct exposure to underlying groundwater is not anticipated and permanent surface water bodies do not occur on or adjacent to the Site. Therefore, the groundwater and surface water exposure pathways were not considered complete and were not evaluated as part of the HHSE. Because volatile organic compounds (VOCs) were not identified as COPCs for the Site, evaluation of the subsurface migration of VOCs into buildings constructed as part of the planned Site development (i.e., the indoor air exposure pathway) was not addressed.

As recommended by the *PEA Guidance Manual* (DTSC, 2013b) the HHSE was performed assuming an unrestricted future land use scenario (i.e., residential receptors). This approach is protective of a school-based scenario, in which receptors are exposed for shorter durations (i.e., less than 24 hours per day and less than year-round). In addition, it was conservatively assumed that the entire Site is uncovered and that bare soils are available for direct human contact.

## 7.2 CONSTITUENTS OF CONCERN AND EXPOSURE CONCENTRATIONS

The concentrations of COPCs in exposure media that receptors may inhale, ingest, or contact dermally are referred to as exposure point concentrations. The maximum COPC concentrations detected in Site soil were used as the exposure point concentrations (EPCs), either directly or as calculated derivatives. Use of the maximum concentration is extremely conservative and results in exposure estimates that are much greater than would actually occur at the Site. In accordance with standard risk assessment guidance, exposures and risk should be based on an estimate of the average concentration to which an individual could be exposed over time. However, for screening purposes, use of the maximum concentration provides a baseline for determining whether a more detailed evaluation may be warranted.

The District recently revised the layout and design for the proposed New Murray Middle School, as shown on Figure 7. A review of the revised school layout shows that a significant portion of the Site that was assessed for this PEA will no longer be used for new school construction. Specifically, PEA sample locations SS-1, SS-2, SS-3, SS-8, SS-9, SS-15, SS-16, SS-22, SS-26, SS-28, and SS-29 now fall outside the revised Site boundaries and are now considered to be “off-site” locations (see Figure 4). It should be noted that the analytical results for these off-site sample locations were excluded from consideration for the HHSE.

Seven OCPs, one PCB, and dioxins/furans detected in soil during the PEA field investigation were retained as COPCs for the HHSE. Lead and arsenic were not retained as COPCs for the reasons explained in Sections 6.6.2 and 6.6.3, respectively. The individual dioxins/furans for each sample were converted to a TCDD-TEQ for purposes of health risk evaluation, as explained in Section 6.2.5. The COPCs evaluated by the HHSE and their maximum detected concentrations in soil are summarized on the following table:

COPCs and Exposure Point Concentrations in Soil		
Constituent of Potential Concern	Exposure Point Concentration <sup>1</sup> (µg/kg)	Sample w/ Maximum Concentration
Aldrin	502	SS21-0
Chlordane	110	SS6-0
4,4'-DDD	2.93	SS6-0
4,4'-DDE	130	SS6-0
4,4'-DDT	87.2	SS6-0
Dieldrin	9,820	SS21-0
Heptachlor Epoxide	10.8	SS6-0
Aroclor-1260	38.9	ES1-0 (DUP-7)
TCDD-TEQ	0.001	SS7-0

<sup>1</sup> Represents the maximum concentration for sampling locations within the revised Site boundaries

The EPCs were used to calculate the exposure dose for each exposure pathway. An exposure dose is the amount of chemical intake into the body per kilogram of body weight. The applied dose for human receptors is expressed in milligrams of chemical absorbed per kilogram of body weight per day (mg/kg-day). A series of intake assumptions, addressing factors such as dermal absorption and bioavailability, exposure duration, and the receptors’ age(s), body weight(s), and contact rates, are used to calculate the average daily applied dose. The resulting quantitative chemical intake estimates are used in risk characterization to yield estimates of the potential for carcinogenic health risks and noncancer adverse health effects in a receptor population.

In this HHSE, two types of intake values were calculated. The matter of which value applies depends on the nature of the health effect being evaluated (USEPA, 1989). For non-carcinogenic health effects, the applicable measure of intake for chronic toxicants is referred to as the average daily intake (ADI) and for most receptors is a less-than-lifetime exposure. For chemicals that produce carcinogenic effects, intakes are averaged over an entire lifetime and are referred to as the lifetime average daily intake (LADI). A generalized form of the equation that is used to calculate the (L)ADI for each COPC is presented on the following page.

$$(L)ADI = EPC \times \frac{RIF \times EF \times ED \times CF}{BW \times AT}$$

where:

- (L)ADI = (Lifetime) Average daily intake (mg/kg-day)
- EPC = Exposure point concentration (mg/kg)
- RIF = Route-specific intake factor<sup>7</sup> (mg/day)
- EF = Exposure frequency (days/year)
- ED = Exposure duration (years)
- CF = Conversion factor (1 x 10<sup>-6</sup> kg/mg)
- BW = Body weight (kg)
- AT = Averaging time (days).

The USEPA has established an alternative method for the evaluation of inhaled chemicals (USEPA, 2009). Previous methods utilized predictive equations based on inhalation rates and body weights of typical receptors to derive an inhaled dose (mass) of chemical. Current methods recognize that the exposure concentration, the pattern of exposure (e.g., intermittent versus continuous), and the ultimate organ or organ system that is affected by a chemical all interact to affect the response in an exposed receptor. Consequently, average concentrations (AC) for non-carcinogens or lifetime average concentrations (LAC) for carcinogens are derived using the following equation:

$$(L)AC = EPC \times \frac{EF \times ED \times ET}{CF \times AT}$$

where:

- (L)AC = (Lifetime) Average concentration (µg/m<sup>3</sup>)
- EPC = Exposure point concentration (µg/m<sup>3</sup>)
- EF = Exposure frequency (days/year)
- ED = Exposure duration (years)
- ET = Exposure time (hours/day)
- CF = Conversion factor (24 hours/day)
- AT = Averaging time (days).

For non-volatile chemicals in soil, the EPC in air can be estimated using assumptions for the generation and occurrence of respirable particulates in air (i.e., fugitive dust emissions). To determine the outdoor air exposure point concentrations for the HHSE, the concentration in soil (C<sub>s</sub>) was converted to an outdoor air exposure point concentration (C<sub>a</sub>) using the equation presented on the following page.

<sup>7</sup> The route-specific intake factor is a product of several medium- and receptor-specific variables that, when multiplied by the exposure point concentration and other human exposure factors, results in an estimate of the chemical intake in mg/kg-day for a specific exposure pathway. The terms used to calculate the route-specific intake factors for each exposure pathway are presented with the risk assessment calculation tables in Appendix D.

$$C_a = \frac{C_s \times CF}{PEF}$$

where:

- $C_a$  = Concentration in air ( $\mu\text{g}/\text{m}^3$ )  
 $C_s$  = Maximum concentration in soil ( $\text{mg}/\text{kg}$ )  
 CF = Conversion factor ( $1,000 \mu\text{g}/\text{mg}$ )  
 PEF = Particulate emission factor ( $\text{m}^3/\text{kg}$ ).

The particulate emission factor (PEF) represents an annual average particulate emission rate based on wind erosion. The *PEA Guidance Manual* (DTSC, 2013b) recommends that the USEPA's default PEF of  $1.32 \times 10^9 \text{ m}^3/\text{kg}$  be used for screening level health risk assessments, which is based on an infinite source of chemicals, a vegetative cover of 50%, and a mean annual wind speed of 4.69 meters/second. The default value is equivalent to a dust concentration of  $0.76 \mu\text{g}/\text{m}^3$  at the receptor.

### 7.3 TOXICITY VALUES

The toxicity assessment step in a health risk assessment characterizes the relationship between the magnitude of exposure to a COPC and the nature and magnitude of adverse health effects that may result from such exposure (i.e., dose-response relationships). For purposes of establishing quantitative toxicity criteria, adverse health effects are classified into two broad categories: non-carcinogens and carcinogens. Toxicity values are generally developed based on the threshold approach for noncancer effects and the non-threshold approach for cancer effects. The toxicity factors used in health risk assessments include slope factors (SFs) and inhalation unit risks (IURs) for cancer effects and reference doses (RfDs) and reference concentrations (RfCs) for noncancer effects. These values may be based on epidemiological studies, short-term human studies, or sub-chronic or chronic animal data.

For the HHSE, chronic toxicity criteria were selected from CalEPA's preferred sources, listed in order of preference as follows:

1. CalEPA OEHHA Toxicity Criteria Database
2. OEHHA Chronic Reference Exposure Levels
3. USEPA Integrated Risk Information System (IRIS)
4. USEPA Regional Screening Levels (RSLs).

For dioxins/furans, the maximum TCDD-TEQ concentration (see Section 6.2.5) was used as the EPC and the toxicity criteria for 2,3,7,8-TCDD were used for the health risk and hazard calculations. Per the *PEA Guidance Manual* (DTSC, 2013b), it was assumed that Aroclor-1260 was equivalent to Aroclor-1254 in cancer potency and noncancer toxicity.

### 7.3.1 Non-Carcinogenic Dose Response

The toxicity information most often used to evaluate non-carcinogenic, or threshold, effects in risk assessment is the reference dose or concentration. Reference doses are route-specific and can be an ingestion-based oral dose (RfDo) or a dermally-absorbed reference dose (RfDd), expressed as milligrams of chemical per unit of body weight per day (mg/kg-day). An inhalation reference concentration (RfCi), expressed as milligram of COPC per cubic meter of air (mg/m<sup>3</sup>), is an air concentration and is assumed to be for continuous exposure. USEPA (1989) defines a chronic reference dose or reference concentration as an estimate of a daily exposure level for humans (including sensitive individuals), with uncertainty spanning perhaps an order of magnitude or greater, that is likely to be without an appreciable risk of deleterious effects during a lifetime.

The use of RfDs or RfCs is based on the concept that a range of exposures exist up to a finite value, or threshold, that can be tolerated without producing a toxic effect. RfDs and RfCs are derived with mathematical uncertainty factors that generally consist of multiples of 10 to represent areas of uncertainty inherent in the extrapolation from the available data. The uncertainty factors account for the following extrapolations: extrapolation of animal data to humans; sensitive individuals in the exposed population; use of a no observed adverse effect level (NOAEL) from subchronic rather than chronic studies; and the use of a lowest observed adverse effect level (LOAEL) rather than a NOAEL to derive the RfD when a NOAEL has not been determined. The decision on whether to apply an uncertainty factor and what factor to apply is an intrinsic part of the agency process for the development of toxicity values (i.e., it is not a decision that is part of a site-specific HHSE).

### 7.3.2 Carcinogenic Dose Response

For carcinogenesis, OEHHA assumes a mechanism of action in which a single molecular event can cause changes in cells and lead to cancer. This hypothesized mechanism is referred to as non-threshold, and it assumes that there is no level of exposure that does not pose some finite probability of developing cancer.

Based on the evidence that a chemical is a known or probable human carcinogen, a toxicity value (i.e., slope factor; SF) is developed to quantitatively express the dose response relationship. SFs are route-specific and are commonly upper-bound estimates of the probability of a carcinogenic response per unit intake of a chemical over a lifetime. They are generally calculated from the 95% UCL on the slope of the dose-response curve. SFs for oral exposures are expressed in units of risk per ingestion exposure (mg/kg-day)<sup>-1</sup>, while SFs for inhalation exposures are mathematically re-arranged to express the carcinogenic risk as a function of air concentration; that is, as an inhalation unit risk (IUR) expressed in units of (µg/m<sup>3</sup>)<sup>-1</sup> (which assumes continuous exposure to COPC-laden air).

## 7.4 UNCERTAINTY ANALYSIS

The following discussion identifies the uncertainties associated with the HHSE to assist decision-makers in evaluating the results in the context of the assumptions and variabilities in the data used. The use of conservative exposure and toxicity assumptions can introduce considerable uncertainty into the risk

assessment process. In applying multiple layers of conservative exposure assumptions or toxicity estimates, the HHSE tends to develop a strong bias toward the calculation of a significantly higher cancer risk and/or noncancer hazard index than is actually posed by the chemical constituents present at the Site.

First, the data collected are subject to uncertainties associated with sampling and analysis. In the HHSE, it was assumed that the samples collected were representative of conditions to which various populations may be exposed. However, the collected samples may not be completely representative due to biases in sampling and to random variability of samples. In general, sampling was biased toward areas of known and suspected elevated chemical concentrations, which will lead to an overestimation of risk when these results are assumed to represent a larger area. The placement of soil borings was, in part, purposely intended to detect and characterize potential hot spots of soil based on historical Site use.

Second, land use was assumed to be residential, even though the Site is proposed for development as a new middle school. The residential land use scenario assumes that an individual resides at the site for a continuous 30-year period and is directly exposed to chemicals in soil on a daily basis. Children and adults attending and working at the school would only be present at the Site for a fraction of this time.

Third, maximum soil concentrations were used to represent exposure point concentrations for the entire Site. Calculation of risk based on the maximum concentration detected at the Site does not reflect the expected activity patterns of students or workers who would be exposed to various areas throughout the school property and not merely a single, localized area. When sufficient data are available, exposure and risk are typically based on an estimate of the average concentration to which an individual could be exposed over the given exposure period. The average concentration is used because: 1) carcinogenic and chronic non-carcinogenic toxicity criteria are based on lifetime average exposures; and 2) the average concentration is most representative of the concentration that would be contacted over a lifetime.

Finally, risk assessments assume that adverse effects observed in animal toxicity experiments would also be observed in humans (animal-to-human extrapolation), and that the toxic effects observed after exposure by one route would occur following exposure by a different route (route-to-route extrapolation). Sources of uncertainty related directly to toxicity data include:

- The use of dose-response data from experiments on homogeneous, sensitive animal populations to predict effects in heterogeneous human populations with a wide range of sensitivities
- Extrapolation of data from: 1) high-dose animal studies to low-dose human exposures; 2) acute or sub-chronic to chronic exposure; and 3) one exposure route to another (e.g. from ingestion to inhalation or dermal absorption)
- Use of single-chemical test data that do not account for multiple exposures or synergistic and antagonistic responses
- Periodic issuance of revised toxicity criteria as new information becomes available.

In order to adjust for uncertainties that arise from the use of animal data, regulatory agencies often base the reference dose for non-carcinogenic effects on the most sensitive animal species and adjust the dose via the use of safety or uncertainty factors. The use of uncertainty factors is considered to be health protective.

In summary, because a screening evaluation contains multiple sources of uncertainty, simplifying assumptions are often made so that health risks can be estimated quantitatively. Since the exact amount of uncertainty cannot be quantified, the screening evaluation is intended to overestimate rather than underestimate probable risk. The results of this HHSE, therefore, are likely to be protective of health despite inherent uncertainties in the process.

## 7.5 RISK CHARACTERIZATION

The risk characterization process integrates the quantitative and qualitative results of the data evaluation, exposure, and toxicity assessments. The purpose of risk characterization is to estimate the likelihood, incidence, and magnitude of the potential human health effects from exposure to the COPCs under study and make judgments about the nature of the health threat to the defined receptor populations. The risk characterization methods and results for the HHSE are presented in the remainder of this section.

### 7.5.1 Non-Carcinogenic Health Effects

The potential for noncancer effects resulting from exposure to a particular chemical are expressed as a hazard quotient (HQ). A HQ is the ratio of the estimated average daily intake (ADI) or average concentration (AC) of a chemical to the corresponding chemical-specific RfD or RfC:

$$\text{Hazard Quotient} = \frac{\text{ADI}}{\text{RfD}} \text{ or } \frac{\text{AC}}{\text{RfC}}$$

Chemical- and pathway-specific HQs may be combined to form a hazard index (HI), which is then compared to a typically accepted benchmark level of 1.0. If the HI exceeds 1.0, then combined site-specific exposures exceed the RfDs and/or RfCs, meaning that there is potential for noncancer adverse effects to result from exposure to site COPCs under the evaluated receptor scenario(s).

### 7.5.2 Carcinogenic Health Effects

Cancer risks are expressed as the upper-bound, increased likelihood of an individual developing cancer because of exposure to a particular chemical. For example, a cancer risk of  $1 \times 10^{-4}$  refers to an upper-bound increased chance of one in ten thousand individuals exposed of developing cancer over a lifetime (0.01 percent risk). The following equation is used to estimate the excess cancer risk (a unitless probability):

$$\text{Excess Cancer Risk} = \text{LADI} \times \text{SF} \text{ or } \text{LAC} \times \text{IUR}$$

where:

LADI = Lifetime average daily intake (mg/kg-day)

SF = Cancer slope factor (mg/kg-day)<sup>-1</sup>

LAC = Lifetime average concentration ( $\mu\text{g}/\text{m}^3$ )  
 IUR = Inhalation unit risk ( $\mu\text{g}/\text{m}^3$ )<sup>-1</sup>

Cancer risk estimates for the various exposure routes are summed to generate an estimate of cumulative risk and it is this cumulative risk estimate that forms the basis for remedial decision-making. In the National Contingency Plan (40 CFR 300), the USEPA states that: “[f]or known or suspected carcinogens, acceptable exposure levels are generally concentration levels that represent an excess upper-bound lifetime cancer risk to an individual between  $10^{-6}$  and  $10^{-4}$ .” The DTSC uses a risk threshold of  $1 \times 10^{-6}$  for new school sites, and cancer risks less than this number are generally considered to be de minimis.

### 7.5.3 Risk Characterization Results

Potential health risks to hypothetical residents (the unrestricted future land use scenario) were evaluated for COPCs detected in soil at the Site. Detailed spreadsheets that show cancer risk and noncancer hazard calculations for individual pathways are provided in Appendix D. The hypothetical child exposure scenario was used to calculate noncancer hazard, because it is the most conservative approach and results in the highest hazard. The summation of the hypothetical adult and child exposure scenarios was used to calculate cancer risk using methodologies recommended in the *PEA Guidance Manual* (DTSC, 2013b). The results of the HHSE are summarized below:

Summary of Human Health Risk and Hazard at the Site			
Cancer Risk		Noncancer Hazard	
Soil Ingestion Pathway Risk	$2.6 \times 10^{-4}$	Soil Ingestion Pathway Hazard	2.8
Soil Dermal Absorption Pathway Risk	$4.2 \times 10^{-5}$	Soil Dermal Absorption Pathway Hazard	0.42
Fugitive Dust Inhalation Pathway Risk	$1.5 \times 10^{-8}$	Fugitive Dust Inhalation Pathway Hazard	0.00016
<b>Total Cancer Risk</b>	<b><math>3.0 \times 10^{-4}</math></b>	<b>Total Noncancer Hazard (HI)</b>	<b>3.2</b>

In summary, a cumulative cancer risk of  $3.0 \times 10^{-4}$  (summed across all COPCs, for ingestion, inhalation, and dermal contact) was estimated for the Site. This level of risk exceeds the DTSC threshold level of  $1 \times 10^{-6}$  and is outside the range of  $1 \times 10^{-4}$  to  $1 \times 10^{-6}$  used by the USEPA for health risk evaluation. The main contributors to the estimated cancer risk are dieldrin (94%) and aldrin (5%). If these two primary contributors to the risk were removed from the data set, the cumulative cancer risk associated with the remaining COPCs would be reduced to a less than significant level of  $9.1 \times 10^{-7}$ .

As indicated in the previous table, a noncancer HI of 3.2 was estimated for the Site. This level of hazard exceeds the DTSC threshold level of 1.0. The main contributors to the estimated noncancer hazard are dieldrin (89%) and aldrin (7%). If these two primary contributors to the hazard were removed from the data set, the HI associated with the remaining COPCs would be reduced to a less than significant level of 0.12.

It should be recognized that the cancer risk and noncancer hazard estimates are not actual predictions of health risk, due to the numerous conservative assumptions uniformly made in predicting exposures and the health-protective nature of the reference doses and cancer slope factors (see Section 7.4). The actual risk of cancer from exposure to chemical constituents emanating from the Site is likely to be much less than

estimated herein. Similarly, a hazard quotient of less than 1.0 indicates that adverse noncancer health impacts are not expected; however, a hazard quotient above 1.0 does not indicate that adverse health impacts are expected.

## 8. Ecological Screening Evaluation

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The purpose of the ecological screening assessment is to provide a qualitative evaluation of the potential risk to non-human receptors from site contaminants. The following ecological screening assessment follows the approach outlined in the *PEA Guidance Manual* (DTSC, 2013b).

### 8.1 SITE CHARACTERIZATION

The Site consists of vacant and undeveloped desert land with abandoned infrastructure associated with a former housing development and electrical substation. There are no coastal or fresh-water wetlands, wildlife areas, preserves, reserves, sanctuaries, state or federal parks, natural areas, conservation areas, or other protected places within 1.0 mile from the Site. The nearest features of ecological interest are Leroy Jackson Park and Sports Complex, which is located immediately south of the site across East Drummond Avenue, and two major dry lake playas (Mirror Lake and Satellite Lake) that are located approximately 1.25 miles east from the Site. The most sensitive ecosystem at NAWSCL is the G-1 and Lark Seep system near China Lake playa, which is located approximately 5 miles north of the Site (KCH, 2012).

### 8.2 BIOLOGICAL CHARACTERIZATION

The Site is located within habitat areas for the desert tortoise (federal and California listed threatened species) and Mojave ground squirrel (California listed threatened species) (Naval Facilities Engineering Command, 2013). No evidence of these or any other sensitive, protected, or threatened species was found during a previous survey of the Site by NAWSCL biologists (NAWSCL, 2012). The Site and surrounding area exhibit flora and fauna typical of the Mojave Desert, including creosote bush scrub and Mojave Desert scrub. Approximately 35 species of reptiles and amphibians, 301 species of birds, and 46 species of mammals have been observed at NAWSCL, with the greatest diversity and density of species occurring in wetland and riparian areas that are generally in the northern portion of the base (KCH, 2012).

### 8.3 ECOLOGICAL PATHWAY ASSESSMENT

Exposure is defined as the contact of an organism with a chemical or physical agent. For an exposure pathway to be complete, there must be: 1) a source of contamination or release from a source; 2) an exposure point where contact can occur; and 3) an exposure route by which contact can occur. All exposure pathways at the Site are considered incomplete because there are no known sensitive biological receptors at or in the immediate vicinity of the Site (i.e., no exposure points). The Site is downgradient and hydrologically isolated from China Lake playa and, therefore, does not pose a present or future threat to this sensitive ecosystem.

NAWSCL mandates that biological surveys be conducted before ground disturbing activities begin at a construction site (Naval Facilities Engineering Command, 2013). This condition is part of NAWSCL's

environmental policies and does not require a land use control per se; it is incorporated in the NAWSCL utility location permit that will be required prior to construction of the new middle school.

## **8.4 ECOLOGICAL SCREENING EVALUATION SUMMARY**

Based on the qualitative ecological screening evaluation presented above, the chemical constituents detected in Site soil do not pose a significant threat to biological resources or sensitive ecosystems at or in the vicinity of the Site. None of the sensitive ecological features known to be present at NAWSCL is likely to be impacted by activities at the Site.

## 9. Quality Assurance Project Plan

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A site-specific Quality Assurance Project Plan (QAPP) was prepared that provides specific field and laboratory procedures to be followed to verify and maintain performance quality during the collection and analysis of environmental samples. A copy of the QAPP is provided in Appendix E. The QAPP sets forth the policies, procedures, and activities for the identification and documentation of the precision, accuracy, completeness, and representativeness of the data during performance of the PEA.

Quality assurance/quality control (QA/QC) procedures outlined in the QAPP were followed during soil sampling and analysis, including the following:

- Duplicate soil samples were collected and analyzed at a frequency of approximately 10 percent of the primary samples to evaluate statistical precision. The duplicate soil samples were analyzed for the same parameters as the primary samples. They were collected as “blind” samples so that the laboratory did not know the primary sample pairing. Analytical results for the duplicate soil samples are presented with the primary sample results in Tables 2 to 4.
- One equipment blank sample was collected and analyzed for each day of soil sampling. Equipment blank samples were prepared by pouring distilled water over the sampler and collecting the water in a laboratory-provided sample container. The equipment blanks were analyzed for the same parameters as the primary samples collected with that sampler. Analytical results for equipment blank samples are presented with the analytical data for the soil samples in Tables 2 and 3.
- All samples were properly preserved and analyzed within holding times prescribed for individual test methods.
- Laboratory detection limits for individual chemical constituents were set at appropriate levels to allow for comparison of the data with preliminary screening levels and otherwise meet PEA program objectives.
- All soil samples were transferred to the laboratory under chain-of-custody control and were subject to the laboratory’s conventional QA/QC analytical procedures, including the use of method blanks, surrogate recoveries, matrix spike samples, laboratory control samples, and duplicate analyses.

PlaceWorks performed a limited data validation comparable to a Tier II review on the data acquired for the PEA. Field procedures and results for field QC samples (i.e., field duplicates and equipment blanks) were reviewed as part of the data validation, along with the laboratory QC results that were included with the laboratory reports in Appendix B. The data review was conducted in accordance with the project QAPP and the USEPA’s *National Functional Guidelines for Organic and Inorganic Data Review*. The review did not include checking the raw data, calibrations, and calculations. Instead, the limited data validation utilized the data

summary and QA/QC results provided in standard laboratory reports. The following data quality procedures and results were evaluated:

- Data completeness
- Compound identification and quantitation
- Holding times and preservation
- Field and laboratory duplicates
- Equipment blanks
- Trip blanks
- Method blanks
- Surrogate recoveries
- Matrix spike/matrix spike duplicate (MS/MSD) samples
- Laboratory control samples (LCSs).

A Data Validation Memorandum (DVM) that summarizes the results of the data validation is provided in Appendix F. No findings were identified that significantly affect the quality of the samples collected or the resulting data. Overall, based on the results of the limited data validation, all of the data were determined to be reliable and useable for meeting project objectives.

## 10. Health and Safety Plan

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A site-specific health and safety plan (HASP) was prepared prior to conducting fieldwork. The HASP was prepared in accordance with applicable Occupational Safety and Health Administration (OSHA) regulations, as outlined in Title 8 of the California Code of Regulations (i.e., “General Industry and Construction Safety Orders” [Section 5192]), Title 29 of the Code of Federal Regulations (i.e., “Standards for Hazardous Waste Operations and Emergency Response” [Section 1910.120] and “Construction Industry Standards” [Section 1926]), and other applicable federal, state and local laws and regulations. The HASP was intended to aid in the safe handling of soils potentially containing elevated levels of constituents of concern. It was designed to: 1) identify and describe potentially hazardous substances that may be encountered during field activities; 2) specify protective equipment for on-site activities; 3) specify personnel decontamination procedures; and 4) outline measures to be implemented in the event of an emergency. A copy of the HASP is provided in Appendix G.

All on-site activities were performed by individuals with appropriate training (CFR 1910.120). Personnel, including subcontractors, were briefed on job health and safety measures and were responsible for operating in compliance with the HASP. A designated project Health and Safety Officer (HSO) was responsible for maintaining compliance with the HASP. Daily tailgate health and safety meetings were held and meeting participation was documented in field forms that are maintained with project records. During field activities, personnel within the exclusion zone wore personal protective equipment (PPE) equivalent to OSHA Level D. No incidents or emergency actions occurred during implementation of the PEA field program.

## 11. Field Variances

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The field investigation was conducted in accordance with the procedures outlined in the DTSC-approved PEA Workplan (PlaceWorks 2014) and no significant field variances were reported. All of the soil borings were completed at the proposed locations and to the desired depths, and soil samples were collected, processed, and transported to the laboratory in accordance with the PEA Workplan and without incident. The only deviation from the PEA Workplan was as follows:

- After OCPs were detected at elevated concentrations in the soil samples from the northern portion of the Site (SS-1 to SS-24), the laboratory was asked to analyze the surface samples from the southern portion of the Site (SS-25 to SS-29) for OCPs by USEPA Method 8081A.

## 12. Public Participation

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The District intends to make this PEA Report available for a 30-day public review and comment period and public hearing pursuant to California Education Code (CEC) Section 17213.1(a)(6)(A). A PEA Notice of Availability (NOA) will be prepared that contains information regarding the project location, comment period dates, where to submit comments, where the PEA Report is available for review, specifics regarding the PEA hearing, and contact information. The NOA will be posted along the Site perimeter fence and mailed to recipients identified on a key contacts list prior to the start of the public comment period. Additionally, copies will be provided to the NAWSCL Environmental Management Division for distribution to interested base personnel and to existing Murray Middle School, Burroughs High School, and Vieweg Elementary School for distribution to faculty, students, and parents of the schools. Information contained in the NOA will also be published in a local newspaper that serves the area.

Copies of the PEA Report will be placed in local repositories during the 30-day public comment period, including a local library, school, and District administration offices. Toward the middle of the 30-day public comment period, a public hearing will be held at a local District school or other suitable venue (to be determined). The names, addresses, and affiliations of any individuals that attend the hearing will be recorded and oral and written comments will be accepted.

Upon completion of the 30-day public review and public hearing, the District will send a letter to the DTSC outlining the public notification steps that were taken, including the dates of the 30-day public review period and public hearing. A list of meeting attendees and any written comments received from the public during the 30-day public comment period will be forwarded to the DTSC for its consideration when evaluating and approving the PEA Report.

# 13. Conclusions and Recommendations

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The PEA was designed to investigate the RECs identified in the Phase I ESA Report, along with other areas of potential concern subsequently identified by the DTSC. These include potential soil impacts related to the historical use of LBP; termiticides, pesticides, or herbicides that may have contained OCPs or arsenic; and applied or released oils (including transformer oils) possibly containing PCBs or dioxins/furans. The PEA field program consisted of the completion of 35 soil borings, each to a total depth of 3 feet bgs. Soil samples were collected at the ground surface (0-0.5 foot bgs) and at a depth of 2.5-3.0 feet bgs from each boring. The samples were analyzed for lead, arsenic, OCPs, PCBs, and/or dioxins/furans, depending on location and investigation purpose. Sample locations are shown on Figure 4. Analytical results are summarized in Tables 2 to 5 and key results (for dieldrin) are plotted on Figure 5.

## 13.1 CONCLUSIONS

After evaluating the analytical results and performing a HHSE, PlaceWorks concludes the following with respect to conditions at the Site:

- Following implementation of the PEA field program, the District provided a revised school layout plan that excludes large portions of the Site from development (see Figure 7). As a result, several PEA sample locations (i.e., SS-1, SS-2, SS-3, SS-8, SS-9, SS-15, SS-16, SS-22, SS-26, SS-28, and SS-29) now fall outside the revised Site boundaries and are considered to be “off-site” (see Figure 4). Analytical data for the off-site samples were not considered during preparation of the HHSE and these sample locations will not be subject to further investigation or remediation for the new school project going forward.
- The maximum concentration of lead detected in Site soil was 14.3 mg/kg. This concentration is below the preliminary screening level of 80 mg/kg. Therefore, significant impacts from the possible historical use of LBP have not occurred.
- The maximum concentration of arsenic detected in Site soil was 13.1 mg/kg. The concentration of arsenic in one soil sample slightly exceeded the preliminary screening level of 12 mg/kg. However, based on a statistical evaluation of the data and the sample location, it was concluded that this singular concentration does not pose a significant threat to human health or the environment. The data do not suggest that arsenical-containing herbicides were used at the Site.
- Seven OCPs were detected in one or more soil samples: aldrin, chlordane (total, alpha, and gamma), 4,4'-DDD, 4,4'-DDE, 4,4'-DDT, dieldrin, and heptachlor epoxide. Aldrin and dieldrin were the only OCPs that exceeded their preliminary screening levels. Aldrin exceeded its preliminary screening level of 31 µg/kg in the surface samples at two locations, while dieldrin exceeded its preliminary screening level of 33 µg/kg in the surface samples at sixteen locations and the 2.5-foot bgs sample at one location (see

Figure 5). None of these locations are on the southern, undeveloped portion of the Site. The available data indicate that the aldrin/dieldrin impacts are widely distributed across the northern portion of the Site (former base housing), but, with one exception, are limited to shallow soil (<2.5 feet bgs). Additional investigation in the form of step-out and step-down sampling would be required to further refine and delineate the lateral and vertical extents of impacted soil at each location.

- PCBs were detected in one soil sample at a trace concentration of 38.9J µg/kg. This concentration is below the preliminary screening level of 300 µg/kg. Therefore, significant impacts from the possible historical use of transformer oil containing PCBs or used oil for dust suppression have not occurred.
- One or more individual dioxins/furans were detected in six of the eight soil samples analyzed for these constituents. When the individual dioxin/furan concentrations in each sample were converted to a TCDD-TEQ, the concentration in one soil sample exceeded the preliminary screening level of 4.9 ng/kg. The TCDD-TEQ concentration in surface sample SS1-0 was 36.3 ng/kg. Because this sample location now falls outside the revised Site boundaries, further assessment of the extent of dioxin-impacted soil at sample location SS-1 is not required.
- Field procedures and laboratory data were validated to assure that Data Quality Objectives (DQOs) were met and the data were suitable for use in the human health and ecological screening evaluations.
- Using an unrestricted, residential land use scenario, the HHSE estimated a human health cancer risk of  $3.0 \times 10^{-4}$  and a health hazard index of 3.2 for the COPCs detected in soil at the Site. Both the health risk and hazard exceed the DTSC screening thresholds of  $1 \times 10^{-6}$  and 1.0, respectively, considered to be acceptable for new school sites. Almost all of the health risk and hazard is attributable to dieldrin and aldrin. If these two pesticides were removed from the data set, the cumulative cancer risk and hazard associated with the remaining COPCs would be less than significant.

## 13.2 RECOMMENDATIONS

Based on the PEA objectives, the environmental quality goals of the District, and the results of the PEA investigation, PlaceWorks has determined that elevated concentrations of two OCPs, dieldrin and aldrin, are present in Site soil that require further investigation and a remedial response before the Site can be considered acceptable for school use. The impacted soil is limited to the northern portion of the Site (former base housing); further investigation of the southern portion of the Site (undeveloped land) is neither warranted nor recommended.

It is recommended that a Supplemental Site Investigation (SSI) be conducted to better delineate the extent of the OCP-impacted soil on the northern portion of the Site. Specifically, the SSI should involve the following additional investigation activities:

- Step-down soil samples should be collected at PEA sample locations SS-4, SS-5, SS-6, SS-7, SS-10, SS-11, SS-12, SS-13, SS-17, SS-20, and SS-21 to better delineate the vertical extent of OCP-impacted soil. At each location, soil samples should be collected from depth intervals of 0.5-1.0 foot, 1.0-1.5 feet, 1.5-2.0

feet, and 2.0-2.5 feet bgs. The step-down samples should be analyzed sequentially for OCPs (USEPA Method 8081A), starting with the 0.5-1.0 samples, until dieldrin and aldrin concentrations are determined to be below site-specific screening levels.

- Step-out soil samples should be collected at PEA sample locations SS-4, SS-5, SS-6, SS-7, SS-10, SS-11, SS-12, SS-13, SS-17, SS-20, and SS-21 to better delineate the lateral extent of OCP-impacted soil. Step-out distances and directions should be determined in consultation with the DTSC, with consideration for intervening roadways, adjacent sample points, and Site boundaries. The step-out samples should be collected from the ground surface (0-0.5 foot bgs), consistent with the depth of the PEA sample being assessed. Starting with the nearest step-out locations, they should be analyzed sequentially for OCPs (USEPA Method 8081A) until dieldrin and aldrin concentrations are determined to be below site-specific screening levels.
- Soil samples should be collected from immediately beneath the existing paved roadways on the northern portion of the Site to determine if the soil is impacted by OCPs. The numbers and locations of such samples should be determined in consultation with the DTSC.

Once the SSI is completed and the Site has been adequately characterized, a Removal Action Plan (RAW) should be developed and implemented under DTSC oversight to address the defined areas of soil contamination. At the current time, the District respectfully requests the DTSC's approval of this PEA Report, pending completion of required public participation activities (see Section 12), so that Site acquisition and ongoing school planning activities can proceed.

## 14. References

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# Tables

# Figures

## Appendix A. DTSC Correspondence

## Appendix B. Laboratory Reports

## Appendix C. Statistical Evaluation for Arsenic

## Appendix D. HHSE Assumptions and Calculations

# Appendix E. Quality Assurance Project Plan

## Appendix F. Data Validation Memorandum

# Appendix G. Health and Safety Plan

Sierra Sands Unified School District																			
Fourth Month Enrollment 2014-15																			
															Elementary K - 5		2014-15	2013-14	
SCHOOL	2014-15 YTD%	2013-14 YTD%	K	1	2	3	4	5	6	7	8	9-12	SDC	2014-15 TOTAL	2013-14 TOTAL	CHANGE	Regular -		
FALLER	96.8%	96.3%	105	70	74	62	68	70						449	451	-2	K	440	398
GATEWAY	96.8%	95.7%	61	55	52	64	64	64					22	382	417	-35	1 - 3	1076	1120
INYOKERN	96.4%	96.1%	38	31	28	28	18	23						166	167	-1	4 - 5	699	716
LAS FLORES	96.5%	96.1%	125	88	86	84	80	80						543	506	37	Special Education -		
PIERCE	96.6%	96.5%	56	51	54	54	57	61						333	332	1	SDC	115	121
RAND	95.7%	95.4%	1	3	5	0	0	0						9	9	0	RSP	77	103
RICHMOND ANNEX	93.3%	93.7%											93	93	99	-6	Middle 6-8		
RICHMOND	96.9%	97.2%	54	62	65	60	52	62						355	374	-19	Regular	1020	1015
TOTAL K - 5	96.5%	96.2%	440	360	364	352	339	360					115	2330	2355	-25	Special Education -		
MONROE	95.7%	95.7%							166	149	139		27	481	481	0	SDC	54	54
MURRAY	96.1%	96.6%							187	185	194		27	593	588	5	RSP	77	76
TOTAL 6 - 8	96.1%	96.2%							353	334	333		54	1074	1069	5	High School 9 - 12		
BURROUGHS	95.5%	95.8%										1287	69	1356	1377	-21	Regular	1382	1306
MESQUITE	89.9%	96.0%										95		95	101	-6			
														0	0	0	Continuation	95	101
														0	0	0			
TOTAL 9 - 12												1382	69	1451	1478	-27	ROP	262	297
14-15 TOTAL	96.1%		440	360	364	352	339	360	353	334	333	1382	238	4855	---	---	Special Education -		
13-14 TOTAL		96.1%	398	380	380	360	367	349	335	337	343	1407	246		4902	---	SDC	85	71
CHANGE		0.00%	42	-20	-16	-8	-28	11	18	-3	-10	-25	-8	---	---	-47	RSP	78	76
																	Adult	315	377

Sierra Sands Unified School District  
Fifth Month Enrollment 2014-15

SCHOOL	2014-15 YTD%	2013-14 YTD%	K	1	2	3	4	5	6	7	8	9-12	SDC	2014-15 TOTAL	2013-14 TOTAL	CHANGE
FALLER	0.0%	96.2%	107	72	74	63	66	69						451	438	13
GATEWAY	0.0%	95.4%	59	54	52	67	62	64					26	384	411	-27
INYOKERN	0.0%	95.4%	38	31	29	29	17	23						167	165	2
LAS FLORES	0.0%	95.7%	123	89	82	85	78	79						536	509	27
PIERCE	0.0%	95.9%	55	51	51	55	57	61						330	325	5
RAND	0.0%	96.2%	1	3	5	0	0	0						9	9	0
RICHMOND ANNEX	0.0%	93.3%											97	97	100	-3
RICHMOND	0.0%	97.0%	61	63	69	59	57	66						375	380	-5
<b>TOTAL K -5</b>	<b>0.0%</b>	<b>95.9%</b>	<b>444</b>	<b>363</b>	<b>362</b>	<b>358</b>	<b>337</b>	<b>362</b>					<b>123</b>	<b>2349</b>	<b>2337</b>	<b>12</b>
MONROE	0.0%	95.5%							163	148	139		28	478	478	0
MURRAY	0.0%	96.4%							189	185	196		25	595	582	13
<b>TOTAL 6 -8</b>	<b>0.0%</b>	<b>96.0%</b>							<b>352</b>	<b>333</b>	<b>335</b>		<b>53</b>	<b>1073</b>	<b>1060</b>	<b>13</b>
BURROUGHS	0.0%	95.7%										1290	70	1360	1364	-4
MESQUITE	91.4%	97.0%										90		90	102	-12
														0	0	0
														0	0	0
<b>TOTAL 9 - 12</b>												<b>1380</b>	<b>70</b>	<b>1450</b>	<b>1466</b>	<b>-16</b>
<b>14-15 TOTAL</b>	<b>95.9%</b>		<b>444</b>	<b>363</b>	<b>362</b>	<b>358</b>	<b>337</b>	<b>362</b>	<b>352</b>	<b>333</b>	<b>335</b>	<b>1380</b>	<b>246</b>	<b>4872</b>	<b>---</b>	<b>---</b>
<b>13-14 TOTAL</b>		<b>95.8%</b>	<b>399</b>	<b>374</b>	<b>380</b>	<b>349</b>	<b>365</b>	<b>348</b>	<b>334</b>	<b>334</b>	<b>337</b>	<b>1395</b>	<b>0</b>		<b>4863</b>	<b>---</b>
<b>CHANGE</b>		<b>0.10%</b>	<b>45</b>	<b>-11</b>	<b>-18</b>	<b>9</b>	<b>-28</b>	<b>14</b>	<b>18</b>	<b>-1</b>	<b>-2</b>	<b>-15</b>	<b>246</b>	<b>---</b>	<b>---</b>	<b>9</b>

<u>Elementary K - 5</u>	<u>2014-15</u>	<u>2013-14</u>
Regular -		
K	444	399
1 - 3	1083	1103
4 - 5	699	713
Special Education -		
SDC	123	122
RSP	80	83
<u>Middle 6-8</u>		
Regular	1020	1005
Special Education -		
SDC	53	55
RSP	76	75
<u>High School 9 - 12</u>		
Regular	1290	1293
Continuation	90	102
ROP	248	266
Special Education -		
SDC	70	71
RSP	84	76
<u>Adult</u>	328	419

## 6. EDUCATIONAL ADMINISTRATION

### 6.1 Approval of Sierra Sands Unified School District 2013-14 School Accountability Report Cards (SARCs)

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BACKGROUND INFORMATION: Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal No Child Left Behind Act. The purpose of the report card is to provide parents and the community with important information about each public school.

CURRENT CONSIDERATIONS: Education Code 35256 requires the governing board to approve all district SARCs and evaluate the data contained in the SARCs as part of the board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

Sierra Sands School Accountability Report Cards for 2013-14 are currently available to parents and the community on the district website, on the school websites, and in paper copy upon request. A link to those reports is also posted with this board packet on the website.

FINANCIAL IMPLICATIONS: With this information posted on the district website, the cost of wide distribution of these reports has been eliminated. The cost of having a small number of hard copies printed and available is minimal.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve all district School Accountability Report Cards for the 2013-14 school year as presented.

## 6. EDUCATIONAL ADMINISTRATION

### 6.2 Approval of District English Language Learner Master Plan

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**BACKGROUND INFORMATION:** The purpose of Title III funds are to ensure that all limited-English proficient (LEP) students, referred to as English Learners (EL) in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

To support these goals, the United States Department of Education allocates Title III funds to the California Department of Education (CDE), which then provides subgrants to eligible local educational agencies based on the number of enrolled LEP students. Sierra Sands receives a Title III subgrant based upon the number of students reported on the Annual Language Census Report, completed each March.

**CURRENT CONSIDERATIONS:** English language development (ELD) instruction is outlined in the state's English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework). As a result of the new ELA/ELD framework, Sierra Sands has aligned its instructional practices to best meet the needs of the EL students.

English Language Learner programs are subject to *No Child Left Behind* regulations as well as state compliance items. There are seven major areas of compliance required. These compliance areas address standards, assessment and accountability, teaching and learning, opportunity and equal educational access, staffing and professional growth, governance and administration, involvement, and funding. The plan undergoes revision to reflect changing law as necessary.

The revisions to the District EL Master Plan include updated procedures and forms, including program descriptions to be used in parent notification concerning program placement including program descriptions, to be used in parental notification concerning program placement.

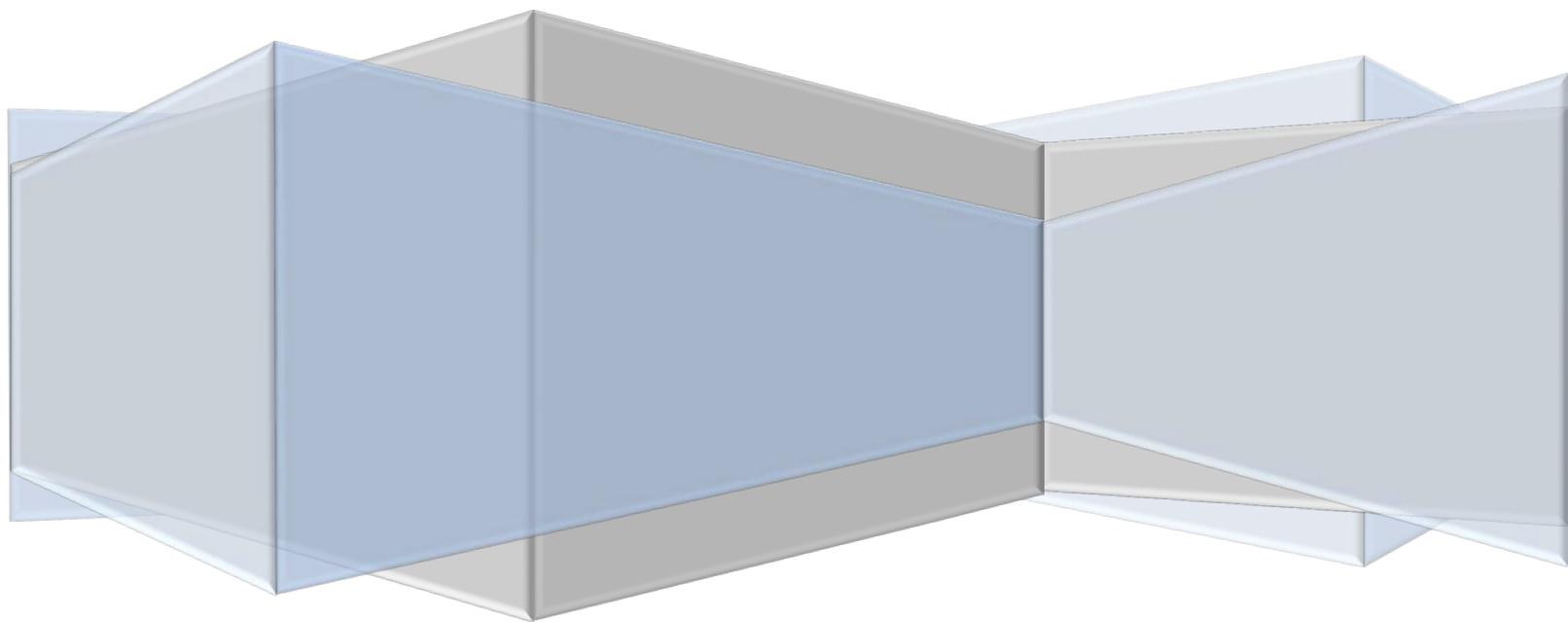
**FINANCIAL IMPLICATIONS:** Costs for implementation of this plan are covered by Title III funds.

**SUPERINTENDENT'S RECOMMENDATION:** It is recommended that the board approve the District English Language Learner Master Plan as presented.

# English Learner Master Plan

Sierra Sands Unified School District

February 2015





## **Accountability Vision for English Learners**

Through the Local Control Accountability Plan, the Sierra Sands Unified School District is committed to making gains in student achievement. Based upon stakeholder input and current student achievement data, the district develops annual goals that address performance for all students including English Learners (ELs). The District is committed to providing high quality services to ELs. The EL Master plan outlines the implementation of a sound instructional program for ELs. Administrators and teachers receive training, instruction, evaluation, and monitoring of the program for ELs. This ensures understanding of program requirements and effective implement of services to ELs.

The assessment and accountability process for the District includes the collection and reporting of data using standards-based and multiple measure models. The system was developed to identify Districtwide trends and to identify individual student needs that occur within instructional programs. The effective use of English Learner achievement data is described in the assessment system. Data analysis will determine program effectiveness and provide guidance in delivering a comprehensive ELD program that includes both Title III (No Child Left Behind) requirements, and federal case law.

Federal case law (*Castañeda vs. Pickard*, 648F.2d 989, 1981) requires that the main goals of the English Learner Program are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers. The court set forth the following standards for effective programs for English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory.
3. The program successfully produces results that indicate that language barriers are being overcome.

### **Goal Statement**

The EL Master Plan defines four goals for English Learners:

1. To develop English language proficiency in each English Learner (EL) as effectively and efficiently as possible. Students, on average, will be expected to gain one level of proficiency annually.
2. To increase the number and percent of English Learners at the two highest levels of English proficiency at the target rates expected on an annual basis.
3. To close the “achievement gap” between English-only students and English Learners.
4. To prepare English Learners for college and career readiness.

In order to achieve these goals, the District will:

- Provide all students with the opportunity to participate in high quality instruction that addresses academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide high quality staff development for all administrators and staff
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of programs

The purpose of the District's Master Plan for English Learners is to provide schools with a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of goals and procedures, English Learners will receive consistently implemented programs of high quality that are designed to meet their academic needs. The District must also ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas.

The Sierra Sands Unified School District is committed to the development of the following for all English Learners:

- Academic proficiency in English
- Academic achievement at parity with native English speakers
- Reclassification to Fluent English Proficient

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## **INITIAL IDENTIFICATION**

### **Home Language Survey**

During enrollment, all parents must complete a Home Language Survey (HLS) that is used to determine the primary language of the student. This will remain on file for each student in the cumulative folder. The Home Language Survey is available in English and Spanish. All students, including English-only students, must have a completed HLS on file. Each completed HLS must include a parent's signature, birth country, date of first entry into a United States school, and enrollment date.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed with the CELDT within the first thirty days of initial enrollment. The CELDT assessment components include speaking, listening, reading, and writing. The results of these assessments enable site personnel to determine the English language proficiency level of the student. If the person administering the HLS believes that the form is completed incorrectly or that there may actually be a home language other than English present, the school principal or EL Project Teacher may arrange for a conference with the parents to explain the impact of the HLS in relation to the educational services received by the child.

For students who are transferring from another school district, the HLS shall be administered. However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California public school. For placement purposes while cumulative student records are in transit, the student shall be assessed for English language proficiency with the CELDT as explained below. Upon the receipt of student transfer records, the student's language status from the originating district shall be honored.

### **English Language Assessment**

The state-approved instrument used for language assessment is the California English Language Development Test (CELDT). Trained, District-certified assessors will administer the assessment. The test determines the student's overall English language proficiency level (1, 2, 3, 4 or 5), as well as proficiency levels in the areas of listening, speaking, reading, and writing. The CELDT test is given only once for initial identification, and each year thereafter for annual progress monitoring until the student is reclassified. The CELDT results are then used to determine the designation of the student as either an English Learner or Fluent English Proficient (FEP). An EL Project Teacher working for the Department of Curriculum and Instruction is responsible for the coordination of CELDT administration and dissemination of English proficiency assessment information. The CELDT results are entered in the Student Management System (SMS) and Illuminate. Schools can access CELDT results using the SMS and Illuminate. Each month, an updated EL school list which includes student name, grade, years in the program, teacher, assessment, and AMAO information is provided to school to sites. The SMS provides the following information:

- Home language and primary language assessment results

- Name, ethnicity, student ID number, and gender
- Language classification, e.g. EL, I-FEP, R-FEP
- Instructional program (Structured English Immersion, Mainstream/ELD, or Alternative Bilingual)
- Dates of all assessments and R-FEP date
- English Language Proficiency in Listening/Speaking, Reading, Writing, & Overall proficiency
- The annual results of state testing in Language Arts and Mathematics

**Alternative Assessment to CELDT for Special Education Students**

Most students with disabilities will be able participate in the CELDT. For those students whose disabilities make it impossible for them to participate in one or more domains of the CELDT, the IEP team may recommend accommodations, modifications, or an alternate assessment (EC 56345). The CELDT Information Guide has a checklist to assist the school in planning for the administration of CELDT to students identified with an IEP or Section 504 Plan and for reporting results.

Since modifications and alternate assessments “fundamentally alter what the CELDT measures”, students taking alternative assessments receive the lowest obtainable scale score (LOSS) on each domain affected and overall score. The LOSS will be used to calculate Annual Measurable Achievement Objectives (AMAOs). If the student is not reclassified, the LOSS will be entered as the most recent previous scale scores(s) at the next year’s administration of the CELDT. In accordance with Education Code 56342(a) and 563345, the initial identification of English fluency, reclassification and other instructional decisions should be made by the IEP team based upon the results of the modified CELDT or, if used, the alternate assessment along with other local assessment information about the student’s English language fluency (CELDT Information Guide). The appropriate alternative assessment instrument must be identified annually in a student’s IEP. The IEP Team should discuss the results of the “Checklist of Criteria for Determining Alternatives to CELDT.”

**Potential Alternative Assessment Options to the Statewide ELD Assessments for English Language with Moderate to Severe Disabilities**

<b>Assessment Name</b>	<b>Skills Assessed</b>	<b>Publisher</b>
Alternative Language Proficiency Instrument (ALPI)	Listening, Speaking	Orange County Department of Education
Student Oral Language Observation Matrix (SOLOM)	Listening, Speaking	San Jose USD
Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)	Listening, Speaking, Reading, Writing	Ventura County SELPA

### **Primary Language Assessment**

State law requires that ELs be assessed for primary language proficiency within 90 calendar days of initial enrollment. Sierra Sands Unified School District assesses the primary language proficiency of English Learners for initial identification purposes within 90 days of initial enrollment. Procedures for the evaluation of primary language differ depending on the primary language of the student. For students whose primary language is Spanish, the District-designated, state-recognized instrument used is the Language Assessment Scales-Spanish (LAS-Links).

For students whose primary language is other than Spanish, a modified version of the primary language assessment developed by Los Angeles Unified School District is used in lieu of a formal assessment. Two versions are used: Informal Primary Language Assessment Successful and Primary Language Assessment Unsuccessful. The first is used when a parent has been contacted either in person or on the phone and a series of questions are answered. The second is used when contact with the parent in person or by phone has been unsuccessful, the survey is mailed home for the parent or guardian to complete and return. The student's parent or guardian completes the form. The purpose of the rating is to gain information that will help to identify the student's oral language level. In addition to this assessment, parents are surveyed regarding the student's reading and writing ability in the home language. Scores from the primary language assessment determine the identification of the student as "non", "limited", or "fluent" in the primary language.

### **Parent Notification of Assessment Results**

Parents are notified in writing of the results of the initial language assessment within 30 days of the student's initial enrollment. The parent notification includes test results of English language proficiency and primary language proficiency as testing resources allow, the programs offered in the District, and the student's initial program placement. This notification is provided in English and in Spanish. The law requires that when 15% or more of the student population at a given school site speaks a common language, all relevant parent notification is to be available in that language.

### **Initial Identification Documents**

Home Language Survey English
Home Language Survey Spanish
Informal Primary Language Assessment Successful
Informal Primary Language Assessment Unsuccessful
Initial CELDT Results Parent Notification for LEP English
Initial CELDT Results Parent Notification for LEP Spanish
Initial CELDT Results Parent Notification for FEP English

Initial CELDT Results Parent Notification for FEP Spanish
Annual CELDT Results Parent Notification for LEP English
Annual CELDT Results Parent Notification for LEP Spanish
Annual CELDT Results Parent Notification for Potential RFEP English
Annual CELDT Results Parent Notification for Potential RFEP Spanish
Checklist of Criteria for Determining Alternatives to CELDT

SCHOOL

GRADE

Sierra Sands Unified School District Student Registration

Student Last Name:

First Name:

Permanent ID:

▶ Has your student ever attended Sierra Sands Unified public schools before?  Yes  No  
 School attended: \_\_\_\_\_ Year attended: \_\_\_\_\_

PLEASE PRINT – STUDENT’S LEGAL NAME

Legal Last Name	Legal First Name	Legal Middle Name	Other Legal Name (if applicable)	
-----------------	------------------	-------------------	----------------------------------	--

Male  Female Birth date: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Parent/Guardian First Name	Last Name	Home Phone	Work Phone
Parent/Guardian First Name	Last Name	Home Phone	Work Phone

Mailing Address \_\_\_\_\_ Apt# \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Residence Address (house # & street name if different) \_\_\_\_\_ Apt # \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

WHAT IS YOUR CHILD’S ETHNICITY? (Please check one)

Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)  Not Hispanic or Latino

WHAT IS YOUR CHILD’S RACE? (Please check up to five racial categories)  
*The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.*

<input type="checkbox"/> American Indian or Alaskan Native(100) <small>(Persons having origins in any of the original people of North, Central or South America )</small>	<input type="checkbox"/> Laotian (206)	<input type="checkbox"/> Tahitian (304)
<input type="checkbox"/> Chinese (201)	<input type="checkbox"/> Cambodian (207)	<input type="checkbox"/> Other Pacific Islander (399)
<input type="checkbox"/> Japanese (202)	<input type="checkbox"/> Hmong (208)	<input type="checkbox"/> Filipino/Filipino American (400)
<input type="checkbox"/> Korean (203)	<input type="checkbox"/> Other Asian (299)	<input type="checkbox"/> African American or Black (600)
<input type="checkbox"/> Vietnamese (204)	<input type="checkbox"/> Hawaiian (301)	<input type="checkbox"/> White (700) <small>(Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)</small>
<input type="checkbox"/> Asian Indian (205)	<input type="checkbox"/> Guamanian (302)	
	<input type="checkbox"/> Samoan (303)	

PARENT EDUCATION – check the response that describes the education level of the most educated parent.

Graduate Degree or Higher (5)  
 College Graduate (4)  
 Some College or Associate’s Degree (3)  
 High School Graduate (2)  
 Not a High School Graduate (1)

Date student first attended school <u>in the U.S.</u>		
Month	Day	Year
Date student first attended school in <u>California</u>		
Month	Day	Year

BIRTHPLACE: City: \_\_\_\_\_ State: \_\_\_\_\_ Country: \_\_\_\_\_  
 U.S. Citizen (at birth):  Yes  No

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM (REV 2/10)

**HOME LANGUAGE SURVEY:** Indicate only one language (most frequently used) per line:

1. What language/dialect does your son/daughter most frequently use at home? \_\_\_\_\_
2. Which language/dialect did your son/daughter learn when he/she first began to talk? \_\_\_\_\_
3. What language/dialect do you most frequently speak to your child? \_\_\_\_\_
4. Has your child ever been given the CELDT Test (Calif English Language Development Test)?  Yes  No  I don't know

In which language do you wish to receive written communications from the school?  English  Spanish

**Residence** – where is your child/family currently living? (federally mandated by NCLB) – Please check appropriate box:

In a single family permanent residence (house, apartment, condo, mobile home)  In a motel/hotel (110)

Temporarily doubled-up (sharing housing with other families/individuals due to economic hardship or loss) (120)  Unsheltered (car/campsite) (130)

In a shelter or transitional housing program (100)

**Parent/Guardianship Information (with whom the student lives)** – check all that apply

Father  Mother  Both  Step-Father  Step-Mother  Guardian  Foster/Group Home  Other \_\_\_\_\_

Is the above (checked) person (s) the student's LEGAL guardian?  Yes  No If No, please complete a "Caregiver Affidavit" if there is a legal custody agreement regarding this student, please check one:  Joint Custody  Sole Custody  Guardian

**PLEASE COMPLETE INFORMATION BELOW FOR PARENT(S)/GUARDIAN WITH WHOM THE STUDENT LIVES:**

1.  Father  Step Father/Guardian (check one) Full Name: \_\_\_\_\_  
Employer: \_\_\_\_\_ City: \_\_\_\_\_ Daytime Phone # ( \_\_\_\_ ) \_\_\_\_\_
2.  Mother  Step Mother/Guardian (check one) Full Name: \_\_\_\_\_  
Employer: \_\_\_\_\_ City: \_\_\_\_\_ Daytime Phone # ( \_\_\_\_ ) \_\_\_\_\_

**PLEASE LIST OTHER CHILDREN LIVING AT HOME:**

First and Last Name	Relationship	School	Grade	Date of birth

**MOST RECENT SCHOOL ATTENDED:**

School	Address/City/State/Zip	Grade(s)	Date(s)

Has your child ever been retained?  Yes  No If yes, what grade? \_\_\_\_\_

Has your child been suspended?  Yes  No Has your child ever been expelled?  Yes  No

What special services has your child received? (please check all boxes that apply)

Special Education:  Resource (RSP)  Special Day Class (SDC)  Speech/Language

Are there psychological or confidential reports available from your child's former school?  Yes  No

Other:  Gifted (GATE)  Remedial Math  Remedial Reading  Counseling  English Language Development

Help to Improve Attendance/ Behavior  504 Plan  Other (Specify) \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**BELOW FOR SCHOOL USE ONLY**

Proof of Birth: Type: _____ Verified by: _____	Proof of Residence: Type: _____ Verified by: _____	Proof of Immunization: Type: _____ Verified by: _____	Enroll Date: Enter Date: _____	Cumulative record requested: _____	Copies to: PSS _____ EL Office _____ Special Ed _____	Grade Placement Verification:
--	--	---	-----------------------------------	---------------------------------------	--	-------------------------------

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM (REV 2/10)

Student Last Name:

First Name:

Permanent ID:

ESCUELA

GRADO

Inscripción para los Estudiantes del Distrito Escolar Unificado de Sierra Sands

Apellido del estudiante:

Nombre:

ID Permanente:

► ¿Ha asistido su estudiante anteriormente a una escuela pública del Distrito Unificado de Sierra Sands?  Sí  No  
 Escuela a la que asistió: \_\_\_\_\_ Año en el que asistió: \_\_\_\_\_

USE LETRA DE MOLDE – NOMBRE LEGAL DEL ESTUDIANTE

Apellido legal	Primer nombre legal	Segundo nombre legal	Otro nombre legal (si aplica)
----------------	---------------------	----------------------	-------------------------------

Hombre  Mujer | Fecha de nacimiento:

Mes	Día	Año
-----	-----	-----

Nombre del padre o tutor | Apellido | Teléfono de la casa | Teléfono del trabajo

Nombre de la madre o tutora | Apellido | Teléfono de la casa | Teléfono del trabajo

Domicilio de correo | Apt# | Ciudad | Estado | CP

Domicilio de residencia (# de casa y nombre de la calle si es diferente) | Apt # | Ciudad | Estado | CP

¿CUÁL ES EL GRUPO ÉTNICO DE SU HIJO O HIJA? (Por favor marque una opción)

Hispano o Latino (Una persona cuya cultura u origen es de Cuba, México, Puerto Rico, Centro o Sudamérica, sin importar su raza)  No Hispano o Latino

¿CUÁL ES LA RAZA DE SU HIJO O HIJA? (Por favor no marque más de cinco opciones)

La parte de la pregunta que aparece arriba es sobre etnicidad, no sobre raza. Independientemente de la opción que elija, favor de continuar respondiendo lo siguiente, marcando una o más de las casillas, para indicar la que considera que es su raza.

<input type="checkbox"/> Indígena Americano o nativo de Alaska (100) <small>(Personas cuyo origen es de los pueblos nativos de Norte, Centro o Sudamérica)</small>	<input type="checkbox"/> Laosiano (206)	<input type="checkbox"/> Tahitiano (304)
<input type="checkbox"/> Chino (201)	<input type="checkbox"/> Camboyano (207)	<input type="checkbox"/> Otro grupo de las Islas del Pacífico (399)
<input type="checkbox"/> Japonés (202)	<input type="checkbox"/> Hmong (208)	<input type="checkbox"/> Filipino/Filipino Americano (400)
<input type="checkbox"/> Coreano (203)	<input type="checkbox"/> Otro grupo asiático (299)	<input type="checkbox"/> Afro-americano o negro (600)
<input type="checkbox"/> Vietnamita (204)	<input type="checkbox"/> Hawaiano (301)	<input type="checkbox"/> Blanco (700) (Personas cuyo origen es de los pueblos nativos de Europa, Norte de África o el Medio Oriente)
<input type="checkbox"/> Indio de Asia (205)	<input type="checkbox"/> Guameño (302)	
	<input type="checkbox"/> Samoano (303)	

EDUCACIÓN DE LOS PADRES – Marque la respuesta que describa el nivel del padre con mayor grado de educación escolar.

Con licenciatura o con postgrado (5)  
 Se graduó de la universidad (4)  
 Algo de universidad o un título asociado (AA degree) (3)  
 Se graduó de la preparatoria (2)  
 No se graduó de la preparatoria (1)

Fecha en que el estudiante asistió por vez primera a la escuela en EE.UU.

Mes	Día	Año
-----	-----	-----

Fecha en que el estudiante asistió por vez primera a la escuela en California

Mes	Día	Año
-----	-----	-----

Lugar de nacimiento Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ País \_\_\_\_\_

Ciudadano/a de U.S. (al momento de nacer):  Sí  No

POR FAVOR COMPLETE LA INFORMACIÓN AL OTRO LADO DEL FORMULARIO (REV 2/10)

**ENCUESTA SOBRE EL IDIOMA QUE SE HABLA EN CASA: Indique sólo un idioma por renglón (el que usa con más frecuencia):**

1. ¿Qué idioma o dialecto habla su hijo o hija con más frecuencia en casa? \_\_\_\_\_
2. ¿Qué idioma o dialecto aprendió su hijo o hija cuando comenzó a hablar? \_\_\_\_\_
3. ¿Qué idioma o dialecto le habla usted con más frecuencia a su hijo o hija? \_\_\_\_\_
4. ¿Alguna vez ha tomado su hijo o hija el examen CELDT (*La evaluación del desarrollo del idioma inglés de California*)?  Sí  No  No sé

¿En qué idioma desea usted recibir la comunicación escrita de la escuela?  Inglés  Español

**Residencia – ¿Dónde vive actualmente su hijo o hija o la familia? (pedido federalmente por NCLB) – Por favor, marque la casilla apropiada:**

En una residencia permanente con la familia (casa, apartamento, condominio, casa móvil)  En un motel/hotel (110)

Compartiendo vivienda temporalmente (Compartiendo vivienda con otras familias/individuos debido a dificultades económicas o a alguna pérdida) (120)  Sin residencia (carro o campamento) (130)

En un refugio o programa de transición de vivienda (100)

**Información del padre/tutor (con quien vive el estudiante) – marque todas las opciones que correspondan**

Padre  Madre  Ambos  Padrastro  Madrastra  Tutor  Casa de cuidado temporal/grupal  Otro \_\_\_\_\_

¿Es la persona/s marcada arriba el tutor LEGAL del estudiante?  Sí  No Si no, por favor llene una declaración jurada de la persona encargada (*Caragiver Affidavit*)

Si hay un acuerdo de custodia legal con respecto a este/a estudiante, por favor marque si es:  Custodia compartida  Custodia individual  Tutor

**POR FAVOR COMPLETE LA INFORMACIÓN A CONTINUACIÓN SOBRE EL/LOS PADRE/S O TUTOR CON QUIEN VIVE EL/LA ESTUDIANTE:**

1.  Padre  Padrastro/Tutor (maque una opción) Nombre completo: \_\_\_\_\_

Empleador: \_\_\_\_\_ Ciudad: \_\_\_\_\_ Tel. de día # (\_\_\_\_) \_\_\_\_\_

2.  Madre  Madrastra/Tutora (maque una opción) Nombre completo: \_\_\_\_\_

Empleador: \_\_\_\_\_ Ciudad: \_\_\_\_\_ Tel. de día # (\_\_\_\_) \_\_\_\_\_

**POR FAVOR LISTE A OTROS NIÑOS QUE VIVAN EN LA CASA:**

Nombre y apellido	Relación	Escuela	Grado	Fecha de nacimiento

**ESCUELA DONDE ASISTIÓ RECIENTEMENTE:**

Escuela	Dirección/Ciudad/Estado/CP	Grado(s)	Fecha(s)

¿Alguna vez ha sido su hijo/a retenido/a?  Sí  No Si sí, ¿en qué grado? \_\_\_\_\_

¿Ha sido su hijo/a suspendido/a?  Sí  No ¿Alguna vez fue expulsado/a?  Sí  No

¿Qué servicios especiales ha recibido su hijo/a? (por favor marque todas las casillas que correspondan)

Educación especial:  Programa de Recursos (RSP)  Clase de día especial (SDC)  Habla y lenguaje

¿Existe algún reporte psicológico o confidencial disponible de la escuela anterior de su hijo/a?  Sí  No

Otro:  Dotado/a (GATE)  Ayuda en matemáticas  Ayuda en lectura  Consejería

Desarrollo del lenguaje inglés  Ayuda para mejorar su asistencia/su comportamiento  Plan 504

Otro (especifique) \_\_\_\_\_

Firma del padre o tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

**PARA USO DE LA ESCUELA UNICAMENTE**

Proof of Birth: Type: _____ Verified by: _____	Proof of Residence: Type: _____ Verified by: _____	Proof of Immunization: Type: _____ Verified by: _____	Enroll Date: Enter Date: _____	Cumulative record requested: _____	Copies to: PSS _____ EL Office _____ Special Ed _____	Grade Placement Verification: _____
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**POR FAVOR COMPLETE LA INFORMACIÓN AL OTRO LADO DEL FORMULARIO (REV 2/10)**

Apellido del estudiante:

Nombre:

ID permanente:



**SIERRA SANDS**  
**UNIFIED SCHOOL DISTRICT**

**Ernest M. Bell, Jr.**  
**Superintendent**

113 W. Felspar Avenue • Ridgecrest, CA • 93555 • 760 499-1600 •  
Website: [www.ssusdschools.org](http://www.ssusdschools.org)

**INFORMAL PRIMARY LANGUAGE ASSESSMENT**

Dear Parent:

Your child recently enrolled in the Sierra Sands School District. When you filled out the Home Language Survey, you indicated that you, your child, or someone in your home spoke a language other than English. We have tested your child to determine his or her skills in English, and we would like to know more about your child's skills in his/her home language.

A representative from Sierra Sands School District has contacted you by phone and asked you the questions listed below. We have enclosed a copy of the completed Informal Primary Language Assessment. If you have any questions about this form, please call the English Learner Office at 499-1673. Thank you for your cooperation.

Sincerely,

Coordinator of Special Projects

\*\*\*\*\*

**Informal Primary Language Assessment**

Child's name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Home Language: \_\_\_\_\_ Date: \_\_\_\_\_

*Please circle or write in your answer:*

**Speaking and Understanding**

1. Is your child able to understand almost everything that is said in his or her home language?  
Yes                      No
2. What percentage of time do you speak your home language to your child?  
0%    25%    50%    75%    100%
3. What language does your child speak at home?  
\_\_\_\_\_ Language other than English  
\_\_\_\_\_ English  
\_\_\_\_\_ Both

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**Reading and Writing**

4. Please check the line that best describes your child's ability to read in the home language.
- \_\_\_\_\_ Does not read it  
\_\_\_\_\_ Reads it a little  
\_\_\_\_\_ Reads it well
5. Does your child write letters or messages to friends or relatives in the home language?
- Yes            No
6. Please describe your child's ability to write in the home language:
- \_\_\_\_\_ Does not write in it  
\_\_\_\_\_ Writes in it sometimes  
\_\_\_\_\_ Writes in it well

**School Experience**

7. If you came to the United States from another country, did your child attend school in that country?
- Yes            No
8. If you answered "Yes" to the question above, how many total years did your child attend school in that country? \_\_\_\_\_

\*\*\*\*\*

The following Informal Primary Language Assessment was completed by a phone interview.

\_\_\_\_\_  
Name of person conducting the Informal Primary Language Assessment

\_\_\_\_\_  
Position

\_\_\_\_\_  
Name of parent/guardian that was interviewed

\_\_\_\_\_  
Date of interview

A copy of the completed Informal Primary Language Assessment was mailed home on the following date: \_\_\_\_\_

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**INFORMAL PRIMARY LANGUAGE ASSESSMENT**

Dear Parent:

Your child recently enrolled in the Sierra Sands School District. When you filled out the Home Language Survey, you indicated that you, your child, or someone in your home spoke a language other than English. We have tested your child to determine his or her skills in English, and we would like to know more about your child's skills in his/her home language.

A representative from Sierra Sands School District has been unsuccessful in contacting you by phone. Please complete the assessment below and return it to your school office. If you have any questions about this form, please call the English Learner Office at 499-1673. Thank you for your cooperation.

Sincerely,

Coordinator of Special Projects

\*\*\*\*\*

**Informal Primary Language Assessment**

Child's name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Home Language: \_\_\_\_\_ Date: \_\_\_\_\_

*Please circle or write in your answer:*

**Speaking and Understanding**

1. Is your child able to understand almost everything that is said in his or her home language?  
Yes                      No
2. What percentage of time do you speak your home language to your child?  
0%    25%    50%    75%    100%
3. What language does your child speak at home?  
\_\_\_\_\_ Language other than English  
\_\_\_\_\_ English  
\_\_\_\_\_ Both

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**Reading and Writing**

4. Please check the line that best describes your child's ability to read in the home language.
- \_\_\_\_\_ Does not read it  
\_\_\_\_\_ Reads it a little  
\_\_\_\_\_ Reads it well
5. Does your child write letters or messages to friends or relatives in the home language?
- Yes                  No
6. Please describe your child's ability to write in the home language:
- \_\_\_\_\_ Does not write in it  
\_\_\_\_\_ Writes in it sometimes  
\_\_\_\_\_ Writes in it well

**School Experience**

7. If you came to the United States from another country, did your child attend school in that country?
- Yes                  No
8. If you answered "Yes" to the question above, how many total years did your child attend school in that country? \_\_\_\_\_

\*\*\*\*\*

\_\_\_\_\_  
Name of parent/guardian completing this form

\_\_\_\_\_  
Date completed

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**Initial CELDT Results**  
**Parent Notification for Students Identified As English Learners**

January 1, 2015

Dear Parents/Guardians,

State and federal laws require all school districts in California to give a state test to every student whose home language is not English and who is currently identified as an English Learner. The name of the test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the attached results have identified him/her as an English Learner. Your student will be assigned to an appropriate instructional program based on the results. The goal of this program is to help students develop proficiency in English and succeed in the in the school's academic curriculum.

You are encouraged to become involved in your student's education. You are welcome to volunteer at the school and participate in the English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement, you are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule a conference, call the ELD Projects Teacher at 760.499.1673.

Sincerely,

Coordinator of Special Projects  
760.499.1640

**Board of Education**

Amy Castillo-Covert • Bill Farris • Tim Johnson • Kurt Rockwell • Michael Scott



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**UNIFIED SCHOOL DISTRICT**

**Ernest M. Bell, Jr.**  
Superintendente

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Página de Internet: [www.ssusdschools.org](http://www.ssusdschools.org)

**Resultados CELDT Iniciales**  
**Notificación para los Padres de los Estudiantes Identificados como Estudiantes de Inglés**

1 de enero del 2015

Estimados padres/tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California administren un examen estatal a cada estudiante cuyo idioma de casa no es el Inglés y que actualmente ha sido identificado como un Estudiante de Inglés. El nombre del examen es el Examen del Desarrollo de la Lengua Inglesa de California (CELDT). Su propósito es ver qué tan bien cada estudiante está aprendiendo a escuchar, hablar, leer, y a escribir en Inglés.

A su estudiante se le ha administrado el examen CELDT, y los resultados adjuntos lo han identificado a él/ella como un Estudiante de Inglés. Su estudiante será asignado a un programa de instrucción adecuado basado en los resultados. La meta de este programa es ayudar a los estudiantes a desarrollar competencia en el Inglés y a tener éxito en el plan de estudios académico escolar.

Se les anima a que se involucren en la educación de su estudiante. Ustedes son bienvenidos a ser voluntarios en la escuela y a que participen en el Comité Consultivo de los Padres de los Estudiantes de Inglés (ELAC). Si tienen alguna pregunta con respecto al examen CELDT o a la colocación de la instrucción de su estudiante, están invitados a pedir una conferencia en la escuela donde se les explicarán los resultados del examen CELDT de su estudiante y su programa de instrucción. Para programar una conferencia, llamen a la Maestra de Proyectos de ELD al 760.499.1673.

Atentamente,

Coordinadora de Proyectos Especiales  
760.499.1640

**Board of Education**

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**UNIFIED SCHOOL DISTRICT**

**Ernest M. Bell, Jr.**  
Superintendent

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Website: [www.ssusdschools.org](http://www.ssusdschools.org)

**Initial CELDT Results**  
**Parent Notification for Students Identified As Fluent English Proficient**

January 1, 2015

Dear Parents/Guardians,

State and federal laws require all school districts in California to give a state test to every student whose home language is not English and who is currently identified as an English Learner. The name of the test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the attached results have identified him/her fluent English Proficient (FEP). This means that your student will be assigned to a regular academic program and will not need assistance to help increase his/her English skills.

If you have any questions regarding the CELDT or your student's instructional placement, you are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule a conference, call the ELD Projects Teacher at 760.499.1673.

Sincerely,

Coordinator of Special Projects  
760.499.1640

**Board of Education**

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**Resultados CELDT Iniciales**  
**Notificación para los Padres de los Estudiantes Identificados como Competentes en el Inglés**

1 de enero del 2015

Estimados padres/tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California administren un examen estatal a cada estudiante cuyo idioma de casa no es el Inglés y que actualmente ha sido identificado como un Estudiante de Inglés. El nombre del examen es el Examen del Desarrollo de la Lengua Inglesa de California (CELDT). Su propósito es ver qué tan bien cada estudiante está aprendiendo a escuchar, hablar, leer, y a escribir en Inglés.

A su estudiante se le ha administrado el examen CELDT, y los resultados adjuntos lo han identificado a él/ella como un Estudiante Competente en el Inglés (FEP). Esto significa que su estudiante será asignado a un programa académico regular y no necesitará apoyo para ayudarle a incrementar sus habilidades en el Inglés.

Si tienen alguna pregunta con respecto al examen CELDT o a la colocación de la instrucción de su estudiante, están invitados a pedir una conferencia en la escuela donde se les explicarán los resultados del examen CELDT de su estudiante y su programa de instrucción. Para programar una conferencia, llamen a la Maestra de Proyectos de ELD al 760.499.1673.

Atentamente,

Coordinadora de Proyectos Especiales  
760.499.1640

**Board of Education**

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Superintendent

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Website: [www.ssusdschools.org](http://www.ssusdschools.org)

**Annual CELDT Results**  
**Parent Notification for Students Identified As English Learners**

January 1, 2015

Dear Parents/Guardians,

State and federal laws require all school districts in California to give a state test to every student whose home language is not English and who is currently identified as an English Learner. The name of the test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the annual results are attached. Based on the proficiency level your student achieved on this test, he/she will continue to receive assistance to become more proficient in English and to succeed in the school's academic program.

You are encouraged to become involved in your student's education. You are welcome to volunteer at the school and participate in the English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement, you are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule a conference, call the ELD Projects Teacher at 760.499.1673.

Sincerely,

Coordinator of Special Projects  
760.499.1640

**Board of Education**

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**Resultados CELDT Anuales**  
**Notificación para los Padres de los Estudiantes Identificados como Estudiantes de Inglés**

1 de enero del 2015

Estimados padres/tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California administren un examen estatal a cada estudiante cuyo idioma de casa no es el Inglés y que actualmente ha sido identificado como un Estudiante de Inglés. El nombre del examen es el Examen del Desarrollo de la Lengua Inglesa de California (CELDT). Su propósito es ver qué tan bien cada estudiante está aprendiendo a escuchar, hablar, leer, y a escribir en Inglés.

A su estudiante se le ha administrado el examen CELDT, y los resultados anuales están incluidos. Basado en el nivel de competencia que su estudiante obtuvo en este examen, él/ella continuará recibiendo apoyo para ser más competente en Inglés y para tener éxito en el programa académico escolar.

Se les anima a que se involucren en la educación de su estudiante. Ustedes son bienvenidos a ser voluntarios en la escuela y a que participen en el Comité Consultivo de los Padres de los Estudiantes de Inglés (ELAC). Si tienen alguna pregunta con respecto al examen CELDT o a la colocación de la instrucción de su estudiante, están invitados a pedir una conferencia en la escuela donde se les explicarán los resultados del examen CELDT de su estudiante y su programa de instrucción. Para programar una conferencia, llamen a la Maestra de Proyectos de ELD al 760.499.1673.

Atentamente,

Coordinadora de Proyectos Especiales  
760.499.164

**Board of Education**

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**SIERRA SANDS**  
**UNIFIED SCHOOL DISTRICT**

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Superintendent

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Website: [www.ssusd.org](http://www.ssusd.org)

**Annual CELDT Results**  
**Parent Notification for Students Being Considered For Reclassification**

January 1, 2015

Dear Parents/Guardians,

State and federal laws require all school districts in California to give a state test to every student whose home language is not English and who is currently identified as an English Learner. The name of the test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the annual results are attached. Based on the proficiency level your student achieved on this test he/she may be reclassified to fluent English proficient. In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and your student's performance on an objective assessment instrument measuring basic skills. If your student meets the reclassification criteria, the EL Project Teacher will schedule a conference with you to review your student's progress and the possibility of reclassification.

You are encouraged to continue to be involved in your student's education. You are welcome to volunteer at the school and participate in the English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement, you are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule a conference, call the ELD Projects Teacher at 760.499.1673.

Sincerely,

Coordinator of Special Projects  
760.499.1640

**Board of Education**

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**Resultados CELDT Anuales**  
**Notificación para los Padres de los Estudiantes Considerados para la Reclasificación**

1 de enero del 2015

Estimados padres/tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California administren un examen estatal a cada estudiante cuyo idioma de casa no es el Inglés y que actualmente ha sido identificado como un Estudiante de Inglés. El nombre del examen es el Examen del Desarrollo de la Lengua Inglesa de California (CELDT). Su propósito es ver qué tan bien cada estudiante está aprendiendo a escuchar, hablar, leer, y a escribir en Inglés.

A su estudiante se le ha administrado el examen CELDT, y los resultados anuales están incluidos. Basado en el nivel de competencia que su estudiante obtuvo en este examen, él/ella podría ser reclasificado/a a competente en el Inglés. Además de los resultados CELDT, el criterio utilizado para tomar esta decisión incluye una evaluación del desempeño académico de su estudiante realizado por el maestro, su opinión como padre/tutor sobre su competencia en el Inglés, y el desempeño de su estudiante en un instrumento de evaluación objetiva que mide las habilidades básicas. Si su estudiante cumple con el criterio de reclasificación, la Maestra de Proyectos EL programará una conferencia con ustedes para revisar el progreso de su estudiante y la posibilidad de reclasificación.

Se les anima a que continúen involucrándose en la educación de su estudiante. Son bienvenidos a ser voluntarios en la escuela y a participar en el Comité Consultivo de los Padres de los Estudiantes de Inglés (ELAC). Si tienen alguna pregunta con respecto al examen CELDT o a la colocación de la instrucción de su estudiante, están invitados a pedir una conferencia en la escuela donde se les explicarán los resultados del examen CELDT de su estudiante y su programa de instrucción. Para programar una conferencia, llamen a la Maestra de Proyectos de ELD al 760.499.1673.

Atentamente,

Coordinadora de Proyectos Especiales  
760.499.1640

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**CHECKLIST OF CRITERIA  
FOR DETERMINING ALTERNATIVES TO CELDT  
SSUSD**

Circle "Agree" or "Disagree" for each item:

- |              |                 |   |
|--------------|-----------------|---|
| <b>Agree</b> | <b>Disagree</b> | The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.  |
| <b>Agree</b> | <b>Disagree</b> | The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student's learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| <b>Agree</b> | <b>Disagree</b> | The student cannot take the CELDT even with test variations, accommodations, and/or modifications.  |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on excessive or extended absences.  |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based primarily on a specific categorical program.  |
| <b>Agree</b> | <b>Disagree</b> | The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.  |

SSUSD 1-20-15

## PLACEMENT OF STUDENTS

Grades	CELDT	CELDT Overall English Language Proficiency	ELA/ELD Framework English Language Proficiency
<b>K-12</b>	1	Beginner	Emerging
	2	Early Intermediate	
	3	Intermediate	Expanding
	4	Early Advanced	
	5	Advanced	Bridging

### **Placement in Structured English Immersion - SEI**

California law (California Education Code 305, 306) governing programs for English Learners requires that all English Learners be placed in English language classrooms unless a Parental Exception Waiver has been granted for an alternative program. (An exception is Special Education where an IEP team determines placement.)

As required by law, students who are English Learners with a “less than reasonable level of English proficiency” must be placed in a program of Structured English Immersion. The Sierra Sands Unified School District has defined a “less than reasonable level of English proficiency” as an overall CELDT score of 1 or 2.

### **Placement in Mainstream English - M/ELD**

English Learners with a “reasonable level of English proficiency” must be placed in an English Mainstream program. The Sierra Sands Unified School District has defined a “reasonable level of English proficiency” as an overall CELDT score of 3, 4, or 5.

### **Alternative Program**

Parents/guardians must be informed of the opportunity for their child to be placed in an Alternative Bilingual Program, Dual Language Program or any other program that uses another language as the basis for instruction. If a school does not have these programs, parents may request a zone transfer. Given space availability, transportation will be provided by the District for ELs. Parents/guardians must request waivers from California Education Code 305 for placement in an Alternative Bilingual Program. (See Program Options)

## **Program Options and Parental Exception Waivers**

### **Notification of Programs and Waiver Option**

All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a full written description of the three programs, including educational materials used in these programs and their entitlement to request an alternative program. The information must be provided in a language the parents can understand. Such notification shall accompany the parent copy of assessment results within 30 days of the beginning of the school year.

English Learners younger than ten (10) years of age shall be enrolled for the first 30 calendar days in a Structured English Immersion (SEI) setting. All English Learners must be placed in English language classrooms unless a signed Parental Exception Waiver is annually submitted (except Special Education students). The Individual Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency. Students with active IEPs do not need to submit a Parental Exception Waiver.

### **EL Program Placement Options:**

#### **Option 1 - Structured English Immersion (SEI):**

Under California Education Code 300-340, English Learners are to be instructed with the "overwhelming majority" of the content in English. Primary language may be used for clarification, support, and reinforcement. The goal of the Structured English Immersion Program is for English Learners to gain "reasonable fluency" in English.

Students in this placement will receive both Integrated and Designated ELD instruction designed for English Learners whose English language proficiency is at the beginning, early intermediate, and (low) intermediate levels and whose parents did not select the Alternative Program. Developmental access must be provided to the core curriculum using English and ELD, SDAIE (Specially Designed Academic Instruction in English) strategies and guidance from the ELA/ELD Framework (CDE July 2014). In addition, instructional modifications, teacher language, and other strategies designed to make instruction comprehensible to a non-English proficient student will be used when appropriate. Students in this program may not fully master the grade level content standards until they achieve full English proficiency but are to be provided access to the core with instructional support.

#### Program Requirements:

- Parents must be notified of the placement of their child in a Structured English Immersion Program and be informed of the opportunity to sign a Parental Exception Waiver to participate in an Alternative Bilingual Program.
- Using Common Core Standards and ELD Standards core subject instruction in reading, math, science, and social science is taught "overwhelmingly" in English using SDAIE strategies and instructional guidance from ELA and ELD

Framework. Primary language support may be used for access to core content as appropriate.

- All English Learners receive daily ELD instruction, both Integrated and Designated, taught by an appropriately certified teacher at each student's specific level of proficiency using Common Core State Standards and ELD Standards to guide instruction supported by district adopted and supplemental curriculum.

Staffing:

- All teachers must be appropriately certified, i.e. CLAD/CTEL, BCLAD, SB395.
- Teachers delivering primary language instruction must be BCLAD certified.

Materials:

- Common Core State Standards and ELD Standards based district adopted materials.

**Option 2 - English Language Mainstream Program**

English Learners who have been assessed as having attained “a good working knowledge of English” (Intermediate, Early Advanced and Advanced) may be placed in Mainstream English Program classrooms. For most students, the regular English program represents a continuation of the Structured English Immersion Program, or students may be placed in this program by parent request. The ELD focus of the program centers on students at CELDT levels 3, 4 and 5.

Students in this placement will receive both Integrated and Designated ELD instruction focused on the linguistic and literacy gaps typically found in students at these higher proficiency levels. English Learners in this program receive English Language Development from core classroom teachers until they are reclassified as Fluent English Proficient. English is the language of instruction for all subjects with primary language support as needed.

Students may be placed in this program based on achievement on the CELDT assessment or by parental request. For English Learners placed in Mainstream Programs by parental request (who have not met program criteria), ELD will be provided daily at the student's specific level of English proficiency.

Program Requirements:

- Core instruction (language arts, math, science, and social science) is taught in English using Common Core Standards and ELD Standards, supported by District-adopted materials and SDAIE methodology.
- All English Language Learners receive daily ELD instruction, both Integrated and Designated using Common Core Standards and ELD Standards to guide instruction supported by district adopted and supplemental curriculum.

Staffing:

- All teachers must be appropriately authorized, i.e. CLAD (Crosscultural, Language and Academic Development)/CTEL or equivalent.

Materials:

- Common Core State Standards and ELD Standards based district-adopted materials.

**Option 3 - Alternative Bilingual Program**

Sierra Sands Unified School District will offer an alternative transitional bilingual program at school sites where there are twenty Parental Exception Waivers for English Language Learners per grade level whose primary language is not English. When available, the district may provide transfers and transportation to accommodate children whose parents request a waiver to participate in this program, but who attend schools with no such program. The district is also committed to maintaining program placement until students enrolled in the alternative transitional bilingual program transition to the mainstream instructional program.

In the Alternative Bilingual Program, students are instructed in their primary language while receiving daily ELD instruction. Use of the home language decreases over time, while the use of English increases (see tables below for language usage). The goals are: proficiency in English, high levels of academic achievement, reclassification to FEP, and high status assigned to home language and culture.

Program Requirements:

With approved Parental Exception Waivers for a Bilingual Program, all English Learners who are under 10 years of age must participate in a Structured English Immersion Program for a minimum of 30 calendar days. During this period, the instruction is "overwhelmingly" in English as defined in Structured English Immersion (SEI) above.

- Students participating in this program must have a signed Parental Exception Waiver prior to beginning the Bilingual Program.
- The 30-day requirement for participation in the Structured English Immersion Program is limited to the first year of enrollment in a Bilingual Program.
- Core instruction in language arts, math, science, and social science may be conducted in the primary language using the District-adopted materials.
- Core subject instruction can be conducted in English using SDAIE methodology when appropriate.
- All English learners receive ELD daily using Common Core State Standards and ELD Standards based District-adopted materials by an appropriately certified teacher.
- When there are 20 or more English Learners in the same primary language with an approved Parental Exception Waiver at a given grade level at one school site, the school site must offer the Alternative Bilingual Program.
- If a school site has fewer than 20 English Learners at a given grade level in the same primary language with an approved Parental Exception Waiver, the school may choose to offer an Alternative Bilingual Program or must allow parents to transfer English Learners to another site where such a program is offered.



### Staffing:

- All teachers delivering primary language instruction must be appropriately certified, i.e. BCLAD (Bilingual, Crosscultural, Language and Academic Development) or equivalent.
- In instructional teaming situations, teachers providing ELD must be CLAD/CTEL authorized, i.e. CLAD or equivalent.

### Materials:

- District-adopted primary language materials are used for core subject instruction.
- Common Core State Standards and ELD Standards based district adopted materials.

### **Waiver Process**

A District letter describing the parental program selection process shall be provided annually to parents of all English Learners. Parents unable to visit the school site may submit, along with their waiver, an affidavit of inability to fulfill the requirement to visit the school site. Otherwise, in order to submit a waiver, parents must personally visit the school. At that time, the school must provide:

- A written (and oral, if requested) description of the educational opportunities available to their children.
- A description of the educational materials used in the programs.
- An explanation of the program selection process.
- An explanation of the process for parents to appeal if a waiver is denied.

### **Eligibility**

To participate in the Alternative Bilingual Program, the student must meet one of the following eligibility requirements:

- The student already speaks English.
- The student must be 10 years or older.
- The student has special needs for which the Alternative Bilingual Program would be beneficial.

Sites must act upon all requests within 20 instructional days of the date filed or within 10 calendar days of the expiration of the 30-day placement in Structured English Immersion, whichever is later. Sites may not act upon any request before the 30-day placement has expired. Copies of all Parental Exception Waivers shall be filed at each school site and the District office.

Parental Exception Waivers are granted unless the principal and educational staff determine that an Alternative Bilingual Program would not be suited for the student and evidence is provided to support such a claim. Schools are required to offer the Alternative Bilingual Program if there are 20 or more approved requests at one grade level. Students with approved Parental Exception Waivers shall be placed in an Alternative Bilingual Program. If no space is available in the Alternative Bilingual Program, the child's name is added to a waiting list and other instructional options are

discussed with the parents or guardians. Significant numbers of English Learners on such a waiting list require addition of an Alternative Bilingual class. At any time during the school year, parents may request that their child be placed in a classroom where English is the only language of instruction.

### **Waiver Appeal Process**

If parents wish to contest a waiver that has been denied, they may submit a request for a review of the denial to the office of the Assistant Superintendent of Instruction and Curriculum. If they are not satisfied with the decision of the office, they may request a review by the District's Board of Trustees. Such a request to the Board should be submitted at least three weeks prior to the meeting.

### **Parental Exception Waiver Guidelines (EC310 and 311)**

- Parent must visit school to apply for a waiver.
- Parents will receive a written (and oral if necessary) description of the following:
  - a. Structured Immersion Program
  - b. Mainstream English Program
  - c. Alternative Bilingual Program
  - d. All educational opportunities
  - e. Instructional materials to be used in the different program options
- The District Superintendent or designee must approve the waiver pursuant to guidelines established by the Board of Education.
- Exception Waivers shall be granted under the following circumstances:
  1. The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his grade level or at or above the fifth grade average, whichever is lower.
  2. The student is age ten years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.
  3. Students with special needs: The student already has been placed for a period of not less than thirty calendar days during that school year in an English language classroom, and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's educational development. A written description of these special needs will be provided and any such decision is to be made subject to the examination and approval of the Superintendent or designee under guidelines established by the school board.
- Parental Exception Waivers shall be granted unless the school principal and educational staff have substantial evidence that the Alternative Program requested by the parent would not be better suited for the pupil.

- Parents shall be fully informed of their right to agree to or refuse a waiver.
- Parents will be informed in writing of the reasons for denial of a Parental Exception Waiver and will be advised of any procedure available to appeal.
- All Parental Exception Waivers shall be acted upon with 20 instructional days of submission to the school principal.

**Program Placement Documents**

Title III Results Program Placement Form English
Title III Results Program Placement Form Spanish
Title III RFEP Criteria and Graduation English
Title III RFEP Criteria and Graduation Spanish
Parental Exception Waiver Form: Children With Special Needs English
Parental Exception Waiver Form: Children With Special Needs Spanish
Parental Exception Waiver Form: Children Who Know English
Parental Exception Waiver Form: Children Who Know Spanish
Parental Exception Waiver Form: Children 10 Years or Older English
Parental Exception Waiver Form: Children 10 Years or Older Spanish
Parental Exception Waiver Appeals Procedures English
Parental Exception Waiver Appeals Procedures Spanish
Parental Exception Waiver Guidelines English
Instructional Program Placement Options for English Learner
Proposition 227 Instructional Program Placement Options for English Learners

**SIERRA SANDS UNIFIED SCHOOL DISTRICT**  
**State and Federal Title III Requirements**  
**Assessment Results and Program Placement for English Learners**  
**2014-2015 School Year**

To the parent(s)/guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student ID #: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_ Primary Language: \_\_\_\_\_

**Dear Parent(s):** Upon enrollment, a language other than English was noted on your student's Home Language Survey. Pursuant to California law, our school district is required to assess the English proficiency of your child. This form is intended to notify you of these assessment results, your child's program placement, our recommendation, and the program options that are available to your student according to state law.

**English Language Assessment Results**  
**Limited English Proficiency Identification**

Your child has been administered the California English Language Development Test (CELDT). The results are as follows:

**Test Date:**

Skill Area	Scale Score	CELDT Proficiency Level
Listening		
Speaking		
Reading		
Writing		
Overall Proficiency		

Based on results of the California English Language Development Test (CELDT), your child's program placement is identified as:

**Program Placement Options for English Learners**

CELDT Proficiency Level	Program Placement
Beginning = 1 Less than reasonable fluency	Structured English Immersion <i>Inmersión al Inglés Estructurado</i>
Early Intermediate = 2 Less than reasonable fluency	Structured English Immersion <i>Inmersión al Inglés Estructurado</i>
Intermediate = 3 Reasonable fluency	English Language Mainstream <i>Programa Regular de Inglés</i>
Early Advanced = 4 Reasonable fluency	English Language Mainstream <i>Programa Regular de Inglés</i>
Advanced = 5 Reasonable fluency	English Language Mainstream <i>Programa Regular de Inglés</i>
	Fluent English Proficient <i>Estudiante competente en el Inglés</i> Student will be placed in the district's regular program of instruction.
	Other Instructional Setting as per IEP <i>Otro Programa de Instrucción de acuerdo al IEP</i> Based on the student's language proficiency, ELD instruction will be provided by incorporating SDAIE methods to address the ELD standards

**Program Goals and Descriptions for English Learners**

- All programs are designed to meet the educational needs of English learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The program goals of all programs are for students to learn English and meet age appropriate academic standards for grade promotion and graduation.
- ❖ **Structured English Immersion (SEI):** provides instruction primarily in English and includes the following: a sequential ELD program including language arts, sheltered English content with primary language support as needed.
- ❖ **English Language Mainstream (ELM):** provides instruction in English only, and is based on grade level state standards. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (FEP).
- ❖ **Alternative Program (Alt):** A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the student's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program.\*\*\*

\*\*\*California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a parent exception waiver at your student's school year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5<sup>th</sup> grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in English language classroom for 30 calendar days, and special needs exist. You have a right to request a parental exception waiver for an alternative program. You must visit the school site to request it.

- *Note: At any time during the school year, you may have your child moved into the English Language Mainstream Program.*

Other Assessments		
Current Standardized Testing and Reporting (STAR) Results		
Skill Area	Scale Score	Proficiency Level
Language Arts		
Math		

**Proficiency Level Key: 1 - Far Below Basic, 2 - Below Basic, 3 - Basic, 4 - Proficient, 5 - Advanced**

**Please mark all that apply and return the completed form to your student's school.**

- I received information about the English learner programs: Structured English Immersion, English Language Mainstream, and Alternative Program offered in our school district.
- I understand that I have the right to apply for a Parental Exception Waiver for the purpose of selective an Alternative Program.
- I will be visiting my child's site to apply for a Parental Exception Waiver.
- I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Please call the school English Language Learner Office at 760-499-1673 if you would like to schedule a parent conference to discuss English language program options for your student.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date

**DISTRITO ESCOLAR UNIFICADO DE SIERRA SANDS**  
**Requisitos Estatales y Federales del Título III**  
**Resultados de la Evaluación y Colocación en el Programa para los Estudiantes de Inglés**  
*Año Escolar 2014-2015*

Para el padre(s)/tutor(es) de: \_\_\_\_\_ Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_

ID del Estudiante #: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Fecha: \_\_\_\_\_ Idioma Primario: \_\_\_\_\_

**Estimado padre(s):** En la inscripción, se indicó otro idioma distinto al Inglés en la Encuesta Sobre el Idioma que se Habla en Casa. De acuerdo a la ley de California, se requiere que nuestro distrito escolar evalúe la competencia de su estudiante en el idioma Inglés. Este formulario tiene el propósito de notificarle los resultados de las evaluaciones, la colocación de su niño en el programa, nuestra recomendación y las opciones del programa que están disponibles para su estudiante de acuerdo a la ley estatal.

**Resultados de la Evaluación del Idioma Inglés**  
**Identificación de la Competencia Limitada en el Inglés**

A su niño se le administró la Prueba de Evaluación del Desarrollo de la Lengua Inglesa del Estado de California (*CELDT*). Los resultados son los siguientes:

**Fecha del Examen:**

Áreas de Habilidad	Escala de Resultados	Nivel de Competencia <i>CELDT</i>
Comprensión Auditiva		
Expresión Oral		
Lectura		
Escritura		
Competencia en General		

Basado en los resultados del Examen del Desarrollo de la Lengua Inglesa de California (*CELDT*), la colocación de su niño en el programa ha sido identificada como:

**Opciones para la Colocación en el Programa para los Estudiantes de Inglés**

Nivel de Competencia <i>CELDT</i>	Colocación en el Programa
Principiante = 1	<i>Structured English Immersion</i>
Menos de un Dominio Razonable	Inmersión al Inglés Estructurado
Pre-intermedio = 2	<i>Structured English Immersion</i>
Menos de un Dominio Razonable	Inmersión al Inglés Estructurado
Intermedio = 3	<i>English Language Mainstream</i>
Dominio Razonable	Programa Regular de Inglés
Pre-avanzado = 4	<i>English Language Mainstream</i>
Dominio Razonable	Programa Regular de Inglés
Avanzado = 5	<i>English Language Mainstream</i>
Dominio Razonable	Programa Regular de Inglés
	<i>Fluent English Proficient</i> Competente en el Inglés El estudiante será colocado en el programa de instrucción regular del distrito.
	<i>Other Instructional Setting as per IEP</i> Otro Programa de Instrucción de acuerdo al <i>IEP</i> Basado en la competencia del estudiante en el idioma, la instrucción de <i>ELD</i> será proporcionada incorporando métodos <i>SDAIE</i> para tratar los estándares de <i>ELD</i>

**Metas y Descripciones del Programa de los Estudiantes de Inglés**

- Todos los programas están diseñados para cumplir las necesidades educacionales de los Estudiantes que están aprendiendo Inglés incluyendo el Desarrollo del Lenguaje Inglés (ELLD). Algunos programas pueden incluir el uso de estrategias de Instrucción Académica Especialmente Diseñada en Inglés (SDAIE).
- Las metas de todos los programas son que los estudiantes aprendan Inglés y cumplan con los estándares de desempeño académico a su edad apropiada para promoción de grado y graduación.
- ❖ **Inmersión al Estructurado (SEI):** proporciona instrucción principalmente en Inglés e incluye lo siguiente: un programa ELD secuencial que incluye artes del lenguaje, contenido cómodo en Inglés con apoyo en el idioma primario como se necesite.
- ❖ **Programa en dónde solamente se habla Inglés (ELM):** proporciona instrucción solamente en Inglés y está basado en los estándares estatales del nivel del grado. Los estudiantes continúan recibiendo instrucción adicional y adecuada para cumplir con los requisitos para ser reclasificado como un estudiante competente en el Inglés (FEP).
- ❖ **Programa Alterno (AI):** un programa bilingüe para adquirir el idioma Inglés para los alumnos en el cual mucha o toda la instrucción, los libros de texto y los materiales de instrucción son en el idioma nativo del niño. Si los padres de 20 ó más estudiantes en un nivel del grado solicitan el programa alerno, se le requiere a la escuela que proporcione el programa. \*\*\*

\*\*\* La ley de California otorga a los padres la opción de colocar a su estudiante en un programa alerno. Para colocar a su niño en un programa alerno usted debe firmar la solicitud de excepción en la escuela de su hijo cada año y él/ella deberá cumplir uno de los siguientes criterios: a) el estudiante ya sabe Inglés y académicamente se desempeña por lo menos al nivel de 5º grado, b) tiene 10 años de edad o más, c) es un estudiante menor de 10 años de edad que ha sido colocado en un salón de clases de lenguaje Inglés por 30 días del calendario y existen necesidades especiales. Usted tiene el derecho de solicitar un contrato de excepción para los padres para un programa alerno. Usted debe visitar la escuela para pedirlo.

- *Nota: En cualquier momento durante el año escolar, usted puede hacer que su niño sea cambiado al Programa del Idioma de Inglés Regular.*

**Otras Evaluaciones**

**Resultados Actuales en el Examen Estandarizado y Resultados del Reportaje (STAR)**

Áreas de Habilidad	Escala de Resultados	Nivel de Competencia
Artes del Lenguaje		
Matemáticas		

**Clave del Nivel de Competencia:** 1- Muy por Debajo del Básico, 2 – Por Debajo del Básico, 3 – Básico, 4 – Competente, 5 – Avanzado

**Por favor marque todas las opciones que sean aplicables y regrese el formulario completo a la escuela de su estudiante.**

- Yo recibí la información sobre los Programas de los Estudiantes que están aprendiendo Inglés: Inmersión al Inglés Estructurado, Programa en dónde solamente se habla Inglés y los Programas Alternos ofrecidos en nuestro distrito escolar.
- Yo entiendo que tengo el derecho a una solicitud de excepción con el propósito de seleccionar un programa Alerno.
- Yo estaré visitando la escuela de mi niño para solicitar un Contrato de Excepción para los Padres.
- Yo entiendo que tengo el derecho de cambiar a mi hijo a un Programa en dónde solamente se habla Inglés en cualquier momento.

Por favor llame a la oficina de los Estudiantes del Idioma Inglés al 760-499-1673 si a usted le gustaría programar una conferencia para hablar sobre las opciones del programa del idioma Inglés para su estudiante.

\_\_\_\_\_  
Firma del Padre o Tutor

\_\_\_\_\_  
Fecha



**Sierra Sands Unified School District**  
**Parent Notification of Reclassification and Expectation Rate of Graduation**

January 1, 2015

Dear Parent(s)/guardian:

The California Department of Education (CDE) has mandated that the reclassification criteria be shared with all parents of English Learners (ELs). When an EL has demonstrated proficiency in English and has met the reclassification criteria, the student will be reclassified as Fluent English Proficient (RFEP) per Education Code 313(d). The established criteria for reclassification are as follows:

**Reclassification Criteria**

<b>Grades K-1</b>	<b>Grades 2-12</b>
<b>English Proficiency</b> <b>Annual CELDT Scores</b> Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening and speaking.	<b>English Proficiency</b> <b>Annual CELDT Scores</b> Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening, speaking, reading, and writing.
<b>Review of Academic Performance</b> Review of student performance: <ul style="list-style-type: none"> <li>• Meeting Grade Level Standards (3) in all areas.</li> <li>• Meeting Grade Level Benchmarks (3) in all areas.</li> </ul>	<b>Review of Academic Performance</b> Review of student performance: <ul style="list-style-type: none"> <li>• Most Recent CST in ELA and Math of 325 or higher.</li> <li>• The EL must have a 2.0 GPA and have passed all core classes for the prior semester, and be passing current core classes.</li> <li>• ELA and Math Common Assessment Scores:               <ul style="list-style-type: none"> <li>✓ K-5: 75% average minimum score on ELA and Math Common Assessments</li> <li>✓ 6-12: 75% or higher on two consecutive Common Assessments</li> </ul> </li> </ul>
<b>Teacher Evaluation.</b> Teacher will evaluate based upon the ELs performance in class if the student will be successful in a Mainstream English program.	<b>Teacher Evaluation.</b> Teacher will evaluate based upon the ELs performance in class if the student will be successful in a Mainstream English program.
<b>Parent Consultation</b> Parent agrees that reclassification is appropriate.	<b>Parent Consultation</b> Parent agrees that reclassification is appropriate.

The expected graduation rate of students in Sierra Sands Unified School District is 92.7% (based upon cohort graduation rate for 2012- 2013 DataQuest).  
 If you have any questions about the reclassification criteria and graduation rate, please contact the EL Office at 499-1673.

Sincerely,

Coordinator of Special Projects  
 (760) 499-1640

**Board of Education**

**Amy Castillo-Covert • Bill Farris • Tim Johnson • Kurt Rockwell • Michael Scott**



**Distrito Escolar Unificado de Sierra Sands**  
**Notificación para los Padres sobre la Reclasificación y Porcentaje Esperado de Graduación**

1 de enero del 2015

Estimado padre(s)/tutor:

El Departamento de Educación de California (CDE) ha ordenado que se comparta el criterio de reclasificación con todos los padres de los Estudiantes de Inglés (ELs). Cuando un estudiante *EL* ha demostrado competencia en el Inglés y ha cumplido con el criterio de reclasificación, el estudiante será reclasificado como Estudiante que Domina el Inglés (RFEP) de acuerdo al Código de Educación 313(d). El criterio establecido para la reclasificación es de la siguiente manera:

**Criterio de Reclasificación**

<b>Grados K-1*</b>	<b>Grados 2ª-12ª</b>
<p><b>Competencia en el Inglés</b> <b>Resultados Anuales CELDT</b> Desempeño en general de Pre-avanzado o Avanzado con los resultados de las áreas de habilidad de Intermedio o más alto en comprensión verbal y expresión oral.</p>	<p><b>Competencia en el Inglés</b> <b>Resultados Anuales CELDT</b> Desempeño en general de Pre-avanzado o Avanzado con los resultados de las áreas de habilidad de Intermedio o más alto en comprensión verbal, expresión oral, lectura y escritura.</p>
<p><b>Revisión del Desempeño Académico</b> Revisión del desempeño del estudiante:</p> <ul style="list-style-type: none"> <li>• Cumplir con los estándares del nivel del grado (3) en todas las áreas.</li> <li>• Cumplir con los parámetros del nivel del grado (3) en todas las áreas.</li> </ul>	<p><b>Revisión del Desempeño Académico</b> Revisión del desempeño del estudiante:</p> <ul style="list-style-type: none"> <li>• Resultado más actual del CST de 325 o más alto en <i>ELA</i> y Matemáticas.</li> <li>• El <i>EL</i> debe de tener un Promedio de Calificaciones de 2.0 y debe de haber pasado todas las clases principales el semestre anterior, y estar pasando todas las clases principales actuales.</li> <li>• Resultados en las Evaluaciones Comunes de <i>ELA</i> y Matemáticas: <ul style="list-style-type: none"> <li>✓ K-5: Resultados de un mínimo de 75% del promedio en las Evaluaciones Comunes de <i>ELA</i> y Matemáticas</li> <li>✓ 6-12: Resultados de 75% o superior en dos Evaluaciones Comunes consecutivas.</li> </ul> </li> </ul>
<p><b>Evaluación del maestro.</b> El maestro evaluará si el estudiante tendrá éxito en un programa convencional de Inglés basándose en el desempeño del estudiante <i>EL</i> en la clase.</p>	<p><b>Evaluación del maestro.</b> El maestro evaluará si el estudiante tendrá éxito en un programa convencional de Inglés basándose en el desempeño del estudiante <i>EL</i> en la clase.</p>
<p><b>Conferencia con el padre</b> El padre está de acuerdo en que la reclasificación es apropiada.</p>	<p><b>Conferencia con el padre</b> El padre está de acuerdo en que la reclasificación es apropiada.</p>

El porcentaje esperado de graduación de los estudiantes en el Distrito Escolar Unificado de Sierra Sands es de 92.7% (basado en el rango de graduación del cohorte para el 2012-2013 *DataQuest*)  
Si usted tiene alguna pregunta sobre el criterio de reclasificación y sobre el porcentaje esperado de graduación, por favor comuníquese a la oficina *EL* al 499-1673.

Atentamente,

Coordinadora de Proyectos Especiales  
(760) 499-1640

**Board of Education**

Amy Castillo-Covert • Bill Farris • Tim Johnson • Kurt Rockwell • Michael Scott

SIERRA SANDS UNIFIED- PARENTAL EXCEPTION WAIVER  
EDUCATION CODE: 310-311 Children with Special Needs

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Language Designation: \_\_\_\_\_

I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Check all that apply and provide a brief statement)

Educational Needs  Physical Needs  
 Emotional/Psychological Needs

---

Therefore, I request a waiver of the school's Structured English Immersion program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have personally visited the school to apply for this waiver.

I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the Superintendent pursuant to Board-established guidelines.

I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_

For School Use Only:

Waiver Granted/Denied: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

DISTRITO ESCOLAR UNIFICADO DE SIERRA SANDS- SOLICITUD DE EXENCIÓN DE LOS PADRES CÓDIGO DE EDUCACIÓN 310-311: Niños con Necesidades Especiales

Nombre: \_\_\_\_\_ Grado: \_\_\_\_\_

Escuela: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_

Designación de Lenguaje: \_\_\_\_\_

Yo creo que mi niño tiene necesidades especiales y un curso de estudio alternativo es mejor para su desarrollo educacional. (Marque todos los que aplican y proporcione una declaración breve)

Necesidades Educativas  Necesidades Físicas  
 Necesidades Emocionales/Psicológicas

\_\_\_\_\_

Es por eso que pido una solicitud de exención del programa escolar de Inmersión al Inglés Estructurado. Entiendo que el objetivo para mi niño es que se le enseñe Inglés lo más rápido y efectivamente posible. Yo personalmente he visitado la escuela para solicitar esta solicitud de exención.

Entiendo que mi niño debe ser colocado en un salón de clases del lenguaje Inglés por 30 días del calendario y que esta solicitud de exención será considerada por el Superintendente de acuerdo a las directrices establecidas de la Mesa Directiva.

Se me ha proporcionado una descripción completa por escrito de: la intención y contenido del programa de Inmersión al Inglés Estructurado; cualquier curso de estudio alternativo ofrecido por el distrito y hecho disponible a mi niño; todas las oportunidades educativas ofrecidas por el distrito y hechas disponibles a mi niño; y los materiales educativos que se usarán en diferentes elecciones de programas educativos.

Entiendo que debo pedir que esta solicitud de exención sea reconsiderada anualmente, cada año escolar.

Firma del Padre/Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Dirección: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Código Postal: \_\_\_\_\_

Número de Teléfono: \_\_\_\_\_

For School Use Only (Solamente para el Uso de la Escuela):

Waiver Granted/Denied: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

SIERRA SANDS UNIFIED- PARENTAL EXCEPTION WAIVER

EDUCATION CODE 310-311: Children who know English

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Language Designation: \_\_\_\_\_

My child possesses good English language skills and for that reason I request a waiver of the school's Structured English Immersion program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.

I have personally visited the school to apply for this waiver.

I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver to be reconsidered annually, each school year.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_

For School Use Only:

Child's English standardized test scores: Scores must be at or above the state average for the child's grade level or above the 5th grade average:

\_\_\_\_\_

Waiver Granted/Denied: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

DISTRITO ESCOLAR UNIFICADO DE SIERRA SANDS- SOLICITUD DE EXENCIÓN DE  
LOS PADRES CÓDIGO DE EDUCACIÓN 310-311: Niños que saben Inglés

Nombre: \_\_\_\_\_ Grado: \_\_\_\_\_

Escuela: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_

Designación de Lenguaje: \_\_\_\_\_

Mi niño posee buenas habilidades del lenguaje Inglés y por esa razón pido una solicitud de exención del programa escolar de Inmersión al Inglés Estructurado. Entiendo que el objetivo para mi niño es que se le enseñe Inglés lo más rápido y efectivamente posible.

Yo personalmente he visitado la escuela para solicitar esta solicitud de exención.

Se me ha proporcionado una descripción completa por escrito de: la intención y contenido del programa de Inmersión al Inglés Estructurado; cualquier curso de estudio alterno ofrecido por el distrito y hecho disponible a mi niño; todas las oportunidades educacionales ofrecidas por el distrito y hechas disponibles a mi niño; y los materiales educacionales que se usarán en diferentes elecciones de programas educacionales.

Entiendo que debo pedir que esta solicitud de exención sea reconsiderada anualmente, cada año escolar.

Firma del Padre/Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Dirección: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Código Postal: \_\_\_\_\_

Número de Teléfono: \_\_\_\_\_

For School Use Only (Solamente para el Uso de la Escuela):

Child's English standardized test scores: Scores must be at or above the state average for the child's grade level or above the 5th grade average:

\_\_\_\_\_

Waiver Granted/Denied: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

SIERRA SANDS UNIFIED- PARENTAL EXCEPTION WAIVER  
EDUCATION CODE 310-311: Children age 10 or older

Name: \_\_\_\_\_ Grade \_\_\_\_\_

School: \_\_\_\_\_ Date of Birth \_\_\_\_\_

Language Designation \_\_\_\_\_

My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. For that reason, I request a waiver of the school's Structured English Immersion program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.

I have personally visited the school to apply for this waiver.

I have been provided a full written description of the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_

For School Use Only:

Waiver Granted/Denied: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

DISTRITO ESCOLAR UNIFICADO DE SIERRA SANDS- SOLICITUD DE EXENCIÓN DE LOS PADRES CÓDIGO DE EDUCACIÓN 310-311: Niños de 10 años de edad o mayores

Nombre: \_\_\_\_\_ Grado \_\_\_\_\_

Escuela: \_\_\_\_\_ Fecha de Nacimiento \_\_\_\_\_

Designación de Lenguaje \_\_\_\_\_

Mi niño tiene 10 años de edad o más y yo creo que un curso de estudio alternativo es mejor para la adquisición rápida del Inglés para mi niño. Por esa razón, pido una solicitud de exención del programa escolar de Inmersión al Inglés Estructurado. Entiendo que el objetivo para mi niño es que se le enseñe Inglés lo más rápido y efectivamente posible.

Yo personalmente he visitado la escuela para solicitar esta solicitud de exención.

Se me ha proporcionado una descripción completa por escrito de la intención y contenido del programa de Inmersión al Inglés Estructurado; cualquier curso de estudio alternativo ofrecido por el distrito y hecho disponible a mi niño; todas las oportunidades educacionales ofrecidas por el distrito y hechas disponibles a mi niño; y los materiales educacionales que se usarán en diferentes elecciones de programas educacionales.

Entiendo que debo pedir que esta solicitud de exención sea reconsiderada anualmente, cada año escolar.

Firma del Padre/Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Dirección: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Código Postal: \_\_\_\_\_

Número de Teléfono: \_\_\_\_\_

For School Use Only (Solamente para el Uso de la Escuela):

Waiver Granted/Denied: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## **Parental Waiver Appeals Procedure:**

**Step One** - If the school site administrator denies a parental exception waiver, the Parental Exception Waiver Denial Form must be completed and processed according to Title 5, California Code of Regulation guidelines. The school site administrator must hold a conference promptly with the parent/guardian but no later than 10 days after the date of completion of the Denial Form.

The parent/guardian must be provided with a copy of the completed Parental Exception Waiver Denial Form and must be provided with information about the child's test results and other information that was used to make the decision to deny the waiver request. The site administrator must have substantial evidence that the alternative program request would not be beneficial for the student.

If the parent/guardian is not satisfied with the results of the conference and wishes to appeal the principal's decision, the parent/guardian must receive information regarding Step Two of the appeal process.

The site administrator shall report the matter, and whatever action may have been taken, to the Assistant Superintendent, Instructional Services and Support. The site administrator shall send a copy of the completed Parental Exception Waiver Denial Form, along with the documentation which was discussed with the parent/guardian, to the Assistant Superintendent of Curriculum and Instruction.

**Step Two** - Within five days of receiving a request from the parent/guardian for an appeals conference, the Assistant Superintendent of Curriculum and Instruction shall informally discuss the parental exception waiver denial with the parent/guardian.

If a satisfactory solution is not achieved at this level, the Assistant Superintendent, of Curriculum and Instruction shall send a copy of the completed Parental Exception Waiver Denial Form, along with the documentation which was discussed with the parent, to the Superintendent.

If the parent/guardian is not satisfied with the results of the conference and wishes to appeal the decision, the parent/guardian must receive information about submitting a written request for a conference to the Superintendent. This request shall include:

A brief statement of the facts giving rise to the appeal.

The reasons that the parent believes that the child has been affected adversely by the denial of the parent waiver.

The action which the parent/guardian wishes taken and the reasons why it is believed that such action be taken.

**Step Three** - Within five days of receiving the written request for a conference, the Superintendent shall informally discuss the parental exception waiver denial with the parent/guardian.

The Superintendent must notify the parent/guardian of the decision to grant or deny the parental exception waiver.

Should the matter still not be resolved to the satisfaction of the parent/guardian, the parent/guardian shall request, in writing, a hearing by the Board.

**Step Four** - The Board, after reviewing all material related to the case, shall provide the parent/guardian with its written decision. The parent/guardian shall be advised in writing of the Board's decision no more than ten days following the hearing.

## **Procedimiento de Solicitud de Exención de los Padres:**

**Primer Paso** - Si el administrador del sitio escolar niega una solicitud de exención de los padres, se debe completar y procesar la Solicitud de Exención Negada de los Padres de acuerdo al Título 5, directrices del Código de Regulación de California. El administrador del sitio escolar debe tener una conferencia inmediatamente con el padre/tutor pero a no más tardar de 10 días después de la fecha de haber completado el Formulario de Negación.

Al padre/tutor se le debe proporcionar una copia completa del Formulario de Solicitud de Exención Negada de los Padres y se le debe proporcionar con información sobre los resultados del niño en los exámenes y otra información que se usó para tomar la decisión de negar la petición de la solicitud de exención. El administrador del sitio debe tener evidencia substancial de que la petición del programa alterno no sería beneficiosal para el estudiante.

Si el padre/tutor no está satisfecho con los resultados de la conferencia y desea apelar la decisión del director, el padre/tutor debe recibir información respecto al Segundo Paso del proceso de apelación.

El administrador del sitio debe reportar el asunto y cualquier acción que se haya tomado, al Asistente del Superintendente, Servicios de Instrucción y Apoyo. El administrador del sitio debe enviar una copia del Formulario de Solicitud de Exención Negada de los Padres, junto con la documentación que se discutió con el padre/tutor, al Asistente del Superintendente de Currículo e Instrucción.

**Segundo Paso** – Dentro de cinco días de haber recibido una petición del padre/tutor para una conferencia de apelación, el Asistente del Superintendente de Currículo e Instrucción debe discutir informalmente la negación de la solicitud de exención de los padres con el padre/tutor.

Si a este nivel no se alcanza una solución satisfactoria, el Asistente del Superintendente de Currículo e Instrucción debe enviar al Superintendente una copia completa del Formulario de Solicitud de Exención Negada de los Padres, junto con la documentación de la que se platicó con el padre.

Si el padre/tutor no está satisfecho con los resultados de la conferencia y desea apelar a la decisión, el padre/tutor debe recibir información sobre presentar una petición por escrito para una conferencia con el Superintendente. Esta petición debe incluir:

Una declaración breve de los hechos que llevaron a la apelación.

Las razones por las que el padre cree que el niño ha sido afectado adversamente por la negación de la solicitud de exención de los padres.

La acción que el padre/tutor desea que se lleve a cabo y las razones por las que se cree que tal acción se debe llevar a cabo.

**Tercer Paso** – Dentro de cinco días de recibir la petición por escrito para una conferencia, el Superintendente debe discutir informalmente la negación a la solicitud de exención de los padres con el padre/tutor.

El Superintendente debe notificar al padre/tutor la decisión de otorgar o negar la solicitud de exención de los padres.

Si el asunto no se resuelve a la satisfacción del padre/tutor, el padre/tutor debe pedir, por escrito, una audiencia a la Mesa Directiva.

**Cuarto Paso** – La Mesa Directiva, después de repasar todo el material relacionado al caso, debe proporcionar al padre/tutor su decisión por escrito. El padre/tutor debe ser informado por escrito de la decisión de la Mesa Directiva a no más de diez días después de la audiencia.

## **PARENTAL EXCEPTION WAIVER GUIDELINES**

A parent/guardian may, by personally visiting the school, request that the district waive the requirements pertaining to the placement of his/her child in a structured English immersion program if one of the following circumstances exists: (Education Code 310-311)

1. The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his grade level or at or above the fifth grade average, whichever is lower.
2. The student is age ten years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.
3. Students with special needs: The student already has been placed for a period of not less than thirty calendar days during that school year in an English language classroom, and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's educational development.

Upon request for a waiver, the Superintendent or designee shall provide to parents/guardians in writing of any recommendation for an alternative program made by principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the students. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310.

When evaluating requests pursuant to item one above and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include district standards and assessment and teacher evaluation of such students.

Item two above shall be granted if it is the informed belief of the principal and educational staff that alternate course of educational student would be better suited to the student's rapid acquisition of Basic English language skills (Education Code 311)

Parental exception waivers pursuant to item three above shall be granted by the Superintendent if it is the informed belief of the principal and educational staff that, due to student's special physical, emotional, psychological or educational needs, an

alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills (Education Code 311)

The principal shall consider all waiver requests made pursuant to item three above shall be granted by the Superintendent if it is the informed belief of the principal and educational staff, that due student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

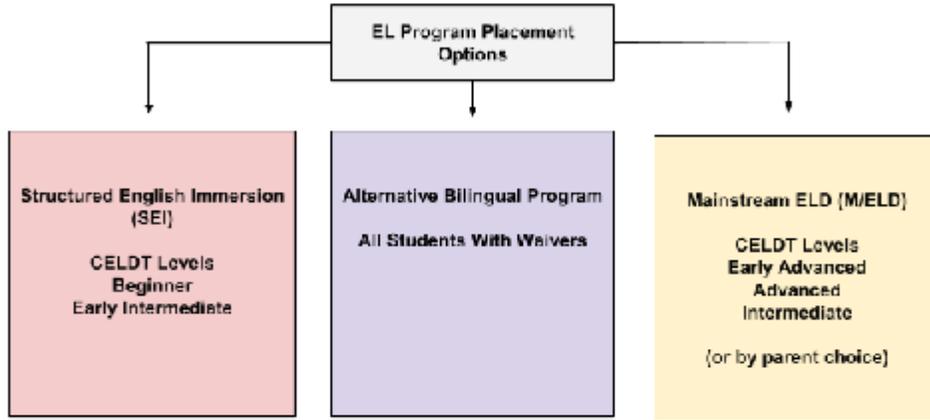
The principal or designee shall be act upon by the school within twenty (20) instructional days of submission to the school principal. However, a parent waiver pursuant to item three above shall not be acted upon during the thirty (30) day placement in an English language classroom. Such waivers must be acted upon either no later than ten (10) calendar days after the expiration of the thirty (30) day English language classroom placement or within twenty (20) instructional days of submission of the parental waiver to the school principal, whichever is later. (5 CCR 11309)

Any individual school in which 20 students or more of a given grade level receive a waiver shall offer an alternative class where the students are taught English and other subjects through bilingual education techniques or other generally recognized education methodologies permitted by law. Otherwise, students shall be allowed to transfer to a public school in which such a class is offered. (Education Code 310)

In cases where parental exception waiver pursuant to item two or three above is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board. (5 CCR 11309)

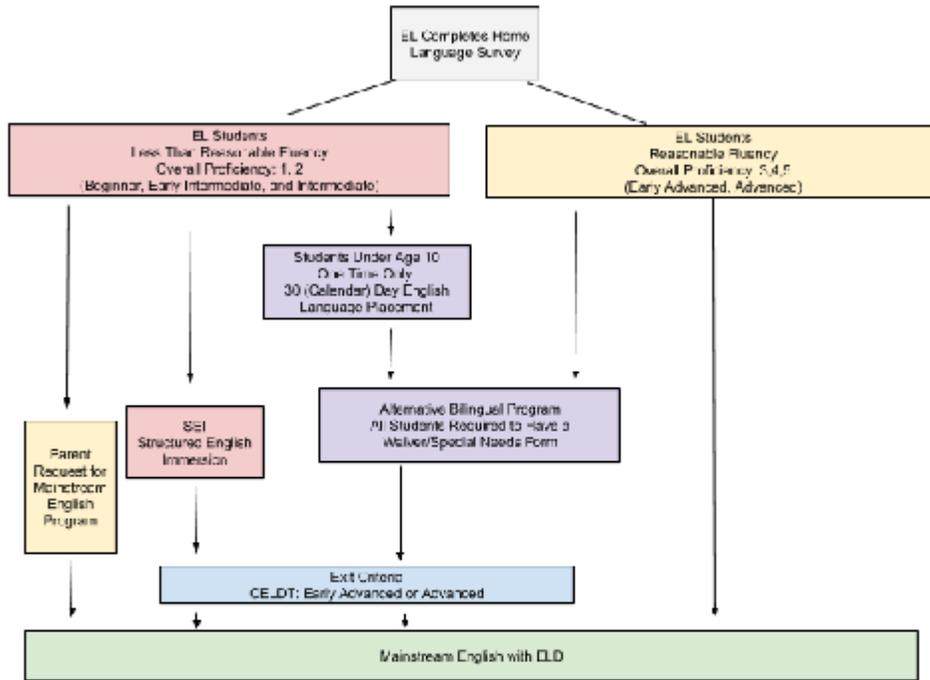
**SSUSD  
EL Master Plan**

**Instructional Program Placement Options for EL Students**



**SSUSD  
EL Master Plan**

**Proposition 227  
Instructional Program Placement Options for EL Students**



## **INSTRUCTIONAL PROGRAM AND CURRICULUM**

All students must have access to grade-level core curriculum. Instructional programs for English Learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. As referenced in the ELA/ELD Framework 2014, Chapter one, page 22, “The CA CCSS for ELA/Literacy and all other content standards are intended to apply to all students, including ELs, as the developers of the CCSS specify: “The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. (NGA/CCSSO 2010, Application of the Standards for English Language Learners).

All ELs must have full access to the types of high quality curriculum and instruction called for by the CA CCSS for ELA/Literacy and other SBE-adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) at the same time as they are progressing through the continuum of English language development. Because they are learning English as an additional language as they are simultaneously learning academic content through English, full access to rigorous content for ELs includes specialized instructional support focused on English language development. This focus ensures that ELs maintain steady academic and linguistic progress across the disciplines. This support varies based on individual ELs’ language learning needs.”

Depending on the program in which the student is enrolled, this is accomplished through:

1. Structured English Immersion (primary language support if needed) with English language development
2. Mainstream with English language development

Academic instruction through English is modified to meet the student's level of language proficiency. The ELA/ELD Framework states that “the California ELD Standards are designed to be used in *tandem* with CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs. (Chapter 1 page 23) Access to content and curriculum is delivered through Integrated and Designated ELD Instruction. Both Integrated and Designated ELD is provided to English Learners.

### **Integrated and Designated ELD**

**Integrated ELD** is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their

abilities to use English as they simultaneously learn content through English.

**Designated ELD** is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English

ELD Standards aligned to the CCSS highlight the skills and abilities needed by ELs to develop English proficiency at each proficiency level (Emerging, Expanding, and Bridging). In the ELA/ELD Framework clear goals and critical principles have been identified to guide ELD instructional plans. (Chapter 2 p.27)

### **CA ELD Standards Goal and Critical Principles**

**Goal:** English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources

(ELA/ELD Framework 2014 Chapter 2 p.28)

The critical principles are organized into categories which are to be used to guide instructional planning and to observe student progress: Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy skills. The critical principles are numbered and each one corresponds to a grade level or grade-span CA ELD Standards which define more specifically what ELs should be able to do at each

grade level and grade span across three English language proficiency levels: Emerging, Expanding and Bridging.

<b>Part I: Interacting in Meaningful Ways</b>
<b>A. Collaborative (engagement in dialogue with others)</b> <ol style="list-style-type: none"><li>1. Exchanging information/ideas via oral communication and conversations</li><li>2. Interacting via written English (print and multimedia)</li><li>3. Offering opinions and negotiating with/persuading others</li><li>4. Adapting language choices to various contexts</li></ol>
<b>B. Interpretive (comprehension and analysis of written and spoken texts)</b> <ol style="list-style-type: none"><li>5. Listening actively and asking/answering questions about what was heard</li><li>6. Reading closely and explaining interpretations/ideas from reading</li><li>7. Evaluating how well writers and speakers use language to present or support ideas</li><li>8. Analyzing how writers use vocabulary and other language resources</li></ol>
<b>C. Productive (creation of oral presentations and written texts)</b> <ol style="list-style-type: none"><li>9. Expressing information and ideas in oral presentations</li><li>10. Composing/writing literary and informational texts</li><li>11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments</li><li>12. Selecting and applying varied and precise vocabulary and other language resources</li></ol>
<b>Part II: Learning About How English Works</b>
<b>A. Structuring Cohesive Texts</b> <ol style="list-style-type: none"><li>1. Understanding text structure and organization based on purpose, text type, and discipline</li><li>2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows</li></ol>
<b>B. Expanding &amp; Enriching Ideas</b> <ol style="list-style-type: none"><li>3. Using verbs and verb phrases to create precision and clarity in different text types</li><li>4. Using nouns and noun phrases to expand ideas and provide more detail</li><li>5. Modifying to add details to provide more information and create precision</li></ol>
<b>C. Connecting and Condensing Ideas</b> <ol style="list-style-type: none"><li>6. Connecting ideas within sentences by combining clauses</li><li>7. Condensing ideas within sentences using a variety of language resources</li></ol>
<b>Part III: Using Foundational Literacy Skills</b>
While there are no standards for Part III, this part signals to teachers that they will need to consider particular background characteristics of their K-12 ELs (e.g., age, native language, native language writing system, schooling experience, and literacy)

experience and proficiency) when designing, teaching, and monitoring foundational literacy skills.

(ELA/ELD Framework 2014 Chapter 2 p.29)

### **Grouping for ELD**

As referenced in the ELA/ELD Framework, “During designated ELD - and only during designated ELD - ELs should be, ideally where possible, grouped by English language proficiency levels so that teachers can strategically target their language learning needs. It is important to note that designated ELD instruction time is not intended to isolate or segregate ELs, nor should it preclude non-ELs from receiving similar instruction. Rather, designated ELD instruction time is intended to be used as a protected time when ELs receive the type of instruction that will accelerate their English language and literacy development. Further, it is imperative that grouping during the rest of the day be heterogeneous in order to ensure that ELs interact with proficient English speakers.” (ELA/ELD Framework 2014 Chapter 2) ELs are not to be removed from other core content instruction (e.g., ELA, science) in order to receive designated ELD instruction. The SSUSD EL Instructional Plan includes both Integrated and Designated ELD as core instruction along with all other content areas of instruction.

### **Compliant and Comprehensive ELD**

The legal compliance with ELD requirements is not determined simply by the use of materials in an ELA/ELD program or the by the number or minutes of ELD instruction. A compliant and comprehensive ELD program uses the CCSS and ELD Standards in tandem to:

- Provide meaningful access to grade level academic content via appropriate instruction.
- Develop students’ academic English language proficiency.

In an effort to monitor the effectiveness of a compliant and comprehensive ELD program the following requirements are implemented:

- A Catch Up Plan exists and delineates expected growth in English language proficiency through Common Core State Standards, ELD Standards and other content area standards over time.
- Ongoing common assessments measuring progress towards Common Core State Standards are implemented in content areas.
- Integrated and Designated ELD is provided and target specifically to linguistic needs as identified by formative assessments.
- Academic interventions are provided to EL students based upon identified needs.
- Daily Integrated and Designated instruction is provided to EL students.
- ELD instruction is monitored by site principal.

## Catch Up Plan for English Language Learners

CELDT Levels	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
	1	2	3	4	5	RFEP
Timeline toward Reclassification based on language level at time of initial enrollment	1st year	2nd year	3rd year	4th year	5th year	Reclassify
		1st year	2nd year	3rd year	4th year	Reclassify
			1st year	2nd year	3rd year	Reclassify
				1st year	2nd year	Reclassify
				1st year	Reclassify	
SBAC ELA	TBD	TBD	TBD	TBD	TBD	TBD
SBAC Math	TBD	TBD	TBD	TBD	TBD	TBD

### Access to Core Content Instruction

The district's programs for ELs are designed to enable ELs to acquire English and learn grade level academic content. Students enrolled in any of the program models are expected to master the Common Core State Standards, ELD Standards, and other content area standards within a reasonable amount of time, as defined by the Catch Up Plan. Progress towards this goal is monitored through K-12 common assessments in an effort to identify instructional deficits so that instructional needs can be met. School sites develop intervention plans to address the needs of ELs. The delivery of intervention shall be monitored and documented by the school site. The effectiveness of the intervention will be determined upon student performance on both formative and common assessments. The academic interventions vary from site to site based upon available resources in personnel, funding, and identified need.

### English Learners in Special Education

IEP teams will ensure that each EL receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each EL's IEP shall include linguistically appropriate goals and objectives based upon the student's level of English proficiency and based upon the Common Core State Standards and ELD Standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A Parental Exception Waiver is not required for an EL who's IEP indicates that instructional services will be provided through an Alternative Program.

## Curriculum

Grade	Subject	Publisher
K-5	ELA/ELD	Houghton Mifflin: Treasures
K-5	Math	Houghton Mifflin: Go Math
K-5	Social Studies	Pearson Scott Foresman: History Social Science for CA
K-5	Science	Pearson Scott Foresman: CA Science
6-8	ELA	Glencoe: Literature Course 1, 6th grade Holt: Literature and Language/Arts 7th-8th grade Supplemental: Inside, Cengage Learning
6-8	Math	Houghton Mifflin: Go Math
6-8	History	TCI: History Alive
9-12	All Content Areas	Current adopted text
9-12	ELD	Highpoint Levels: Basic, A, B, and C Publisher Hampton-Brown Supplemental: Edge, Cengage Learning

## RECLASSIFICATION

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP). The Sierra Sands Unified School District recognizes the importance of this item and has established specific criteria and processes, in alignment with state and federal requirements, to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency using the CELDT test, 3) parent input, and 4) comparison of student performance of an objective assessment of basic skills in English Language arts. The assessment results must have an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. The Smarter Balanced Assessment Consortium (SBAC) ELA results will be used beginning Fall 2015. In the absence of a state administered test of student performance of basic skills in 2014, SSUSD with parent input from the DELAC, has identified alternative reclassification criteria.

### **Reclassification Criteria**

The State Board of Education Reclassification Guidelines serve as the foundation for the District's reclassification criteria. The following table presents the current reclassification criteria:

<b>Grades K-1</b>	<b>Grades 2-12</b>
<p><b>English Proficiency</b> Annual CELDT Scores Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening and speaking.</p>	<p><b>English Proficiency</b> Annual CELDT Scores Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening, speaking, reading, and writing.</p>
<p><b>Review of Academic Performance</b> Review of student performance: Common assessments: Meeting Grade Level Standards (3) in all areas</p>	<p><b>Review of Academic Performance</b> Review of student performance: The EL must have a 2.0 GPA and have passed all core classes for the prior semester/trimester, and be passing current core classes. SBAC - TBD 2015 ELA and Math Common Assessment Scores K-5: 75% average minimum score on ELA and Math Common assessments 6-12: 75% or higher on two consecutive Common assessments</p>
<p><b>Teacher Evaluation.</b> Teacher will evaluate based upon the ELs performance in class if the student will be</p>	<p><b>Teacher Evaluation.</b> Teacher will evaluate based upon the ELs performance in class if the student will be successful in a Mainstream</p>

successful in a Mainstream English program.	English program.
<b>Parent Consultation</b> Parent agrees that reclassification is appropriate.	<b>Parent Consultation</b> Parent agrees that reclassification is appropriate.

### Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall and spring; however, the classroom teacher, administrators, or parents may initiate the process at any time.

District personnel identify English Learners who are considered to be Potential RFEP using objective assessment data like CELDT. This information is provided to the school site. The ELs' performance on the Common assessments is then evaluated. District personnel assist the school site in completing the Reclassification Form. A reclassification conference is scheduled between teacher(s), student, parent and administrator. Participants determine whether the student should be reclassified.

The ELD Project Teacher assists the school site in completing the Reclassification Conference and Form. The student's classroom teachers must review the form and provide input. Consultation with the student's parents will be done by at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone. A face-to-face conference with the student's parents or guardians is the optimum and desired method of consultation, at which time the parent's signature is obtained. The signed documentation must be placed in the student's cumulative file.

### Reclassification Documents

Reclassification Request Elementary English
Reclassification Request Elementary Spanish
Reclassification Request Secondary English
Reclassification Request Secondary Spanish
RFEP Monitoring Elementary
RFEP Monitoring Secondary

## Elementary Reclassification Request Limited English Proficient Student (LEP) to Fluent English Proficient (RFEP)

Last name	First name	School	Grade	Birthdate
		--	--	
USA school entry date	District entry date	Teacher		Date of RFEP conference

**Reclassification Criteria:**

As per California Department of Education State Board adopted guidelines, in order for a student to be reclassified from English Learner - Limited English proficient (LEP) to Fluent English proficient (FEP), a student must demonstrate English proficiency through multiple criteria listed below. An IEP team may use reclassification criteria which takes into consideration the disability of a student.

Reclassification Criteria	
Grades K-1	Grades 2-12
<b>English Proficiency Annual CELDT Scores</b> Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening and speaking.	<b>English Proficiency Annual CELDT Scores</b> Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening, speaking, reading, and writing.
<b>Review of Academic Performance</b> Review of student performance: <ul style="list-style-type: none"> <li>Common Assessments: Meeting Grade Level Standards (3) in all areas.</li> </ul>	<b>Review of Academic Performance</b> Review of student performance: <ul style="list-style-type: none"> <li>The EL must have a 2.0 GPA and have passed all core classes for the prior semester/trimester, and be passing current core classes.</li> <li>SBAC – TBD 2015</li> <li>ELA and Math Common Assessment Scores:                             <ul style="list-style-type: none"> <li>✓ K-5: 75% average minimum score on ELA and Math Common Assessments</li> <li>✓ 6-12: 75% or higher on two consecutive Common Assessments</li> </ul> </li> </ul>
<b>Teacher Evaluation</b> Teacher will evaluate based upon the ELs performance in class if the student will be successful in a Mainstream English program.	<b>Teacher Evaluation</b> Teacher will evaluate based upon the ELs performance in class if the student will be successful in a Mainstream English program.
<b>Parent Consultation</b> Parent agrees that reclassification is appropriate.	<b>Parent Consultation</b> Parent agrees that reclassification is appropriate.

**Criteria One: Performance on the CELDT**

Date	Grade	English Language Assessment	Scaled Score	Proficiency Level
	--	CELDT Overall		--
	--	CELDT Listening		--
	--	CELDT Speaking		--
	--	CELDT Reading		--
	--	CELDT Writing		--
	--	Woodcock III Cognitive*(for Sp Ed students only)		

For special education students only:

yes  no Special education student's proficiency in English is commensurate with his cognitive ability.

**Criteria Two: Teacher Evaluation**

The following questions need to be completed by: Elementary - Classroom Teacher, Secondary - EL Office, Special Education - Special Education Teacher...

Classroom Performance Questions	Teacher Comments
<p><i>English Language Development Standards:</i>                      The student is  <input type="checkbox"/> not making progress toward the ELD standards  <input type="checkbox"/> making progress toward the ELD standards  <input type="checkbox"/> meeting ELD standards                      Teacher: _____ Date: _____</p>	
<p><i>English Language Arts Standards</i>                      The student is  <input type="checkbox"/> below grade level standards  <input type="checkbox"/> approaching grade level standards  <input type="checkbox"/> meeting grade level standards                      Teacher: _____ Date: _____</p>	
<p><i>Math Standards</i>                      The student is  <input type="checkbox"/> below grade level standards  <input type="checkbox"/> approaching grade level standards  <input type="checkbox"/> meeting grade level standards                      Teacher: _____ Date: _____</p>	
<p><i>Classroom Performance</i>                      The student has 2.0 GPA and has passed all core classes for the prior trimester/semester, and is passing classes in the current trimester/semester.  <input type="checkbox"/> yes <input type="checkbox"/> no</p>	

**Criteria Three: Parent Opinion and Consultation**

--

**Criteria Four: Performance on Basic Skills**

Skill Area	California Standards Test	Common Assessment	Performance Level
English Language Arts			
Math			

For Special Education students only:

Yes  No The special education student's performance on CAPA, CMA LA or CMA Math demonstrates the student is making adequate progress year to year.

**Results of the Reclassification Conference**

Yes, this EL meets all the reclassification criteria and should be reclassified to RFEP.  
 No, this EL does not meet the reclassification criteria and should remain LEP.

Comments:

Student Name	date	grade
parent signature	date	
classroom teacher	date	
ELD Teacher	date	
Principal	date	

**Petición de Reclasificación Primaria**  
**Estudiante de Competencia Limitada en el Inglés (LEP) a Competente en el Inglés (RFEP)**

Apellido	Nombre	Escuela	Grado	Fecha de Nacimiento
		--	--	
Fecha de entrada a una escuela en EE.UU.	Fecha de entrada al Distrito	Maestro		Fecha de la conferencia RFEP

**Criterio de Reclasificación:**

Según las directrices adoptadas por la Mesa Directiva Escolar del Departamento de Educación de California, para que un estudiante sea reclasificado de Estudiante de Inglés- Competencia Limitada en el Inglés (LEP) a Competente en el Inglés (FEP), un estudiante debe demostrar competencia en el Inglés en el criterio múltiple listado abajo. Un equipo IEP puede usar criterio de reclasificación que toma en consideración la discapacidad de un estudiante:

**Criterio de Reclasificación**

Grados K-1*	Grados 2 <sup>a</sup> -12 <sup>a</sup>
<b>Competencia en el Inglés</b> <b>Resultados Anuales CELDT</b> Desempeño en general de Pre-avanzado o Avanzado con los resultados de las áreas de habilidad de Intermedio o más alto en comprensión verbal y expresión oral.	<b>Competencia en el Inglés</b> <b>Resultados Anuales CELDT</b> Desempeño en general de Pre-avanzado o Avanzado con los resultados de las áreas de habilidad de Intermedio o más alto en comprensión verbal, expresión oral, lectura y escritura.
<b>Revisión del Desempeño Académico</b> Revisión del desempeño del estudiante: <ul style="list-style-type: none"> <li>Evaluaciones Comunes: Cumple con todos los Estándares de Nivel de Grado (3) en todas las áreas.</li> </ul>	<b>Revisión del Desempeño Académico</b> Revisión del desempeño del estudiante: <ul style="list-style-type: none"> <li>El EL debe de tener un Promedio de Calificaciones de 2.0 y debe de haber pasado todas las clases principales el semestre/ trimestre anterior, y estar pasando todas las clases principales actuales.</li> <li>SBAC - Para Determinarse en el 2015</li> <li>Resultados en las Evaluaciones Comunes de ELA y Matemáticas:                             <ul style="list-style-type: none"> <li>✓ K-5: Resultados de un mínimo de 75% del promedio en las Evaluaciones Comunes de ELA y Matemáticas.</li> <li>✓ 6-12: Resultados de 75% o superior en dos Evaluaciones Comunes consecutivas.</li> </ul> </li> </ul>
<b>Evaluación del maestro.</b> El maestro evaluará si el estudiante tendrá éxito en un programa convencional de Inglés basándose en el desempeño del estudiante EL en la clase.	<b>Evaluación del maestro.</b> El maestro evaluará si el estudiante tendrá éxito en un programa convencional de Inglés basándose en el desempeño del estudiante EL en la clase.
<b>Conferencia con el padre</b> El padre está de acuerdo en que la reclasificación es apropiada.	<b>Conferencia con el padre</b> El padre está de acuerdo en que la reclasificación es apropiada.

**Criterio Uno: Desempeño en el CELDT**

Fecha	Grado	Evaluación del Lenguaje Inglés	Resultado a Escala	Nivel de Competencia
	--	Competencia en General en el CELDT		--
	--	Comprensión Auditiva en el CELDT		--
	--	Expresión Oral en el CELDT		--
	--	Lectura en el CELDT		--
	--	Escritura en el CELDT		--
	--	Woodcock III Cognitive*(solamente para estudiantes de Ed. Sp.)		--

Solamente para estudiantes de educación especial:

sí  no La competencia en Inglés del estudiante de educación especial está de acuerdo con su habilidad cognoscitiva.

**Criterio Dos: Evaluación del Maestro**

Las siguientes preguntas necesitan ser completadas por: Primaria - Maestro del Salón de Clases, Secundaria - Oficina EL, Educación Especial - Maestro de Educación Especial.

Preguntas de Desempeño en el Salón de Clases	Comentarios del Maestro
<b>Estándares del Desarrollo del Lenguaje Inglés:</b> El estudiante <input type="checkbox"/> no está progresando hacia los estándares de ELD <input type="checkbox"/> está progresando hacia los estándares de ELD <input type="checkbox"/> Está cumpliendo con los estándares de ELD Maestro:      Fecha:	
<b>Estándares de Artes del Lenguaje Inglés</b> El estudiante está <input type="checkbox"/> por debajo de los estándares del nivel de grado <input type="checkbox"/> acercándose a los estándares del nivel de grado <input type="checkbox"/> cumpliendo con los estándares del nivel de grado Maestro:      Fecha:	
<b>Estándares de Matemáticas</b> El estudiante está <input type="checkbox"/> por debajo de los estándares del nivel de grado <input type="checkbox"/> acercándose a los estándares del nivel de grado <input type="checkbox"/> cumpliendo con los estándares del nivel de grado Maestro:      Fecha:	
<b>Desempeño en el Salón de Clases</b> El estudiante tiene un GPA de 2.0 y ha pasado todas las clases principales el trimestre/semestre anterior y está pasando en las clases del trimestre/semestre actual. <input type="checkbox"/> sí <input type="checkbox"/> no	

**Criterio Tres: Opinión del Padre y Conferencia**

--

**Criterio Cuatro: Desempeño en Habilidades Básicas**

Area de Habilidad	Examen de los Estándares de California	Evaluación Común	Nivel de Desempeño
Artes del Lenguaje Inglés			
Matemáticas			

Solamente para estudiantes de Educación Especial:

Sí     No    El desempeño del estudiante de educación especial en el CAPA, CMA LA o CMA Matemáticas demuestra que el estudiante está teniendo progreso adecuado año con año.

**Resultados de la Conferencia de Reclasificación**

Sí, este EL cumple con el criterio de reclasificación y debe ser reclasificado a RFEP.  
 No, este EL no cumple con el criterio de reclasificación y debe permanecer como LEP.

Comentarios:

Nombre del Estudiante	Fecha	Grado
Firma del Padre	Fecha	
Maestro del Salón de Clases	Fecha	
Maestro de ELD	Fecha	
Director	Fecha	

## Secondary Reclassification Request Limited English Proficient Student (LEP) to Fluent English Proficient (RFEP)

Last name	First name	School	Grade	Birthdate
		--	--	
USA school entry date	District entry date	Counselor		Date of RFEP conference

**Reclassification Criteria:**

As per California Department of Education State Board adopted guidelines in order for a student to be reclassified from English Learner- Limited English proficient (LEP) to Fluent English proficient (FEP), a student must demonstrate English proficiency through multiple criteria listed below. An IEP team may use reclassification criteria which takes into consideration the disability of a student.

Reclassification Criteria	
Grades K-1	Grades 2-12
<b>English Proficiency Annual CELDT Scores</b> Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening and speaking.	<b>English Proficiency Annual CELDT Scores</b> Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening, speaking, reading, and writing.
<b>Review of Academic Performance</b> Review of student performance: <ul style="list-style-type: none"> <li>Common Assessments: Meeting Grade Standards (3) in all areas.</li> </ul>	<b>Review of Academic Performance</b> Review of student performance: <ul style="list-style-type: none"> <li>The EL must have a 2.0 GPA and have passed all core classes for the prior semester/trimester, and be passing current core classes.</li> <li>SBAC – TBD 2015</li> <li>ELA and Math Common Assessment Scores:                             <ul style="list-style-type: none"> <li>✓ K-5: 75% average minimum score on ELA and Math Common Assessments</li> <li>✓ 6-12: 75% or higher on two consecutive Common Assessments</li> </ul> </li> </ul>
<b>Teacher Evaluation.</b> Teacher will evaluate based upon the ELs performance in class if the student will be successful in a Mainstream English program.	<b>Teacher Evaluation.</b> Teacher will evaluate based upon the ELs performance in class if the student will be successful in a Mainstream English program.
<b>Parent Consultation</b> Parent agrees that reclassification is appropriate.	<b>Parent Consultation</b> Parent agrees that reclassification is appropriate.

**Criteria One: Performance on the CELDT**

Date	Grade	English Language Assessment	Scaled Score	Proficiency Level
	--	CELDT Overall		--
	--	CELDT Listening		--
	--	CELDT Speaking		--
	--	CELDT Reading		--
	--	CELDT Writing		--
	--	Woodcock III Cognitive*(for Sp Ed students only)		--

For special education students only:

yes  no Special education student's proficiency in English is commensurate with his cognitive ability.

**Criteria Two: Teacher Evaluation** \*The following questions need to be completed by the counselor based upon teacher input.

Classroom Performance Questions	Teacher Comments
<p><i>English Class:</i> Grade: -- The student is</p> <p><input type="checkbox"/> below grade level standards <input type="checkbox"/> approaching grade level standards <input type="checkbox"/> meeting grade level standards</p> <p><i>English Language Development Standards:</i> The student is</p> <p><input type="checkbox"/> not making progress toward the ELD standards <input type="checkbox"/> making progress toward the ELD standards <input type="checkbox"/> meeting ELD standards</p> <p>Teacher: _____ Date: _____</p>	
<p><i>Math Class:</i> Grade: -- The student is</p> <p><input type="checkbox"/> below grade level standards <input type="checkbox"/> approaching grade level standards <input type="checkbox"/> meeting grade level standards</p> <p>Teacher: _____ Date: _____</p>	
<p><i>Content Area Class:</i> Grade: -- The student is</p> <p><input type="checkbox"/> below grade level standards <input type="checkbox"/> approaching grade level standards <input type="checkbox"/> meeting grade level standards</p> <p>Teacher: _____ Date: _____</p>	
<p><i>Content Area Class:</i> Grade: -- The student is</p> <p><input type="checkbox"/> below grade level standards <input type="checkbox"/> approaching grade level standards <input type="checkbox"/> meeting grade level standards</p> <p>Teacher: _____ Date: _____</p>	
<p><i>Classroom Performance</i> The student has a 2.0 GPA and has passed all core classes for the prior trimester/semester, and is passing classes in the current trimester/semester. <input type="checkbox"/> yes <input type="checkbox"/> no</p>	

**Criteria Three: Parent Opinion and Consultation**

--

**Criteria Four: Performance on Basic Skills**

Skill Area	California Standards Test	Common Assessment	Performance Level
English Language Arts			
Math			

For Special Education students only:

Yes  No The special education student's performance on CAPA, CMA LA or CMA Math demonstrates the student is making adequate progress year to year.

**Result of the Reclassification Conference**

Yes, this EL meets all the reclassification criteria and should be reclassified to RFEP.

No, this EL does not meet the reclassification criteria and should remain LEP.

Comments:

\_\_\_\_\_  
Student Name Date

\_\_\_\_\_  
Parent Signature Parent Conference - Specify  
 Parent conference Date:  
 Parent phone conference Date:  
 Phone message Date:

\_\_\_\_\_  
Counselor Date

\_\_\_\_\_  
ELD Teacher Date

\_\_\_\_\_  
Principal Date

**Petición de Reclasificación Secundaria**  
**Estudiante de Competencia Limitada en el Inglés (LEP) a Competente en el Inglés (RFEP)**

Apellido	Nombre	Escuela	Grado	Fecha de Nacimiento
		--	--	
Fecha de entrada a una escuela en EE.UU.	Fecha de entrada al Distrito	Consejero		Fecha de la conferencia RFEP

**Criterio de Reclasificación:**

Según las directrices adoptadas por la Mesa Directiva Escolar del Departamento de Educación de California, para que un estudiante sea reclasificado de Estudiante de Inglés- Competencia Limitada en el Inglés (LEP) a Competente en el Inglés (FEP), un estudiante debe demostrar competencia en el Inglés en el criterio múltiple listado abajo. Un equipo IEP puede usar criterio de reclasificación que toma en consideración la discapacidad de un estudiante:

**Criterio de Reclasificación**

Grados K-1*	Grados 2º-12*
<b>Competencia en el Inglés</b> <b>Resultados Anuales CELDT</b> Desempeño en general de Pre-avanzado o Avanzado con los resultados de las áreas de habilidad de Intermedio o más alto en comprensión verbal y expresión oral.	<b>Competencia en el Inglés</b> <b>Resultados Anuales CELDT</b> Desempeño en general de Pre-avanzado o Avanzado con los resultados de las áreas de habilidad de Intermedio o más alto en comprensión verbal, expresión oral, lectura y escritura.
<b>Revisión del Desempeño Académico</b> Revisión del desempeño del estudiante: <ul style="list-style-type: none"> <li>Evaluaciones Comunes: Cumple con todos los Estándares de Nivel de Grado (3) en todas las áreas.</li> </ul>	<b>Revisión del Desempeño Académico</b> Revisión del desempeño del estudiante: <ul style="list-style-type: none"> <li>El EL debe de tener un Promedio de Calificaciones de 2.0 y debe de haber pasado todas las clases principales el semestre/trimestre anterior, y estar pasando todas las clases principales actuales.</li> <li>SBAC – Para Determinarse en el 2015</li> <li>Resultados en las Evaluaciones Comunes de ELA y Matemáticas:                             <ul style="list-style-type: none"> <li>✓ K-5: Resultados de un mínimo de 75% del promedio en las Evaluaciones Comunes de ELA y Matemáticas.</li> <li>✓ 6-12: Resultados de 75% o superior en dos Evaluaciones Comunes consecutivas.</li> </ul> </li> </ul>
<b>Evaluación del maestro</b> El maestro evaluará si el estudiante tendrá éxito en un programa convencional de Inglés basándose en el desempeño del estudiante EL en la clase.	<b>Evaluación del maestro</b> El maestro evaluará si el estudiante tendrá éxito en un programa convencional de Inglés basándose en el desempeño del estudiante EL en la clase.
<b>Conferencia con el padre</b> El padre está de acuerdo en que la reclasificación es apropiada.	<b>Conferencia con el padre</b> El padre está de acuerdo en que la reclasificación es apropiada.

**Criterio Uno: Desempeño en el CELDT**

Fecha	Grado	Evaluación del Lenguaje Inglés	Resultado a Escala	Nivel de Competencia
	--	Competencia en General en el CELDT		--
	--	Comprensión Auditiva en el CELDT		--
	--	Expresión Oral en el CELDT		--
	--	Lectura en el CELDT		--
	--	Escritura en el CELDT		--
	--	Woodcock III Cognitive*(solamente para estudiantes de Ed. Sp.)		--

Solamente para estudiantes de educación especial:

sí  no La competencia en Inglés del estudiante de educación especial está de acuerdo con su habilidad cognoscitiva.

**Criterio Dos: Evaluación del Maestro** \*Las siguientes preguntas necesitan ser completadas por el consejero basado en la aportación del maestro.

Preguntas de Desempeño en el Salón de Clases	Comentarios del Maestro
<p><i>Clase de Inglés:</i> Calificación: --</p> <p>El estudiante está</p> <p><input type="checkbox"/> por debajo de los estándares del nivel de grado</p> <p><input type="checkbox"/> acercándose a los estándares del nivel de grado</p> <p><input type="checkbox"/> cumpliendo con los estándares del nivel de grado</p> <p><i>Estándares del Desarrollo del Lenguaje Inglés:</i></p> <p>El estudiante</p> <p><input type="checkbox"/> no está progresando hacia los estándares de <i>ELD</i></p> <p><input type="checkbox"/> está progresando hacia los estándares de <i>ELD</i></p> <p><input type="checkbox"/> está cumpliendo con los estándares de <i>ELD</i></p> <p>Maestro: Fecha:</p>	
<p><i>Clase de Matemáticas:</i> Calificación: --</p> <p>El estudiante está</p> <p><input type="checkbox"/> por debajo de los estándares del nivel de grado</p> <p><input type="checkbox"/> acercándose a los estándares del nivel de grado</p> <p><input type="checkbox"/> cumpliendo con los estándares del nivel de grado</p> <p>Maestro: Fecha:</p>	
<p><i>Clase del Área de Contenido:</i> Calificación: --</p> <p>El estudiante está</p> <p><input type="checkbox"/> por debajo de los estándares del nivel de grado</p> <p><input type="checkbox"/> acercándose a los estándares del nivel de grado</p> <p><input type="checkbox"/> cumpliendo con los estándares del nivel de grado</p> <p>Maestro: Fecha:</p>	
<p><i>Clase del Área de Contenido:</i> Calificación: --</p> <p>El estudiante está</p> <p><input type="checkbox"/> por debajo de los estándares del nivel de grado</p> <p><input type="checkbox"/> acercándose a los estándares del nivel de grado</p> <p><input type="checkbox"/> cumpliendo con los estándares del nivel de grado</p> <p>Maestro: Fecha:</p>	
<p><i>Desempeño en el Salón de Clases</i></p> <p>El estudiante tiene un <i>GPA</i> de 2.0 y ha pasado todas las clases principales el trimestre/semestre anterior y está pasando en las clases del trimestre/semestre actual.</p> <p><input type="checkbox"/> sí <input type="checkbox"/> no</p>	

**Criterio Tres: Opinión del Padre y Conferencia**

---

**Criterio Cuatro: Desempeño en Habilidades Básicas**

Área de Habilidad	Examen de los Estándares de California	Evaluación Común	Nivel de Desempeño
Artes del Lenguaje Inglés			
Matemáticas			

Solamente para estudiantes de Educación Especial:

Sí  No El desempeño del estudiante de educación especial en el *CAPA*, *CMA LA* o *CMA Matemáticas* demuestra que el estudiante está teniendo progreso adecuado año con año.

**Resultados de la Conferencia de Reclasificación**

Sí, este *EL* cumple con el criterio de reclasificación y debe ser reclasificado a *RFEP*.

No, este *EL* no cumple con el criterio de reclasificación y debe permanecer como *LEP*.

Comentarios:

Nombre del Estudiante	Fecha
Firma del Padre	Conferencia con el Padre – Especifique <input type="checkbox"/> Conferencia con el padre Fecha: <input type="checkbox"/> Conferencia telefónica con el padre Fecha: <input type="checkbox"/> Mensaje telefónico Fecha:
Consejero	Fecha
Maestro de <i>ELD</i>	Fecha
Director	Fecha

**SSUSD ELEMENTARY RECLASSIFICATION MONITORING FORM**

<b>Last Name</b>	<b>First Name</b>	<b>Date of Birth</b>	<b>Current Grade</b>	<b>School</b>
<b>Date of RFEP</b>	<b>Yr of Monitoring</b>	<b>CAASP ELA</b>	<b>CAASP Math</b>	<b>Teacher</b>
	<b>TRIMETER ONE</b>	<b>TRIMESTER TWO</b>	<b>TRIMESTER THREE</b>	
	Date:	Date:	Date:	
<b>Grades</b>	Reading Grade	Reading Grade	Reading Grade	
	Writing Grade	Writing Grade	Writing Grade	
	Spelling Grade	Spelling Grade	Spelling Grade	
	Math (3-5)	Math (3-5)	Math (3-5)	
	Social Studies (4-5)	Social Studies (4-5)	Social Studies (4-5)	
	Science (4-5)	Science (4-5)	Science (4-5)	
<b>District Benchmarks</b>	English Language Benchmarks (%):	English Language Benchmarks (%):	English Language Benchmarks (%):	
	Writing Benchmarks:	Writing Benchmarks:	Writing Benchmarks:	
	Math:	Math:	Math:	
<b>Classroom Teacher</b>	Comments:	Comments:	Comments:	
<b>To be completed by ELD Coordinator</b>	Making adequate progress.	Making adequate progress.	Making adequate progress.	
	Not making adequate progress.	Not making adequate progress.	Not making adequate progress.	
<b>Interventions</b>	During the school day:	During the school day:	During the school day:	
	Before/After School:	Before/After School:	Before/After School:	
<b>ELD Coordinator</b>	Jennifer Williams	Jennifer Williams	Jennifer Williams	
	Date:	Date:	Date:	
	Comments:	Comments:	Comments:	

**SIERRA SANDS UNIFIED SCHOOL DISTRICT**  
**Secondary Reclassification      Year RFEF Monitoring Form**  
*This form needs to be completed for each grading period.*

Last Name		First Name		Grade	Birth Date
School		RFEF Date	Monitoring ELD Teacher Coordinator		
<b>RFEF Monitoring:</b> A RFEF student must be monitored after each grading period in all content areas. RFEF students should be earning at least a 2.0 and proficient on the CST LA. A RFEF student continues to be included in the English Learner sub group until he/she scores proficient on the CST for three years.					

**QUARTER MONITORING      Date:**

SBAC ELA	SBAC Math		Student is scoring proficient on the CST LA
			Student is <i>NOT</i> scoring proficient on the CST LA
Academic GPA			Student is passing all core content classes
			Student is <i>NOT</i> passing all core content classes
English Benchmark Results		Math Benchmark Results	Interventions
CAHSEE Language Arts <small>*High School Only</small>		CAHSEE Math <small>*High School Only</small>	

District ELD Teacher Coordinator			
Comments			
Signature	<i>Mrs. Jennifer Williams</i>	Date	

**SIERRA SANDS UNIFIED SCHOOL DISTRICT**  
**Secondary Reclassification Year RFEF Monitoring Form**  
*This form needs to be completed for each grading period.*

Last Name	First Name	Grade	Birth Date
School		RFEF Date	Monitoring ELD Teacher
RFEF Monitoring: A RFEF student must be monitored after each grading period in all content areas. RFEF students should be earning at least a 2.0 and proficient on the CST LA. A RFEF student continues to be included in the English Learner sub group until he/she scores proficient on the CST for three years.			

QUARTER MONITORING      Date:

SBAC ELA	SBAC Math	Student is scoring proficient on the CST LA
		Student is <i>NOT</i> scoring proficient on the CST LA
Academic GPA		Student is passing all core content classes
		Student is <i>NOT</i> passing all core content classes
English Benchmark Results	Math Benchmark Results	Interventions
CAHSEE Language Arts <small>*High School Only</small>		CAHSEE Math <small>*High School Only</small>

Core Subject Grades			
English		Math	
Class		Class	
Teacher		Teacher	
Date		Date	
Grade		Grade	
Comments		Comments	
Science		Social Science	
Class		Class	
Teacher		Teacher	
Date		Date	
Grade		Grade	
Comments		Comments	
Other		Other	
Class		Class	
Teacher		Teacher	
Date		Date	
Grade		Grade	
Comments		Comments	

Monitoring ELD Teacher			
Comments			
Date		Conference Date	

District ELD Coordinator			
Comments			
Signature	<i>Mrs. Jennifer Williams</i>	Date	



## **ENGLISH LEARNERS AND SPECIAL EDUCATION**

### **Alternative Assessment to CELDT for Special Education Students**

Most students with disabilities will be able participate in the CELDT. For those students whose disabilities make it impossible for them to participate in one or more domains of the CELDT, the IEP team may recommend accommodations, modifications, or an alternate assessment (EC 56345). The CELDT Information Guide has a checklist to assist the school in planning for the administration of CELDT to students identified with an IEP or Section 504 Plan and for reporting results.

Since modifications and alternate assessments “fundamentally alter what the CELDT measures”, students taking alternative assessments receive the lowest obtainable scale score (LOSS) on each domain affected and Overall. The LOSS will be used to calculate Annual Measurable Achievement Objectives (AMAOs). If the student is not reclassified, the LOSS will be entered as the most recent previous scale scores(s) at the next year’s administration of the CELDT. In accordance with Education Code 56342(a) and 563345, the initial identification of English fluency, reclassification and other instructional decisions should be made by the IEP team based upon the results of the modified CELDT or, if used, the alternate assessment along with other local assessment information about the student’s English language fluency (CELDT Information Guide). The appropriate alternative assessment instrument must be identified annually in a student’s IEP. The IEP Team should discuss the results of the “Checklist of Criteria for Determining Alternatives to CELDT.”

### **Potential Alternative Assessment Options to the Statewide ELD Assessments for English Language with Moderate to Severe Disabilities**

<b>Assessment Name</b>	<b>Skills Assessed</b>	<b>Publisher</b>
Alternative Language Proficiency Instrument (ALPI)	Listening, Speaking	Orange County Department of Education
Student Oral Language Observation Matrix (SOLOM)	Listening, Speaking	San Jose USD
Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)	Listening, Speaking, Reading, Writing	Ventura County SELPA

### **English Learners in Special Education**

Individualized Educational Plan (IEP) teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner’s IEP shall include linguistically appropriate goals and objectives based on the student’s level of English proficiency and based on the both Common Core State Standards and ELD Standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also

clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner who's IEP indicates that instructional services will be provided through an Alternative Program.

### **English Learners and Referrals to Special Education**

The Student Assistance Team (SAT) will carefully analyze the instructional and second language development needs of any EL referred to SAT. The goal of SAT will be to determine whether a student's academic struggle is due primarily to a disability or to inadequate instruction. SAT will analyze the school environment to see if appropriate curriculum and differentiation are being employed along with appropriate systematic intervention. SAT will complete the EL Pre Referral Checklist and use the results as a guide in determining the needs of the EL.

### **Assessment of EL Students for Special Education**

Assessment of ELs for Special Education should determine whether the student has a learning disability versus a language acquisition deficit. Assessments and other evaluation materials used to assess a student are selected and administered so as not to be discriminatory on a racial or cultural basis; and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer (34 Code of Federal Regulation 300.204 (1) (i) (ii)). It is imperative to assess in the student's native language when feasible to decrease the risk of misdiagnosing a student as learning disabled. This provides comparable data to the IEP Team about how the student performs in the native language versus English. It can be determined if the error patterns are seen in both the native language and English in order to discern if the student is having academic difficulty due to language difference or a disability. The IEP Team must decide on the form of assessment most likely to yield accurate information on what the child knows and can do academically when making determinations about how and when to assess in the primary language. If the preliminary bilingual assessment data indicates the student has little or no skills in the primary language (in cognition, academics, or speech & language), the team may opt to continue the remainder of the assessment in part, or in whole, in English.

### **Development of Linguistic Appropriate IEPs**

When appropriate the IEP shall also include, but not limited to, all of the following: "for individuals whose native language is other than English, linguistically appropriate goals, objectives, and programs and services" (EC 56345(b)). The IEP is a written document that is developed for each student who is eligible for special education services. For EL students, it is best practice to invite staff members to the IEP who have expertise in English language development and interpret the results of the CELDT testing and primary language testing when applicable.

## Required IEP Components for EL Students

- A checklist for staff members is provided below to use when drafting an IEP for ELs with known or suspected disability.
- The IEP indicates if the student is classified as an English Learner.
- The IEP includes information about the student's current level of English language proficiency in listening, speaking, reading, and writing.
- The IEP indicates if testing accommodations or modifications are needed for the student to take CELDT or if the student requires an alternate assessment to CELDT and, if so, what the alternate assessment(s) utilized will be.
- The IEP addresses programs and services for the EL, to include how English language development needs will be met and who will provide those services.  
*Note—Indicate setting, duration, and frequency.*
- The IEP indicates primary language support is needed.
- The IEP indicates what language will be the language of instruction.
- The IEP includes goals, and objectives that are linguistically appropriate. Linguistically appropriate goals should align to the student English language proficiency level as assessed on CELDT or designated alternate assessment. The formation of linguistically appropriate goals should reflect CCSS and ELD standards.

## Instructional Program and Curriculum Documents

EL Pre Referral Checklist
Checklist of Criteria for Determining Alternatives to CELDT
English Learner With Special Needs Reclassification
Required IEP Components for EL Students

**ENGLISH LEARNER PRE REFERRAL CHECKLIST  
SSUSD**

Directions: The school site referral team complete this checklist to help determine if the referral of an EL to special education may or may not be possibly appropriate.

- Yes  No    Has the student received appropriate core curriculum instruction that is appropriate for EL students such as: thematic instruction, collaborative learning opportunities, use of advance organizers, spiraled curriculum, and reading and writing instruction.  
Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- Yes  No    Has the student received evidence-based intensive interventions using appropriate materials and strategies designed for ELs implemented with fidelity over time (recommended 6 months to 1 year) and demonstrated little or no progress?  
Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- Yes  No    Does the team have data regarding the rate of learning over time (compared to like peers) to support that the difficulties are most likely due to a disability versus a language difference or other extrinsic factors (i.e. physical, personal, cultural, health, and learning environment)?  
Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- Yes  No    Has the team consulted with the parent regarding learning patterns and language use in the home?  
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- Yes  No    Are the error patterns seen in L1 similar to the patterns seen in L2 (if student has sufficient native language skills and like comparative tools are available)?  
Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHECKLIST OF CRITERIA  
FOR DETERMINING ALTERNATIVES TO CELDT  
SSUSD**

Circle "Agree" or "Disagree" for each item:

- |              |                 |   |
|--------------|-----------------|---|
| <b>Agree</b> | <b>Disagree</b> | The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.  |
| <b>Agree</b> | <b>Disagree</b> | The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student's learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| <b>Agree</b> | <b>Disagree</b> | The student cannot take the CELDT even with test variations, accommodations, and/or modifications.  |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on excessive or extended absences.  |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based primarily on a specific categorical program.  |
| <b>Agree</b> | <b>Disagree</b> | The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.  |

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**SSUSD EL/SPED  
ENGLISH LEARNER WITH SPECIAL NEEDS RECLASSIFICATION WORKSHEET**

Name: \_\_\_\_\_ D.O.B: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_

Summary of English language development services received: \_\_\_\_\_

**1. Assessment Results of Language Proficiency**

*(Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to CELDT if appropriate)*

**Language Proficiency Assessment Taken:**  CELDT or  Alternate Assessment

**Current School Year Data Date:** \_\_\_\_\_

CELDT Overall Score: \_\_\_\_\_ Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

Alternate Assessment (ALPI) Overall Score: \_\_\_\_\_ Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_

Other Alternate Assessment: \_\_\_\_\_ Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

**Previous School Year Data Date:** \_\_\_\_\_

CELDT Overall Score: \_\_\_\_\_ Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

Alternate Assessment (ALPI) Overall Score: \_\_\_\_\_ Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_

Other Alternate Assessment: \_\_\_\_\_ Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

Student met language proficiency level criteria as assessed by CELDT?  Yes  No

*Note: Overall proficiency level must be early advanced or higher, listening must be intermediate or higher, speaking must be intermediate or higher, reading must be intermediate or higher, and writing must be intermediate or higher.*

If student's overall proficiency level was in the upper end of the intermediate level, did the reclassification team review other informal measures of proficiency and determine that it is likely the student is proficient in English?

Yes  No

**If student took alternate assessment(s), answer the following questions:**

Does the Reclassification Team feel the student's disability impacts the ability to manifest English proficiency?

Yes  No

If so, in what areas:  Listening  Speaking  Reading  Writing

*Note: Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with language differences, etc.*

Comments:

Does the Reclassification Team think it is likely the student has reached an appropriate level of English proficiency?

Yes  No

**2. Teacher Evaluation**

*Note: Having incurred deficits in motivation and academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification.*

Evaluation was based on:  Classroom performance  District-wide assessments  IEP Goal Progress

Other: \_\_\_\_\_

Comments:

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Does the Reclassification Team teacher input/evaluation warrant possible reclassification?  Yes  No

3. Parent Opinion and Consultations was solicited through:  Letter to Parent  Parent Conference

Other::

Does the Reclassification Team parent input warrants possible reclassification at this time?  Yes  No

Comments:

**4. Comparison of Performance in Basic Skills**

*Note: SBAC score in English/Language Arts (ELA) must be at least beginning of basic level to midpoint of basic - for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student.*

Assessment taken:  SBAC  CMA/CAPA  Other: \_\_\_\_\_ ELA Score: \_\_\_\_\_

Date: \_\_\_\_\_ Student met the Performance on SBAC or other assessment criteria?  Yes  No

If student took CMA or CAPA, was performance level at the beginning basic level to the midpoint of basic in ELA?

Yes  No

If performance in basic skills criteria based on SBAC was not met, answer the following questions to help determine if factors other than English language proficiency are responsible for limited achievement in ELA.

Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language and speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,

Error patterns noted mirror the patterns of errors made by students with a particular disability versus peers with language differences and student has manifests language proficiency in all other areas.

Other Objective Assessment Measures:

Date:	Assessment	Results

Does the Reclassification Team analysis of Performance in Basic Skills (ELA) warrant reclassification?

Yes  No

Does the Reclassification Team think the student should be reclassified at this time based on analysis of the four criteria above?  Yes  No

Comments:

Signatures of Reclassification Team Members:

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<b>Who</b>	<b>Signature</b>	<b>Date</b>
Parent		
Classroom Teacher		
EL Representative		
Sp Ed Case Manager		
Administrator		

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**Required IEP Components for EL Students  
SSUSD**

- A checklist for staff members is provided below to use when drafting an IEP for ELs with known or suspected disability.
- The IEP indicates if the student is classified as an English Learner.
- The IEP includes information about the student's current level of English language proficiency in listening, speaking, reading, writing.
- The IEP indicates if testing accommodations or modifications are needed for the student to take CELDT or if the student requires an alternate assessment or CELDT and, if so, what the alternate assessment(s) utilized will be.
- The IEP addresses programs and services for the EL, to include how English language development needs will be met and who will provide those services.  
*Note: Indicate: setting, duration, and frequency.*
- The IEP indicates primary language support is needed.
- The IEP indicates what language will be the language of instruction.

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## **STAFFING AUTHORIZATIONS**

Under the supervision of the Assistant Superintendent of Human Resources, the District takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a requirement to hire California Teachers of English Learners (CTEL), Cross-cultural, Language, and Academic Development (CLAD) or Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certified teachers. CTEL and CLAD certified teachers are authorized to provide instruction to English Learners (EL) in the areas of English Language Development (ELD) and Specially Designed Academic Instruction Delivered in English (SDAIE). On an annual basis school personnel review placement of English Language Learners to ensure that students are placed with staff members who meet the certification requirements to provide English language development. If a staff member does not have the proper certification, the teacher may be placed on a “teacher training plan” that will lead to proper certification. It is the District’s intent that all English Language Learners receive English language development from teachers who are certified through CLAD, BCLAD, SB 395, SB 1969, CTEL or other certification created by the state.

## **PROFESSIONAL DEVELOPMENT**

The District's Curriculum and Instruction Department works to establish systematic and ongoing professional development opportunities to all teachers working with English Learners. The goal of training is to help educators acquire specific skills needed to work with English Learners in the areas of Common Core Instruction and ELD instruction. Professional development opportunities are hinged upon research based best practices and guided by the ELA/ELD Framework (2014). All staff development opportunities to support teachers in providing differentiated instruction may include the following:

- Aligning instructional practices to Common Core State Standards and ELD Standards
- Proficiency level descriptors
- Best practices
- The role of formative assessment in meeting needs of ELs
- Common Assessment Data Analysis (CADA) tool
- AMAO targets and identifying instructional needs
- Designated and Integrated ELD
- Meeting the needs of Long Term English Language Learners(LTEs) and developing Catch Up Plans
- Special Education and English Learners
- Monitoring RFEP students

Professional development is provided throughout the school year a minimum of three times a year, per grade level and department. Teachers are provided a substitute to assure a full day of training and attendance. The focus of each collaboration day is how to provide access to the core content areas and increase English language proficiency. The trainings are provided at the district office or at a school site. Trainings are also provided to individual schools and focusing on delivering a comprehensive ELD program and how to increase achievement of ELs.

## ACCOUNTABILITY AND EVALUATION

### **Program Implementation and Monitoring**

To ensure that English Learners are receiving a program of instruction in accordance to the EL Master Plan, the district provides the EL Observational Tools to assist in monitoring the effectiveness of services and instruction offered to ELs. The EL Observation Tools are designed to be used by administrators, school sites, and teachers for self-reflection as they collaboratively meet to determine program effectiveness. The EL Observation Tool is completed by teachers at the beginning of each trimester or quarter and it is designed to establish a school wide system where ELD Instruction is monitored and evaluated for effectiveness based upon both student performance using both formative and summative assessments and teacher reflection.

A template called “Elements of a Comprehensive ELD Plan” is provided to each school site to guide the school in determining the elements of the school site’s comprehensive ELD Plan including a Catch Up Plan. The Comprehensive ELD Plan outlines how and when both Integrated and Designated ELD is delivered at the school site. Additionally, the School Site ELD Plan describes the Catch Plan which involves monitoring ELD achievement and planning varying levels of additional supports for ELs to further the achievement of ELs at the school site.

<b>State/District Wide Assessment</b>		
<b>Assessment Instrument</b>	<b>Target Population</b>	<b>Purpose</b>
SBAC	3 -8 grades and 11 grade	State Requirement District Accountability
ELA CCSS Common assessments	K-5 ELA 6-11 English	District Accountability
Math CCSS Common assessments	K-5 Math 6-8 Math Algebra Geometry	District Accountability
CELDT	K-12	State Requirement AMAO District Accountability Reclassification

## **Program Evaluation and Modification**

In response to statewide education accountability reform, Sierra Sands Unified School District provides clearly defined standards and expectations for student learning. Its primary goal is for all students to meet the District's academic and performance standards.

Through the District's assessment program, the District tracks the achievement of ELs and performs ongoing needs assessments in an effort to increase student achievement. At the end of each trimester/quarter, each grade level/department monitors the performance of ELs on common assessments using the Common Assessment Data Analysis Tool (CADA) where instructional needs are identified. Each school site receives a monthly updated EL list that includes the most recent common assessment results, two years of CELDT scores, years in the program, SBAC results, and AMAO per student. A process has been established for each school site to monitor the ongoing progress of ELs. Multiple forms of assessment are used in this monitoring process to determine what degree ELs are achieving English proficiency and academic targets.

The Annual Measurable Achievement Objectives (AMAOs) data is compiled, analyzed, and reported annually. Using the AMAO School Template, a school site report is generated to assist each school in determining the needs of ELs at each school site. The data is shared at both ELAC and DELAC meetings. The AMAOs are used to evaluate the effectiveness of language instruction and educational programs for ELs in regards to language instruction and academic performance.

Under NCLB, all school districts receiving Title III funds are required to meet three AMAOs for ELs.

### *AMAO 1 - Making annual progress in learning English*

- The first AMAO specifies annual increases in the percentage of students making progress in English language proficiency. (CELDT levels 1-3). Students are expected to gain one overall proficiency level annually.

### *AMAO 2 - Attaining English proficient level on the CELDT*

- 2a The required percentage of ELs who have been in English language instruction educational programs for less than five years attaining English proficiency.
- 2b The required percentage of ELs who have been in English language instruction educational programs five years or more attaining English proficiency.

### *AMAO 3 - Meeting AYP requirements for the EL student group for LEAs*

- The third AMAO specifies academic progress in language arts and math for the EL subgroup. Adequate Yearly Progress (AYP) is measured by participation rate and percent at "proficient" level under NCLB.

## **The Catch Up Plan**

Under Castañeda v. Pickard Federal Law (1981), districts have dual obligations for English Learners:

- To develop the students' English proficiency, and

- To provide students with access to academic content instruction.

A catch-up plan is designed to prevent irreparable damage to English Learners. The six critical elements of a catch-up plan are:

- ELD Standards
- Annual benchmarks (tied to English proficiency levels and time-in-program)
- Interim benchmarks
- Ongoing Assessments (multiple measures tied to interim benchmarks)
- Interventions (tied to student achievement assessments)
- Evaluations of the process

ELs at risk of being long-term ELs and long-term ELs (LTELs) will be identified at monitored by the District and by each school site. Long-term English Learner is defined as an English learner who is enrolled in grades 6-12, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT) or any successor test, and who has scored below proficiency on California Assessment of Student Performance and Progress (CAASP). ELs at risk of becoming a long-term English Learner is defined as an English Learner who is enrolled in grades 5-11 in the United States for four years, scores at the intermediate level or below on the CELDT or any successor test, and who scores below proficiency on the CAASP. (Education Code 313.1)

In an effort to increase achievement of both ELs at risk of being long term ELs or LTELs, each school site will generate a Catch Up Plan. Students who do not meet expected growth annually will receive interventions to help them progress more rapidly. The District annually gathers the number and determines percentage of English Learners reclassified to Fluent English proficient (RFEP) when completing the annual language census, R-30. The R-30 reports the actual count of EL, FEP, and R-FEP students and their respective program during the calendar year. Using R-30 reports, both ELs at risk of becoming LTELs and LTELs can be identified.

**Accountability and Evaluation Documents**

ELD Instruction Observation Tool K-5
ELD Instruction Observation Tool 6-12
Elements of a Comprehensive ELD Plan
Common Assessment Data Analysis (CADA) Tool K-5 Protocol
Common Assessment Data Analysis (CADA) 6-12 Tool Department Protocol
AMAO School Template
Monthly EL Class List

### K-5 ELD Instruction Observation Tool

Teacher:	Grade:	Date:
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**List of ELs**

Name Of EL	ELP: Emerging (1, 2) Expanding (3, 4) Bridging (5)	Designated ELD Instruction Time	Teacher of Designated ELD Instruction

**Directions:**

1. During site grade level collaborations within the first four weeks of each trimester, each teacher in grades K-5 are to self evaluate the ELD instruction offered to EL students on their roster by completing the **K-5 ELD Instruction Observation Tool**.
2. During site grade level collaboration, teachers will share reflections and collaboratively identify instructional needs of ELs.
3. Grade level teachers will collaboratively determine the focus standards for the **ELD Instructional Plan**.
4. Share ELD Instructional Plan with Principal via Google Drive.

**ELD Instruction:** ELD students are to be provided with Integrated ELD and Designated ELD Instruction. At the K-5 level, ELs need specialized attention to their English Language learning needs and this should be treated as a priority in lesson design and instructional delivery. Teachers have a dual obligation to provide access to course content and increase English language proficiency.

K-5 ELD Instruction Observation Tool Rubric			
1 - Not Evident	2 - Basic	3 - Proficient	4 - Advanced

<p><b>Standards Based Planning and Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELD Standards are evident and selected on the basis of student's assessment (formative and summative).</li> <li><input type="checkbox"/> Standards based materials are used during Designated ELD (protected time during the day: 30 minutes)</li> <li><input type="checkbox"/> An instructional theme is evident and links ELD standards with Common Core State Standards.</li> <li><input type="checkbox"/> Daily learning targets are identified and communicated to EL and EL can articulate the learning target for each lesson.</li> <li><input type="checkbox"/> New vocabulary, language forms and functions are selected to support learning content and increase English proficiency.</li> </ul>	<p>Rubric</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>
<p><b>Standards Based Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher connects new learning to previously learning by adding new materials to familiar materials and by inviting students to share what they remember orally and non-orally using gestures, manipulation of pictures of objects, or writing/drawing.</li> <li><input type="checkbox"/> Teacher provides opportunities for Structured Academic Discussion where students are provided structured discussion opportunities to use vocabulary, complex grammatical structures, and content in a meaningful setting.</li> <li><input type="checkbox"/> Teacher uses formative assessment to check for understanding to allow for just in time scaffolding and instructional planning.</li> <li><input type="checkbox"/> Teacher employs the best practice modeling: I Do It, We Do It, You Do It with Support, You Do It Independently</li> <li><input type="checkbox"/> Teacher provides opportunities to practice new language whole class, small group, and with partners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>
<p><b>Standards Based Foundational Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction is print concepts, phonological awareness, phonics and word recognition is systematic.</li> <li><input type="checkbox"/> Student skill development is closely monitored to guide instructional needs.</li> </ul> <p><i>Note the development of foundational skills is critical to an ELs development, but not sufficient. Primary focus during Designated ELD should not be foundational skills .</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>
<p><b>Standards Based Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emphasis on comprehending complex text using researched based comprehension strategies.</li> <li><input type="checkbox"/> Student provided opportunities to closely read complex text to identify main ideas and recount key details.</li> <li><input type="checkbox"/> Student is provided support and practice how to identify evidence in a text to justify the author's point of view or their own.</li> <li><input type="checkbox"/> Linguistic frames provided to support responses to text dependent questions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>
<p><b>Standards Based Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing tasks are meaningful and connected to the theme of instruction aligned to CCSS.</li> <li><input type="checkbox"/> Students can articulate learning target for writing lesson(s) which should be aligned to the CCSS and ELD standards.</li> <li><input type="checkbox"/> Pre-writing activities include discussion, generating shared writing as a model, and using word banks and graphic organizers.</li> <li><input type="checkbox"/> Linguistic frames are provided to support language acquisition.</li> <li><input type="checkbox"/> Writing prompt is dissected, steps for completing the task are clearly defined and a rubric is provided and reviewed.</li> <li><input type="checkbox"/> Student is provided ample time to compose, revise, and rewrite with teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>

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**ELD Instructional Needs:** Instructional needs are determined by the completion of the the **K-5 Instructional Observation Tool** and formative and summative data analysis of EL performance.

**ELD Instructional Plan: Focus Standards** (Identify CCSS and aligned ELD Standard)

CCSS	Aligned ELD Standards



6-12 ELD Instruction Observation Tool Rubric			
1 - Not Evident	2 - Basic	3 - Proficient	4 - Advanced

<p><b><u>Standards Based Planning and Observation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELD Standards are evident and selected on the basis of student's assessment (formative and summative).</li> <li><input type="checkbox"/> Standards based materials are used during Designated ELD (protected time during the day: 30 minutes)</li> <li><input type="checkbox"/> An instructional theme is evident and links ELD standards with Common Core State Standards.</li> <li><input type="checkbox"/> Daily learning targets are identified and communicated to EL and EL can articulate the learning target for each lesson.</li> <li><input type="checkbox"/> New vocabulary, language forms and functions are selected to support learning content and increase English proficiency.</li> </ul>	<p>Rubric</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>
<p><b><u>Standards Based Listening and Speaking:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher connects new learning to previously learning by adding new materials to familiar materials and by inviting students to share what they remember orally and non-orally using gestures, manipulation of pictures of objects, or writing/drawing.</li> <li><input type="checkbox"/> Teacher provides opportunities for Structured Academic Discussion where students are provided structured discussion opportunities to use vocabulary, complex grammatical structures, and content in a meaningful setting.</li> <li><input type="checkbox"/> Teacher uses formative assessment to check for understanding to allow for just in time scaffolding and instructional planning.</li> <li><input type="checkbox"/> Teacher employs the best practice modeling: I Do It, We Do It, You Do It with Support, You Do It Independently</li> <li><input type="checkbox"/> Teacher provides opportunities to practice new language whole class, small group, and with partners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>
<p><b><u>Standards Based Foundational Skills:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction is print concepts, phonological awareness, phonics and word recognition is systematic.</li> <li><input type="checkbox"/> Student skill development is closely monitored to guide instructional needs.</li> </ul> <p><i>Note the development of foundational skills is critical to an ELs development, but not sufficient. Primary focus during Designated ELD should not be foundational skills .</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>
<p><b><u>Standards Based Reading:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emphasis on comprehending complex text using researched based comprehension strategies.</li> <li><input type="checkbox"/> Student provided opportunities to closely read complex text to identify main ideas and recount key details.</li> <li><input type="checkbox"/> Student is provided support and practice how to identify evidence in a text to justify the author's point of view or their own.</li> <li><input type="checkbox"/> Linguistic frames provided to support responses to text dependent questions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> </ul>

- Writing prompt is dissected, steps for completing the task are clearly defined and a rubric is provided and reviewed.
- Student is provided ample time to compose, revise, and rewrite with teacher feedback.
- Student self evaluates own writing using rubric.

- 1
- 2
- 3
- 4

**ELD Instructional Needs:** Instructional needs are determined by the completion of the the **6-12 Instructional Observation Tool** and formative and summative data analysis of EL performance.

**ELD Instructional Plan: Focus Standards** (Identify CCSS and aligned ELD Standard)

<u>CCSS</u>	<u>Aligned ELD Standards</u>

**Common Assessment Data Analysis (CADA)  
Tool K-5 Protocol**

1.	After administering the Common Assessment, teachers complete the ELA and Math CADA Tool. Teachers should complete the CADA Tool within two weeks of Common Assessment administration. <a href="#">K-5 CADA Tool Folder</a>
2.	Schedule a Grade Level PLC facilitated by administrator to discuss the results. The CADA Tool should be completed by each teacher BEFORE the Grade Level PLC.
3.	At the Grade Level PLC, the administrator will facilitate the discussion. To Find Responses: <ul style="list-style-type: none"><li>● Go to Responses Tab</li><li>● Click Summary of Responses to produce data charts.</li><li>● Discuss responses. What are the shared instructional needs and instructional action plan? Focus on the <i>"Instructional Cycle of Teach and Assess"</i> BEFORE the end of the trimester.</li></ul>
4.	Determine which metric will be used to measure student growth.

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**Common Assessment Data Analysis 6-12 (CADA) Tool  
Department Protocol**

<b>Purpose:</b>
Use this tool within 2 weeks after administration of common assessments.
<b>Schedule a Department Meeting:</b>
The task for this meeting will be for <b>each teacher</b> to complete their CADA Tool, and collaborate with other colleagues in their department.
<b>Prior to Meeting</b>
Administration and scoring of common assessments will be completed and scores will be entered in Illuminate.
<b>Getting Started (5 minutes):</b>
The department chair has the department members find the CADA form in Google Drive.
<b>Exploration and Discovery (20 minutes):</b>
Participants individually complete the CADA Tool.
<b>Generalizing and Integrating (15 minutes):</b>
After the tool is completed, the <i>Summary Page</i> is reviewed. To do this, open the Common Assessment Data Analysis Responses in Google Drive. Under <i>Data</i> , click <i>Show Summary Responses</i> . Use questions below to guide a discussion of the findings: <ol style="list-style-type: none"><li>1. What are the shared instructional needs of the course and action plans? Focus on the <b>"Instructional Cycle of Teach and Assess"</b> BEFORE the end of the quarter.</li><li>2. Determine which metric will be used to measure student growth.</li></ol>
<b>Closure (10 minutes):</b>
Follow-up at a Department Meeting to discuss progress of the students after the action plan and metric have been implemented.

**Administrator Follow-up**

Administrators should view these folders and the contents.

[6-12 Common Assessment Data Analysis Folder](#)

Assure that departments have adequate time to complete the tool.

Check the summary pages for the core departments at your site looking for **completion of analysis, instructional plan and metric**.

Schedule a time to meet with the department chair to discuss the department's findings, instructional plans, and metrics.

At a following department chair meeting, allow time for the chairs to share progress of the students.

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**AMAO EL School Template**

<b>Grade</b>	<b>Total Students</b>	<b># Met AMAO 1</b>	<b>% Met AMAO 1</b>	<b>STATE TARGET AMAO 1</b>	<b># Met AMAO 2a</b>	<b>% Met AMAO 2a</b>	<b>STATE TARGET AMAO 2a</b>	<b># Met AMAO 2b</b>	<b>% Met AMAO 2b</b>	<b>STATE TARGET AMAO 2b</b>
<b>K</b>				60.50%			24.20%			50.90%
<b>1</b>				60.50%			24.20%			50.90%
<b>2</b>				60.50%			24.20%			50.90%
<b>3</b>				60.50%			24.20%			50.90%
<b>4</b>				60.50%			24.20%			50.90%
<b>5</b>				60.50%			24.20%			50.90%

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## PARENT ADVISORY COMMITTEES

The goal of the English Language Advisory Committee is to promote positive collaboration between parents and the District. Through such committees, the Sierra Sands School District can:

- Include parents and community members in the decision-making, planning, and evaluation of programs for English Learners;
- Develop a working partnership between parents and the schools to provide equal access to education for all students;
- Promote open communication with parents, community members, and the District.

### **Translation Services**

Pursuant to EC section 51101.1(b)(3) and as defined by EC section 48985, the Sierra Sands School District will provide training and materials in the home language of the parent members of advisory committees as practicable.

### **English Learner Advisory Committee (ELAC)**

Each school with 21 or more English Learners will establish a school-level advisory committee (ELAC). Parents or guardians of English Learners elect parent members of the school committee. All parents of English Learners shall be provided the opportunity to vote. Parents of English Learners not employed by the District must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee. The ELAC responsibilities include:

<b>ELAC Responsibilities</b>	
1.	The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2.	The ELAC shall assist the school in the development of:
2a.	The school's needs assessment.
2b.	The school's annual language census.
2c.	Ways to make parents aware of the importance of regular school attendance.

### **District English Learner Advisory Committee (DELAC)**

The Sierra Sands Unified School District, having more than 51 English Learners, must establish a District English Learner Advisory Committee (DELAC). Parents and/or guardians of English Learners who are not employed by the District shall constitute a majority of the Committee. The percentage of parents of English Learners must be at least the same as that of English Learners in the District. Each school committee shall have the opportunity to elect at least one parent member of the District English Learner Advisory Committee. The DELAC responsibilities include:

<b>DELAC Responsibilities</b>	
1.	The DELAC, or subcommittee on English learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English learners.
2.	The DELAC shall be responsible for advising the district's local governing board on the following tasks:
2a.	Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.
2b.	Conducting a district-wide needs assessment on a school-by-school basis.
2c.	Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
2d.	Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
2e.	Administration of the annual language census (e.g., procedures and forms).
2f.	Review and comment on the district's reclassification procedures.
2g.	Review and comment on the written notifications required to be sent to parents and guardians.

The District/school administration shall:

- Notify parents/guardians of all English Learners of the opportunity to elect ELAC members and/or participate as a member.
- Establish a functioning ELAC/DELAC.
- Plan and provide training in consultation with ELAC/DELAC members. Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda posted.

- Provide all relevant information, documentation, and training regarding school programs and services for English learners, including but not limited to:
  - A draft, prior to its formal approval, of the Single Plan for Student Achievement
  - School budgets and planned expenditures which may impact English Learners and results of the annual language census
  - A draft and results of an annual school needs assessment
  - Goals and objectives for each program offered at the school for English Learners
  - Information on the ongoing achievement of program goals and objectives
  - Evaluation of each program offered at the school for English Learners

Each parent committee must:

- Develop and adopt its own agendas and develop its governance structure
- Choose whether to develop and adopt its bylaws
- Determine the manner of its functioning, including the recording of minutes
- Determine its meeting times, dates, and location
- Determine the manner for its provision of advice to the site administration and School Site Council (ELAC) or local governing board (DELAC)
- Provide feedback to the site/district administration as to the coordination and provision of training

## **FUNDING**

### **Sufficient General Funds**

Adequate basic general fund resources are available to provide each English Learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts, and instructional materials are purchased with general funds. English Learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the District.

In addition to general funds, the District applies for supplemental categorical funds annually via the Consolidated Application. Categorical funds are granted to districts and schools for specific program purposes and are above and beyond the general funds used to support the core program. Supplemental funds are not used to replace, or supplant the core, base program and activities. Categorical funds allocated to support the English Learner Program must be:

1. Used to assist ELs with acquiring English beyond the core ELD program and meeting Federal and State accountability requirements,
2. Linked to EL need as measured by analysis of student data, and
3. Directly aligned to the Single Plan for Student Achievement (SPSA).

Supplemental funds received by the District for ELs include Title III (Federal) funds. Title III funds are allocated for the exclusive benefit of ELs. These funds must be used to design, implement, and monitor the academic and linguistic achievement of ELs. As with all other funds, those used to serve the EL population must be directly aligned to the SPSA.

Title III provides supplemental funding to enhance ELD programs and to enhance access to core in order to assist ELs in attaining English proficiency. Districts receiving Title III funds must meet the federally required Title III AMAOs established by the State. These performance goals are to ensure that ELs:

1. Make annual progress toward English language proficiency (AMAO 1),
2. Achieve and maintain English proficiency (AMAO 2), and
3. Make adequate yearly progress in English-Language Arts and Mathematics (AMAO 3).

The District also receives Title I funds to meet the academic needs and narrow the educational achievement gap for socioeconomically disadvantaged students, including ELs. To reach the goal of accelerating student achievement rates, the District has established the following instructional priorities for Title I programs:

1. Provide effective, research-based professional development;

2. Provide support for at-risk students, including ELs, with social and emotional behaviors;
3. Promote personalization via reduced student-to-teacher ratio and reduced student-to counselor ratio;
4. Provide supplemental materials for targeted interventions; and
5. Build effective school, family and community partnerships.

Funds are used in the following order: General funds pay for all base/core program resources including ELD. Federal funds are applied next to provide additional support for ELs that supplements the activities supported by the general funds.

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

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

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

RECOMMENDED ACTION: To approve certificated personnel actions as presented.

8.2 CLASSIFIED PERSONNEL

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

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

8.24 CHANGE OF STATUS

RECOMMENDED ACTION: To approve classified personnel actions as presented.

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

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

Joan Adams\*\*\*  
Speech Pathologist – SELPA  
Effective 5-29-15

Jessica Blades  
1<sup>st</sup> Grade – Las Flores  
Effective 1-30-15

Melissa Fastnacht  
5<sup>th</sup> Grade – Gateway  
Effective 2-6-15

Patricia Jacobson\*\*\*  
2<sup>nd</sup> Grade – Inyokern  
Effective 5-29-15

Michael Lane  
SDC – Richmond  
Effective 5-29-15

Herma Kay Lloyd\*\*\*  
3<sup>rd</sup> Grade – Richmond  
Effective 5-29-15

Cynthia Lopez  
Math – Murray  
Effective 5-29-15

Release of four (4) temporary contracted employees  
Filled midyear vacancies  
Effective 5-29-15

8.12 LEAVE OF ABSENCE

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

8.13 EMPLOYMENT

Lauren Ingle  
5<sup>th</sup> Grade – Gateway  
Effective 2-17-15

Substitute Teachers for 14-15 year

Emily McArtor  
Joanna Rummer  
Robert Starnes  
Francis Wander

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Elenita Canonoy  
1 ¾ Noon Duty Supervisor – Pierce  
Effective 1-23-15

Linda Carle\*\*\*  
8 hr. School Bus Driver I – Transportation  
Effective 6-30-15

Johnnie Lopez\*\*\*  
7 ¾ hr. School Bus Driver I – Transportation  
Effective 3-13-15

Emily McArtor  
1 ¾ hr. Noon Duty Supervisor – Pierce  
Effective 1-30-15

Chris Uetz\*\*\*  
Director of Maintenance – District  
Effective 6-30-15

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Tracy Dorsey  
5 ¼ hr. School Bus Driver I – Transportation  
Effective 2-2-15

Deborah Martin  
4 ¾ hr. School Bus Driver I – Transportation  
Effective 2-3-15

Student Food Service Workers for the 2014-2015 School Year  
John Rabang

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT (Continued)

Student Workability Workers for the 2014-2015 School Year

Tiesha Barnett

Morgan Belill

Jason W. Hudson

Sierra Johnson

Bailey Nail

Eliezer Tenas

Classified Substitutes for the 2014-2015 School Year

Joseph Ernst

Jackson French

Clairese Hoskins

Justin McBride

Irma Sandoval

Justin Schuchman

8.24 CHANGE OF STATUS

Joyce Booth

Added: 5 ½ hr. Paraprofessional – Richmond

Effective 2-2-15

Sheryl Centro

From: 5 ½ hr. Paraprofessional – Richmond

To: 5 ½ hr. Health Assistant – Pupil Support Services

Effective 1-20-15

Jenny Kingsford

Added: 1 ¾ hr. Noon Duty Supervisor – Pierce

Effective 2-9-15

## 8. PERSONNEL ADMINISTRATION

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

**BACKGROUND INFORMATION:** In 2006 the Fifth Appellate Court decision regarding the Bakersfield Elementary Teachers Association v. Bakersfield City School District changed the manner in which teachers with less than preliminary teaching credentials are reemployed for the following year. In the above referenced case, the school district categorized certificated employees holding anything less than a preliminary credential (e.g., intern credential, short-term staff permit, emergency permit, credential waiver) as temporary employees. The California Fifth District Court of Appeals has held that the district's policy of classifying teachers and counselors as temporary employees on the basis of holding something less than a preliminary or professional (clear) credential was not valid. The court noted in its decision that probationary employees, even those with less than a regular credential, were entitled to accrue seniority. Therefore, without a break in service to restart the seniority clock, these newly classified probationary employees could end up having more seniority than someone who is fully credentialed, a situation that would not be acceptable, specifically in times of layoff. As they could not be temporary employees on the basis of their credential, then they had to be probationary employees. As a probationary employee, the proper method to release them is the non-reelection process.

In 2006-07, as a result of this decision, the Sierra Sands Unified School District modified procedures in compliance with the Fifth Appellate Court and non-reelected all certificated employees working on the basis of less than a preliminary credential.

**CURRENT CONSIDERATIONS:** In compliance with this court decision and to preserve the integrity of the layoff seniority list, counsel has advised the district to seek board authorization to non-reelect nineteen certificated employees who are employed by the district for 2014-15 on the basis of less than preliminary credentials issued by the California Commission on Teacher Credentialing. The district will not be able to offer reemployment to any of the impacted employees until after July 1, 2015. Please note that the district has communicated with the Desert Area Teachers Association (DATA) as well as with all the affected employees during this process prior to the Board of Education meeting. Following board approval, the affected employees will all receive a non-reelection letter from the district prior to March 15, 2014 as required by California Education Code. This allows the district to release these employees without cause, effective at the end of the 2014-15 school year and eliminates the issue of accruing seniority without being fully credentialed. It also allows the district to recruit, as it has previously done, for fully credentialed teachers for these positions before rehiring those not fully credentialed. If the district is unable to employ fully credentialed teachers in any of these positions, it may reemploy any or all of these impacted employees for the 2015-16 school year.

FINANCIAL IMPLICATIONS: Unknown. There is potential for additional unemployment insurance costs to the district as a result of this action.

SUPERINTENDENT'S RECOMMENDATION: Approve the non-reelection of nineteen certificated employees employed by the district for the 2014-15 school year on less than a preliminary credential, as presented.

8. PERSONNEL ADMINISTRATION

8.4 Adoption of Resolution #17 1415, Authorization to Reassign Certificated Administrators  
Other Administrative Positions for the 2015-16 School Year

BACKGROUND INFORMATION: California Education Code Section 44951 sets forth the process by which a certificated administrator can be reassigned to a different administrative position.

CURRENT CONSIDERATIONS: Resolution #17 1415, Reassignment of Certificated Administrators to Other Administrative Positions, gives the superintendent some flexibility, when and if it is necessary, to assign administrators to other administrative positions for the 2015-16 school year. The process set forth in Education Code 44951 would be followed if the superintendent determines that certificated administrative reassignments are necessary.

FINANCIAL IMPLICATIONS: The financial impact will be dependent upon where reassignments are made. If reassignments are made, the financial impact is expected to be minimal.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the board adopt Resolution #17 1415, Reassignment of Certificated Administrators to Other Administrative Positions for the 2015-16 school year, as presented.

BEFORE THE BOARD OF EDUCATION  
OF THE SIERRA SANDS UNIFIED SCHOOL DISTRICT

County of Kern, State of California

RESOLUTION #17 1415

***RE: REASSIGNMENT OF CERTIFICATED ADMINISTRATORS TO OTHER ADMINISTRATIVE POSITIONS***

**BE IT RESOLVED** by the Governing Board of the Sierra Sands Unified School District, that the below listed certificated administrators may be reassigned from their current administrative positions to other administrative positions to be determined by the district Superintendent.

<u>NAME</u>	<u>PRESENT POSITION</u>
Michelle Savko	Coordinator Pupil Services, Pupil Support Services, Special Projects
Bryan Auld	Principal, Burroughs High School
Pamela Barnes	Principal, Pierce Elementary School
Melissa Christman	Principal, Faller Elementary School
Carrie Cope	Assistant Principal, Burroughs High School
Lisa Decker	Principal, Gateway Elementary School
Beverly Ewbank	Principal, Inyokern Elementary School
Beverly Ewbank	Principal, Rand Elementary School
Maureen Glennon	Principal, Richmond Elementary School
Miles Henderson	Assistant Principal, Burroughs High School
Shirley Kennedy	Assistant Superintendent, Curriculum & Instruction
Nicole Leighton	Assistant Principal, Murray Middle School
Elaine Littleton	Executive Director, SELPA
Susan Marvin	Principal, Las Flores Elementary School
JoAnne McClelland	Principal, Alternative Education
David Ostash	Assistant Superintendent, Human Resources
Bonny Porter	Principal, James Monroe Middle School
Michael Sernett	Assistant Principal, James Monroe Middle School
Kirsti Smith	Principal, Murray Middle School

**BE IT FURTHER RESOLVED** that the Superintendent of Sierra Sands Unified School District shall forthwith give said employees the required legal notice.

**IT IS HEREBY CERTIFIED** that the foregoing resolution was duly passed and adopted at the February 19, 2015 regular meeting of the Governing Board of the Sierra Sands Unified School District.

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Bill Farris, Board President

\_\_\_\_\_  
Michael Scott, Board Vice President/Clerk

8. PERSONNEL ADMINISTRATION

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

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

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

- Short Term Staff Permit – 5<sup>th</sup> Grade for  
Lauren Ingle, Gateway Elementary School

FINANCIAL IMPLICATIONS: None.

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

9. GENERAL ADMINISTRATION

9.1 Gifts to District

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CURRENT CONSIDERATIONS: The following donations have been received: Jake Easley donated a Queen Anne's chair with an estimated value of \$50 to be used at Faller Elementary School. An anonymous donation of eight work station tables with an estimated value of \$4,000 was made to Faller Elementary School for use in classrooms, offices, and the library. The following donations have been received for use in the Burroughs High School Auto Shop: Mr. Charles Sween donated a 1989 Plymouth van with an estimated cash value of \$1,500; Ms. Vanessa Vaughn donated a 1999 Saturn with an estimated cash value of \$1,400; Ms. Joan Johnson donated a 1999 Toyota Camry with an estimated cash value of \$2,500; and Rusty Warren Automotive donated four floor jacks with an estimated cash value of \$1,000.

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

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

## 9. GENERAL ADMINISTRATION

### 9.2 Local Control Funding Formula and Local Control Accountability Plan (LCAP) – Board Overview

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**BACKGROUND INFORMATION:** As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE). LEAs must consult with stakeholders in the development, revision, and implementation of the LCAP.

The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators. The LCAP and the district budget must be presented at a public hearing prior to the board meeting at which the LCAP and the budget are adopted. Not later than five days after adoption of the LCAP, the governing board shall file the LCAP with the Kern County Superintendent of Schools. County superintendents must review school district LCAPs and ensure alignment of projected spending, services, and goals.

**CURRENT CONSIDERATIONS:** The LCAP is intended to be a comprehensive planning tool that reports annual progress and outlines the district's three year plan to support pupil outcomes and overall performance. It consists of three main sections: Stakeholder Engagement; Goals, Actions, Services, and Expenditures; and Use of Supplemental and Concentration Grant Funds and Proportionality.

The LCAP is built upon the following guiding principles:

- **Subsidiarity:** Decision making is most effectively accomplished at the local level. The LCFF provides LEAs flexibility in the use of LCFF funding to improve student outcomes.
- **Transparency:** The LCAP will include information necessary to demonstrate that the LEA is providing increased and improved services to the neediest students. The LCAP will be accessible to stakeholders.
- **Student-Focused:** The LCAP will be based upon an assessment of local needs. The goals and actions of the plan will focus on improved outcomes for students and the closing of the achievement gap.

Many procedures and tools are being developed to ensure systematic implementation and monitoring of the goals, actions and services outlined in the district's LCAP. Progress reports and district performance on the state priority metrics are being used to consult with stakeholders on the status and effectiveness of the district LCAP. A draft of the 2015-2018 LCAP is currently being developed using feedback from stakeholders. A draft of the LCAP will be shared and will be presented for review and

comment to required parent advisory groups. The governing board must hold a public hearing prior to the meeting at which the LCAP and budget are adopted which is scheduled for June 18, 2015. The LCAP will be presented to the board for adoption at a special meeting held on June 25, 2015.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: This item is presented for informational purposes only.

**Local Control Accountability Plan (LCAP)/LEAP Progress Report - January 2014-15**

<b>LCAP Action/Services for 2014-15</b>	<b>Progress as of January 2015</b>
<b>Goal 1: Provide safe, well maintained, and adequately equipped schools to ensure a positive learning environment</b>	
1. Develop a three year staffing plan to include staffing ratios	*Cabinet workshop to develop staffing ratios *Business Office/Personnel analyzing current staff ratios and drafting staffing plan
2. Increase custodial services	*Hired one full time custodian
3. Develop a three year plan for facilities improvement and create a prioritized needs assessment	*Business Office regularly reviewing facilities master plan and implementing projects as funding allows. Legislation is being followed closely for state facilities funding.
<b>Goal 2: Implementation of Common Core</b>	
1. Develop Common Core instructional materials	*Identifying gaps in current adoptions to determine what units need to be developed *Professional Development in ERWC to supplement writing component of CCSS *Document Based Questioning (DBQ) Professional Development to support implementation of CCSS literacy standards *Collaboration time to write CCSS units *Basal alignment project units for ELA grades K-5 *Using Illuminate test bank for CCSS lessons to fill instructional gaps in current curriculum *Developing performance tasks for secondary math units
2. Adopt/Purchase Common Core instructional materials	*Grades 9-12 math adoption/purchase *ELD supplementary materials purchased for grades 6-12
3. Develop and implement Common Core common assessments	*K-12 Core with data analysis tool being developed/piloted
4. Identify best practices of Common Core State Standards	*Analyzing student performance data and surveying teachers in PLC/Collaborations to identify effective instructional practices to be implemented *Identifying CCSS goals for IEP and EL students in PD sessions *Established PLC for Special Education staff at each grade span
5. Identify and roll out resources and technological tools as needed	*11 Chromebook carts purchased/delivered(SpEd) *10 Chromebook carts (Science) purchased *Eno boards, projectors, speakers purchased *Additional math/science carts/CB
6. Provide Illuminate Training/Coaching Support	*August 25, 2014 *September 15, 2014 *October 20, 2014 *October 28, 2014
<b>Goal 3: Reduce rate of students receiving a D or F in a core course</b>	
1. Establish effective intervention models for K-5, 6-8, 9-12	*K-5: Before/After School, Response to Intervention, Site Project Teachers *Grades 6-8: Before/After School Homework/Tutoring, Advisory *Grades 9-12: Algebra I, TLC
2. Review, revise, and implement current homework policies and evaluate/revise as needed	*Homework policy approved by the board, drafting site homework plans. Will articulate plans this year with implementation next year.
3. Identify indicators in AERIES Analytics to monitor at-risk students	*Semi-Operational-requires trouble shooting. Dashboard developed.
4. Staff/parent training on district supported internet programs to support student learning at home	*K-5-Parent nights providing CCSS math training to access materials online. *Moby Max, Google, and Go Math training for staff *Implementing technology workshops for EL parents (Jan.-Feb.-6 weeks)
<b>Goal 4: Improve school connectedness and climate for students</b>	
1. Review student/staff/parent survey responses and discuss concerns	*Revised current student survey to administer in January 2015
2. Develop and implement strategies to improve school connectedness	*PBIS-elementary implementation *Character Counts-Faller implementation
3. Implement PBIS at specific K-5 sites	*Operational

4. Identify indicators in AERIES Analytics to monitor at-risk students	*Operational, but training needed
<b>Goal 5: Annually increase percent of ELs attaining English Proficiency to 25.1% by 2017 (AMAO 2)</b>	
1. In addition to interventions outlined in Goal 3, the district will provide PD to teachers and administrators on ELA/ELD instructional model including CCSS instruction along with Designated and Integrated ELD instruction	*Agenda item at each grade/content collaboration and administrator meeting *Six hours of EL training for Special Education teachers
<b>Goal 6: Maintain and/or increase staffing levels as determined by contract and Education Code-(Grades TK-3 to 24:1 by 2020)</b>	
1. Determine current student to teacher ratio levels and make appropriate adjustments including progress toward 24:1 student to teacher ratios in Grades TK-3	*Hired 5 elementary teachers to meet site ratios
2. Maintain College/Career Readiness Courses (ROP)	*Maintained
<b>Sub Group Actions/Services</b>	
1. Analyze disaggregated data for SED, foster youth, ELs, and RFEPs vs. all students to identify at-risk students	*Common Assessment Data Analysis tool developed to evaluate benchmark performance of subgroups. *AERIES Analytics disaggregates data-training needed.
2. Identify, develop, increase and/or implement parent outreach programs	*K-5 parent nights *Principal Coffee's *Technology workshops for EL parents (Jan.-Feb. 2015)
3. Sustain AVID in grades 7-12	*Maintained
4. District EL Coordinating Services	*Maintained
5. Administer/Proctor CELDT	*Maintained
6. District translation/interpreter services	*Maintained
7. One FTE in summer school to monitor EL student performance and communicate with EL parents	
8. Provide academic language support for ELs via course periods for Intermediate and Above	*ALAS *Limited access to AMS *ELD 1-2 Grades 6-12 *AMS and ALAS at middle schools
9. Provide academic language and math support	*Implemented at each grade span
10. Implement the ELD instructional model for grade spans	*Completed
11. Add ELD 1-2 course to middle school master schedule and maintain ELD 1-2 at the high school	
12. Increase counselor communication with student and guardians of foster youth regarding progress	Meeting with counselors to determine what services/information is needed to support foster youth.
13. Provide staff with needed information, resources, and services to support the education of foster youth	County representative will provide training to district counselors who will then provide an inservice to SSUSD staff.
14. District EL coordinator will monitor progress of and conference with ELs/RFEPs and their parents	*Implemented
15. Classroom teacher will monitor ELs/RFEPs student progress and place in appropriate interventions in and out of the classroom	*Implemented

## 9. GENERAL ADMINISTRATION

### 9.3 Approval of School Safety Plans for 2014-2015

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

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

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

The school safety plans meet the requirements of Education Code and BP/AR 0450 and are being submitted to the Board of Education for approval. These are lengthy documents and, as such, are available for review in the Human Resources Office or individually at the school sites prior to the February 19, 2015 board meeting.

**FINANCIAL IMPLICATIONS:** None.

**SUPERINTENDENT'S RECOMMENDATION:** It is recommended that the board approve the 2014-2015 School Safety Plans as presented.

## 9. GENERAL ADMINISTRATION

### 9.4 California School Boards Association (CSBA) Delegate Assembly Election

**BACKGROUND INFORMATION:** The CSBA Delegate Assembly is the primary policy-making body of the California School Boards Association. It sets the general policy direction for the association that represents California's school districts and county offices of education. Delegates fulfill a critical governance role by communicating the interest of local boards to CSBA's Board of Directors, Executive Committee, and staff. Delegates give policy and legislative direction through the adoption of the policy platform every two years and the adoption of other policy statements of the association. They also speak on issues and provide direct advocacy on behalf of the association. Delegates play an important communication and support role within their regions, and they also elect the association's officers and board of directors.

Elections are conducted annually to fill vacancies on the CSBA Delegate Assembly. Elections are conducted by region. Sierra Sands is a part of Subregion 12-B. Sierra Sands board member Bill Farris served on the Delegate Assembly until February 7, 2015 at which time he began his new position as CSBA Regional Director, Region 12.

**CURRENT CONSIDERATIONS:** There are four vacancies in Subregion 12-B of the CSBA Delegate Assembly for which there are four candidates. The candidates are Pam Baugher from Bakersfield City School District, Linda S. Brenner from Panama-Buena Vista Union School District, Tim Johnson from Sierra Sands Unified School District, and Elizabeth Naty Santana-Garibaldo from Lamont Elementary School District. Brief biographical sketches from the candidates are included for review.

**FINANCIAL IMPLICATIONS:** None.

**SUPERINTENDENT'S RECOMMENDATION:** The board may vote for up to two candidates. No more than one vote can be cast for any one candidate.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 16, 2015**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2015 DELEGATE ASSEMBLY BALLOT  
SUBREGION 12-B  
(Kern County)

Number of vacancies: 4 (Vote for no more than 4 candidates)

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*Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017*

*\*denotes incumbent*

- Pam Baugher (Bakersfield City SD)
- Linda S. Brenner (Panama-Buena Vista Union SD)\*
- Tim Johnson (Sierra Sands USD)
- Elizabeth Naty Santana-Garibaldo (Lamont ESD)

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*Provision for Write-in Candidate Name*

---

*School District*

---

*Provision for Write-in Candidate Name*

---

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District/COE Name*

---

*Date of Board Action*

*See reverse side for a current list of all Delegates in your Region.*

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**Region 12 – William (Bill) Farris, Director (Sierra Sands USD)**  
**13 Delegates (11 elected/2 appointed)**

**Below is a list of all the current Delegates from this Region.**

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**Subregion A**

Pete Lara (Porterville USD), elected term expires 2016  
Donna S. Martin (Visalia USD), elected term expires 2016  
Cathy Mederos (Tulare Joint Union HSD), elected term expires 2015  
Dean Sutton (Exeter USD), elected term expires 2015

**Subregion B**

Linda Brenner (Panama-Buena Vista Union SD), elected term expires 2015  
Jeff Flores (Kern Union HSD), district appointed - term expires 2017  
Deanna Rodriguez-Root (Richland SD), elected term expires 2015  
Scott Starkey (Southern Kern USD), elected term expires 2016  
Jeff Stone (Norris SD), elected term expires 2015  
Mike Williams (Kern Union HSD), district appointed - term expires 2016

**Vacant, elected term expires 2015**

**Vacant, elected term expires 2016**

**County Delegate**

Donald P. Cowan (Kern COE), elected term expires 2016

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**Counties**

Tulare (Subregion A)  
Kern (Subregion B)

# Delegate Assembly Candidate Biographical Sketch Form

**DUE: Wednesday, January 7, 2015**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at [ctuter@csba.org](mailto:ctuter@csba.org) or (800) 266-3382.

Name: <u>Pam Baugher</u>	CSBA Region: <u>12 B</u>
District or COE: <u>Bakersfield City School District</u>	Years on board: <u>4</u>
Contact Number: <u>661.345.5034</u>	E-mail: <u>scruvvy@aol.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. Obtain reliable, adequate funding for schools and eliminate un- and underfunded mandates which put an unnecessary drain on unrestricted funds in district budgets.
2. Obtain funding and other resources to assist in eliminating the disproportionality issue Discipline must be equitable with the goal of keeping all students in a safe school environment. Students can't learn if they aren't in school.
3. Have a positive influence on state and federal legislation and policies which affect schools.

These are important to the Association as they will allow board members to do a more effective job governing their districts to provide the best possible education to all students.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

In addition to the normal duties, e. g., board meetings, graduations, etc., I visit each of our (now 44) schools every year at lunch time to talk with classified and certificated staff. As appropriate, I report positives and negatives to the Superintendent and/or fellow board members. I also serve as the Board's liaison to the District's education foundation, actively supporting its activities. I attend our county's fall and winter meetings and appropriate trainings. I have attended 4 CSBA's AECs and shared information with board members from my and other districts. I have completed CSBA's Masters in Governance strand.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I feel that it is important that my district and county have a voice in the Delegate Assembly. After 40 years as a classroom teacher an active participant in CTA on local, state & national levels, and a 4 year board member for the same district where I taught, I bring a wide range of experiences and strong advocacy. I think inside and outside of the box. I come prepared to assist in finding the best solutions and proactively preventing problems through excellent policies, strong lobbying, and communications.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

*Pam Baugher*

Date: January 1, 2015



**Pam Baugher was elected to the Bakersfield City School District Board of Education November 2, 2010, and is currently serving as Board President.**

**Having graduated from Bakersfield College and Fresno State College (now CSUF), Pam started teaching for BCSD in 1969 at Potomac Elementary School. She was on the committee that renamed the school after Bessie Owens, well-loved retired teacher. Over her 40 year career with the District, Pam also taught at Horace Mann, as a traveling science teacher, and at Nichols. She retired in 2009.**

**Pam was involved in District committees (e.g., African-American Male Task Force, Budget, Science Adoption), PTA, Nichols School Site Council, & Booster Club. She served on the Kern County School to Career and the Chamber of Commerce's Teacher of the Year committees. Pam was very active in Bakersfield Elementary Teachers Association (BETA) including serving as president. She was a CTA State Council Representative, Women's Leadership Cadre Trainer, National Education Association Representative Assembly delegate, and served in many other capacities.**

**Pam is currently President of the local chapter of CTA-Retired, and is on the Board of the Kern Retired Teachers Association, and the League of Women Voters.**



# Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Linda S. Brenner</u>	CSBA Region: <u>12-B</u>
District or COE: <u>Panama-Buena Vista Union School District</u>	Years on board: <u>14</u>
Contact Number: <u>(661) 664-9530</u>	E-mail: <u>lsbrenner1@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2009-2014</u>	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. We need to insist on Sacramento lawmakers to create balanced budgets in a timely manner and allow districts to have local control as implied by LCFF. Only if Sacramento follows through with their responsibilities can school districts successfully guarantee fiscal stability.
2. I would like for CSBA to work with Sacramento in implementing a more equitable reimbursement model for transportation costs.
3. My top three priorities listed for my previous 2 year term were met, so it is my hope that the next two years can be spent focusing on educational success for all students by having instructional programs aligned to Common Core State Standards, and having the resources to equip teachers with professional development that will bring them success in the classroom.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

Two of the larger districts in Kern County receive only 16% reimbursement for transportation costs. This encroachment into general fund expense is a challenge and will become more so as increases to employee pension contributions rise. To bring attention to the shortfall in transportation reimbursement, I have written state lawmakers and will continue to apply pressure for change. In my own district, I have been involved with SAVE Today - a program that was implemented ten years ago to teach students effective strategies for conflict resolution and bullying, district strategic planning, the technology task force, the curriculum planning committee, and bylaws review. This year our District has formed an educational foundation that will hopefully enhance programs that our District feels are important. The idea of applying for Golden Bell recognition was suggested through our Regional Director and we applied for the first time this year. I also participate in the Kern County School Board Association as an officer for the planning and development for local education success.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

School districts throughout California have many of the same challenges, yet each are unique. It is important that school boards retain local control to address the needs of their students. Kern County needs representation, and delegates that are interested in contributing to CSBA and learning from other professionals. Our local legislators are approachable and supportive. CSBA is a valuable resource. By working together for excellence in education for all children we can accomplish more. The influence that CSBA brings to Sacramento is essential. I feel that LCFF was the result of constant pressure for change. Board members that choose to serve as delegates are passionate about children and their education. I have been an active participant in my previous four years and make every effort to attend both meetings each year. The information that I receive is then brought back to share with my 5 member board.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: Linda S. Brenner

Date: December 11, 2014

Biographical Sketch

**Linda S. Brenner**

Family

Husband- Brian Brenner, orthopedic surgeon

Son – Lt. Ian Brenner, US Navy Logistics Supply Officer 4<sup>th</sup> Fleet

Daughter- Heather Brenner, Speech Pathologist

Address

1711 Welshpool Court, Bakersfield, CA 93311 - Bakersfield resident since 1989

Contact Info

email: [lsbrenner1@aol.com](mailto:lsbrenner1@aol.com), work contact phone (661) 831-8331 #6275

Board Member

Panama-Buena Vista Union School District – elected in Nov. 2000, 3 rotations as President, CA School Boards Assoc. (CSBA) Delegate 2009-2013 - Ethics in Educational Governance Course January, 2010 - Presidents' Workshop 2013  
Bachelor of Arts – UCLA 1977

Education

Work Experience

McDonald's employee, Restaurant Manager, Training Supervisor, and Operations Supervisor (4 McDonalds' units) in 11 years in Orange County, CA. Operations Supervisor (3 McDonalds' units) for 4 years in Wichita, KS; H&R Block Tax Preparer 2 years; 30-Day Substitute Teaching Certificate and substitute office clerk for PBVUSD prior to the School Board Election in 2000.

Community Service

I currently participate, or have participated in at least 14 major non-profit organizations since 1990. 7 have been with education. Of the 14, I have served on the Executive Boards of 9, and been President of 8.

Highlights

**Kern County Medical Society Alliance – 1990-2012, President 1996-1997**  
**Couples Against Cancer with ACS 1990-1996. Co-President 1994-1995**  
**Ronald Reagan Elementary School – first parent club, 2 terms as President**  
**PBVUSD Parent Council President 1999-2000,**  
**Stockdale High School POSSE (KHSD) -President 2005-2006, 2007**  
**Kern High School District Parent Advisory Committee 2007-2009,**  
**Kern County Student Leadership for KHSD 2008-2010**  
**Jim Burke Educational Foundation Executive Board and Kern County Education Leadership Forum 2001-2009**  
**Boy Scouts of America and Assistance League Community Advisor**  
**Annapolis Parent Club of Southern CA – Central Valley coordinator**  
**Daughters of the American Revolution – Regent since 2011, District XV Reg.**  
**Honor Flight Kern County guardian and Cooks from the Valley "cook" 2014**

Award Highlights

Junior League Volunteer of the Year 1996

American Cancer Society Fundraiser of the Year 1995

The Kern County Commission to Promote Self Esteem and Personal Responsibility honorary recipient 1995

Kern County Medical Alliance Member of the Year 1996 and 2000

Jim Burke Educational Foundation Humanitarian Award 2010

# Delegate Assembly Candidate Biographical Sketch Form



**DUE: Wednesday, January 7, 2015**

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Name: <u>TIM JOHNSON</u>	CSBA Region: <u>12B</u>
District or COE: <u>SIERRA SANDS UNIFIED SCHOOL DISTRICT</u>	Years on board: <u>4</u>
Contact Number: <u>760-977-1167</u>	E-mail: <u>TJOHNSON@SSUSD,ORG</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? <input type="text" value="N/A"/>	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Local control of funding - we are elected by our communities to good stewards and need the local control to perform diligently
2. Local control of educational programs we offer our students -who knows our community better the local board
2. Ensure that all districts are fairly represented at the delegate assembly - so all schools; large/small, urban/rural, etc. have a voice at the table.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

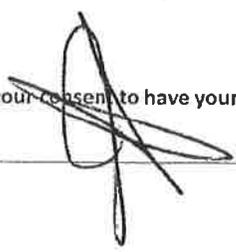
I have been an advocate for our local district for many years:  
School Board Member 2008-2012, past Vice President, President; Citizens' Oversight Committee for Measure A, Past President; Superintendent's Council, Past President, Active Participant; SSUSD Budget Committee, Past Parent Member.; Western Association of Schools and Colleges (WASC) Accreditation Process, Board/Parent member; Pierce Elementary Site Council, past President.

I have attended 5 CSBA Annual Education Conferences.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I would like to further my involvement in CSBA. As a Captain in the Navy Reserve, and with 33 years of military service, I bring a unique perspective to this organization. Taking care of all our children's educational needs is my passion, and I have a focus on our military dependent children. My proven leadership, mentorship, and management skills are a great asset to be considered in your selection

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 01/05/2015



# Delegate Assembly Candidate Biographical Sketch Form

**DUE: Wednesday, January 7, 2015**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at [ctuter@csba.org](mailto:ctuter@csba.org) or (800) 266-3382.

Name: <u>Elizabeth Naty Santana-Garibaldo</u>	CSBA Region: <u>12-B</u>
District or COE: <u>Lamont Elementary School District</u>	Years on board: <u>0</u>
Contact Number: <u>(661)845-0751</u>	E-mail: <u>ngaribaldo@lesd.us</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? <u>N/A</u>	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

My one and only priority is the children of the state of California. The top three educational areas that we need to focus on to achieve our students' success, in my opinion are state funding, school security, and technology advancements. All of these are an integral parts of a quality education. We need adequate funding to supply our children with the essential learning tools . Our students need great books, computers, teachers, programs, and environments. Money is also needed to educate parents, staff, and students about safety issues such as bullying, lock downs, harassment. Our children deserve to feel safe, secure, and happy within our educational institutions. These are all important to the Association because it is our duty to represent and protect the rights of the children in obtaining a free quality education.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

I moved into my district and county at the end of 1996. I started developing a relationship with my district almost immediately. This relationship started from the "ground up" and in many capacities. I have been a volunteer, an instructional assistant, a substitute teacher, a parent, and just recently a board member. As a Chicano Studies major Lamont is the perfect fit for me. I always wanted to use my education to help and educate others. I often help members of my community translate letters, fill out forms, and inform them of agencies and resources that our school district provides. I have pulled all nighters helping people study for their United States Citizenship tests. I was recently elected to our school board therefore, I still do not have the veteran experience of many others, but I have the heart, the drive, and the desire to make our educational systems the best possible.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

My interest in becoming a Delegate sparked while I attended the New Trustee Conference in San Francisco. I became aware that in our numbers our voices could resonant in our state capital. Also that unified for a common cause we stood a good chance of making change for the greater good of our children. Even though I do not have experience to contribute to the Delegate Assembly I do have the eyes and heart of a mother, the soul of an educator, and now the mindset of a board member.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Elizabeth A. Santana-Garibaldo

Date: 1-5-15

9. GENERAL ADMINISTRATION

9.5 Authorization for Board Member Travel to the Annual Winter School Trustees Dinner Meeting on February 23, 2015

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BACKGROUND INFORMATION: At the May 7, 2009 board meeting, protocol requiring the board to authorize all board member travel was established. The 2014-15 travel budget for the board was approved for \$18,700.

CURRENT CONSIDERATIONS: The Annual Winter School Trustees Dinner Meeting of the Kern County School Boards Association and the Kern County Superintendent of Schools Office will be held on February 23, 2015 in Bakersfield. The following is the estimated costs associated with this meeting.

Dinner cost = \$39.50 (2 people)	\$ 70.00
Fuel for Vehicle	\$ 25.00
Total Expense	\$ 95.00

FINANCIAL IMPLICATIONS: The travel budget for the board for 2014-15 is \$18,700. To date, \$11,763.64 has been approved.

SUPERINTENDENT'S RECOMMENDATION: In accordance with the board's adopted protocol, it is recommended that the board review the proposed travel and determine if it wishes to authorize this travel activity.



Kern County School Boards Association  
1300 17th Street - CITY CENTRE  
Bakersfield, CA 93301-4533  
(661) 636-4624  
www.kcsba.org

January 15, 2015

LILLIAN TAFOYA  
President  
BLAINE GEISSEL  
Vice President  
LINDA BRENNER  
Secretary/Treasurer  
CRAIG FULWYLER  
Past President  
WILLIAM FARRIS  
BARBARA METTLER  
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Director, Region 12  
Kern and Tulare Counties  
LINDA PAVLETICH

Delegate Assembly  
LINDA BRENNER  
DONALD COWAN  
WILLIAM FARRIS  
MARTHA MILLER  
DEANNA RODRIGUEZ-ROOT  
SCOTT STARKEY  
JEFF STONE  
LILLIAN TAFOYA  
MIKE WILLIAMS

To: Governing Board Members and School District Administrators

From: Lillian Tafoya, President  
Kern County School Boards Association

Christine Lizardi Frazier, Superintendent  
Kern County Superintendent of Schools Office

Subject: Annual School Trustees Winter Dinner Meeting of the  
Kern County School Boards Association and the Kern County  
Superintendent of Schools Office

The date of the Winter School Trustees Dinner Meeting/Workshop of the Kern County School Boards Association and the Kern County Superintendent of Schools Office has been set for Monday, February 23, 2015 at the DoubleTree Hotel located at 3100 Camino Del Rio Court, Bakersfield in the Kern River/San Joaquin rooms.

A workshop for school trustees will be held before dinner from 3-5 p.m. at the DoubleTree in the Nevada room and topics to be covered include building an effective governance team, crisis communications and media relations, and more.

Dinner registration will begin at 5:15 p.m. and the dinner program will begin at 5:45 p.m. Keynote speaker will be Mr. Chris Ungar, a board member in the San Luis Coastal Unified School District and the 2014 Vice President for the California School Boards Association. Mr. Michael Hulsizer, chief deputy of Governmental Affairs for the Kern County Superintendent of Schools Office will provide an update regarding the Governor's proposed budget and legislation affecting our local schools.

An election for officers to the Kern County School Boards Association which have been recommended by a nominating committee will be conducted during the dinner.

The cost of the dinner will be \$39.50. Please select as your entrée either roasted filet of salmon with a ginger-honey sauce or charbroiled tri-tip with gorgonzola pesto sauce. Reservations must be made and paid for in advance. No cancellations will be accepted after the deadline date of February 17, 2015. Please contact your school district office to make reservations. Checks should be made payable to the **Kern County School Boards Association** and mailed to 1300 17<sup>th</sup> Street, Bakersfield, CA 93301, attention Gaye Edwards. If you have questions, please contact Gaye Edwards at (661) 636-4624.

## 9. GENERAL ADMINISTRATION

9.6 Authorization for Board Member Travel, NAFIS Conference March 21-25, 2015

BACKGROUND INFORMATION: At the May 7, 2009 board meeting, protocol requiring the board to authorize all board member travel was established. The 2014-15 travel budget for the board was approved for 18,700.00.

CURRENT CONSIDERATIONS: Ms. Amy Castillo-Covert, as the board's designated representative for NAFIS activities, is requesting authorization to travel to Washington, D.C. on March 21 - March 25, 2015 to attend the NAFIS Conference. Cost of travel is estimated as follows:

Conference registration	\$ 500.00
Air Fare	\$ 845.00
Hotel (4 nights @ \$365.26 inc. tax)	\$1,461.04
Meals (5 days @ \$50 per day)	\$ 250.00
Vehicle/Fuel	\$ 150.00
Miscellaneous	\$ 50.00
Estimated total cost of travel	\$ 3,256.04

FINANCIAL IMPLICATIONS: The travel budget for the board for 2014-15 is \$18,700.00. To date, \$11,858.64 has been approved.

SUPERINTENDENT'S RECOMMENDATION: In accordance with the board's adopted protocol, it is recommended that the board review the proposed travel and determine if it wishes to authorize this travel activity.

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Construction Activities and Issues

---

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

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

FINANCIAL IMPLICATIONS: None.

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



# Capital Projects Report

*to the*  
**Board of Trustees** of the  
Sierra Sands Unified School District

February 19, 2015

# BURROUGHS HIGH SCHOOL

## PROJECT STATUS REPORT

· Address	500 E. French Ave. Ridgecrest, CA 93555
· Project Manager	Maas Steve Hubbard
· Architect	RBB Architects Los Angeles, CA
· Construction Manager	ProWest PCM



### Fast Facts

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

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

### Sustainable Features

Meets requirements of the National Environmental Policy Act



# BURROUGHS HIGH SCHOOL

## PROJECT STATUS REPORT DSA REVIEW AND APPROVAL

### Fast Financial Facts

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

### Project Update

- Prior Architect terminated for convenience; Board approval of new Architect, RBB, achieved.
- DSA back-check complete; final revisions to be completed by RBB team.
- Construction Manager's cost estimate received; project remains over budget; various cost saving measures in review with OEA.
- Target schedule revised to indicate commencement of construction in August 2015.
- CEQA Categorical Exemption now complete and ready for submission upon DSA approval.
- CDE final application remains pending approval by DSA and final CEQA determination.

# BURROUGHS HIGH SCHOOL

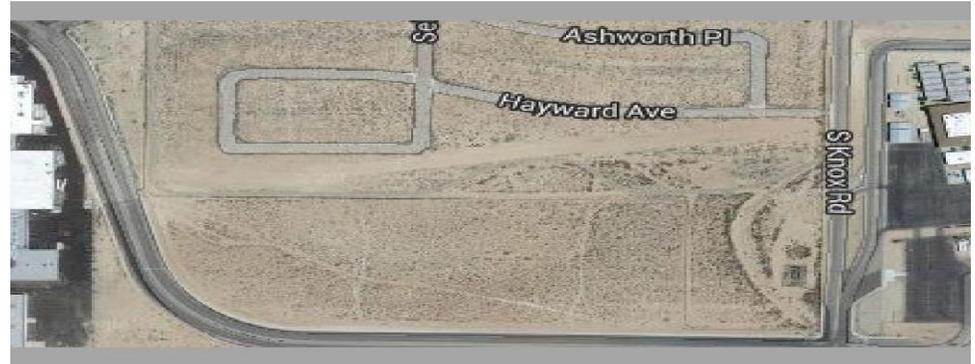
## SCHEDULE: 12 MONTH - Revised

•DSA Submittal	11-04-15
•DSA Plan Check Duration – extended 8 weeks	04-15-15
•Bid Advertisements (twice)	04-10-15 and 04-17-15
•Bidding Period	04-10-15 thru 05-10-15
•Bid Notices of Intent	05-12-15
•Board Approval of Awards	05-12-15
•Notices to Proceed	05-14-15
•Submittal Review	05-14-15 thru 07-29-15
•Construction Start	08-01-15

# MURRAY MIDDLE SCHOOL

## PROJECT STATUS REPORT CONSTRUCTION DOCUMENTS PHASE

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



### Fast Facts

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

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

### Sustainable Features

- Meets requirements of the National Environmental Policy Act



# MURRAY MIDDLE SCHOOL

## PROJECT STATUS REPORT CONSTRUCTION DOCUMENTS PHASE

### Fast Financial Facts

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

### Project Update

- Construction Documents Phase nearing completion; District review executed; DSA submittal scheduled for March 6, 2015.
- Architect continues working with regulatory agencies to maintain prior approvals.
- Budget constraints continue to be critical, Project Team continues to work to minimize costs related to extent and nature of site utilities and earthwork for site development
- CEQA –DTSC mandated investigations to continue; Public Meeting to clarify soil issues scheduled and information distributed.
- Relocation of the Base boundary fence commenced.
- Threat force protection consultant continues to complete performance criteria for Custom Permanent Modular construction; Navy and DSA reviews to be concurrent.

# MURRAY MIDDLE SCHOOL

## SCHEDULE: 12 MONTH - Revised

•DSA Submittal	03-06-15
•DSA Plan Check Duration – 12 weeks	06-06-15
•Bid Advertisements (twice)	06-07-15 and 06-14-15
•Bidding Period	06-07-15 thru 06-12-15
•Bid Notice of Intent	07-14-15
•Board Approval of Awards	07-21-15
•Notices to Proceed	07-22-15
• Site Construction Start	09-15-15
•Commence design of modular units	7-22-15
•DSA completion of review of modular unit design	11-22-15

# HVAC REMEDIATION

## PROJECT STATUS REPORT CONSTRUCTION DOCUMENTS

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



### Fast Facts

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

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

### Sustainable Features

- Meets requirements of the National Environmental Policy Act



# HVAC REMEDIATION

## PROJECT STATUS REPORT

### CONSTRUCTION DOCUMENTS

#### Fast Financial Facts

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

#### Project Update

- DSA review of correction of all prior BHS Open A# work and incorporation into the Modernization complete; revisions in process.
- DSA for Plan Check and approval of Monroe complete
- Detailed cost estimates for Monroe construction documents complete; Project Budget Report based on projected Monroe cost estimate; estimates for Mesquite and Burroughs based on Monroe cost estimate.
- Applications for State Facilities Hardship funds remain in process; CDE representative prepared to submit interim funding request documents in order to qualify for wait list; letter from DSA delineating minimum acceptable level of remediation remains outstanding.

# HVAC REMEDIATION

## SCHEDULE:

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

## 10. CONSTRUCTION ADMINISTRATION

10.2 Notice of Completion – Alterations to Multi-Purpose/Classroom Building A, Library/Classroom Building B, and Classroom Building C at Faller Elementary School, DSA #03-111211

---

BACKGROUND INFORMATION: At the special meeting of the Board of Education on November 3, 2008, the board approved a contract with Barnhart, Inc. for modernization of Faller School. At the March 19, 2009 special meeting, the board amended the contract in the form of the “First Amendment” to the original contract, expressly for the purposes of replacing the Building B roof, HVAC structural retrofit, insulation, and miscellaneous items related to the HVAC retrofit. On August 4, 2009, the board amended the contract in the form of the “Second Amendment” to address “unprecedented unforeseen conditions” that had to be corrected for reasons of student/faculty safety and code compliance.

CURRENT CONSIDERATIONS: The final step in completion of this contractual obligation is to file a Notice of Completion for this project with the County of Kern, in accordance with *Government Code* section 603, which declares the contract complete. The Inspector of Record, David Payte, and the district architect under contract during this project, Westberg + White concur that the alterations are complete and meet all City of Ridgecrest and Kern County building codes, as well as the standards established by the Division of the State Architect (DSA) and the Sierra Sands Unified School District.

FINANCIAL IMPLICATIONS: There is no cost to take this action; however, as completed, this project was provided at a total cost of \$4,748,548.00.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the board approves the Notice of Completion for the alterations of buildings A, B, and C at Faller Elementary School.

RECORDING REQUESTED BY;  
SIERRA SANDS UNIFIED SCHOOL DISTRICT  
AND WHEN RECORDED MAIL TO:  
SIERRA SANDS UNIFIED SCHOOL DISTRICT  
ATTN: PURCHASING  
113 W. FELSPAR AVE.  
RIDGECREST CA 93555

SPACE ABOVE THIS LINE FOR RECORDER'S USE

**NOTICE OF COMPLETION**

**NOTICE IS HEREBY GIVEN THAT:**

1. The undersigned is the owner of the interest or estate stated below in the property hereinafter described.
2. The full name of the owner is **SIERRA SANDS UNIFIED SCHOOL DISTRICT**
3. The full address of the owner is: **113 Felspar Ave. , Ridgecrest, CA 93555**
4. A work of improvement on the property hereinafter described was completed and accepted by the SSUSD board of Education on February 19, 2015.

The work done was:

**Alterations to M.P./C.R. BLDG. (A#26623), LIB./C.R. bldg.. (B#39774) & C.R. BLDG. (C#62849)  
at Faller Elementary School, DSA#03-111211**

The name of the original contractor, if any, on such work of improvement was:

**Barnhart, Inc.**

5. The property on which said work of improvement was completed is in the **City of Ridgecrest, County of Kern, State of California** and is described as follows:

**Faller Elementary School**

6. The street address of said property is  
**1500 W. Upjohn Street, Ridgecrest, CA 93555**

Signed \_\_\_\_\_ **Ernest M. Bell, Jr.**

**Superintendent**

**Sierra Sands Unified School District**

**VERIFICATION OF OWNERS**

STATE OF CALIFORNIA

County of Kern

I, the undersigned say: I am Superintendent for the SIERRA SANDS UNIFIED SCHOOL DISTRICT. I have read said Notice of Completion and certify that the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on \_\_\_\_\_ at Ridgecrest, CA.

\_\_\_\_\_  
Ernest M. Bell, Jr. - Superintendent

## 10. CONSTRUCTION ADMINISTRATION

10.3 Notice of Completion – Faller Relocatable Classroom Buildings, DSA #03-110103

BACKGROUND INFORMATION: In July of 2006, the board approved a contract for Global Modular, to be administered by Impact Modular Leasing, Inc., for the lease of 20 portable classrooms as part of the implementation of the district's plan to house anticipated additional students. Two of these classroom buildings were subsequently installed at Faller Elementary School.

CURRENT CONSIDERATIONS: The final step in completion of this contractual obligation is to file a Notice of Completion for this project with the County of Kern, in accordance with *Government Code* section 603, which declares the contract complete. The Inspector of Record, Leo Scarpace, and the district architect under contract during this project, Westberg + White concur that the installation of the two relocatable classrooms is complete and meets all City of Ridgecrest and Kern County building codes, as well as the standards established by the Division of the State Architect (DSA) and the Sierra Sands Unified School District.

FINANCIAL IMPLICATIONS: There is no cost to take this action; however, as completed, this project was provided at a total cost of \$50,000.00.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approves the Notice of Completion for the installation of two relocatable classrooms at Faller Elementary School.

RECORDING REQUESTED BY;

SIERRA SANDS UNIFIED SCHOOL DISTRICT

AND WHEN RECORDED MAIL TO:

SIERRA SANDS UNIFIED SCHOOL DISTRICT  
ATTN: PURCHASING  
113 W. FELSPAR AVE.  
RIDGECREST CA 93555

SPACE ABOVE THIS LINE FOR RECORDER'S USE

**NOTICE OF COMPLETION**

**NOTICE IS HEREBY GIVEN THAT:**

1. The undersigned is the owner of the interest or estate stated below in the property hereinafter described.
2. The full name of the owner is **SIERRA SANDS UNIFIED SCHOOL DISTRICT**
3. The full address of the owner is: **113 Felspar Ave. , Ridgecrest, CA 93555**
4. A work of improvement on the property hereinafter described was completed and accepted by the SSUSD board of Education on February 19, 2015.

The work done was:

**Acquisition and installation of 2 relocatable classroom buildings at Faller Elementary School**  
DSA Application # **03-110103**.

The name of the original contractor, if any, on such work of improvement was:

**Global Modular**

5. The property on which said work of improvement was completed is in the **City of Ridgecrest, County of Kern, State of California** and is described as follows:

**Faller Elementary School**

6. The street address of said property is  
**1500 W. Upjohn Street, Ridgecrest, CA 93555**

Signed \_\_\_\_\_ **Ernest M. Bell, Jr.**

**Superintendent**

**Sierra Sands Unified School District**

**VERIFICATION OF OWNERS**

STATE OF CALIFORNIA

County of Kern

I, the undersigned say: I am Superintendent for the SIERRA SANDS UNIFIED SCHOOL DISTRICT. I have read said Notice of Completion and certify that the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on \_\_\_\_\_ at Ridgecrest, CA.

\_\_\_\_\_  
Ernest M. Bell, Jr. - Superintendent

## 11. BUSINESS ADMINISTRATION

### 11.1 Approval of Contracts for Telecommunication Services and Internet Services, Supported by E-Rate

---

BACKGROUND INFORMATION: The Schools and Libraries Universal Service Support Mechanism, known as E-Rate, provides discounts to assist schools and libraries in the United States in obtaining affordable telecommunication services and internet access. E-Rate provides discounts ranging from 20 to 90 percent depending on the level of poverty and urban/rural status. Currently, Sierra Sands receives an aggregate discount of 77 percent for all eligible services.

CURRENT CONSIDERATIONS: On July 11, 2014, the federal E-Rate program underwent a fund allocation modernization. In an effort to adjust to the rapidly changing landscape of education, the new E-rate policies shift funding to support high-speed broadband and internet access. Beginning in the 2015/16 funding year E-Rate will begin a phase down of funding support for telecommunication services by 20 percent per year until funding for these services are no longer supported. The district will continue to apply for telecommunication discounts through the E-Rate program for as long as they are available and will shift its Internet Services applications to take full advantage of the increased funding in high-speed broadband and internet access.

For Telecommunication Services: The current contract for local dial tone services will end June 30, 2017; the current contract for Private Rate Interface (PRI) services will end June 30, 2015; and the current contract for long distance services will end June 30, 2015. This award only serves to identify the service provider for these services. Due to fluctuating telecommunication usage, the non-discounted portion of the project can only be estimated, with the anticipation that the district will receive a reimbursement at the end of the year for the discounted portion. The annual, non-discounted estimates are: \$65,000.00 for local dial tone services, \$5,400.00 for long distance services, and \$26,000.00 for PRI services. This amount must be budgeted and approved before the submission of the Services Ordered and Certification Form 471.

For Internet Services: Last year the board approved a one year contract with California Broadband Cooperative (CBC) as a result of the Digital 395 initiative. This contract provided a robust, scalable, and high-speed internet connection to the District Office. As the ever changing landscape of education continues to dictate the need for increased bandwidth, the district wishes to take advantage of the newly structured E-Rate funding to continue utilizing this service at the District Office, as well as provide this same reliable and robust fiber connection to all of our 13 other district site locations. The Technology Department will continue to route all district traffic through the District Data Center where safety and security measures will continue to

ensure a safe and appropriate environment for all district users. This contract and the associated services are contingent upon successful E-Rate funding, and in the unlikely event that E-Rate discounts are not available, the district will return to the board for approval of an alternative solution.

FINANCIAL IMPLICATIONS: With a phased down discount of 57 percent, the total annual estimated cost to the district for telecommunication services would be \$27,950.00 for local dial tone, \$2,322.00 for long distance service, and \$11,180.00 for PRI services. After E-Rate discounts, the total cost to the district for Internet Services would be \$30,222.00 for all 14 district site locations. Technology support funds would be available to pay for the cost of these services.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the following contracts supported by E-Rate: the continuance of a multi-year contract for local dial tone, a new two year contract for PRI Service, and a new one year contract for long distance services with Verizon Business Network Services for a total estimated amount of \$41,452.00. It is recommended that a three year Internet Services contract be awarded to California Broadband Cooperative in the discounted amount of \$30,222.00 annually.

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

---

CURRENT CONSIDERATIONS: “A” and “B” warrants released in January 2015 are submitted for approval. “A” warrants totaled \$2,525,829.87. “B” warrants totaled \$1,121,223.21.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for January 2015 as presented.

This list represents the "A" and "B" warrants released during the month of **JANUARY 2015**  
 The "A" and "B" warrant registers are available in the business office for your review.

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

**"A" WARRANTS**

<u>Type of Payroll</u>	<u>Amount</u>
End of month certificated	\$1,807,162.02
End of month classified	\$ 591,973.15
10th of month certificated	\$63,209.91
10th of month classified	\$63,484.79
<b>Total "A" Warrants</b>	<b>\$2,525,829.87</b>

**"B" WARRANTS**

<u>Register Number</u>	<u>Amount</u>
132	\$86,433.57
133	Food Service
134	December
135	December
136	\$98,784.83
137	\$71,349.97
138	\$77,792.26
139	\$34,278.28
140	\$104,166.51
141	\$11,100.00
142	\$3,389.26
143	\$39,390.78
144	Food Service
145	\$17,559.54
146	\$44,774.39
147	\$51,584.97
148	\$265,599.06
149	Food Service
150	\$2,368.68
151	\$75,828.23
152	\$57,942.11
153	February
154	Food Service
155	February
156	\$72,586.16
157	February
158	February
159	\$6,294.61
<b>Total "B" Warrants</b>	<b>\$1,121,223.21</b>

## 12. CONSENT CALENDAR

12.2 Approval to Declare the Property Value of Six Vehicles and One Truck Bed Trailer and Allow for the Sale of the Vehicles and Trailer to an Auto Recycling Center as Surplus Property

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BACKGROUND INFORMATION: Administrative Regulations 3270, Sale and Disposal of Books, Equipment and Supplies, regulates the process for disposing of district equipment. AR 3270 states that the Governing Board may dispose of personal property belonging to the district if the board members attending a meeting unanimously agree that the property is worth no more than \$2,500.00. Under these circumstances, the board may designate any district employee to sell the property without advertising. (Education Code 17546)

CURRENT CONSIDERATIONS: The ROP Auto program receives donations of used vehicles and uses these vehicles for hands-on classroom instruction. After vehicles have been used a number of times, the vehicles are no longer able to be registered and/or driven. At the current time there are six vehicles and one truck bed trailer that have extremely limited value to the district and need to be sold to an auto recycling yard. Each car is estimated to be worth no more than the salvage value of \$50.00. The district is requesting permission to surplus the vehicles without going to bid.

FINANCIAL IMPLICATIONS: The anticipated value of the six vehicles and one truck bed trailer is approximately \$350.00. The funds received will be deposited into the general fund and used to offset future ROP Auto expenses.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board determine the value of the six vehicles and one truck bed trailer at a value less than \$2,500.00 and designate district staff to sell the property without advertising.

12. CONSENT CALENDAR

12.3 Approval of Recommendations for Expulsion, Expulsion Case #05 1415

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BACKGROUND INFORMATION: Education code requires the board to take final action on recommendations for expulsion.

CURRENT CONSIDERATIONS: Board approval is requested for the following expulsion case:

Expulsion Case #05 1415: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2014-15 spring semester and the 2015-16 fall semester, however, suspending the fall semester allowing student to enroll in a SSUSD school under a behavior contract.

FINANCIAL CONSIDERATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the recommendation for expulsion, Expulsion Case #05 1415 as presented.