

NOTICE
REGULAR MEETING OF THE GOVERNING BOARD
TRACY UNIFIED SCHOOL DISTRICT

DATE: TUESDAY, June 10, 2008

**PLACE: DISTRICT EDUCATION CENTER
BOARD ROOM
1875 WEST LOWELL AVENUE
TRACY, CALIFORNIA**

**TIME: 5:30 PM Closed Session
7:00 PM Open Session**

A G E N D A

1. Call to Order

2. Roll Call – Establish Quorum

Board: G. Crandall, T. Guzman, T. Hawkins, K. Lewis, B. Swenson, J. Vaughn
Staff: J. Franco, J. Mousalimas, C. Goodall, S. Harrison and B. Etcheverry.

3. Closed Session: Opportunity to Address the Board Regarding Closed Session Items which follow. Closed session is limited to consideration of items specifically authorized under the Government Code and/or the Education Codes.

3.2 Educational Services:

3.2.1 Findings of Facts: #FF07-08/ 180, 190, 197, 198, 199

3.2.2 Consider PE Exemption: WHS #1007349

Action: Motion___; Second___. Vote: Yes ___; No___; Absent___; Abstain ___.

3.3 Human Resources:

3.3.1 Consider Leave of Absence Request for Certificated Employee #UC-583, Pursuant to Article XX

Action: Motion___; Second___. Vote: Yes ___; No___; Absent___; Abstain ___.

3.3.2 Consider Public Employee/Employment/Discipline/Dismissal/Release

Action: Motion___; Second___. Vote: Yes ___; No___; Absent___; Abstain ___.

3.3.3 Conference with Labor Negotiator

Agency Negotiator: Jamie Mousalimas,

Assistant Superintendent of Human Resources

Employee Organization: CSEA, TEA

4. Adjourn to Open Session

5. Call to Order and Pledge of Allegiance

6. Closed Session Issues:

6a Action on Findings of Fact # FF07-08/ 180, 190, 197, 198, 199

Action: Motion___; Second___. **Vote:** Yes ___; No ___; Absent___; Abstain___.

6b Report Out of Action Taken on Consider PE Exemption: WHS #1007349

Action: Vote: Yes ___; No ___; Absent___; Abstain___

6c Report Out of Action Taken on Consider Leave of Absence Request for Certificated Employee #UC-583, Pursuant to Article XX

Action: Vote: Yes ___; No ___; Absent___; Abstain___

7. Approve Special Minutes of May 28, 2008.

Action: Motion___; Second___. **Vote:** Yes ___; No ___; Absent___; Abstain-___.

Approve Regular Minutes of May 28, 2008.

Action: Motion___; Second___. **Vote:** Yes ___; No ___; Absent___; Abstain-___.

8. Student Representative Reports: None.

9. Recognition & Presentations: An opportunity to honor students, employees and community members for outstanding achievement:

9.1 Recognize and Congratulate the Tracy High School Varsity Boys' Tennis Team for Capturing the 2007/2008 Sac Joaquin Athletic Association League Championship

9.2 Recognize Nancy Hopple and Laurie Haugland as Outstanding Employees of the 2007-08 School Year

9.3 Recognize Certificated and Classified Retirees

10. Hearing of Delegations: Anyone wishing to address the Governing Board on a non-agenda item may be heard at this time. Presentations shall be held to a reasonable length, normally not to exceed five (5) minutes. If formal action is required, the item will be placed on a future agenda and action will be taken at a future date. If information or a report is requested, the request for it must also be submitted in writing to the superintendent. (Please complete a speaker's card at the secretary's desk).

This is a period in which members of the public may address the Board on any subject within the Board's jurisdiction that is not on the agenda. The Brown Act does not allow the Board to take action or discuss items which are not on the agenda. This is because other members of the public have not been notified through the agenda that the subject of the statement would be discussed at this Board meeting.

The Board may ask for the item to be placed on a future agenda, direct the speaker to a person who can help, or provide the speaker with the correct procedure to follow to address his/her problem. All speakers have a constitutional right to free speech. As a protective measure, we would like to remind you that if you say something which might give another person the right to pursue legal recourse against you, there is a taped record of this meeting.

This does not mean you cannot criticize employees of the District. However, we would suggest that you do it without using names. We would also suggest that you use the personnel complaint procedures. The board can only hear and address complaints which have been processed in line with the policy. We have copies of the policy and forms here, and staff will help you complete them.

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11. Information & Discussion Items:	An opportunity to present information or reports concerning items that may be considered by Trustees at a future meeting.	Pg. No.
11.1 Administrative & Business Services:		
11.1.1	Receive Report from Brad Senden, The Center for Community Opinion Regarding Public Support for Future Facilities Projects	10
12. PUBLIC HEARING:		
12.1 Administrative & Business Services:		
12.1.1	Conduct a Public Hearing on Item 14.1.1: (1) Adopt Resolution No. 07-15, of the Board of Education of the Tracy Joint Unified School District (TJUSD) acting as Legislative Body of the TJUSD Community Facilities District No. 97-1 (TJUSD CFD 97-1), to Levy Special Tax for Property Tax Year 2008-09. (2) Approve Muni Financial for Preparation for the 2008-09 Tax Roll and Reporting of Delinquencies	11
13. Consent Items:	Actions proposed for consent are consistent with the approved practices of the district and are deemed routine in nature. Trustees receive board agenda background information in advance of scheduled meetings and are prepared to vote with knowledge on the consent items.	
	Action: Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__	
13.1 Administrative & Business Services:		
13.1.1	Approve Assembly Vendors and Site Assembly Utilization Calendars	12-16
13.1.2	Approve Monthly Budget Adjustment Report – March, 2008	17-21
13.1.3	Approve Monthly Budget Adjustment Report – April, 2008	22-26
13.1.4	Approve Revolving Cash Fund Reports for March, 2008	27-29
13.1.5	Approve Revolving Cash Fund Reports for April, 2008	30-32
13.1.6	Approve Accounts Payable Warrants Reports for March, 2008 (Under Separate Cover)	33
13.1.7	Approve Accounts Payable Warrants Reports for April, 2008 (Under Separate Cover)	33a
13.1.8	Ratify Routine Expenditures and Notice of Completion Which Meet Criteria for Placement on Consent Agenda	34-35
13.1.9	Ratify Measure E Related Expenditures and Notice of Completions Which Meet Criteria for Board Review and Approval	36-37
13.2 Educational Services:		
13.2.1	Approve Agreement for Special Contract Services with San Joaquin County Office of Education to Provide Workshops on “Structures and Strategies for ELL Students” for the 2008/2009 School Year	38-40
13.2.2	Approve Service Agreement with Point Break Adolescent Resources for Counseling Services	41-43
13.2.3	Approve Agreement for Special Contract Services with A4 Achievement Consulting for Dr. Bonnie Davis to Present at the Management Team Workshops on Monday and Tuesday, July 28, 29, 2008	44-46
13.2.4	Approve Overnight Travel for West High School Agriculture Department Activities for the 2008-09 School Year	47
13.2.5	Approve Overnight Travel for the West High School Varsity and Sophomore Football Teams to Attend Fresno State Football Camp, June 26 – June 29, 2008	48

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13.2.6	Approve Agreement for Special Contract Services with San Joaquin County Office of education as the External Provider for Delta Island School's High Priority Schools Grant for the 2008/09 School Year	49-51
13.2.7	Approve Addendum to Master Claiming Agreement with Stanislaus County Office of Education for Medi-Cal Administrative Activities	52-55
13.2.8	Approved Revised District Master Plan for Services to English	56-101
13.3	Human Resources:	
13.3.1	Approve Classified, Certificated and/or Management Employment	102-103
13.3.2	Accept Resignations/Retirements/Leaves of Absence for Classified, Certificated, and/or Management Employment	104-105
13.3.3	Approve Employment of 2008 Summer School Staff	106-110
13.3.4	Approve Variable Term Waiver for Christine Swan, Speech Language Pathologies Inter, District Education Center	111-116
14.	Action Items: Action items are considered and voted on individually. Trustees receive background information and staff recommendations for each item recommended for action in advance of scheduled meetings and are prepared to vote with knowledge on the action items.	
14.1	Administrative & Business Services:	
14.1.1	Adopt Resolution No. 07-15, of the Board of Education of the Tracy Joint Unified School District (TJUSD) acting as Legislative Body of the TJUSD Community Facilities District No. 97-1 (TJUSD CFD 97-1), to Levy Special Tax for Property Tax Year 2008-09 and Approve Muni Financial for Preparation for the 2008-09 Tax Roll and Reporting of Delinquencies	117-120
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.1.2	Approve F & H Construction as the Lease-Lease Back Contractor for West High School Performing Arts Building and Roebbelen Contracting Inc. as the Lease-Lease Back Contractor for Tracy High Modernization/Replacement Construction and Authorize District Staff to Prepare the Corresponding Lease-Lease Back Contracts with the Construction Companies	121
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.1.3	Approve Contract for Architectural Services Between Tracy Unified School District and Rainforth Grau Architects for New Construction of Two (2) New Buildings Tracy High School	122
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.1.4	Approve the 2008-09 Annual School District Budget (Under Separate Cover)	123-124
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.2	Educational Services:	
14.2.1	Approve Adoption of Algebra Readiness Textbooks	125
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.2.2	Approve State Preschool Grant for \$635 and Adopt Resolution No. 07-35 Authorizing Linda Boragno-Dopp and Casey Goodall Designated Personnel to Sign Contracts for the for the State Preschool Program for 2007-08	126-129
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	

		Pg. No.
14.2.3	Approve Changes to the Elementary (K-5) School Safety and Violence Prevention Handbook	130-158
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.2.4	Approve Changes to the Middle School (6-8) Safety and Violence Prevention Handbook	159-199
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.2.5	Approve Merrill West High School Tardy Pilot Program for Implementation for 08-09 School Year	200
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.3	Human Resources:	
14.3.1	Acknowledge Revisions to Administrative Regulation 4151, Salary Guides	201-206
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.3.2	Adopt Resolution #07-33 for a Reduction in Classified Staff Due to Lack of Work	207-208
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.3.3	Approve Revised Job Description of Community Day and Continuation Schools	209-211
Action:	Motion___; Second___. Vote: Yes___; No___; Absent___; Abstain__.	
14.3.4	Approve Revised Job Descriptions for Administrative Secretaries to the Assistant/Associate Superintendents	212-219
15.	Board Reports: An opportunity for board members to discuss items of particular importance or interest in the district.	
16.	Superintendent's Report: An opportunity for the superintendent to share matters of special interest or importance which are not on the board agenda and/or special presentations of district programs or activities.	
17.	Board Meeting Calendar:	
17.1	June 24, 2008	
17.2	August 12, 2008	
17.3	August 26, 2008	
18.	Upcoming Events:	
18.1	June 20, 2008	Promotion: Freiler, 6:30 p.m.
18.2	June 24, 2008	Promotion: Kelly, 6:30 p.m.
		Promotion: North, 4:00 p.m.
18.3	July 7, 2008	First Day of YRE School, Yellow, Green & Red Tracks
18.4	August 4, 2008	First Day of YRE School, Blue Track
18.5	August 13, 2008	First Day of Traditional School
18.6	September 1, 2008	No School, Labor Day

If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability. To make this request, please telephone the Superintendent's Office at 209/830-3201. If any person with a disability needs a disability-related modification or accommodation, including auxiliary aids or services, he/she should also contact the Superintendent's Office at least 24 hours prior to the meeting.

**Minutes of
Special Meeting of the Governing Board
For Tracy Unified School District
1875 W. Lowell Avenue
Tracy, CA
Held on May 28, 2008**

5:25 PM: President Vaughn called the meeting to order and led those present in the Pledge of Allegiance.

Roll Call: Board: T. Guzman, T. Hawkins, K. Lewis, B. Swenson, J. Vaughn
Absent: G. Crandall
Staff: J. Franco, C. Goodall, S. Harrison, B. Etcheverry

Employees Present: P. Hall, C. Minter

Visitors Present: None.

Press: None.

Hearing of Delegations None.

Action Items: **4.1 Administrative & Business Services:**
4.1.1 Accept Application to File Late Claim No.10-0708
Action: Lewis, Hawkins. **Vote.** Yes-5; No-0; Absent-1(Crandall)

5:30 Adjournment

Clerk

Date

**Minutes of
Regular Meeting of the Governing Board
For Tracy Unified School District
Held on Wednesday, May 28, 2008**

5:30 PM: President Vaughn called the meeting to order and adjourned to closed session.

Roll Call: Board: T. Guzman, T. Hawkins, K. Lewis, B. Swenson, J. Vaughn
Absent: G. Crandall
Staff: J. Franco, J. Mousalimas, S. Harrison, C. Goodall, B. Etcheverry.

7:10 PM: President Vaughn called the Tracy Unified School District Board of Education to order and led those present in the Pledge of Allegiance.

Closed Session: 6a Action on Findings of Fact # FF07-08/163, 166, 174, 178, 179, 181, 186,187, 191,192,194, 196
Action: Lewis, Guzman. **Vote:** Yes-5; No-0; Absent-1(Crandall)
6b Report Out of Action Taken on Waiver of Expulsion: #WE07-08/7,8
Action: Vote: Yes-5; No-0; Absent-1(Crandall)
6c Report Out of Action Taken on Early Graduation: WHS #1012237, WHS #10211215, THS #1021633
Action: Vote: Yes-5; No-0; Absent-1(Crandall)
6d Report Out of Action Taken on PE Exemption: THS #1014317
Action: Vote: Yes-5; No-0; Absent-1(Crandall)
6e Report Out of Action Taken on Consider Leaves of Absence for the 2008-2009 School Year as Indicated
Action: Vote: Yes-5; No-5; Absent-1(Crandall)
6f Report Out of Action Taken on Consider Leave of Absence Request for TSMA Employee #UCL-116, Pursuant to BP4361.1(a)
Action: Denied. Vote: Yes-5; No-0; Absent-1(Crandall)

Employees Present: C. Minter, J. Cardoza, D. Wakefield, S. Prioste, M. Bassett, B. Montgomery, H. Calad, S. O'Hara-Jones, N. Baretta, S. Lopez, S. Thornton, D. Sonnenburg, P. Hall, M. Stroup, J. Calderon, J. Keith, G. Lindquist, M. Morelos-Bedolla, M. Camera, J. Lopez, J. Baca, K. Fistolera

Press: Tracy Press

Visitors Present: C. Frankel

Minutes: Approve Special Minutes of May 6, 2008.
Action: Guzman, Swenson.

Vote: Yes-4; No-0; Absent-1(Crandall) Abstain-1(Hawkins)

Approve Regular Minutes of May 13, 2008.

Action: Lewis, Guzman. **Vote:** Yes-5; No-0; Absent-1(Crandall)

**Student
Representative
Reports:**

Tracy High: Alaina Bassett reported that things at Tracy High are winding down. They have finals this week. Friday is school for everyone except the seniors will have graduation practice. Graduation will be at 8:30 a.m. on Saturday, May 31st. Everyone has cleaned out their lockers and turned in their books. They are all excited to see the new building coming along. The seniors had fun at Disneyland. Senior beach day was windy, but still fun. This Saturday will be the safe and sober graduation cruise. The yearbooks are circulating. The athletics seasons are wrapping up and banquets are happening. Great job to softball, baseball and golf teams for winning league champions. Nicole Loscavio went on to finals for pole vaulting and did great. She did park at the Heinz lot as promised. Tracy High did a good job diverting the parking situation. It was a bit of a walk, but it kept everyone in shape. Next year's Board representative will be Xiomara Fonseca.

West High: Naficeh Dastgheyb reported that May has been an exciting time with senior awards night on May 14th and scholarship night held on May 21st. Many students received incredible amounts of awards and scholarships and one student will be going to Yale. AP students took a trip to Alcatraz. Tomorrow is the last set of finals. The PE and leadership students enjoyed using the new swimming pool and stadium. Seniors will have graduation practice on Friday and graduation will be this Saturday on our own field. Solveig Barnes is the first female athlete to receive the MVP award for soccer. Anthony Salsedo received the male athlete award. He plays football and baseball. He will be attending Occidental on a scholarship of \$7,000. Valedictorian is David Chen, who will be attending Yale and the Salutatorian is Peter Wardell, who will be attending UCLA. She thanked the Board and Dr. Franco for supporting West High activities and allowing her to report to the board. Next year's Board representative will be Pauline Montemayor.

Stein: Victoria Bandy was unable to attend.

Dr. Franco presented each board representative with a certificate for their reports this year.

**Recognition &
Presentation:**

9.1 Recognize and Congratulate the Tracy High School Varsity Softball, Baseball and Golf teams for Capturing the 2008 Sac Joaquin Athletic Association (SJAA) League Championships

The softball team was unable to attend.

The baseball team members were given certificates. They had 21 wins and 6 losses. Coaches Vic Alkire, Tony Crivello and Steve Alkire were

also given certificates.

The golf team was undefeated and had 3 all league players. They were given certificates along with their coaches, Derrick Solano and Gary Henderson.

9.2 Recognize and Congratulate the West High School Varsity Boys' Tennis Team for Capturing the 2008 Tri City Athletic (TCAL) League Championship

The tennis team members were given certificates. Coach Quintana was also given a certificate.

9.3 Recognize the Outstanding Employees of the 2007-08 School Year

The following employees were given certificates for being named the Outstanding Employees of the 2007-08 School Year: Maricella Morelos-Bedolla (k-5 certificated); Marta Camera (K-5 classified); Juan Lopez (9-12 certificated); Nellie Baretta (6-8 certificated); Jessica Baca (9-12 classified); Laurie Haugland and Nancy Hopple were unable to attend, but will be recognized at a later date.

9.4 Recognize Retirees

The following employees were given certificates in recognition of their retirement: Joan Keith, with the district since 1991; Steve Lopez, with the district since 1979. Anna Scalise was unable to attend.

Hearing of Delegations

None.

Information & Discussion Items:

11.1 Administrative & Business Services: None.

11.2 Educational Services:

11.2.1 Receive Report on Algebra Readiness and Proposed Textbook Adoption

Director of IMC, Dr. Donna Sonnenburg, Director of Staff Development, Janice Bussey, and teachers Annette Feldman and Debbie Wittkowske presented a power point on algebra readiness which included the historical perspective. They also reviewed the evaluation process and the findings from the piloted programs.

11.2.2 Receive Report on Changing the Bell Schedule for Monte Vista and Williams to Add Instructional Minutes into the Daily

Schedule

Principals Stephanie Prioste and Barbara Montgomery presented their proposal to add more instructional minutes by eliminating nutrition break. There will be more time for each period. They spoke with various groups about it including students, parents and staff, site counsel. Nutrition break has decreased however, the breakfast program is growing. Next step is to apply for a waiver since they will have more instructional minutes than other similar classes in the district.

11.2.3 Receive Report on California Interscholastic Federation Athletic Program

Athletic Directors Mark Stroup and Steve Thornton presented information on current issues with the CIF. They require that all coaches have the coaching class completed by December 31st of this year. This district has offered that class for many years. Our coaches are in compliance. Next year the Sac Joaquin section will have a hall of fame for athletes, coaches and contributors. They feel strongly that we should nominate people who have made contributions and the first person who comes to mind is Wayne Schneider. Realignment has also been a big topic. There is a process to make sure things are balanced. Mark would prefer that the 3 high schools are in the same league, however the numbers may differ and it may put Tracy High in with smaller schools.

Public Hearing:

12.1 Administrative & Business Services:

12.1.1 Open Public Hearing on the School Facilities Needs Analysis and Adoption of Alternative Developer Fees Pursuant to Government Code Section 65995.6(d)

Hearing opening at 9:34 p.m.

No comments were made.

Hearing closed at 9:35p.m.

Consent Items:

Action: Lewis, Guzman. **Vote:** Yes-5; No-0; Absent-1(Crandall)

13.1 Administrative & Business Services:

13.1.1 Ratify Routine Expenditures and Notice of Completions Which Meet Criteria for Board Review and Approval

13.1.2 Ratify Measure E Related Expenditures and Notice of Completions Which Meet Criteria for Board Review and Approval

13.1.3 Approve Payroll Reports (March, April, 2008)

- 13.1.4 Acknowledge Report on Grounds Work (Separate Cover Item)
- 13.1.5 Adopt Resolution No. 07-32 to Excuse Meeting Absence of Board Member
- 13.2 Educational Services:**
 - 13.2.1 Approve Service Agreement for Vinewood Center for Children & Families to Provide a Primary Intervention Program (PIP)for South/West Park School Students
 - 13.2.2 Approve Service Agreement for Vinewood Center for Children & Facilities to Provide counseling Services for South/West Park School Students
 - 13.2.3 Approve Service Agreement for Nancy Fetzer, for Coaching in Balanced Literacy Including Writing for Teachers at Delta Island Elementary School
 - 13.2.4 Approve Tracy Adult School Course Offerings for the 2008-2009 School Year
 - 13.2.5 Approve all Out of State, Overnight, and Out of District Travel for Tracy High FFA Teachers and Students for the 2008-2009 School Year
- 13.3 Human Resources:**
 - 13.3.1 Approve Classified, Certificated and/or Management Employment
 - 13.3.2 Accept Resignations/Retirements/Leaves of Absence for Classified, Certificated, and/or Management Employment
 - 13.3.3 Approve Agreements for Special Contract Services for Assistant Volleyball Coach Mahina Tankersley for the 2008-09 Season

Action Items:

- 14.1 Administrative & Business Services:**
 - 14.1.1 Approve 2009-2010 High School Attendance Boundaries

Associate Superintendent, Dr. Casey Goodall, reviewed a power point on the attendance boundary process and public input. One of the concerns was to not have siblings attend two different high schools. They have provided that parents of more than one high school student will be able to have simultaneous siblings at the same school through 2015.

Christina Frankel: She is a parent who has a concern about a sibling on an intradistrict transfer. She feels that the family has made a choice and should be offered the opportunity to continue there. The process to transfer should be less stressful.

Action: Lewis, Guzman. **Vote:** Yes-5; No-0; Absent-1(Crandall)

14.1.2 Adopt Revised Administrative Regulation 1330.1 Facility Use (Fourth Reading, with Minor Change, Intent to Adopt)

Action: Guzman, Swenson. **Vote:** Yes-5; No-0; Absent-1(Crandall)

14.2 Educational Services:

14.2.1 Approve Merrill West High School Tardy Pilot Program for Implementation for 08-08 School Year (Under Separate Cover)

Principal, Herman Calad, Assistant Principal, Gordon Lindquist and Director of Student Services, Paul Hall and teacher, Steve Derby presented a power point on the pilot program for the new tardy policy. They reviewed the data. The difference with this policy is that instead of sending students to support room and missing class time, they are sent to detention after school on their own time. They reviewed the pros and cons.

Dr. Franco would like this committee to review the findings and bring this item back at a future Board meeting.

Action: This item was pulled. **Vote:** None.

14.3 Human Resources:

14.3.1 Adopt Resolution No. 07-31 for a Reduction in Classified Staff Due to Lack of Work/Lack of Funds

Action: Lewis, Hawkins. **Vote:** Yes-5; No-0; Absent-1(Crandall)

14.3.2 Approve CSEA Reclassifications/Reallocations

Action: Lewis, Guzman. **Vote:** Yes-5; No-0; Absent-1(Crandall)

Board Reports:

Trustee Lewis thought that the dedication of the stadium and pool was exceptional. He thanked Jessica for putting it all together. Also thanked Casey and his group for an exceptional report on the grounds. He would like to get progress reports. Trustee Hawkins attended the May revise on the 19th and he always enjoys it. Those reports are great and there are good speakers. Trustee Swenson attended the Adult School graduation. There is always a great testimonial that gets you to tears. The Stein graduation was nice and it was good to see George and Evelyn Stein. The City/Schools Liaison is still taking about joint use. The construction tech committee is looking over curriculum. They interviewed contractors to see who's going to do the work at Tracy High and the theater at West High. The CSEA breakfast was good. The dedication was great and appreciated. Steve Lopez's comments also acknowledged Coach Schneider and Coach Nicholson. They mentioned 20-30 families that were the backbone of the original tritons. The document on grounds was a first class report and hope we can find the resources to do it. Trustee Guzman attended the CSEA breakfast and it was very enjoyable. He also attended the Adult School

graduation. The speeches from students and Walter Gouveia were great. He attended the Character Counts ceremony on the 15th and there was a good community turn-out. The opening ceremonies for the stadium and pool were very nice. Trustee Vaughn passed.

**Superintendent
Report:**

Dr. Franco thanked James for staying throughout the meeting as he was not feeling well. The CSEA breakfast well attended. Jessica and Matt Belasco came through. A couple meetings ago the board approved a survey to see what the public thought about facilities. He received one of the phone calls, so it is happening. The results will be reviewed and a report given to the board. On May 21st the CHP performed their annual audit. John Heerema received a perfect inspection which not many district get. The Stein graduation was great. George always talks about how he can give a speech without notes. He was at Tracy High yesterday for Pat's retirement luncheon. He spoke with a few PE teachers and asked how progress was on the sub-gym and they felt it was looking good. The air conditioning is the next big project. Compliments to Jessica for organizing the dedication and character counts events. Pictures of construction at Kimball High and Tracy High were shown. The Board will meet here at 7:45 a.m. on Saturday and will be shuttled between Tracy High and West High graduations.

**10:49PM
Adjournment.**

Clerk

Date



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent

FROM: James Mousalimas, Assistant Superintendent *JM*

DATE: May 29, 2008

SUBJECT: Recognize Nancy Hopple and Laurie Haugland as Outstanding Employees of the 2007-08 School Year

BACKGROUND:

Three times each school year, nominations for outstanding employees are solicited from staff. A selection committee composed of two administrators, one classified/confidential representative, two certificated representatives and one classified representative reviewed the nominations and made the selections for the Employees of the Term. This is the 24th year the District has been recognizing outstanding employees.

RATIONALE:

The employees, who are recognized by the School Board, have their picture displayed in the District Education Center and are recognized at their school sites in various ways. At the end of the year, the nominations of the three employees who have received recognition as Outstanding Employees of the Term in each category are reviewed and one employee in each category is selected as outstanding employee of the year.

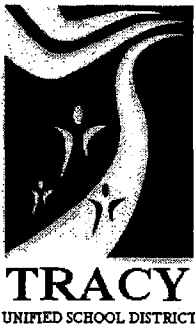
Nancy Hopple was selected as Tracy Unified's Certificated Management Employee of the Year, and Laurie Haugland was selected as Classified Employee of the Year, 6-8. Both were unable to attend the board meeting on May 28, 2008. They will be presented their award at the June 10, 2008 board meeting.

This agenda item meets Strategic Goal #7-Educational Leadership.

FUNDING: N/A

RECOMMENDATION: Recognize Nancy Hopple and Laurie Haugland as Outstanding Employees of the 2007-08 School Year

Prepared by: James Mousalimas, Assistant Superintendent for Human Resources



BUSINESS SERVICES MEMORANDUM

To: James C. Franco, Superintendent

From: *cg/la* Casey Goodall, Assistant Superintendent for Business

Date: June 2, 2008

Subject: Receive Report from Brad Senden, The Center for Community Opinion Regarding Public Support for Future Facilities Projects

BACKGROUND: At the April 13, 2008 Board Meeting the Board approved a contract with The Center for Community Opinion to conduct a telephone survey which took place on March 27, 2008. Once the survey was complete, they were to compile and analyze the results. The outcome will help TUSD make informed decisions and recommendations on whether or not there is enough support to consider a future general obligation bond within the newly created School Facilities District (SFID). The SFID created an area of potential voters within the K-12 boundaries of TUSD excluding the feeder K-8 Districts.

RATIONALE: The Center for Community Opinion has prepared an analysis and will share the results with the Board.

FUNDING: There are no funding implications.

TIMING: No action is required at this time.

RECOMMENDATIONS: Receive Report from Brad Senden, The Center for Community Opinion Regarding Public Support for Future Facilities Projects

Prepared by: Denise Wakefield, Director of Facilities

TRACY JOINT UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT No. 97-1

PUBLIC MEETING

June 10, 2008

7:00 P.M.

District Office

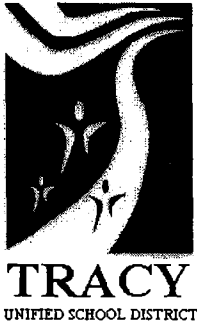
1875 W. Lowell Ave.

Tracy, CA 95376

1. CALL TO ORDER
2. ROLL CALL - Establish Quorum
3. DISCUSSION/ACTION –
 1. Adopt Resolution No. 07-15 Levy Special Tax for Property Tax Year 2008-2009 On Community Facilities District 97-1.
 2. Approve MuniFinancial for Preparation of the 2008-09 Tax Roll and Reporting of Delinquencies.
4. ADJOURNMENT

Pursuant to the Americans with Disabilities Act, persons with a disability who require a disability-related modification or accommodation in order to participate in a meeting, including auxiliary aids or services, may request such modification or accommodation from Casey Goodall at (209) 830-3230 (telephone) or (209) 830-3224 (facsimile). Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to assure accessibility to the meeting.

The Board reserves the right to take action on all items
on the Agenda including "Discussion" items



BUSINESS SERVICES MEMORANDUM

To: James Franco, Superintendent
From: C. Goodall, Assistant Superintendent for Business
Date: June 2, 2008
SUBJECT: Approve Assembly Vendors and Site Assembly Utilization Calendars

Background: To be valid or to constitute an enforceable obligation against the district, education code 17604 requires that all contracts must be approved and/or ratified by the board of trustees. This requirement is met in several different ways, depending on the value of the requisition, the types of services or materials being procured, and the advance notice staff has in procuring the services or materials.

Rationale: School site assemblies require pre-approval to ensure three different documents are in place: an approved contract; a certificate of insurance; an endorsement letter naming the district an additional insured. In addition, all assemblies are reviewed to ensure the content is appropriate for student audiences, and that conflicts do not occur with other school site or district events.

To that end, the attached list of vendors has met all of the criteria to provide assemblies at TUSD sites, and their presentation has been deemed appropriate for TUSD students. Additionally, the attached calendar of events has been reviewed to ensure the date and time of the event does not conflict with other site or district events.

This list will be updated monthly and presented to the board for approval.

Funding: Per attached summary of requisitions.

Recommendation: Approve Assembly Vendors and Site Assembly Utilization Calendars

Prepared by: Cindy Everhart, Facility Use Secretary, and Bob Corsaro, Director of Risk Management, Environmental Compliance, & Safety

Board Approved	School	Vendor	Estimated Cost	Assembly Date	Insurance Expires
8/28/2007	Williams	Horizon Intertainment - Anti Bully JC Pohl 818 755 8800	\$ 1,500.00	9/4/07	5/18/2008
8/28/2007	George Kelly	Academic Entertainment Timothy Busfield 916 442 5635	\$ 895.00	4/2/08	12/10/2008
8/28/2007	McKinley	Fantasy Theater Timothy Busfield	\$ 800.00	4/18/08	8/28/2008
10/9/2007	Freiler	Prismatic Magic Christopher Volpe 973-283- 9006 chris@prismaticmagic.com	\$ 985.00	10/11/07	4/16/2008
10/9/2007	North	Ranka's Marionette Theatre Scott Hill 707.578- 5535info@rankastheatre.com	\$ 800.00	1/9/08	10/6/2008
10/9/2007	North	Percussion Discussion Ken Bergmann's 925-755-3786percuss@pacbell.net	\$ 700.00	3/4/08	2/26/2009
10/9/2007	McKinley	McDonalds Tammi Beck 916- 962-1982	Free	1/19/08	NO Charge, Tier 1
10/9/2007	McKinley	Sandia Labs Simone Williams 925- 294-2609 srwilli@sandia.gov	Free	10/3/07	NO Charge, Tier 1
10/9/2007	McKinley	Otto the Auto Wendy Sanchez 415- 565-2676 wendy_sanchez@csaa.com	Free	8/29/07	NO Charge, Tier 1

Vendors have different programs with different fees.
Call them for more fee details.

Board Approved	School	Vendor	Estimated Cost	Assembly Date	Insurance Expires
10/9/2007	McKinley	NASA Karin Costa 650-604-6077	Free	5/16/08	NO Charge, Tier 1
10/9/2007	Hirsch	Mad Science, Danielle Mae Lee, danielle@madsciencesacto.com, 916-736-2924	Call	10/9/07	Expired 12/1/2008
10/9/2007	McKinley	Magic of Dexter -Dexter 559-269-2273 www.motivationalschoolsshow.com dexter@magicofdexter.com	\$ 600.00	10/19/07	8/15/2008
10/23/2007	McKinley	Lawrence Hall of Science, 510-642-1700, pfsreq@berkeley.edu, www.lawrencehallofscience.org	\$ 725.00	11/16/2007	Indemnification approved, Tier 1
11/13/2007	McKinley	Bureau of Lectures, John Tacha, 800 255 0084, Terry Lyman@hotmail.com	\$ 830.00	2/13/2008	8/20/2008
11/13/2007	Williams	Ancient Artifacts, Konstantina Delfakis, kdthegreat73@yahoo.com, (916) 799-0321	\$ 1,700.00	11/13/07	10/15/2008
1/22/2008	Freiler	Live Oaks Education Theater, Michael Oakes, 707-643-7819, livesoakes@hotmail.com	\$ 1,540.00	1/8/2008	9/15/2008
1/22/2008	West High	Kaiser Permanente, Dean Starnes, 510-987-2223, dean.starnes@kp.org, www.kp.org/etp, Secrets Performance	?	2/19/2008	1/1/2009
1/22/2008	N/A	Lokes Looks, Mary Saunders, richardes@comcast.net, 832-9753, cell: 510-750-8449	\$3-\$5 per student	none	3/1/2008

Vendors have different programs with different fees.
Call them for more fee details.

Board Approved	School	Vendor	Estimated Cost	Assembly Date	Insurance Expires
2/12/2008	Any	Storyteller, Linda Gorman, lgorham2@aol.com, 630-851-9415, www.cdbaby.com/Gorham, www.storynet.org	\$800	none	7/15/2008
2/12/2008	Any	The Amazing Bubble Guy, Louis Pearl, 707- 823-1961, Louis Pearl louis@tangenttoy.com	\$550	none	4/25/2008
2/12/2008	Any	Toucan Jam, www.toucanjam.net, Sue Lomolino - Sue Lomolino - sue@theothercheek.com	\$500 first, \$250 additional	none	4/25/2008
2/12/2008	Poet	Sandy Spin Slade, Suzanne Blair, 888- 842-7746, sblair@sandyspinslade.com, www.skillastics.com	\$ 1,200.00	1/28/2008	11/17/2008
2/12/2008	Freiler	Tri Valley Community Foundation, David Rice 925 683-6798, drice@tvcfoundation.org, http://www.tvcfoundation.org/	\$ 900.00	2/4/2008	6/4/2008
2/12/2008	McKinley	Sparkles the Clown, 835-8383, www.sparklesdelight.com	\$ 500.00	2/19, 2/21	5/1/2008
2/12/2008	McKinley	Ravioli The Clown, 835-3535, www.raviolitheclown.com	\$ 500.00	2/19, 2/21	5/1/2008
4/7/2008	North	Great Safety Adventure, Kent 631-427-0494	no charge	3/13/2008	12/31/2008
4/7/2008	Bohn	Yosemite Community College (NO ANIMAL PROGRAMS), Great Valley Museum, Mary Kay Reid, 575-6196	\$ 280.00	5/6/2008	10/8/2008
4/7/2008	South	Franklin's Colonial Assembly - A Museum-On- Wheels, 714-529-1832, www.printmuseum.org,	\$750	5/20/2008	1/30/2009
4/7/2008	Any	Katz Connect, Susan Katz, 415-312-1212, 1- 866-528-9269, www.katzconnects.com	\$1000.00+	none	8/31/2008

Vendors have different programs with different fees.
Call them for more fee details.

List of Board Approved
Assembly Vendors

Board Approved	School	Vendor	Estimated Cost	Assembly Date	Insurance Expires
	Any	Aaron's Staff - Abe Lincoln Assemblies, Kevin Weinert, 925-679-8624, aaronstaff@sbcglobal.net	\$ 600.00	none	4/25/2009



BUSINESS SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent

FROM: Dr. Casey Goodall, Assoc. Superintendent for Business Services

DATE: April 1, 2008

SUBJECT: Approve Monthly Budget Adjustment Report-March, 2008

BACKGROUND: Each month the Financial Services Department submits a Budget Adjustment Report summarizing changes of amounts in object codes.

RATIONALE: These monthly reports include estimated revenues, expenditures, adjustments, and transfers and facilitate timely monitoring of the budget.

FUNDING: N/A

RECOMMENDATION: Approve Monthly Budget Adjustment Report

FCR270
MARCH 2008 BUDGET ADJ REPORT

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
BUDGET ADJUSTMENT REPORT
FROM DATE 03/01/2008 TO DATE 03/31/2008

#J3891

PAGE: 1
04/01/2008

75 Tracy Jt. Unified School Dist.

Restricted and Unrestricted

FISCAL YR: 08

FUND	APPROVED OBJECT	DESCRIPTION	07/18/2007 ADOPTED BUDGET	03/01/2008 REVISED BUDGET	BUDGET ADJUSTMENTS	03/31/2008 REVISED BUDGET
01	1100	TEACHERS' SALARIES	54,337,474.00	54,583,356.00	55,409.00	54,638,765.00
	1200	CERT PUPIL SUPPORT SALARIES	2,765,709.00	2,817,008.00	.00	2,817,008.00
	1300	CERT SUPRVSRs' & ADMINS' SAL	5,165,242.00	5,158,301.00	.00	5,158,301.00
	1900	OTHER CERTIFICATED SALARIES	1,172,025.00	1,396,126.00	.00	1,396,126.00
	2100	INSTRUCTIONAL AIDES' SALARIES	3,816,042.00	3,891,671.00	6,071.00	3,897,642.00
	2200	CLASSIFIED SUPPORT SALARIES	7,083,336.00	7,233,162.58	10,564.96	7,243,727.54
	2300	CLASS SUPRVSRs' & ADMINS' SAL	1,640,825.00	1,668,247.00	.00	1,668,247.00
	2400	CLERICAL & OFFICE SALARIES	4,642,331.00	4,626,079.98	1,983.62	4,628,063.60
	2900	OTHER CLASSIFIED SALARIES	517,243.00	526,957.00	4,380.00	531,337.00
	3101	STRS ON 1000 SALARIES	5,181,701.00	5,242,412.00	3,828.00	5,246,240.00
	3102	STRS ON 2000 SALARIES	7,422.00	7,925.00	7.00	7,932.00
	3201	PERS ON 1000 SALARIES	60,428.00	73,420.00	121.00	73,541.00
	3202	PERS ON 2000 SALARIES	1,542,496.00	1,565,338.10	225.00	1,565,563.10
	3311	OASDI ON 1000 SALARIES	36,879.00	49,132.00	97.00	49,229.00
	3312	OASDI ON 2000 SALARIES	953,327.00	959,916.47	297.00	960,213.47
	3321	FICA-MED ON 1000 SALARIES	823,629.00	808,406.00	798.00	809,204.00
	3322	FICA-MED ON 2000 SALARIES	237,627.00	242,458.41	241.00	242,699.41
	3331	ALTER. RETIREMENT ON 1000 SAL	.00	1,873.00	104.00	1,977.00
	3332	ALTER. RETIREMENT ON 2000 SAL	35,094.00	42,913.00	417.00	43,330.00
	3411	HEALTH & WELFARE ON 1000 SALS	7,828,609.00	7,891,441.00	.00	7,891,441.00
	3412	HEALTH & WELFARE ON 2000 SALS	3,181,541.00	3,027,708.12	-26.00	3,027,682.12
	3501	STATE UNEMPLOY ON 1000 SALARY	31,753.00	32,271.00	31.00	32,302.00
	3502	STATE UNEMPLOY ON 2000 SALARY	8,865.00	9,376.76	16.00	9,392.76
	3601	WORKER'S COMP INS ON 1000 SAL	1,712,960.00	1,304,759.00	1,123.00	1,305,882.00
	3602	WORKER'S COMP INS ON 2000 SAL	477,312.00	380,252.86	300.00	380,552.86
	3711	OPEB,ALLOCATED, CERTIFICATED	620,966.00	620,966.00	.00	620,966.00
	3712	OPEB,ALLOCATED, CLASSIFIED	447,341.00	447,341.00	.00	447,341.00
	3801	PERS REDUCTION ON 1000 SALARY	24,118.00	25,749.00	.00	25,749.00
	3802	PERS REDUCTION ON 2000 SALARY	416,178.00	431,073.00	.00	431,073.00
	3911	TAXABLE FRINGE BEN ON 1000 SAL	10,320.00	10,320.00	.00	10,320.00
	3912	TAXABLE FRINGE BEN ON 2000 SAL	11,560.00	11,560.00	.00	11,560.00
	3999	BENEFIT PAYROLL ERRORS	.00	.00	.00	.00
	4100	TEXTBOOKS	901,274.00	1,035,704.00	37,543.00	1,073,247.00
	4200	BOOKS OTHER THAN TEXTBOOKS	411,850.00	584,681.00	7,150.00	591,831.00
	4300	MATERIALS & SUPPLIES	9,037,559.00	8,506,780.45	5,365,833.64	13,872,614.09
	4400	NON-CAPITALIZED EQUIPMENT	685,976.00	1,729,846.00	92,561.00	1,822,407.00
	5100	SUBAGREEMENTS FOR SERVICES	.00	.00	.00	.00
	5200	TRAVEL & CONFERENCES	194,453.00	390,689.00	12,870.00	403,559.00
	5300	DUES & MEMBERSHIPS	37,915.00	53,667.00	-1,671.00	51,996.00
	5400	INSURANCE	502,141.00	595,641.00	.00	595,641.00
	5500	OPERATIONS & HOUSEKEEPING SRVC	2,966,017.00	2,983,084.00	2,305.38	2,985,389.38
	5600	RENTS,LEASES,REPAIRS,IMPRVNTS	745,997.00	924,889.00	63,237.00	988,126.00
	5710	DIR COSTS FOR INTRPRG SERVICES	.00	.00	.00	.00
	5750	DIR COSTS FOR INTERFUND SVCS	.00	4,173.00	2,038.00	6,211.00
	5800	OTHER SVCS & OPER EXPENDITURES	3,643,205.00	6,169,896.00	160,790.00	6,330,686.00
	5900	INTERGOVERNMENTAL FEES	510,038.00	503,894.00	4,471.00	508,365.00
	6200	BLDGS & IMPROVEMENT OF BLDGS	1,425,934.00	1,430,393.00	55,500.00	1,485,893.00
	6400	EQUIPMENT	56,500.00	186,192.00	-15,758.00	170,434.00
	6500	EQUIPMENT REPLACEMENT	2,500.00	77,520.00	20.00	77,540.00

FCR270
MARCH 2008 BUDGET ADJ REPORT

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
BUDGET ADJUSTMENT REPORT
FROM DATE 03/01/2008 TO DATE 03/31/2008

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75 Tracy Jt. Unified School Dist.

Restricted and Unrestricted

FISCAL YR: 08

APPROVED			07/18/2007	03/01/2008	BUDGET	03/31/2008
FUND	OBJECT	DESCRIPTION	ADOPTED BUDGET	REVISED BUDGET	ADJUSTMENTS	REVISED BUDGET
01	7130	STATE SPECIAL SCHOOLS	40,000.00	40,000.00	.00	40,000.00
	7142	TUITION, EXCESS COSTS TO COE	550,726.00	550,726.00	.00	550,726.00
	7310	TRANSFERS OF INDIRECT COSTS	.00	.00	.00	.00
	7350	TRANS OF INDIRECT - INTERFUND	-200,951.00	-216,106.00	.00	-216,106.00
	7438	DEBT SERVICE - INTEREST	13,267.00	13,337.00	.00	13,337.00
	7439	DEBT SERVICE - PRINCIPAL	131,304.00	138,773.00	.00	138,773.00
	7611	FROM GEN FUND TO CHLD DEV FUND	.00	.00	.00	.00
	7612	BETWEEN GEN FND & SP RSRVE FND	28,700.00	28,700.00	.00	28,700.00
	7613	ST SCH BLD FND OTH FND OF DIST	50,000.00	312,103.00	.00	312,103.00
	7615	FROM GEN/SPC/BLDG TO DEF MAINT	633,761.00	633,761.00	.00	633,761.00
	7619	OTHER AUTH INTRFND TRANSFRS OUT	63,869.00	514,279.00	.00	514,279.00
TOTAL EXPENSE			127,222,388.00	132,280,042.73	5,872,877.60	138,152,920.33

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75 Tracy Jt. Unified School Dist.

Restricted and Unrestricted

FISCAL YR: 08

APPROVED			07/18/2007	03/01/2008	BUDGET	03/31/2008
FUND	OBJECT	DESCRIPTION	ADOPTED BUDGET	REVISED BUDGET	ADJUSTMENTS	REVISED BUDGET
01	8011	REVENUE LIMIT ST AID-CURR YEAR	67,033,230.00	65,363,446.00	.00	65,363,446.00
	8019	REVENUE LIMIT ST AID-PRIOR YRS	.00	.00	.00	.00
	8021	HOME OWNERS EXEMPTION	.00	.00	.00	.00
	8040	COUNTY & DISTRICT TAXES	22,947,117.00	24,809,827.00	.00	24,809,827.00
	8042	UNSECURED ROLL TAXES	658,702.00	658,702.00	.00	658,702.00
	8043	PRIOR YEARS' TAXES	59,656.00	59,656.00	.00	59,656.00
	8044	SUPPLEMENTAL TAXES	134,169.00	134,169.00	.00	134,169.00
	8045	ED REVENUE AUGMENT FUND (ERAF)	6,641,534.00	6,641,534.00	.00	6,641,534.00
	8091	REVENUE LIMIT TRANSFERS	.00	.00	.00	.00
	8092	PERS REDUCTION TRANSFER	453,295.00	471,194.00	.00	471,194.00
	8096	TRANSFERS TO CHARTERS, IN LIEU	-1,350,171.00	-1,629,819.00	.00	-1,629,819.00
	8181	SP ED-ENTITLEMENT	1,985,750.00	2,101,300.00	.00	2,101,300.00
	8182	SP ED-DISCRETIONARY GRANTS	217,225.00	242,060.25	.00	242,060.25
	8290	ALL OTHER FEDERAL REVENUES	1,691,350.00	2,434,764.00	.00	2,434,764.00
	8311	OTH ST APPORTIONMENTS-CURR YR	2,257,588.00	2,795,922.00	.00	2,795,922.00
	8434	CLASS SIZE REDUCTION K-3	3,121,206.00	3,130,310.00	.00	3,130,310.00
	8435	CLASS SIZE REDUCTION 9-12	.00	.00	.00	.00
	8560	STATE LOTTERY REVENUE	2,290,094.00	2,307,903.00	.00	2,307,903.00
	8590	ALL OTHER STATE REVENUES	7,577,476.00	7,467,913.00	-30,321.00	7,437,592.00
	8660	INTEREST	800,000.00	811,608.00	.00	811,608.00
	8675	TRANSPORTATION FEES FROM INDIV	82,260.00	82,260.00	20,024.00	102,284.00
	8677	INTERAGENCY SVCS BETWEEN LEA'S	1,245,631.00	1,261,261.00	463.00	1,261,724.00
	8689	ALL OTHER FEES & CONTRACTS	28,700.00	28,700.00	.00	28,700.00
	8699	ALL OTHER LOCAL REVENUES	3,271,970.00	3,943,090.99	156,267.46	4,099,358.45
	8792	TRANS OF APPORTION FROM CO OFF	3,725,425.00	3,730,145.00	.00	3,730,145.00
	8919	OTH AUTH INTERFUND TRANS IN	45,500.00	445,597.00	.00	445,597.00
	8965	TRANS FROM FND OF LAPSED/REORG	.00	953,225.00	.00	953,225.00
	8972	PROCEEDS FROM CAPITAL LEASES	.00	4,380.00	.00	4,380.00
	8980	CONTRIBUTE FROM UNRSTRCTD REV	.00	.00	.00	.00
	8990	CNTRIBUT/TRANS FRM RSTR/UNREST	.00	.00	.00	.00
TOTAL	REVENUE		124,917,707.00	128,249,148.24	146,433.46	128,395,581.70

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BUDGET ADJUSTMENT REPORT
FROM DATE 03/01/2008 TO DATE 03/31/2008

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75 Tracy Jt. Unified School Dist.

Restricted and Unrestricted

FISCAL YR: 08

FUND	OBJECT	DESCRIPTION	BEGINNING BALANCE	03/01/2008 REVISED BALANCE	ADJUSTMENTS	03/31/2008 REVISED BALANCE
01	9770	DESIGNATED FOR ECON UNCERTAIN	-3,328,815.00	-3,328,815.00	.00	-3,328,815.00
	9780	OTHER DESIGNATIONS	.00	.00	.00	.00
	9790	UNDESIGNATED/UNAPPROPRIATED	-9,576,074.32	-7,849,860.83	5,726,444.14	-2,123,416.69
	9791	BEGINNING BALANCE	-15,445,570.32	-15,445,570.32	.00	-15,445,570.32
	9793	AUDIT ADJUSTMENTS	.00	.00	.00	.00
	9795	OTHER RESTATEMENTS	.00	.00	.00	.00
	9798	BUDGET FUND BALANCE OFFSET	13,140,889.32	11,414,675.83	-5,726,444.14	5,688,231.69
	9799	K12 NET GAIN OR LOSS	.00	4,030,894.49	5,726,444.14	9,757,338.63



BUSINESS SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent

FROM: Dr. Casey Goodall, Assoc. Superintendent for Business Services

DATE: May 1, 2008

SUBJECT: Approve Monthly Budget Adjustment Report-April, 2008

BACKGROUND: Each month the Financial Services Department submits a Budget Adjustment Report summarizing changes of amounts in object codes.

RATIONALE: These monthly reports include estimated revenues, expenditures, adjustments, and transfers and facilitate timely monitoring of the budget.

FUNDING: N/A

RECOMMENDATION: Approve Monthly Budget Adjustment Report

75 Tracy Jt. Unified School Dist.

Restricted and Unrestricted

FISCAL YR: 08

APPROVED			07/18/2007	04/01/2008	BUDGET	04/30/2008
FUND	OBJECT	DESCRIPTION	ADOPTED BUDGET	REVISED BUDGET	ADJUSTMENTS	REVISED BUDGET
01	1100	TEACHERS' SALARIES	664,329.00	737,612.00	950.00	738,562.00
	1200	CERT PUPIL SUPPORT SALARIES	.00	133,418.00	.00	133,418.00
	1300	CERT SUPRVSRs' & ADMINs' SAL	22,286.00	22,287.00	.00	22,287.00
	1900	OTHER CERTIFICATED SALARIES	.00	.00	.00	.00
	2100	INSTRUCTIONAL AIDES' SALARIES	28,155.00	30,542.00	.00	30,542.00
	2200	CLASSIFIED SUPPORT SALARIES	1,142,025.00	1,151,885.00	.00	1,151,885.00
	2300	CLASS SUPRVSRs' & ADMINs' SAL	.00	.00	.00	.00
	2400	CLERICAL & OFFICE SALARIES	88,022.00	88,907.00	.00	88,907.00
	2900	OTHER CLASSIFIED SALARIES	.00	.00	11.00	11.00
	3101	STRs ON 1000 SALARIES	56,649.00	66,665.00	12.00	66,677.00
	3102	STRs ON 2000 SALARIES	.00	4.00	.00	4.00
	3201	PERS ON 1000 SALARIES	.00	4,085.00	.00	4,085.00
	3202	PERS ON 2000 SALARIES	10,812.00	10,511.00	.00	10,511.00
	3311	OASDI ON 1000 SALARIES	.00	2,464.00	.00	2,464.00
	3312	OASDI ON 2000 SALARIES	6,062.00	6,030.00	.00	6,030.00
	3321	FICA-MED ON 1000 SALARIES	9,055.00	8,767.00	14.00	8,781.00
	3322	FICA-MED ON 2000 SALARIES	1,502.00	1,524.00	.00	1,524.00
	3331	ALTER. RETIREMENT ON 1000 SAL	.00	.00	29.00	29.00
	3332	ALTER. RETIREMENT ON 2000 SAL	975.00	975.00	.00	975.00
	3411	HEALTH & WELFARE ON 1000 SALS	77,530.00	99,774.00	.00	99,774.00
	3412	HEALTH & WELFARE ON 2000 SALS	17,616.00	19,313.00	.00	19,313.00
	3501	STATE UNEMPLOY ON 1000 SALARY	347.00	425.00	1.00	426.00
	3502	STATE UNEMPLOY ON 2000 SALARY	58.00	63.00	.00	63.00
	3601	WORKER'S COMP INS ON 1000 SAL	18,535.00	15,928.00	19.00	15,947.00
	3602	WORKER'S COMP INS ON 2000 SAL	3,137.00	2,841.00	.00	2,841.00
	3711	OPEB,ALLOCATED, CERTIFICATED	620,966.00	620,966.00	.00	620,966.00
	3712	OPEB,ALLOCATED, CLASSIFIED	447,341.00	447,341.00	.00	447,341.00
	3801	PERS REDUCTION ON 1000 SALARY	.00	1,631.00	.00	1,631.00
	3802	PERS REDUCTION ON 2000 SALARY	3,533.00	3,533.00	.00	3,533.00
	3911	TAXABLE FRINGE BEN ON 1000 SAL	10,320.00	10,320.00	.00	10,320.00
	3912	TAXABLE FRINGE BEN ON 2000 SAL	11,560.00	11,560.00	.00	11,560.00
	3999	BENEFIT PAYROLL ERRORS	.00	.00	.00	.00
	4100	TEXTBOOKS	.00	2,613.00	.00	2,613.00
	4200	BOOKS OTHER THAN TEXTBOOKS	.00	2,600.00	.00	2,600.00
	4300	MATERIALS & SUPPLIES	77,800.00	67,285.00	-1,401.00	65,884.00
	4400	NON-CAPITALIZED EQUIPMENT	.00	10,471.00	.00	10,471.00
	5100	SUBAGREEMENTS FOR SERVICES	.00	.00	.00	.00
	5200	TRAVEL & CONFERENCES	.00	2,240.00	.00	2,240.00
	5300	DUES & MEMBERSHIPS	.00	750.00	.00	750.00
	5400	INSURANCE	502,141.00	595,641.00	.00	595,641.00
	5500	OPERATIONS & HOUSEKEEPING SRVC	.00	385.00	.00	385.00
	5600	RENTS,LEASES,REPAIRS,IMPRVMTs	.00	843.00	.00	843.00
	5710	DIR COSTS FOR INTRPRG SERVICES	.00	522.00	143.00	665.00
	5750	DIR COSTS FOR INTERFUND SVCS	.00	429.00	233.00	662.00
	5800	OTHER SVCS & OPER EXPENDITURES	.00	2,404.00	.00	2,404.00
	5900	INTERGOVERNMENTAL FEES	.00	164.00	.00	164.00
	6200	BLDGs & IMPROVEMENT OF BLDGs	40,000.00	40,000.00	.00	40,000.00
	6400	EQUIPMENT	.00	.00	.00	.00
	6500	EQUIPMENT REPLACEMENT	.00	4,687.00	.00	4,687.00

75 Tracy Jt. Unified School Dist.

Restricted and Unrestricted

FISCAL YR: 08

APPROVED			07/18/2007	04/01/2008	BUDGET	04/30/2008
FUND	OBJECT	DESCRIPTION	ADOPTED BUDGET	REVISED BUDGET	ADJUSTMENTS	REVISED BUDGET
01	7130	STATE SPECIAL SCHOOLS	40,000.00	40,000.00	.00	40,000.00
	7142	TUITION, EXCESS COSTS TO COE	.00	.00	.00	.00
	7310	TRANSFERS OF INDIRECT COSTS	41,119.00	41,119.00	.00	41,119.00
	7350	TRANS OF INDIRECT - INTERFUND	-200,951.00	-216,106.00	.00	-216,106.00
	7438	DEBT SERVICE - INTEREST	1,849.00	1,849.00	.00	1,849.00
	7439	DEBT SERVICE - PRINCIPAL	14,908.00	14,908.00	.00	14,908.00
	7611	FROM GEN FUND TO CHLD DEV FUND	.00	.00	.00	.00
	7612	BETWEEN GEN FND & SP RSRVE FND	28,700.00	28,700.00	.00	28,700.00
	7613	ST SCH BLD FND OTH FND OF DIST	50,000.00	312,103.00	.00	312,103.00
	7615	FROM GEN/SPC/BLDG TO DEF MAINT	633,761.00	633,761.00	.00	633,761.00
	7619	OTHER AUTH INTRFND TRNSFRS OUT	8,958.00	8,958.00	.00	8,958.00
TOTAL EXPENSE			4,479,100.00	5,095,697.00	11.00	5,095,708.00

75 Tracy Jt. Unified School Dist.

Restricted and Unrestricted

FISCAL YR: 08

APPROVED			07/18/2007	04/01/2008	BUDGET	04/30/2008
FUND	OBJECT	DESCRIPTION	ADOPTED BUDGET	REVISED BUDGET	ADJUSTMENTS	REVISED BUDGET
01	8011	REVENUE LIMIT ST AID-CURR YEAR	67,033,230.00	65,363,446.00	.00	65,363,446.00
	8019	REVENUE LIMIT ST AID-PRIOR YRS	.00	.00	.00	.00
	8021	HOME OWNERS EXEMPTION	.00	.00	.00	.00
	8040	COUNTY & DISTRICT TAXES	.00	.00	.00	.00
	8042	UNSECURED ROLL TAXES	.00	.00	.00	.00
	8043	PRIOR YEARS' TAXES	.00	.00	.00	.00
	8044	SUPPLEMENTAL TAXES	.00	.00	.00	.00
	8045	ED REVENUE AUGMENT FUND (ERAF)	.00	.00	.00	.00
	8091	REVENUE LIMIT TRANSFERS	2,575,479.00	2,587,285.00	.00	2,587,285.00
	8092	PERS REDUCTION TRANSFER	453,295.00	471,194.00	.00	471,194.00
	8096	TRANSFERS TO CHARTERS, IN LIEU	-1,350,171.00	-1,629,819.00	.00	-1,629,819.00
	8181	SP ED-ENTITLEMENT	1,985,750.00	2,101,300.00	.00	2,101,300.00
	8182	SP ED-DISCRETIONARY GRANTS	.00	2.25	.00	2.25
	8290	ALL OTHER FEDERAL REVENUES	.00	4,510.00	.00	4,510.00
	8311	OTH ST APPORTIONMENTS-CURR YR	.00	50,453.00	.00	50,453.00
	8434	CLASS SIZE REDUCTION K-3	.00	9,104.00	.00	9,104.00
	8435	CLASS SIZE REDUCTION 9-12	.00	.00	.00	.00
	8560	STATE LOTTERY REVENUE	320,031.00	337,840.00	.00	337,840.00
	8590	ALL OTHER STATE REVENUES	.00	.00	.00	.00
	8660	INTEREST	.00	11,608.00	.00	11,608.00
	8675	TRANSPORTATION FEES FROM INDIV	82,260.00	102,284.00	.00	102,284.00
	8677	INTERAGENCY SVCS BETWEEN LEA'S	1,126,547.00	1,126,547.00	.00	1,126,547.00
	8689	ALL OTHER FEES & CONTRACTS	28,700.00	28,700.00	.00	28,700.00
	8699	ALL OTHER LOCAL REVENUES	.00	2,260.00	.00	2,260.00
	8792	TRANS OF APPORTION FROM CO OFF	.00	56.00	.00	56.00
	8919	OTH AUTH INTERFUND TRANS IN	45,500.00	445,597.00	.00	445,597.00
	8965	TRANS FROM FND OF LAPSED/REORG	.00	250.00	.00	250.00
	8972	PROCEEDS FROM CAPITAL LEASES	.00	4,380.00	.00	4,380.00
	8980	CONTRIBUTE FROM UNRSTRCTD REV	.00	120,000.00	.00	120,000.00
	8990	CNTRIBUT/TRANS FRM RSTR/UNREST	-312,634.00	-702,634.00	41,547.00	-661,087.00
TOTAL REVENUE			71,987,987.00	70,434,363.25	41,547.00	70,475,910.25

FCR270
APRIL 2008 BUDGET ADJ REPORT

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
BUDGET ADJUSTMENT REPORT
FROM DATE 04/01/2008 TO DATE 04/30/2008

#J5742

PAGE: 4
05/30/2008

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75 Tracy Jt. Unified School Dist.

Restricted and Unrestricted

FISCAL YR: 08

FUND	OBJECT	DESCRIPTION	BEGINNING BALANCE	04/01/2008 REVISED BALANCE	ADJUSTMENTS	04/30/2008 REVISED BALANCE
01	9770	DESIGNATED FOR ECON UNCERTAIN	.00	.00	.00	.00
	9780	OTHER DESIGNATIONS	.00	.00	.00	.00
	9790	UNDESIGNATED/UNAPPROPRIATED	.00	.00	.00	.00
	9791	BEGINNING BALANCE	-42,550.87	-42,550.87	.00	-42,550.87
	9793	AUDIT ADJUSTMENTS	.00	.00	.00	.00
	9795	OTHER RESTATEMENTS	.00	.00	.00	.00
	9798	BUDGET FUND BALANCE OFFSET	.00	.00	.00	.00
	9799	K12 NET GAIN OR LOSS	.00	.00	.00	.00



BUSINESS SERVICES MEMORANDUM

To: Dr. James Franco, Superintendent
From: Dr. Casey Goodall, Assoc. Superintendent of Business Services
Date: April 1, 2008
Subject: Approve Revolving Cash Fund Reports (March, 2008)

Background: Each month the Financial Services Department submits summaries of revolving cash fund checks issued monthly to the Board of Trustees for review.

Rationale: The Board of Trustees is required by law to approve the total expenditures of the district. The Board has requested to review detailed backup for expenditures. This agenda item meets Strategic Goal #6 – Forming Partnerships.

Funding: N/A.

Recommendation: Approve Revolving Cash Fund Reports (March, 2008).

Prepared by: S. Reed Call, Director of Financial Services

04/01/08

Tracy Unified School District
REVOLVING CASH FUND
 March 2008

Date	Num	Name	Memo	Paid Amount
3/3/2008	8260	BUREAU OF LECTURES	ASSEMBLY 3/5 PO83175	
			01-7090-0-1110-1000-5800-170-4104	-495.00
TOTAL				-495.00
3/3/2008	8261	MARY SULLIVAN	PAYROLL	
			01-7230-0-1110-3600-2200-809-9702	-1,000.00
TOTAL				-1,000.00
3/4/2008	8262	CITY OF STOCKTON	VOID: FEES CHILDREN'S MUSEUM PO83190	
TOTAL				0.00
3/4/2008	8263	EDWARD C HARRIS	PERFORMANCE PO83191	
			01-0000-0-1110-1000-5800-800-1019	-1,000.00
TOTAL				-1,000.00
3/7/2008	8264	ROBIN GOUCHER	REISSUE J973380	
			01-6500-0-5770-1110-5200-190-3925	-159.00
TOTAL				-159.00
3/10/2008	8265	US POSTMASTER	STAMP PO 83225	
			11-6390-0-4150-2700-5900-560-2882	-246.00
TOTAL				-246.00
3/11/2008	8266	SIAM CAFE	DINNER PO80314	
			01-0000-0-0000-7110-4300-800-1101	-90.00
TOTAL				-90.00
3/11/2008	8267	FREDERICK RUSSELL	PAYROLL	
			01-0000-0-1110-1000-1100-800-1019	-242.88
TOTAL				-242.88
3/12/2008	8268	CCTC	CREDENTIALS/DAVIS	
			01-0000-0-0000-7400-5800-800-8001	-55.00
TOTAL				-55.00
3/12/2008	8269	PARTY AMERICA	TABLE COVERS	
			01-0000-0-0000-7400-4300-800-8002	-31.26
TOTAL				-31.26

04/01/08

Tracy Unified School District
REVOLVING CASH FUND
March 2008

Date	Num	Name	Memo	Paid Amount
3/13/2008	8270	RADDISON HOTEL	CALAD/APRIL 14/HOTEL	
			01-0000-0-0000-7400-5200-800-8002	-116.48
TOTAL				-116.48
3/17/2008	8271	LA QUINTA INN	HOTEL/APRIL 18/PO83239	
			01-7010-0-1110-1000-5800-700-6512	-533.12
TOTAL				-533.12
3/19/2008	8272	MANTECA BULLETIN	AD PO 83334	
			01-0000-0-0000-7400-5811-800-8002	-550.00
TOTAL				-550.00
3/20/2008	8273	RESPONSE LAW INC	BOOKS PO83325	
			01-6405-0-1110-2100-4200-800-2208	-189.58
TOTAL				-189.58
3/20/2008	8274	SONY	REPAIR PO83339	
			01-0000-0-1110-1000-5600-700-6692	-129.00
TOTAL				-129.00
3/25/2008	8275	US POSTMASTER	POSTAGE PO 83343	
			01-9650-0-6000-7200-5900-800-2962	-164.00
TOTAL				-164.00
3/27/2008	8276	TJUSD	OUTLAWED 8089/90/91/92	
			01-7230-0-1110-3600-5800-800-9702	-64.00
			8090	-64.00
			8091	-64.00
			8092	-64.00
TOTAL				-256.00
3/31/2008	8277	CYNTHIA WOMACK	PAYROLL	
			01-0000-0-1110-1000-1100-409-8999	-1,000.00
TOTAL				-1,000.00
3/31/2008	8278	CYNTHIA WOMACK	PAYROLL	
			01-0000-0-1110-1000-1100-409-8999	-82.11
TOTAL				-82.11



BUSINESS SERVICES MEMORANDUM

To: Dr. James Franco, Superintendent

From: Dr. Casey Goodall, Assoc. Superintendent of Business Services

Date: May 1, 2008

Subject: Approve Revolving Cash Fund Reports (April, 2008)

Background: Each month the Financial Services Department submits summaries of revolving cash fund checks issued monthly to the Board of Trustees for review.

Rationale: The Board of Trustees is required by law to approve the total expenditures of the district. The Board has requested to review detailed backup for expenditures. This agenda item meets Strategic Goal #6 – Forming Partnerships.

Funding: N/A.

Recommendation: Approve Revolving Cash Fund Reports (April, 2008).

Prepared by: S. Reed Call, Director of Financial Services

05/01/08

Tracy Unified School District REVOLVING CASH FUND

April 2008

Date	Num	Name	Memo	Paid Amount
4/1/2008	8279	SCHOOL SERVICES OF CA	FRANCO/MAY 19/CONF FEE	
			01-0000-0-0000-7150-5200-800-1001	-125.00
			01-0000-0-0000-7110-5200-800-1101	-125.00
			01-0000-0-0000-7300-5200-800-9202	-625.00
TOTAL				-875.00
4/2/2008	8280	SCHOOL SERVICES OF CA	REPORT	
			01-0000-0-0000-7110-5800-800-1101	-400.00
TOTAL				-400.00
4/16/2008	8281	WEST VALLEY MALL	9 CERTIFICATES/MAY 13 MEETING PO81329	
			01-0000-0-0000-7400-4300-800-8001	-902.25
TOTAL				-902.25
4/16/2008	8282	WEST VALLEY MALL	9 CERTIFICATES/MAY 13 PO81329	
			01-0000-0-0000-7400-4300-800-8001	-902.25
TOTAL				-902.25
4/16/2008	8283	WEST VALLEY MALL	9 CERTIFICATES/MAY 28 PO81329	
			01-0000-0-0000-7400-4300-800-8001	-902.25
TOTAL				-902.25
4/16/2008	8284	WEST VALLEY MALL	4 CERTIFICATES/JUNE 10 PO81329	
			01-0000-0-0000-7400-4300-800-8001	-401.00
TOTAL				-401.00
4/16/2008	8285	WEST VALLEY MALL	7 CERTIFICATES EMP OF YEAR/PO81329	
			01-0000-0-0000-7400-4300-800-8001	-351.75
TOTAL				-351.75
4/16/2008	8286	WEST VALLEY MALL	16 CERTIFICATES LONGEVITY/PO 81329	
			01-0000-0-0000-7400-4300-800-8001	-764.00
TOTAL				-764.00
4/18/2008	8287	SIAM CAFE	board dinner 4/22 po 80314	
			01-0000-0-0000-7100-4300-800-1101	-90.00
TOTAL				-90.00
4/21/2008	8288	CSU HAYWARD FOUNDATION	JOB FAIR FEES PO83263	
			01-0000-0-0000-7400-5800-800-8002	-225.00
TOTAL				-225.00

05/01/08

Tracy Unified School District
REVOLVING CASH FUND
April 2008

Date	Num	Name	Memo	Paid Amount
4/21/2008	8289	TEHAMA COUNTY DEPT OF ED	HAND/APRIL 24/CONF FEE	
			01-7392-0-1110-2100-5200-800-1942	-150.00
TOTAL				-150.00
4/21/2008	8290	TRICIA K LARSON	PAYROLL	
			01-0000-0-1110-4100-1105-806-9242	-470.00
			01-0000-0-1110-1000-1105-700-6502	-120.00
			01-0000-0-1110-1000-1105-806-1922	-120.00
			01-7090-0-1110-1000-1105-700-6504	-120.00
			01-0000-0-1110-1000-1105-806-8101	-170.00
TOTAL				-1,000.00
4/24/2008	8291	CITY OF TRACY	FALSE ALARMS PO83135	
			01-0000-0-0000-7200-5800-800-9112	-240.00
TOTAL				-240.00
4/25/2008	8292	PENTEL STORE	PENS PO83639	
			01-0000-0-1110-1000-4300-700-6852	-147.52
TOTAL				-147.52
4/29/2008	8293	JOHN CRAWFORD	GAS APRIL 27	
			01-8150-0-0000-8110-4300-800-9402	-40.00
TOTAL				-40.00
4/29/2008	8294	JOHN DEWITT	GAS APRIL 27	
			01-8150-0-0000-8110-4300-800-9402	-20.00
TOTAL				-20.00
4/30/2008	8295	HIDDEN TREASURES	FIELD TRIP PO83683	
			01-5575-0-1110-2100-5800-800-2054	-126.00
TOTAL				-126.00



BUSINESS SERVICES MEMORANDUM

To: Dr. James Franco, Superintendent
From: Dr. Casey Goodall, Assoc. Superintendent of Business Services
Date: April 1, 2008
Subject: Approve Accounts Payable Warrants (March, 2008)

Background: Each month the Financial Services Department submits summaries of warrants issued monthly to the Board of Trustees for review.

Rationale: The Board of Trustees is required by law to approve the total expenditures of the district. The Board has requested to review detailed backup for expenditures. This agenda item meets Strategic Goal #6 – Forming Partnerships.

Funding: N/A.

Recommendation: Approve Accounts Payable Warrants (March, 2008)

Prepared by: S. Reed Call, Director of Financial Services



BUSINESS SERVICES MEMORANDUM

To: Dr. James Franco, Superintendent

From: Dr. Casey Goodall, Assoc. Superintendent of Business Services

Date: May 1, 2008

Subject: Approve Accounts Payable Warrants (April, 2008)

Background: Each month the Financial Services Department submits summaries of warrants issued monthly to the Board of Trustees for review.

Rationale: The Board of Trustees is required by law to approve the total expenditures of the district. The Board has requested to review detailed backup for expenditures. This agenda item meets Strategic Goal #6 – Forming Partnerships.

Funding: N/A.

Recommendation: Approve Accounts Payable Warrants (April, 2008)

Prepared by: S. Reed Call, Director of Financial Services



BUSINESS SERVICES MEMORANDUM

TO: Dr. James C. Franco, Superintendent
FROM: *Casey* Dr. Casey Goodall, Associate Superintendent for Business Services
DATE: May 30, 2008
SUBJECT: Ratify Routine Expenditures and Notice of Completion Which Meet Criteria for Placement on Consent Agenda.

BACKGROUND: To be valid or to constitute an enforceable obligation against the district, education code 17604 requires that all contracts must be approved and/or ratified by the board of trustees. This requirement is met in several different ways, depending on the value of the requisition, the types of services or materials being procured, and the advance notice staff has in procuring the services or materials. Routine requisitions less than \$5,000 are ratified on the consent calendar when the board approves the warrants list. Except when specific exceptions are detailed in board policies and procedures, requisitions greater than \$15,000 are submitted as action items for board pre-approval. Also, Special Services and advice in financial, accounting, engineering, legal or administrative matters pursuant to Government Code 63060 meet the requirements.

Routine requisitions between \$5,000 and \$15,000, and requisitions greater than \$15,000 which meet specific criteria, may be ratified on the consent calendar by board approval of a summary list, more detailed than the warrants listing. This may also include ratification of "Notice of Completion" of construction projects.

RATIONALE: The attached summary of these requisitions with related support documentation details financial obligations greater than \$5,000 but which meet the criteria to be ratified in this format. The summary is organized alphabetically so that the project's back-up material is identified with the same letter in the lower left hand corner.

FUNDING: Per attached summary of requisitions.

RECOMMENDATION: Ratify Routine Expenditures and Notice of Completions Which Meet Criteria for Placement on Consent Agenda

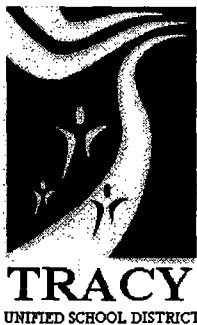
Prepared by: Dr. Casey Goodall, Associate Superintendent of Business Services

**BUSINESS SERVICES
FACILITIES DEVELOPMENT DEPARTMENT
SUMMARY OF SERVICES**

A. Vendor: Kleinfelder
Site: Kimball High School
Item: Agreement - Ratify
Services: Geotechnical Services
Cost: \$26,000 - \$30,000 (Estimated cost)
Project Funding: Developer Fees and SSBF

B. Vendor: Barry's Backhoe Service, Inc.
Site: Tracy Learning Center – New Sewer Line
Item: Agreement
Services: Stayton Plumbing provided the low bidder but was unable to obtain the required bonds for this project. As a result of Stayton Plumbing being a non-responsive bidder, the District is awarding to the second lowest bidder which is Barry's Backhoe Services, Inc.
Cost: \$77,500.00
Project Funding: Deferred Maintenance - Plumbing

C. Vendor: Terie Furtney – Food 4 Kids
Site: Food Service Consultant
Item: Agreement
Services: Food 4 Kids will update data from the nutritional analysis of the school lunch and breakfast program to ensure federal and state compliance regulations and also work with director to implement new state legislation for menu planning. In addition, Terie will conduct all Serv-Safe training for food service employees.
Cost: \$50.00 per hour (not to exceed \$15,000.)
Project Funding: Food Service Department Funds



BUSINESS SERVICES MEMORANDUM

To: Dr. James C. Franco, Superintendent
From: CJP Dr. Casey J. Goodall, Associate Superintendent for Business Services
Date: May 30, 2008
SUBJECT: Ratify Measure E Related Expenditures and Notice of Completions Which Meet Criteria for Board Review and Approval

BACKGROUND: To be valid or to constitute an enforceable obligation against the district, education code 17604 requires that all contracts must be approved and/or ratified by the board of trustees. This requirement is met in several different ways, depending on the value of the requisition, the types of services or materials being procured, and the advance notice staff has in procuring the services or materials. Routine requisitions less than \$5,000 are ratified on the consent calendar when the board approves the warrants list. Except when specific exceptions are detailed in board policies and procedures, requisitions greater than \$15,000 are submitted as action items for board pre-approval. Also, Special Services and advice in financial, accounting, engineering, legal or administrative matters pursuant to Government Code 63060 meet the requirements.

Routine requisitions between \$5,000 and \$15,000, and requisitions greater than \$15,000 which meet specific criteria, may be ratified on the consent calendar by board approval of a summary list, more detailed than the warrants listing. This may also include ratification of "Notice of Completion" of construction projects.

RATIONALE: The attached summary of these requisitions with related support documentation details financial obligations greater than \$5,000 but which meet the criteria to be ratified in this format. The summary is organized alphabetically so that the project's back-up material is identified with the same letter in the lower left hand corner.

FUNDING: Per attached summary of requisitions.

RECOMMENDATION: Ratify Measure E Related Expenditures and Notice of Completions Which Meet Criteria for Placement on Consent Agenda

Prepared by: Dr. Casey Goodall, Associate Superintendent of Business Services

**BUSINESS SERVICES
FACILITIES DEVELOPMENT DEPARTMENT
SUMMARY OF SERVICES**

A. Vendor: Securitas Systems
Site: Tracy High School – 40 Classroom building
Item: Quote (revised)
Services: Controllers and card readers for Security Card Access System.
Contractor to furnish and install equipment.
Cost: \$43,544.39
Project Funding: Local Bond Funds and SSBF

B. Vendor: Hazard Management Services
Site: Tracy High School
Item: Request for Proposal Results Increment #2
Services: Environmental Survey and testing for Tracy High School
Cost: \$21,321.00
Project Funding: Local Bond Funds and SSBF



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~Dr. James Franco~~ Dr. Sheila Harrison, Assistant Superintendent for Educational Services
DATE: June 4, 2008
SUBJECT: Approve Agreement for Special Contract Services with San Joaquin County Office of Education to Provide Workshops on "Structures and Strategies for EL Students" for the 2008/2009 School Year

BACKGROUND: The District has made gains in the achievement of English learners, but for many schools this subgroup is not meeting the Adequate Yearly Progress target under No Child Left Behind. English Learners comprise 20% of the District's population and the diversity of languages continues to increase. Providing professional development related to effective instructional practices to meet the needs of English learners continues to be a critical component of our program improvement plan.

RATIONALE: The San Joaquin County Office of Education Office of Multilingual Education, under the direction of Claudia Lockwood, worked with the District to provide EL Structures and Strategies training to over 200 K-8 teachers during the 2005/2006 school year, 120 teachers during the 2006/2007 school year, and an additional 75 teachers during the 2007/2008 school year. However, there are still teachers that have not had the opportunity to receive the training. The workshops offered during the 2008/09 school year will allow additional teachers from grades K-12 to attend this training. The County will provide a total of 10 workshops (2 per day). This program supports Strategic Goal #2: "Create a Quality and Effective Learning Environment for All Students."

FUNDING: The cost of \$5,000 will be paid from Title III funds.

RECOMMENDATION: Approve Agreement for Special Contract Services with San Joaquin County Office of Education to Provide Workshops on "Structures and Strategies for EL Students" for the 2008/2009 School Year.

Prepared by: Carol Anderson-Woo, Director of Curriculum, Accountability and Continuous Improvement

TRACY SCHOOL DISTRICT

315 East Eleventh Street, California 95376-4095

AGREEMENT FOR SPECIAL CONTRACT SERVICES

This Agreement, by and between Tracy School District, hereinafter referred to as "District," and San Joaquin County Office of Education, hereinafter referred to as "Contractor," is for consultant or special services to be performed by a non-employee of the District. District and Contractor, herein named, do mutually agree to the following terms and conditions:

1. Contractor shall perform the following duties: present 10 workshops (2 per day) during the 2008-09 School year on "Structures and Strategies for ELL Learners."

2. Contractor will provide the above service(s), as outlined in Paragraph 1, for a period of up to a total of five (5) HOURS/DAY(s) (circle one), under the terms of this agreement at the following location Tracy Unified School District

3. In consideration of the services performed by Contractor, District shall pay Contractor according to the following fee schedule:

a. District shall pay \$ 1,000.00 per HOUR/DAY/FLAT RATE (circle one), not to exceed a total of \$ 5,000.00. Contractor shall only be paid for work completed to the satisfaction of District the termination date of this agreement.

b. District ☐ SHALL; ☒ SHALL NOT reimburse Contractor for out-of-pocket expenses incurred during Contractor's performance of the services, including: mileage, meals, and lodging at rates not to exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed \$ -0- for the term of this agreement.

c. District shall make payment on a ☐ MONTHLY PROGRESS BASIS, ☒ SINGLE PAYMENT UPON COMPLETION OF THE DUTIES and within thirty (30) working days from Contractor's presentation of a detailed invoice or on a claim form provided by District. Original paid receipts are required for lodging, air fare (passenger coupon or ticket stub), automobile rental and parking. Claims for unusual expenses, such as teaching materials, photocopying, etc., must be accompanied by original

4. The term of this agreement shall commence on August 15, 2008, and shall terminate on June 30, 2009

5. This agreement may be terminated at any time during the term by either party upon thirty (30) days written notice.

6. Contractor shall contact the District's designee, Carol Anderson-Woo at (209) 830 - 3275 with any questions regarding performance of the services outlined above. District's designee shall determine if and when Contractor has completed the services described.

7. The parties intend that an independent contractor relationship be created by this contract and District assumes no responsibility for workers' compensation liability. District likewise assumes no responsibility for liability for loss, damage, or injury to person(s) or property resulting from, or caused by, contractor's activities during or relating to the performance of service under this Agreement.

Contractor agrees to hold harmless and to indemnify District for:

Any injury to person or property sustained by Contractor or by any person, firm or corporation employed directly or indirectly by the Contractor or by any of the individuals participating in or associated with him or her, however caused; and any injury to person or property sustained by any person, firm or corporation, caused by any act, neglect, default or omission, of Contractor, or any person, firm or corporation directly or indirectly employed by Contractor upon or in connection with this Agreement, or any of the participants arising out of or in the course of their term of this Agreement, and Contractor at his or her own cost, expense and risk, shall defend any and all actions, suits or other legal proceedings that may be instituted against District for any such claim or demand, and pay or satisfy any judgment that may be rendered against District in any such action, suit or legal proceedings or the result thereof. Nothing herein provided shall be construed to require Contractor to hold harmless or indemnify District for liability or damages resulting from the negligence or willful act, or omission of District or its officers, agents, or employees.

8. This Agreement is for the personal services of the Contractor and Contractor may not assign the performance of the services to any person or persons who are not parties to this Agreement except for employees of

9. Contractor certifies that his or her current employer, if any, is fully cognizant of this Agreement and that payments hereunder are not in conflict with any federal, state or local statutes, rules or regulations, or with any policies of Contractor's current employer.

10. District shall become the owner of, and entitled to, exclusive possession of all records, documents, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other uses thereof will be permitted except by permission of the District. Proprietary materials will be exempted from this

11. Consultant/Contractor certifies that he or she is not an employee of the District and is self-employed in the performance of the services specified. Consultant agrees that he or she assumes all responsibility in relation to providing the District with an Employer Identification number or Social Security number as required by IRS to the conduct of his or her business.

AGREED:

 Consultant Signature (1)
 San Joaquin County Office of Education

 Social Security Number (2)
 June 1, 2008

 Date
 Director/Multilingual

 Title

 P.O. Box 213030

 Address

 Stockton, CA 95213-9030

 Tracy School District
 June 1, 2008

 Date
 Dir. of Curriculum, Accountability & Cont. Improvement

 Title

 Account Number to be Charged

 Department/Site Approval

 Budget Approval

 Date Approved by the Board

Send All Copies To The Business Office.

1. Whenever organizational names are used, the authorized signature must include company title, such as president. 2. Whenever organizational names are used, the employer IRS Identification Number must be used instead of a Social Security Number.

Reset Form



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~JH~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services
DATE: ~~JH~~ May 20, 2008
SUBJECT: Approve Agreement for Special Contract Services with Point Break Adolescent Resources for Counseling Services.

BACKGROUND: The Prevention Services Office coordinates the District's Federal Safe and Drug Free Schools Programs which includes mandatory counseling for substance abuse, anger management and gang intervention. Approximately 160 students are mandated to counseling each school year. Under No Child Left Behind, schools are required to offer research-based intervention services. Point Break Adolescent Resources offers courses that are accepted by the California Department of Education and the U.S. Department of Education.

RATIONALE: Intervention services are mandated for students placed on school probation for substance abuse. Students suspended or expelled for fighting and/or violence are frequently referred to anger management or gang intervention classes. Point Break Adolescent Resources offers substance abuse prevention and intervention programs, anger management and gang awareness intervention programs. This supports Strategic Goal #4, Developing The Whole Student.

FUNDING: Fees for services are \$1200 per month. The total expected cost for 2008/2009 school year is \$10,800. The fees will be paid through SAFE Schools Grant.

RECOMMENDATION: Approve Agreement for Special Contract Services with Point Break Adolescent Resources for Counseling Services.

Prepared by: Joan E. Stone, Coordinator Prevention Services Office

TRACY UNIFIED SCHOOL DISTRICT

1875 W. Lowell Ave., Tracy, California 95376

AGREEMENT FOR SPECIAL CONTRACT SERVICES

This agreement, by and between Tracy Unified School District, hereinafter referred to as "District," and Point Break Adolescent Resources, hereinafter referred to as "Contractor," is for consultant or special services to be performed by a non-employee of the District. District and Contractor, herein named, do mutually agree to the following terms and conditions:

1. Contractor shall perform the following duties: Psychoeducational group counseling for high school and middle school students referred through the District Disciplinary Review Board or Site Administration for mandatory substance abuse counseling, anger management and other special needs.
2. Contractor will provide the above services(s), as outlined in Paragraph 1, for a period of up to a total of 40 weeks () HOURS/DAY(s) (circle one), under the terms of this agreement at the following location 1975 W. Lowell Ave.
3. In consideration of the services performed by Contractor, District shall pay Contractor according to the following fee schedule:
 - a. District shall pay \$1200.00 per month per **HOUR/DAY/FLAT RATE** (circle one), not to exceed a total of \$10,800. Contractor shall only be paid for work completed to the satisfaction of District through the termination date of this agreement.
 - b. District [] **SHALL**; [x] **SHALL NOT** reimburse Contractor for out-of-pocket expenses incurred during Contractor's performance of the services, including: mileage, meals and lodging in the district rates not to exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed \$_____ for the term of this agreement.
 - c. District shall make payment on a [X] **MONTHLY PROGRESS BASIS**, [] **SINGLE PAYMENT UPON COMPLETION OF THE DUTIES** and within thirty (30) working days from Contractor's presentation of a detailed invoice or on a claim form provided by District. Original paid receipts are required for lodging, air fare (passenger coupon or ticket stub), automobile rental, and parking. Claims for unusual expenses, such as teaching materials, photocopying, etc., must be accompanied by original paid invoices.
4. The terms of the agreement shall commence on September 1, 2008, and shall terminate on June 1, 2009.
5. This agreement may be terminated at any time during the term by either party upon thirty days written notice.
6. Contractor shall contact the District's designee, Joan E. Stone, Coordinator at (209) 830-3218 with any questions regarding performance of the services outlined above. District's designee shall determine if and when Contractor has completed the services described.
7. The parties intend that an independent contractor relationship be created by this contract and District assumes no responsibility for workers' compensation liability. District likewise assumes no responsibility for liability for loss, damage, or injury to person(s) or property resulting from, or caused by, the contractor's activities during or relating to the performance of service under this Agreement.

Contractor agrees to hold harmless and to indemnify District for:

Any injury to person or property sustained by Contractor or by any person, firm, or corporation employed directly or indirectly by the Contractor or by any of the individuals participating in or associated with him or her, however caused; and any injury to person or property sustained by any person, firm or corporation, caused by act, neglect, default or omission, of Contractor, or any person, firm or corporation directly or indirectly employed by Contractor upon or in connection with this Agreement, or any of the participants arising out of or in the course of their term of this Agreement, and Contractor at his or her own cost, expense, and risk, shall defend any and all actions, suits or other legal proceedings that may be instituted against District for any such claim or demand, and pay or satisfy any judgment that may be rendered against District in any such action, suit or legal proceedings or the result thereof. Nothing herein provided shall be construed to require Contractor to hold harmless or indemnify District for liability or damages resulting from the negligence or willful act, or omission of District or its officers, agents, or employees.

8. This Agreement is for the personal services of the Contractor and Contractor may not assign the performance of the services to any person or persons who are not parties to this Agreement except for employees of Contractor.
9. Contractor certifies that his or her current employer, if any, is fully cognizant of this Agreement and that payments hereunder are not in conflict with any federal, state, or local statutes, rules or regulations or with any policies of Contractor's current employer.
10. District shall become the owner or, and entitled to, exclusive possession of all records, documents, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other uses thereof will be permitted except by permission of the District. Proprietary materials will be exempted from this clause.

AGREED:

Joel Wurgler,
Consultant Signature (1)

Social Security Number (2)

Date 5/30/07

Executive Director
Title
2208

1102 N. School Ave
Address

Stockton, Ca. 95205

Tracy Unified School District
Tracy Unified School District

Date

SAFE Schools Grant

Account Number to be Charged: 01-6405-0-1110-1000-5800-800-

Prevention Services Office
Department/Site Approval

Joan E. Stone
Budget Approval

Date Approved by the Board

Send all copies to the Business Office:

- (1) Whenever organizational names are used, the authorized signature must include title, such as president.
- (2) Whenever organizational names are used, the employer IRS Identification Number must be used instead of a Social Security Number.

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TRACY
UNIFIED SCHOOL DISTRICT

EDUCATIONAL SERVICES MEMORANDUM

To: Dr. Jim Franco, Superintendent
From: ~~Dr. Bonnie Davis~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services
Date: May 29, 2008
Subject: Approve Agreement for Special Contract Services with A4 Achievement Consulting for Dr. Bonnie Davis to Present at the Management Team Workshops on Monday and Tuesday July 28, 29 2008.

Background: The Superintendent's Diversity Training Advisory Committee has recommended Diversity Training for staff in the district. Staff at the January 31, 2007 Staff Development Buy-Back Day also strongly recommended additional Diversity Training for all staff in the district. Dr. Bonnie Davis will present two workshops to Management Team at the July Management Team Workshop on research-based culturally relevant classroom instructional strategies. Dr. Davis is the author of *How to Teach Students Who Don't Look Like You*. There is a need for ongoing training and staff development for administrators and support staff. Like last year, the training will be provided at the IGCG.

Rationale: These one and a half day interactive workshops focus on the research and strategies to improve the academic achievement of all students and to close the achievement gap. Cultural proficiency and competence will be examined with an emphasis on communication bridging with those "who don't look like you." Brain-based instructional strategies are utilized to explore how to create a classroom community that honors every voice. Instructional strategies that engage all students to improve their academic achievement across disciplines will be shared. This meets Strategic Goal #1 – Providing a Relevant and Meaningful Curriculum and Goal #2 – Providing a Quality Learning Environment.

Funding: The cost for the presenter is \$3000.00 for one and a half days of training plus expenses not to exceed \$1500.00. The cost for books and materials will not exceed \$3016.00. The books and materials will be used for both training days as well as at school sites for the 2008/09 school year. Funding will be provided by District Title II funds.

Recommendation: Approve Agreement for Special Contract Services with A4 Achievement Consulting for Dr. Bonnie Davis to Present at the Management Team Workshops on Monday and Tuesday July 28, 29 2008.

Prepared by: Dr. Sheila Harrison, Assistant Superintendent for Educational Services

TRACY UNIFIED SCHOOL DISTRICT

1875 W. Lowell Avenue, Tracy, California 95376

AGREEMENT FOR SPECIAL CONTRACT SERVICES

This agreement, by and between Tracy Unified School District, hereinafter referred to as "District," and A4 Achievement Consulting, hereinafter referred to as "Contractor," is for consultant or special services to be performed by a non-employee of the District. District and Contractor, herein named, do mutually agree to the following terms and conditions:

1. Contractor shall perform the following duties: Dr. Bonnie Davis will provide a one and one half day workshop on Researched-Based Culturally Relevant Classroom Instructional Strategies at the Management Team Workshops on July 28 and 29 2008.

2. Contractor will provide the above services(s), as outlined in Paragraph 1, for a period of up to a total of 1 and 1/2 (Days) **HOURS/DAY(s)** (circle one), under the terms of this agreement at the following location Tracy Unified School District, Tracy CA

3. In consideration of the services performed by Contractor, District shall pay Contractor according to the following fee schedule:

a. District shall pay \$ 3000.00 per **HOUR/DAY/FLAT RATE** (circle one), not to exceed a total of \$ 3000.00. Contractor shall only be paid for work completed to the satisfaction of District through the termination date of this agreement.

b. District [☒] **SHALL**; [☐] **SHALL NOT** reimburse Contractor for out-of-pocket expenses incurred during Contractor's performance of the services, including: mileage, meals and lodging in the district rates not to exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed \$ 1500.00 for the term of this agreement.

c. District shall make payment on a [☐] **MONTHLY PROGRESS BASIS**, [☒] **SINGLE PAYMENT UPON COMPLETION OF THE DUTIES** and within thirty (30) working days from Contractor's presentation of a detailed invoice or on a claim form provided by District. Original paid receipts are required for lodging, air fare (passenger coupon or ticket stub), automobile rental, and parking. Claims for unusual expenses, such as teaching materials, photocopying, etc., must be accompanied by original paid invoices.

4. The terms of the agreement shall commence on July 28, 2008, and shall terminate on July 29, 2008.

5. This agreement may be terminated at any time during the term by either party upon 30 day's written notice.

6. Contractor shall contact the District's designee, Dr. Sheila Harrison at (209) 830-3202 with any questions regarding performance of the services outlined above. District's designee shall determine if and when Contractor has completed the services described.

7. The parties intend that an independent contractor relationship be created by this contract and District assumes no responsibility for workers' compensation liability. District likewise assumes no responsibility for liability for loss, damage, or injury to person(s) or property resulting from, or caused by, the contractor's activities during or relating to the performance of service under this Agreement.



Celeste Koster

209 830 3209

Agreement for Special Contract Services - Page 2

Contractor agrees to hold harmless and to indemnify District for:

Any injury to person or property sustained by Contractor or by any person, firm, or corporation employed directly or indirectly by the Contractor or by any of the individuals participating in or associated with him or her, however caused; and any injury to person or property sustained by any person, firm or corporation, caused by act, neglect, default or omission, of Contractor, or any person, firm or corporation directly or indirectly employed by Contractor upon or in connection with this Agreement, or any of the participants arising out of or in the course of their term of this Agreement, and Contractor at his or her own cost, expense, and risk, shall defend any and all actions, suits or other legal proceedings that may be instituted against District for any such claim or demand, and pay or satisfy any judgment that may be rendered against District in any such action, suit or legal proceedings or the result thereof. Nothing herein provided shall be construed to require Contractor to hold harmless or indemnify District for liability or damages resulting from the negligence or willful act, or omission of District or its officers, agents, or employees.

8. This Agreement is for the personal services of the Contractor and Contractor may not assign the performance of the services to any person or persons who are not parties to this Agreement except for employees of Contractor.
9. Contractor certifies that his or her current employer, if any, is fully cognizant of this Agreement and that payments hereunder are not in conflict with any federal, state, or local statutes, rules or regulations or with any policies of Contractor's current employer.
10. District shall become the owner or, and entitled to, exclusive possession of all records, documents, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other uses thereof will be permitted except by permission of the District. Proprietary materials will be exempted from this clause

AGREED:

Bonnie Davis
Consultant Signature (1)

Social Security Number (2)

5/29/08
Date

Educational Consultant
Title

Laguna Beach
CA 92651
Address

Tracy Unified School District

Date

Title

Account Number to be Charged

Department/Site Approval

Budget Approval

Date Approved by the Board

Send all copies to the Business Office:

- (1) Whenever organizational names are used, the authorized signature must include title, such as president.
- (2) Whenever organizational names are used, the employer IRS Identification Number must be used instead of a Social Security Number.



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~AK~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services
DATE: ~~PX~~ May 22, 2008
RE: **Approve Overnight Travel for West High School Agriculture Department Activities for the 2008-09 School Year**

Background: West High School Agriculture Advisor Marlene Hepner, and from 4 to 6 students would like to participate in the following events throughout the year as a part of the scheduled activities for the agricultural department.

September 26, 2008	Kid In A Box – McHenry House	Tracy
October 4-5, 2008	Central Region Officer Conference	Modesto
February 14-15, 2009	Made for Excellence Conference	Modesto
March 13-14, 2009	CSU-Chico FFA Field Day	Chico
April 17-21, 2009	State FFA Leadership Conference	Fresno
May 1-3, 2009	State FFA Contest Finals	San Luis
May 16-17, 2009	Relay for Life	Tracy
June 2-5, 2009	Chapter Officer Camping Retreat	Ione

Each activity is a benefit to the student to develop leadership ability and officer experience.

Rationale: This is an opportunity for the elected FFA officers from all 58 regional schools to meet and gain leadership skills from state officers and staff to facilitate the successful promotion of chapter programs, and provide resources for the school year. These programs will help build each student's sense of confidence, responsibility and leadership. This supports Strategic Goal #4 – Developing the Whole Student.

Funding: The cost for the Made for Excellence and State Finals Conferences will be \$100.00 per person for 4 students and advisor. The cost for the State Leadership Conference will be \$200.00 per person for 6 students and advisor. The meals are the students' responsibility. Transportation will be in a school van. All funding for the trip will be paid for through the FFA ASB account and the Agriculture Incentive Grant.

Recommendation: Approve Overnight Travel for West High School Agriculture Department Activities for the 2008-09 School Year

Prepared by: Herman Calad, Principal West High School



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~JK~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services
DATE: May 22, 2008
SUBJECT: **Approve Overnight Travel for the West High School Varsity and Sophomore Football Teams to Attend Fresno State Football Camp, June 26 – June 29, 2008**

BACKGROUND: The 2008-09 football players will attend this annual football camp to enrich their skills on the playing field and develop a sense of team work. They will stay on Fresno State campus in the dorms and receive individual coaching from the Fresno State coaching staff. The 90 students attending will be chaperoned by 8 football coaches from West High. They will travel by T.U.S.D buses to Fresno State and be picked up by their parents for the return trip. This is a great opportunity to expose our students to a four year college environment.

RATIONALE: This is an important opportunity to create team unity for the players, as they will be competing against some of the best teams in California. They will develop confidence in their own abilities as well as their teammates. This activity aligns with Strategic Goal #4, Developing the Whole Student.

FUNDING: The cost will be \$320.00 per player. This includes room and meals at Fresno State and transportation. The players have been asked to contribute \$210.00 and the team has held fundraisers to pay the balance. In the event a team member(s) is unable to pay the \$210.00 contribution, the fees will be paid out of fundraised money.

RECOMMENDATION: Approve Overnight Travel for the West High School Varsity and Sophomore Football Teams to Attend Fresno State Football Camp, June 26 – 29, 2008

PREPARED BY: Herman Calad, Principal - West High School



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~JA~~ Dr. Sheila Harrison, Assistant Superintendent for Educational Services
DATE: ~~JA~~ May 30, 2008
SUBJECT: Approve Agreement for Special Contract Services with San Joaquin County Office of Education as the External Provider for Delta Island School's High Priority Schools Grant for the 2008/09 School Year.

BACKGROUND: In January 2007, the Board approved the High Priority Schools Grant application for Delta Island School. The school received the grant funding beginning in the spring of 2007. During the first year of implementing the High Priority Schools Grant, the outside entity working with the school was CLMER (Center for Language Minority Education and Research). The school had worked with CLMER in prior years focusing on ELD instruction and developing writing skills of English Learners. However, at this point the District Site Leadership Team (DSLTT) is recommending that the school participate in the Direct Instruction training offered through the Regional System of District and School Support at the San Joaquin County Office of Education. The school staff and DSLTT believes that the San Joaquin County Office of Education can provide more intensive assistance in the areas of greatest need. A change in outside entity is allowed under the High Priority Schools Grant Program if it is approved by the DSLTT.

RATIONALE: While the Board approved the grant application for the High Priority Schools Grant for Delta Island School in January 2007, the contact for an outside entity for the 2008/09 school year must now be approved. This supports Strategic Goal #1: Provide a Variety of Learning Environments and Strategic Goal #2: Raise the Achievement of All Students.

FUNDING: No cost to the district. The \$21,000 will be paid by the school's High Priority Schools Grant.

RECOMMENDATION: Approve Agreement for Special Contract Services with San Joaquin County Office of Education as the External Provider for Delta Island School's High Priority Schools Grant for the 2008/09 School Year.

Prepared by: Carol Anderson-Woo, Director of Curriculum, Accountability and Continuous Improvement

TRACY UNIFIED SCHOOL DISTRICT

1875 W. Lowell Avenue, Tracy, California 95376

AGREEMENT FOR SPECIAL CONTRACT SERVICES

This agreement, by and between Tracy Unified School District, hereinafter referred to as "District," and The San Joaquin County Office of Education hereinafter referred to as "Contractor," is for consultant or special services to be performed by a non-employee of the District. District and Contractor, herein named, do mutually agree to the following terms and conditions:

1. Contractor shall perform the following duties:

- Provide a variety of professional development and program monitoring services as the External Provider for the High Priority Schools Grant. Services to include:
 - Collaborating with the District Site Leadership Team (DSLT) – 3 meetings
 - Validating the Academic Program Survey (APS)
 - Monthly Classroom Observations/focus walks – 8 days
 - Instructional strategies training/coaching - 7 days
 - Participation in Direct Instruction Institute with Regional System of Schools and District Support (RSDSS) for 3 teachers – 6 days

2. Contractor will provide the above services(s), as outlined in Paragraph 1, for a period of up to a total of 24 days under the terms of this agreement at the following location: Delta Island School in Tracy, CA.

3. In consideration of the services performed by Contractor, District shall pay Contractor according to the following fee schedule:

- a. District shall pay \$21,000.00 flat rate not to exceed a total of \$21,000.00. Contractor shall only be paid for work completed to the satisfaction of District through the termination date of this agreement.
- b. District [] SHALL; [X] SHALL NOT reimburse Contractor for out-of-pocket expenses incurred during Contractor's performance of the services, including: mileage, meals and lodging in the district rates not to exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed those currently in effect for employees of the District. Reimbursement of expenses is included in the contractor's flat rate fee agreement for the term of this agreement.
- c. District shall make payment to be determined by DataWorks Educational Research within thirty (30) working days from Contractor's presentation of a detailed invoice or on a claim form provided by District. Original paid receipts are required for lodging, air fare (passenger coupon or ticket stub), automobile rental, and parking. Claims for unusual expenses, such as teaching materials, photocopying, etc., must be accompanied by original paid invoices.

4. The terms of the agreement shall commence on August 1, 2008, and shall terminate on May 30, 2009.

5. This agreement may be terminated at any time during the term by either party upon 30 days written notice.

6. Contractor shall contact the District's designee, Carla Washington at (209) 830-3306 with any questions regarding performance of the services outlined above. District's designee shall determine if and when Contractor has completed the services described.

7. The parties intend that an independent contractor relationship be created by this contract and District assumes no responsibility for workers' compensation liability. District likewise assumes no responsibility for liability for loss, damage, or injury to person(s) or property resulting from, or caused by, the contractor's activities during or relating to the performance of service under this Agreement.

Contractor agrees to hold harmless and to indemnify District for:

Any injury to person or property sustained by Contractor or by any person, firm, or corporation employed directly or indirectly by the Contractor or by any of the individuals participating in or associated with him or her, however caused; and any injury to person or property sustained by any person, firm or corporation, caused by act, neglect, default or omission, of Contractor, or any person, firm or corporation directly or indirectly employed by Contractor upon or in connection with this Agreement, or any of the participants arising out of or in the course of their term of this Agreement, and Contractor at his or her own cost, expense, and risk, shall defend any and all actions, suits or other legal proceedings that may be instituted against District for any such claim or demand, and pay or satisfy any judgment that may be rendered against District in any such action, suit or legal proceedings or the result thereof. Nothing herein provided shall be construed to require Contractor to hold harmless or indemnify District for liability or damages resulting from the negligence or willful act, or omission of District or its officers, agents, or employees.

8. This Agreement is for the personal services of the Contractor and Contractor may not assign the performance of the services to any person or persons who are not parties to this Agreement except for employees of Contractor.
9. Contractor certifies that his or her current employer, if any, is fully cognizant of this Agreement and that payments hereunder are not in conflict with any federal, state, or local statutes, rules or regulations or with any policies of Contractor's current employer.
10. District shall become the owner or, and entitled to, exclusive possession of all records, documents, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other uses thereof will be permitted except by permission of the District. Proprietary materials will be exempted from this clause.

AGREED:

Consultant Signature (1)
San Joaquin County Office of Education

Social Security Number (2)/Tax ID #
June 1, 2008

Date
Director, State/Federal Programs & Language Arts

Title
P.O. Box 213030

Address & Phone #
Stockton, CA 95213-9030

Tracy Unified School District

Date

Title

Account Number to be Charged

Department/Site Approval

Budget Approval

Date Approved by the Board

Send all copies to the Business Office:

- (1) Whenever organizational names are used, the authorized signature must include title, such as president.
- (2) Whenever organizational names are used, the employer IRS Identification Number must be used instead of a Social Security Number.



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~Dr.~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services
DATE: ~~May~~ May 21, 2008
SUBJECT: **Approve Addendum to Master Claiming Agreement with Stanislaus County Office of Education for Medi-Cal Administrative Activities for 2007 - 2008.**

BACKGROUND: In 1992 Tracy Public Schools, received a Healthy Start grant for students and their families (now known as the Tracy Family Center). Shortly thereafter, the Health Services Department began billing Medi-Cal for services provided to the student population in the District. These funds are used in a variety of ways, including student and family counseling, transportation, dental needs and other health emergencies. In 1999 the Federal government developed a plan entitled Medi-Cal Administrative Activities (MAA) to reimburse schools for the time and materials to implement this program. Tracy Unified School District is under the Local Education Consortium, Region Six, and Stanislaus County Office of Education which works with participants of the program on a quarterly basis.

The Centers for Medicare and Medicaid Services (CMS) has initiated a new ruling that will sunset the School-Based Medi-Cal Administrative Activities (SB-MAA) program effective June 30, 2008. Although legislators in both the House and the Senate have introduced legislation to place a moratorium on this rule, the NMAS-JPA would like to initiate action to protect the services they provide their LEAs during these changing times.

The original Master Claiming Agreement signed by the JPA, the LEC and the LEA indicated a percentage charge should be paid by the LEA for JPA MAA services. (Language can be found in the original Agreement under “#2 Fee Schedule, Section A-(3).”) Additionally, the Agreement indicates that “in any given year, should the total annual fees collected by the NMAS-JPA, from all LEAs exceed the total costs incurred by the NMAS-JPA to provide the agreed-upon services, those fees in excess of the costs will be refunded to each LEA” based on pro-rata share. Attached is an Addendum to the NMAS-JPA Master Claiming Agreement.

RATIONALE: The funds tapped from this plan are invaluable for Health Services, Prevention Services, The Tracy Family Center, all Participating School Sites and S.T.E.P.S in order to keep programs intact. This meets Strategic Goal #4, Developing the Whole Student.

FUNDING: There is no direct cost to the district. This language was added so that the LEA could be reimbursed a portion of the fee on the LEA's SB-MAA invoice each quarter. Left without this language, and basing the fee on a percentage, would not allow for the reimbursed fee. However, changing the fee to a "flat fee" still allows the reimbursement through the invoice process. It will also allow the JPA to complete all services to the districts if the MAA program actually sunsets. In this scenario, dollars generated over the JPA actual costs will be reimbursed pro rata when the NMAAS-JPA terminates.

RECOMMENDATION: Approve addendum to Master Claiming Agreement with Stanislaus County Office of Education for Medi-Cal Administrative Activities for 2007 - 2008.

Prepared by: Cynthia Edmiston, Coordinator of Health Services

NMAJ-JPA ADDENDUM FOR 2007-2008 Page 1 MEDI-CAL
ADMINISTRATIVE SERVICES - JPA
ADDENDUM TO THE MASTER CLAIMING AGREEMENT
FOR 2007-2008

This Addendum is made and entered into this 1st day of July, 2007, by and between the Tracy Unified School District (District), (hereinafter referred to as "Local Educational Agency" or "LEA") and the Northern California Medi-Cal Administrative Services Joint Powers Authority, (hereinafter referred to as "NMAJ-JPA" or "JPA").

WHEREAS, Centers for Medicare and Medicaid Services (CMS) finalized regulations that would eliminate the MAA program which provides for reimbursement for Medicaid expenditures for school-based administrative activities as of June 30, 2008.

WHEREAS, NMAJ-JPA desires to comply with the new regulations and desires to assure funding of the LEA's MAA claims.

It is mutually agreed between the parties that this Addendum is to amend the fee schedule as currently set forth in the Medi-Cal Administrative Claiming Agreement as indicated below and that all other terms and conditions of the master agreement will remain in full force and effect

1. COMMENCEMENT, DURATION AND TERMINATION OF SERVICES

This Addendum shall be effective for the 2007-2008 fiscal year, for twelve (12) consecutive months commencing on July 1, 2007. Should the MAA program continue due to legislative action, this addendum will automatically be resubmitted to the District for each consecutive fiscal year, with a revised flat fee based on the most current completed fiscal year's data.

2. FEE SCHEDULE

A. In lieu of paying a percentage-based fee, the LEA shall pay to NMAJ-JPA a flat rate. This rate is the average of the total LEA JPA fee payments made between the fiscal years 2005 – 2007. This flat fee amount is \$ 20,726.00. Equal portions representing $\frac{1}{4}$ of this total amount may be paid quarterly. If the MAA program does sunset at the end of fiscal year 2007-08, the fee must be paid in full by June 30, 2008 in order for LEA to be reimbursed proportionally by DHCS.

B. There will be no refund at the end of the year should total fees collected by NMAJ-JPA from all LEAs exceed the actual costs incurred by the NMAJ-JPA to provide the agreed-upon services.

NMAJ-JPA ADDENDUM FOR 2007-2008 Page 2

3. LEA GOVERNING BOARD AUTHORIZATION

LEA affirms that this Addendum has been approved by the Governing Board of the LEA at its meeting of and that the individual signing on behalf of the LEA below is authorized by the Governing Board to execute this Addendum to the Master Claiming Agreement.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals the day and year below written.

LEA

By:

Name:

Title:

Date:

NMAS-JPA

LEC

By:

Name:

Title:

Date:

By:

Name:

Title:

Date:

Susan Hamblin

Director



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: *JS* Dr. Sheila Harrison, Assistant Superintendent for Educational Services
DATE: May 30, 2008
SUBJECT: Approve Revised District Master Plan For Services to English Learners

BACKGROUND: A Categorical Program Monitoring was conducted in the District in May 2006. In order to resolve the remaining three non-compliant items related to English Learners, the District Master Plan for Services to English Learners must be revised. Additional revisions to the plan have been made in response to requests from site staff for additional specificity within the Master Plan.

RATIONALE: The revised sections of the Master Plan deal mainly with revisions to parent notification to clarify Initial versus Annual assessment, clear procedures for monitoring the academic progress of students re-classified as Fluent, and a plan for monitoring the academic progress of English Learners including a plan for overcoming academic deficits. The Master Plan revisions were discussed and approved by the District English Learner Advisory Committee. This supports Strategic Goal #2 – Raise the Achievement of all students while closing the achievement gap.

FUNDING: There is no cost to the district.

RECOMMENDATION: Approve Revised District Master Plan for Services to English Learners

Prepared by: Carol Anderson-Woo, Director of Curriculum, Accountability and Continuous Improvement



*"The future belongs
to the educated"*

TRACY UNIFIED SCHOOL DISTRICT

DISTRICT MASTER PLAN FOR SERVICES TO ENGLISH LEARNERS

*Approved by the
District English Learner Advisory Committee - May 19, 2008
TUSD Board of Education - June 10, 2008*

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Tracy Unified School District

Master Plan for Services to English Learners

Introduction: *The Tracy Unified School District is committed to meeting the educational needs of all children with quality instructional programs. The English Learner programs are designed to help children develop English language proficiency as rapidly as possible while still maintaining their cultural identity. All English Learners shall be provided explicit instruction designated to develop proficiency in listening, speaking, reading and writing in English until they are reclassified as Fluent English Proficient (FEP). For those choosing a Spanish bilingual program, the option is available to English Learners in Kindergarten through fifth grade and grades 9-12. These students will have access to the core curriculum through their primary language.*

Purpose: *The District Master Plan for Services to English Learners has been revised in order to provide the educational staff and community up to date information regarding the legal requirements for English Learner programs including: English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and the primary language option. This plan explains and guides the placement, assessment, reclassification, and monitoring practices for English Learners. It addresses the programmatic needs of staffing, staff development, parent involvement committees, and implementation of instruction and curriculum. A common understanding of goals, definitions and procedures helps to ensure that English Learners receive consistently implemented services designed to meet their linguistic and academic needs.*

The current plan was developed through the joint efforts of staff including members of the district English Language Development Steering Committee, district and site administrators and submitted for comment and approval to the District English Learner Advisory Committee (DELAC) during the spring of 2008.

I. PROGRAM GOALS

The goal of English language development/cross-cultural education in the Tracy Joint Unified School District is to provide for the linguistic, academic, and cultural needs of English Learner (EL) students in order to insure their success in:

- Achievement of communicative and academic competence in English.
- Achievement of those academic skills necessary to further their cognitive development and proficiency in meeting the State and District standards
- Completion of requirements necessary for graduation from high school, including passing the California High School Exit Exam (CAHSEE)
- Achievement of the understanding and competencies necessary for effective participation as members of a multicultural society.
- ~~Development Achievement~~ of a positive self-concept.
- Preparation for post-secondary education and/or successful entrance into the job market upon graduation from high school.

The goal is based on research findings which demonstrate that:

- English language development instruction is an essential and integral part of a well organized ~~bilingual/cross-cultural~~ program *for English Learners*.
- Structured and sequential development of communicative competence can be best furthered through the *use of* language the student understands.
- Understanding the multi-cultural nature of American society is vital for all since the world-view, values, traditions and lifestyles of students affect perceptions, cognition and learning styles.

Therefore, English ~~Learner language development~~ education in the Tracy Joint Unified School District will be directed to the attainment of the District's general educational goals in a manner consistent with federal and state regulations and with District policies.

II. PARENT PARTICIPATION

A. The District English Learner Advisory Committee (DELAC) (CPM I-EL1, I-EL3)

1. The committee shall consist of duly elected representatives from all K-12 schools in the district that have an enrollment of 21 or more EL students. Representatives from the schools shall be elected by the site English ~~Learner Language~~ Advisory Committee (ELAC).
2. The majority of the members of the DELAC shall be parents of EL students *and* not employed by the District.
3. The committee shall meet at least four times per school year. The date of the first meeting shall be determined by the District's English Language *Learner Program Specialist Coordinator*. Subsequent meetings shall be set by the Committee.
4. The Committee shall establish by-laws that set forth officers, procedures, and other necessary requirements.
5. The purpose of the Committee shall be to advise the District Administration and Governing Board regarding:

Development and any necessary revision to the district's master plan for educational programs and services for English Learners.

Conducting a district-wide needs assessment on a school-by-school basis

Establishment of District English Language Learner ~~Development~~ goals and objectives

Development of any plan to ensure compliance with any applicable teacher and instructional aide requirements

Administration of the annual language census (R-30)

Review ~~of and comment on~~ evaluation of the district's reclassification procedures

Review and ~~comment on~~ evaluation of written notification of annual assessment and program placement to parents

Review and evaluation of monitoring of RFEP students.

B. School English Learner Advisory Committee (ELAC) (CPM I-EL2)

1. Each school with 21 or more EL students shall establish a School English ~~Learner Language~~ Advisory Committee. The parents of EL students may, by majority vote of those present at the meeting, designate the School Site Council to represent EL students in lieu of the ELAC. This designation must be renewed annually ~~every two years~~.
2. At sites where an ELAC is established, the committee shall establish by-laws that set forth officers, procedures, and other ~~necessary requirements~~ *legal requirements as listed below*.
3. The purpose of the ELAC shall be to advise the principal and staff regarding:
 - The development of a school plan for English language acquisition as part of the overall school plan submitted annually to the Governing Board
 - Conducting ~~a~~ *of the* schoolwide needs assessment.
 - Administration of the school's language census (R-30)
 - The development of a parent information and education program for parents of EL students including the importance of regular attendance.

Each site shall maintain records of the agendas and minutes of all ELAC meetings.

(A template for ELAC meeting minutes is provided in the appendix.)

III. INITIAL IDENTIFICATION and PLACEMENT

A. Initial Identification (CPM II-EL4 – 4.1, 4.2, 4.3)

1. All parents are required to complete a "Home Language Survey" form as part of the registration ~~process form~~. If any language other than English is indicated for questions 1-3, the school registrar will give a copy of the ~~Home Language Survey registration form~~ to the site ELD Coordinator or other staff member as designated by the Principal.
2. *The site CELDT Coordinator contacts the student's previous district for CELDT test results. If none are available within 30 calendar days, the site ELD Coordinator or designee will test the student using the required form of the California English Language Development Test (CELDT).*
3. *If the only other than English language response is for question #4, the student may be considered equivalent to an English Only (EO) student, and no assessment would be needed. However, the CELDT Coordinator may determine assessment is needed at a later time if the classroom teacher(s) believes student learning is impacted by the other language.*
4. Students who are designated EL shall be assessed in the areas of speaking *and* listening, ~~reading and writing~~ in their primary language within 90 days of being so designated *where no record of such previous assessments is available*. For students whose primary language is Spanish, the IPT test shall be used. For other languages, schools may use an informal language assessment (*speaking and listening*) if no formal one is available.
- ~~1. Students who have little or no primary language proficiency in a language other than English may be classified "English Only" after consultation with parents.~~
5. If the assessment indicates that the student is not fluent in English, he/she shall be designated EL (English Learner) *a further assessment must be made as to whether the student has "reasonable fluency".* ~~be offered placement in the appropriate program.~~ *Students designated as English Learner shall receive appropriate services as described in section IV. Instructional Programs.*

Criteria for determining English Learner Status:

- *Student's overall CELDT level intermediate or below*
- or*
- *Student's overall CELDT score is Early Advanced or Advanced*
- but*
- *One or more skill areas on CLEDT is below intermediate*

Criteria for determining "reasonable fluency" in English:

- *Student's scoring beginning, early intermediate or intermediate on the overall CELDT have less than reasonable fluency in English.*
- *Students scoring early advanced or advanced have reasonable fluency in English but do not meet criteria for reclassification. Students at the higher intermediate levels may be identified as having reasonable fluency*

6. If the assessment indicates that the student is fluent in English, he/she shall be designated as FEP (~~Full~~ *Fluent English Proficient*) and placed in the regular program. *Students may be classified as initially fluent if they meet the fluent criteria upon initial assessment. Such students are designated as F in Aeries. Students who were initially designated as English Learners may be reclassified as fluent once they meet the fluent criteria. These students are designated as R in Aeries. Fluent English proficient students do not receive any special services.*

Criteria for determining Initial Fluent English Proficient Status (IFEP):

- Student's overall CELDT level is early advanced or advanced and
- Each skill area on CELDT is intermediate or higher
- A student may be classified as IFEP if the student's overall score is in the upper end of intermediate and other data are taken into consideration including other test scores, report card grades, input from parents/teachers.

7. Student Data Entry

- a. The Attendance Clerk/Registrar enter information from student registration form for ALL students, including:

- all 4 questions from the Home Language Survey on the page in Aeries
- Birth country (including English Only)
- US school entry date if country is other than US (mm/dd/yyyy).

Please note: if the response to a HLS questions shows more than one language on a line, enter the language other than English. If both languages listed are other than English, enter the first language listed.

- b. Enter the appropriate language in the Home Language Field on page 1 of Student Screen. Enter the "other" language from the HLS questions 1-3. (If the only place a language other than English appears is on question #4, enter English as the Home Language unless directed otherwise by the CELDT Coordinator.)

B. English Learner Parent Notification (CPM II-EL4-4.4, 4.5)

(A matrix of program services is provided in the appendix and is described in detail in section VI.)

1. ~~In~~ When informing the parents regarding the results of the initial assessment, the school will provide them written information in English and, whenever possible in their primary language, the following information:
- results of the initial assessment
 - if appropriate, placement in an English Language Development program including the following information:
 - instructional goals of the program
 - academic content of the program
 - parent's rights to visit the program
 - parent's rights to request an alternative program placement for their child
 - parent's right to participate in site English Language Advisory Council (ELAC)

2. *Parents/guardians of English Learners shall be notified not later than 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program) of their child's initial English-language and primary-language proficiency results, their child's language designation, English proficiency level, program placements, program options, and exit criteria.*
3. *A copy of the parent notification form is to be placed in the EL folder within the student's CUM folder*

IV. ANNUAL ASSESSMENT and RECLASSIFICATION

A. Annual Assessment and Evaluation of Students (CPM II-EL4-4.6, 4.7, 4.8, 4.9, 4.9a)

1. All students designated EL shall be assessed annually using the appropriate CELDT assessment. *(Note: in the event an EL student was not assessed the prior year, the CELDT test shall be marked as "initial" as the testing contractor does not recognize a test as "annual" unless there are prior year scores. If the student qualifies as fluent, the re-classification procedures should be followed as the student was initially identified as an English Learner.)*
2. *English Learners with disabilities will be assessed using accommodations, modifications or alternate assessments as specified in the student's individualized education plan (IEP) or 504 Plan.*
3. EL students shall participate, when appropriate, in all district required assessments to measure achievement in academic content areas. Such assessments may be given in the student's primary language when instruction is in the student's primary language.

B. Parent Notification for Annual Placement and Assessment Results

1. *Parents of English Learners must be informed each fall of student language designation, English proficiency, program placement, and exit criteria.*
2. *Official CELDT results are sent to parents within 30 days following receipt of the results from the test contractor.*

~~B. Redesignation of Students~~

- ~~1. Recommendation for redesignation of an EL student may be initiated by one or more of the following sources:~~
 - ~~• Parent~~
 - ~~• Classroom teacher~~
 - ~~• Principal~~
 - ~~• ELD Coordinator~~
 - ~~• School Counselor~~
 - ~~• Student~~
- ~~2. Upon a recommendation for redesignation, an assessment shall be conducted by the responsible site person. The student's state and district assessments, along with classroom performance, shall be used to determine the degree to which the student is able to meet district standards without additional ELD support.~~
- ~~3. Upon the completion of the assessment, the site ELD coordinator or the person designated by the Principal shall convene a Language Appraisal Team, consisting of the site administrator, ELD coordinator, language arts teacher parent, student, and the student's counselor, and teacher(s) to determine the student's designation and recommended program~~

~~placement. If unable to attend the meeting, the parent(s) shall be notified in writing of the recommendations of the Language Appraisal Team.~~

C. Reclassification of Students (CPM IV-EL6 a-d, 6.2)

The CELDT coordinator or principal's designee will monitor students for re-classification at least annually. The Office of Curriculum, Accountability and Continuous Improvement will provide schools with data reports of potential EL students for reclassification at least annually.

*A site Language Appraisal Team, usually made up of an administrator, the ELD or language arts teacher, a counselor, the parent and the student, makes the determination regarding reclassification of English Learner students. These are the steps to follow when you believe a student is ready to be Reclassified from English Learner to Fluent English Proficient (FEP). The same process is used to monitor current FEP students. **The CELDT is one of four assessment measures** which will determine if the student is to be Reclassified Fluent English Proficient (RFEP) All information on actions taken needs to be documented and placed in the EL folder in the student's CUM folder and updated on Aeries annually prior to March 1 (the Language Census R-30 date).*

1. Process for reclassification:

- a. **Assessment of English Proficiency:** *The student **cannot be Reclassified FEP (RFEP) based on the CELDT scores data alone.** A student must have an overall score of **Early Advanced or Higher** on the CELDT test and a score of **Intermediate overall or higher on all subsections** (Listening, Speaking, Reading and Writing). This is the first piece of evidence that should be used in the process. Students who fail to meet these criteria should **not** be reclassified unless there is strong evidence to suggest that CELDT score is **not** an accurate reflection of the student's true English Fluency Level.*
- b. **Performance in Basic Skills:** *The student's California Standardized Test (CST) of English Language Arts level must be at least **B = Basic, P = Proficient or A = Advanced.** (Scale score should be 325 or higher indicating they are at least strong Basic) Students in grades 11 or 12 should have passed CAHSEE.*
- c. **Teacher Evaluation of Student Performance:** *The student should have scores of 3 = **At Level** or 4 = **Above Level** as an overall score on the district Language Arts Assessments (K-8). At high school, (9-12) students should be receiving a "C" grade or higher in his/her CORE academic classes.*
- d. **Parent consultation:** *A conference with the parent needs to take place to share the student's ELD and intent to reclassify. The parent is informed that the student will be monitored for continuous academic progress and to be classified again as ELL if the student begins to fail academically. The parent's opinion, suggestions and agreements are part of the documentation. This conference can be held by telephone or in person, but parent consultation must be part of the process.*

If a student meets all criteria and the parent and teacher(s) agree, then a student can be reclassified to Fluent English proficient.

2. Steps to document reclassification

- a. *Complete Reclassification paperwork including parent conference.*
- b. *Update Student CUM*

1) *Sticker change. (from red dot for EL to green dot for RFEP)*

2) *File reclassification paper work in the EL folder.*

c.. Data Entry into Aeries (completed by the CELDT coordinator or other staff member as designated by the Principal)

1) *Language Fluency Tag needs to be changed from L to R*

2) *Reclassification date needs to be entered on the Language screen.*

D. Monitoring of FEP Students (CPM IV-EL6.1)

Students who were designated as initial FEP (F) when they entered our schools and those that have been reclassified (R) need to be monitored annually for at least two years to ensure they continue to meet the criteria for a FEP Designation. (See the FEP Monitoring Procedure in the next section for details on the monitoring schedule.) During the first year students will be monitored each trimester or semester. The Office of Continuous Improvement will provide schools with a list of students who need to be monitored. Schools will use the TUSD Language Skills Appraisal for Monitoring of Fluent English Proficient Students forms to document monitoring. Copies of these forms will be maintained in students cum folders

Schools will check student records, to ensure that newly reclassified FEP students continue to meet the following academic achievement criteria:

1. *A California Standardized Test (CST) performance level for English Language Arts level of at least **B = Basic, P = Proficient or A = Advanced.** (Scale score should be 325 or higher indicating they are at least strong Basic) Students in grades 11 or 12 should have passed CAHSEE.*
2. *Scores of 3 = At Level or 4 = Above Level as an overall score on the district Language Arts Assessments (K-8)
At high school, (9-12) students should be receiving a "C" grade or higher in his/her CORE academic classes.*

The date and status of the each monitoring for years 1 and 2 must be inputted to the Language Screen of Aeries as soon as reasonably possible following the monitoring date. For the Code use Y for Yes, student continues to meet criteria or N for No student no longer meets criteria. If a student continues to meet the academic achievement criteria, no additional steps are needed.

FEP students who are having difficulty in the core curriculum will have access to the services offered at the site to all students who are not meeting standards

FEP Monitoring Procedures

The Office of Continuous Improvement provides lists of FEP students who need to be monitored (those identified or reclassified within the previous 24 months). This list will include assessment data from the prior year including CST scores and district assessment results.

The EL Coordinator will review the list to identify students needing monitoring and inform the classroom teacher whether the student requires interim monitoring (for the first year following reclassification) or annual monitoring (for the second year following reclassification).

Year 1 Interim FEP Monitoring

1. *When a student is reclassified, the Year 1 FEP monitoring form will be provided to the classroom/core teacher (K-8) or the English teacher (9-12). The classroom/Core/English teacher will review the progress of students at two interim points – usually the end of the two subsequent trimesters or quarters.*
2. *The teacher will analyze data including, but not limited to the following to determine if the student is progressing satisfactorily:*
 - *Grades/report card*
 - *District or site assessments*
 - *Class work/Class assessments*
 - *Parent input*
3. *The teacher will indicate the progress on the interim monitoring form. Once complete, the dates of monitoring will be documented in Aeries and the form will be filed in the student's cum folder.*

Year 2 Annual Monitoring of FEP students

1. *The site EL Coordinator prepares the FEP Monitoring form on each FEP student*
2. *The site EL Coordinator reviews the FEP monitoring form with the classroom teacher or core teacher (gr. K-8) or the English teacher (gr. 9-12).*
3. *If the FEP student is progressing satisfactorily, the EL Coordinator files the FEP Monitoring form in the EL folder in the student's cum.*
4. *If the FEP student is not progressing satisfactorily, the EL Coordinator will confer with the classroom/core teacher (K-8) or the English teacher (9-12) to recommend appropriate interventions.*

V. STAFFING and PROFESSIONAL DEVELOPMENT

A. Staffing (CPM V-EL7)

The district takes all reasonable steps to provide appropriately credentialed teachers for English Language Development and specific content courses especially designated for EL students. The district also takes all reasonable steps to provide fully credentialed bilingual teachers for designated bilingual programs.

Teachers of English Learners (EL) must hold one of the following credential document authorizations for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language:

1. A CTC (Commission on Teacher Credentialing) CLAD or BCLAD credential (including Intern, Emergency and Short Term Staff Permits) or equivalent EL teaching authorization.
2. A CTC credentialed teacher with an SB2913 (SB1969 or SB395) Certificate of Completion of Staff Development or a Teacher in Training for such.

District Office Staff Serving English Learners: The English Language Learner Program Specialist and the Office of Curriculum, Accountability, and Continuous Improvement shall be responsible for the overall coordination of services to English Learners. A designated CELDT coordinator at each school site, working in conjunction with the site administrator, oversees the assessment and documentation of English Learners for that site.

B. Professional Development (CPM V-EL8)

The district provides staff development for its staff that includes articulation among programs, grade levels, and sites. Staff development includes updates on new curriculum materials, effective instructional strategies for English Learners, and information regarding research on language acquisition and development. *For staff development the district utilizes qualified district or site personnel and county staff.*

1. Credentialing: All teachers are required to be authorized to teach English Learners. The district ensured that training was available for those teachers who did not possess the appropriate CTC teaching authorization and who were assigned to teach English Learners.
2. Training for teaching staff: Schools will provide opportunities for their staff to develop a greater understanding of teaching English Learners through the sharing of best instructional practices at faculty, department, and grade level meetings.

The Educational Services Department provides ongoing professional development opportunities for personnel who work with English Learners to aid in understanding CELDT assessment results, understanding and implementing the ELD standards, and understanding and implementing effective instructional practices for English Learners.

3. Training for site administrators: Site level administrators are trained in the requirements for education of English Learners and in appropriate methodologies including how to evaluate teachers of English Learners in SDAIE and ELD techniques. This training is provided at regularly scheduled meetings as approved by the Assistant Superintendent of Educational Services.

VI. INSTRUCTIONAL PROGRAM SERVICES

(CPM VI-EL9 and VII-EL11 & 12)

A. ~~Program Requirements- Instructional Settings~~

All instructional program designs for English Learners will include:

<i>1. English Language Development</i>	
<i>2. Access to Core Curriculum</i>	
<u><i>English Language Programs:</i></u> <i>(a) Structured English Immersion (for students with less than reasonable proficiency in English)</i> <i>(a) English Language Mainstream (for students with reasonable proficiency in English)</i>	<u><i>Alternative Programs</i></u> <i>(c) Bilingual Education Program</i> <ul style="list-style-type: none"> <i>An alternative program will be provided when there are 20 students per grade with approved waivers</i> <i>Alternative programs will be offered at designated school sites.</i>
<i>3. Structured activities designed to develop multicultural competence and self-esteem.</i>	

Note: English Learners, who are also identified as learning disabled students, will be assigned according to their individualized education plan (IEP).

1. English Language Development:

- All English Learners are required to receive ELD instruction from a credentialed teacher and/or a paraeducator supervised by a credentialed teacher with appropriate authorization for delivering such instruction. Such instruction provides opportunities to develop English language proficiencies of listening, comprehension, speaking, reading and writing, in order for students to succeed academically and socially in the mainstream. Students at Intermediate through Advanced stages of English language proficiency are instructed in academic English including developing grade level equivalent skills in reading and writing.*
- The minimum recommended time for ELD instruction is thirty minutes daily (or the equivalent) in grades 1-5 and at the middle and high school levels one to two periods per day. The minimum recommended time for ELD instruction at Kindergarten is fifteen minutes daily. ELD is considered core curriculum for all English Learners. All sites are provided with annually updated proficiency scores from the CELDT so that teachers can deliver ELD instruction at the students' appropriate level of proficiency.*
- English Learners' progress in English Language Development is monitored throughout the year. The district is currently piloting an ELD standards checklist and is developing formative assessments for ELD.*
- Tracy Unified School District has adopted supplemental materials to support ELD instruction. Santillana is used in grades K – 5, except in the bilingual program where Avenues is the adopted supplemental material. Shining Star is used in grades 6-9 and Visions is used in grades 9-12.*

2. Access to the Core Curriculum

~~The district shall provide a program of Sheltered English Immersion to all English Learners. Such a program shall include:~~

- ~~• Daily instruction in English leading to proficiency in reading, writing, speaking, and listening in English.~~

~~Structured activities that promote a positive self image and cross cultural understanding.~~

All English Learners will have access to core curriculum through one of the four following programs:

Program Placement Options for English Learners:

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion**
Early Intermediate		
Intermediate		
Early Advanced	Reasonable fluency	English Language Mainstream**
Advanced		
		Other Instructional Setting as per IEP

****Or an Alternate Education Program with approved Parental Exception Waiver**

a) Structured English Immersion (SEI) – English Language Program

- ~~Instructional support through the use of SDAIE (Specially Designated Academic Instruction in English) as required for student achievement in the required academic areas such as science, social studies, and mathematics.~~
- *Structured English Immersion is designed for students with less than reasonable proficiency in English, which includes students at the Beginning to Early Intermediate levels of English (CELDT Levels 1-Beginner, 2-Early Intermediate and low 3-Intermediate). Primary language support can be provided for clarification purposes and explanation of concepts.*
- *Structured English Immersion is a process in which nearly all classroom instruction is in English and the curriculum and presentation are appropriate to students who are learning English as a new language. Instruction is in English with special strategies and materials for students learning English.*
- *The goal of the SEI process is the development of a reasonable level of proficiency in English by the EL students. The learning of English is the focus of the program and core subject areas (language arts, social studies, science, math) are used as a means to teach English. The curriculum used for ELD under Structured English Immersion may replace the adopted ELA curriculum.*

b) Mainstream English – English Language Program

- *The mainstream English program is designed for EL students who have attained the level of high Intermediate (or above) proficiency in English (CELDT levels high 3-Intermediate to -Advanced5). Students are assigned to a mainstream program unless a parental exception waiver for an alternative program has been approved. Parents may request a waiver from SEI into mainstream English programs at any time.*
- *The content in a Mainstream English class is based on State Content Standards and the learning of this content is the primary focus with the continued acquisition of English language as a by-product.*
- *The teacher is responsible for ensuring that the students receive core curriculum through the use of Specifically Designed Academic Instruction in English (SDAIE) strategies. SDAIE is modified instruction using strategies, materials, and techniques*

to make the district's rigorous academic core curriculum accessible to English Learners.

- *The goal of the program is to prepare the students for Reclassification as Fluent English Proficient (RFEP).*

c) Alternative Program - Bilingual Education Program

~~The district may also offer bilingual programs that include instruction in the student's primary language. The goal of such programs shall be to:~~

- *Parents may petition* a school to provide instruction in the student's native language or be allowed to transfer to a public school in which such a class is offered if the child meets the criteria for a waiver. An alternative program will be provided when there are 20 students per grade with approved waivers*
- *Students in a Bilingual Education Program receive daily primary language instruction including speaking, writing and reading for those students demonstrating a need for additional primary language development.. Daily as well as primary language instructional support to sustain academic achievement in required course content areas.*
- *The content in a Bilingual Education Program is based on State Content Standards and the learning of content is a primary focus. Primary language versions of district adopted curriculum will be used.*
- *The quantity of instruction provided in the primary language will decrease as students move through the grades and acquire English. The district Bilingual Program matrix is provided in the appendix*

d). Other Instructional Setting:

- *Students with disabilities may be placed in an instructional program designed to meet the needs of special education students as outlined in their individual educational plan (IEP).*

Alternative Program: Parental Exception Waiver Process (CPM VI-EL10)

1. The TUSD is responsible to inform all parents/guardians of the program options and materials and the procedure to obtain a waiver if desired.
2. Each school provides opportunities for parents to become informed of program descriptions and choices.
3. A waiver can be granted under the following circumstances:
 - a. The student is proficient in English as measured by district assessments,
 - b. The child is 10 years old or older and it is the informed belief of the school principal and education staff that an alternate course of educational study would be best for the student,
 - c. The child is determined to have special needs (physical, emotional, psychological, or educational) for which an alternative program would be best suited for the child. The evidence must be prepared in writing by the school personnel and submitted to the Director of Curriculum and Special Projects for review by the Superintendent.
4. Guidelines for (c) above: Special Needs
Upon receipt of the waiver under category (c) above, the principal will convene a committee of educational experts to review the request. The committee will review documentation such as past grades, test scores,

psychological records, discipline reports, Student Study Team records, parent input, and other information from past educational experiences. The team will come to consensus on the best instructional program for the student. A written report from the team will be submitted to the principal for action. If the site team does not reach consensus, the case will be submitted to the Director of Curriculum and Special Projects. A District-wide team will then convene to review the case and make a recommendation to the Superintendent. The school notifies the parents of action taken.

5. School personnel will work with parents requesting optional placement to ensure that the appropriate forms are completed.
6. A waiver is required for any student requesting placement in a Bilingual Program or a change in English Program.
7. A waiver may be submitted at any time for students 10 and older. A waiver sought under the category of "Special Needs" for students under the age of 10 placed in a Sheltered English Immersion Program shall not be granted until the student has been in the program for 30 calendar days.
8. Waivers must be acted upon within 20 instructional days after receipt of waiver.
9. Waivers may be transferred from previous districts of attendance in California within the same school year.
10. 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 best suited for the student.
11. In cases where a waiver is denied, the parents/guardians must be informed in writing of the reason(s) for denial, and advised of the procedures to appeal the decision.
 - Appeal Procedures
 - (a) Principal holds a meeting with the parent to explain the reason for denial.
 - (b) Principal provides a copy of the denied form to the parent.
 - (c) Principal forwards a copy of the denied waiver to the Director of Curriculum, Accountability and Special Projects
 - (d) Principal informs parents that they may appeal the denial to *the local board of education or the court* ~~the Superintendent or his designee~~.

B. Program Structure

1. The Sheltered English Immersion program shall consist of:
 - At the elementary (grades K-5) level, students shall be placed in a regular classroom where their teacher is responsible for the academic success of the student. Additional assistance may be provided by either a credentialed teacher or a paraprofessional under the direction of a credentialed teacher.
 - At the middle school (grades 6-8) level, students shall be placed in core classes especially designated as ESL (English as a Second Language) or ELD (English Language Development) and provided the opportunity to receive assistance in their other required and elective classes.
 - At the high school (grades 9-12) level, students shall be placed in ELD (English Language Development) courses and/or other appropriate courses and be provided the opportunity to receive assistance in their other required and elective courses.

2. *The English Language Mainstream program shall consist of:*

- *At the elementary (grades K-5) level, students shall be placed in a regular classroom where the teacher has an appropriate EL authorization and uses SDAIE techniques to ensure the academic success of the student. Additional assistance may be provided by either a credentialed teacher or a paraprofessional under the direction of a credentialed teacher.*
- *At the middle school and high school (grades 6-12) level, students shall be placed in regular core and/or English classes where the teacher has an appropriate EL authorization and uses SDAIE techniques to ensure the academic success of the student.*

3. ~~The District may provide programs that offer instruction in the student's primary language. In order to insure maximum educational benefit to the students and efficiency of operation, the District may centralize these programs at specific sites. For those EL students for which the district offers instruction in their primary language, The Alternative Program provided in the district is a bilingual education program which shall consist of:~~

- *At the elementary (grades K-5) level, a magnet program with self-contained classrooms with the program providing for the daily integration in an instructional setting of EL students and students who are native speakers of English.*
- *At the high school (grades 9-12) level, ELD (English Language Development) courses; academic bilingual courses in the academic areas of social studies, math, and science that meet graduation requirements; and courses in primary language development.*

All Programs will include English Language Development consisting of:

- *At the elementary (grades K-5) level, a minimum of thirty (30) minutes of instruction daily provided by a teacher with EL authorization or a paraeducator under the direction of a certificated person with EL authorization. Students may be organized by CELDT level for ELD instruction*
- *At the middle school (grades 6-8) level, at least one period of ELD based on CELDT level and provided by certificated staff with EL authorization.*
- *At the high school (grades 9-12) level, at least one period of ELD based on CELDT level and provided by certificated staff with EL authorization.*

C. English Learners in Special Education

Special Education referrals of English Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom to provide success for EL students experiencing multiple difficulties.

Multiple criteria must be used for assessing/identifying students for special education in order to identify educational needs based on disability from educational needs based on EL status.

Assessment procedures must be valid as described by applicable state and federal law.

Assessments must be administered by qualified personnel who are competent in the oral and written skills of the student's primary language and have a knowledge and understanding of the cultural and ethnic background of the student (CA Code of Regulations, Title V, Section 3023).

Special Education EL students will receive appropriate instruction in their classroom placement as determined by their IEP (Individualized Education Plan.) The IEP will include linguistically appropriate goals and objectives including, when appropriate, use of the student's primary language. The IEP will also specify the services required including goals and objectives for ELD instruction that are aligned with the ELD standards.

At least one member of the IEP team must possess the CLAD authorization or equivalent.

Teachers providing instruction in the district's core curriculum to special education English Learners will be properly certified.

Alternative reclassification criteria may be utilized on an individual basis. Any decision to alter the reclassification criteria must be made by the IEP team in accordance with State and Federal requirements.

D. Ongoing Plan for Overcoming Academic Deficits

Each school in the district receives an allocation from EIA-EL funds for the purpose of providing supplemental educational services for English Learners. Schools will earmark these funds for educational services which help EL students overcome language barriers, and to help them recoup any academic deficits, which may have been incurred in the core curricular areas as a result of language barriers.

The district employs a number of multiple measures to monitor student progress. The TUSD Growth Expectation Chart outlines a reasonable timeline for English Learners to demonstrate academic success based on the level of English proficiency at enrollment and the number of years in the English Learner program. Annually the Office of Curriculum, Accountability and Continuous Improvement provides schools with a report on the performance of English Learners to determine if each student is on-target for meeting expectations (see TUSD EL Growth Expectation Chart in Appendix.) Students are expected demonstrate growth by:

- Increase of one* level per year on Overall CELDT
(*Students at the Intermediate or Early Advanced levels may require two years to achieve this goal.)*
- Attaining a proficiency level on CSTs commensurate with their CELDT Level (Level 1 and 2 = FBB; Level 3 = BB; Level 4 = B and Level 5 = Basic or Proficient)*
- Meeting district ELA benchmark assessments
 - In primary language for students enrolled in the Bilingual Program*
 - At the percentage commensurate with their CELD level
(Level 1 = 0-10%; Level 2 = 11-30%; Level 3 = 31-50%; Level 4 = 51-70%; Level 5 = 71-100%)**

English Learners will be monitored annually in the fall to determine if they are making the expected progress based on their years in the program and CELDT level from the prior year. This monitoring will be documented on the Parent Notification of Annual Assessment Results.

When students do not meet expected proficiency growth in English or are sustaining deficits in content areas, they may be provided with the following support:

- *Classroom interventions to support academic deficits*
- *Before, during and/or after school tutorials*
- *Intersession/Summer School*

A plan to overcome academic deficits will be developed and followed for these students.

APPENDIX

English Learner Services Charts

- Initial Identification Flowchart
- Reclassification Flowchart
- Program Services Chart
- Alternative Program Charts

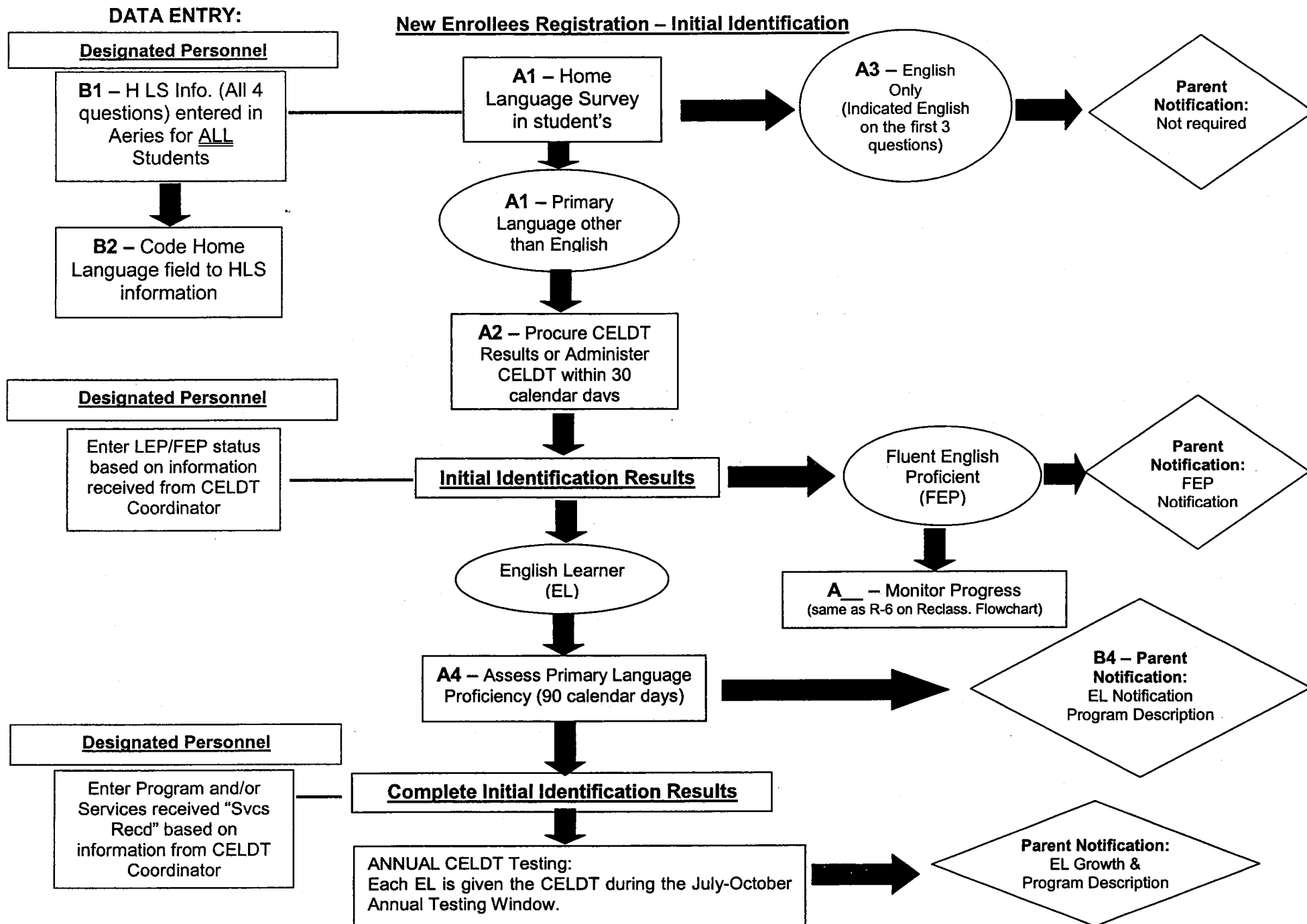
Bilingual Program at South/West Park Elementary
Tracy High Pathways

Parent Notification Forms

- Parent Notification of Initial Assessment/Placement
- Parent Notification of Annual Assessment/Placement
- Parental Exception Waiver Form
- Written Description of Special Needs

Monitoring Forms

- Principal's EL Checklist
- ELAC Minutes Template
- English Learner Monitoring
- EL Growth Expectation Chart
- Reclassification Form
- FEP Monitoring Year 1
- FEP Monitoring Year 2



Re-Classification Process

R1 – Assessment of English Proficiency
Review CELDT results from annual assessment:
CELDT overall \geq Early Advanced
CELDT Sub-scores $>$ Intermediate

NO

Student remains an English Learner

YES

R2 – Comparison of Performance in Basic Skills
Review results of latest CST in English/Language Arts
CST ELA \geq 325 (Scale Score)
OR Passed ELA portion of CAHSEE

NO

Student remains an English Learner

YES

R3 – Teacher Evaluation of Student Academic Performance
Review the student's academic performance:
K-5 District ELA Assessment \geq 3
6-12 Grades in Core Academic classes \geq C

NO

Student remains an English Learner

YES

R4 – Parent or Guardian Opinion or Consultation
• Provide notice to parents/guardians of their right to participate in the Reclassification process
• Encourage them to participate in the Reclassification process and attend a face-to-face meeting

YES

DATA ENTRY:

Attendance Clerk/Registrar

- Update LEP/FEP status to R
- Remove any Svcs. Recd code

R5 – Reclassification
• Reclassify the student to fluent English Proficient (RFEP)
• Notify parents/guardians of reclassification
• Update school/school district records

- Enter date & codes for year 1 and year 2
- (Aeries Language Screen)

R6 – Monitor Progress
• Monitor the student's progress for two years to ensure student continues to meet criteria R2 and R3. A plan to provide academic intervention will be developed for students not demonstrating academic success.

TUSD Program Services Chart

Program Setting (Program – Lang. Screen)	Srvcs Rcvd	Services Received (Srvcs Rcvd) (Based on CLAD authorization and instruction student receives)
(Not based on CLAD authorization)	330	**CLAD teacher
1. <u>Structured English Immersion</u>	331	<u>English Language Development</u>
(Newcomer students who do not have reasonable fluency in English and are “enrolled in an English-language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language” (p.7 R-30-LC instructions) Reasonable fluency is defined as overall CELDT level of 4 or 5, and some high level 3 students.	332	<i>Few elementary students and some secondary students.</i>
	334	<ul style="list-style-type: none"> • ELD. • ELD and <u>one</u> SDAIE or ELD subject class. • ELD, <u>one</u> SDAIE or ELD subject class, and some Primary Language Support.
	335	
2. <u>Alternative Course of Study</u>	333	**CLAD teacher
Bilingual Education (with approved Parental Exception Waiver only)		<u>ELD and SDAIE</u> <i>Probably most students.</i> English Language Instruction and Specially Designed Academic Instruction (SDAIE) provided by CLAD credentialed teacher(s).
		<ul style="list-style-type: none"> • Elementary classrooms that provide ELD and content-area instruction. • ELD English and at least <u>two</u> SDAIE or ELD subject classes (which give student subject area credit, e.g., ELD Biology gives science credit). • Special Ed student enrolled in regular education classes.
		**CLAD teacher
		<u>ELD and SDAIE with Primary Language Support</u> Services as described above (331) with Primary language support from a CLAD credentialed teacher or a paraeducator for at least <u>two</u> periods (or 2 hours) everyday. (Paraeducators must be supervised by CLAD teacher)
		**CLAD teacher
		<u>ELD and SDAIE Through Primary Language Instruction</u> <i>South/West Park and Tracy High Bilingual classes only.</i> At least two academic subjects taught through primary language instruction. (Parent Exception Waiver on file)
3. <u>English Language Mainstream</u>	330	** CLAD or non-CLAD teacher
(for students with reasonable fluency in English which is defined as level 4 or 5 on CELDT or by parent request for students at lower CELDT levels)	331	<u>Instructional Services Other Than Those Defined Above</u>
	332	<i>Many students are here.</i>
	334	Instruction that is specifically designed for English Learners, but not described above. (Anything other than what is specifically stated in 330, 331 or 332, <u>but</u> receives some type of ELD and/or SDAIE instruction.)
	335	<ul style="list-style-type: none"> • No ELD English class, but in SDAIE or ELD subject classes. • SDAIE/ELD subject, and/or ELD English classes taught by one or more non-CLAD credentialed teachers. • Non-CLAD credentialed teacher is teaching using ELD or SDAIE strategies. • Special Day Class (SDC) in which EL student’s needs are addressed.
4. <u>Other Instructional Settings</u>	334	**CLAD or non-CLAD teacher
e.g., Special Day Class	335	<u>Not Receiving Any English Learner Services</u> No instructional services specifically designed for an English Learner.
		<ul style="list-style-type: none"> • Teacher with or without CLAD is not using ELD or SDAIE strategies and there is no primary language support given to student.

Descriptions of program settings and services received are based on the Instructions for the Language Census R-30-LC. Numbers represent codes used in Aeries.

Tracy Unified School District Alternative (Bilingual Program) –South/West Park School

Competency Level in English Grade	Instruction in the Core Curriculum The quantity of instruction provided in each language is determined by the student's fluency level in English and the complexity of the material. English instruction includes specially designed instruction and materials appropriate for students learning English as a second language.			
Advanced Gr. 4-5	<u>Spanish = 20%</u> Language Arts Social Studies	<u>English = 80%</u> Language Arts Social Studies Mathematics	English as a Second Language Science P.E.	Art Music
Intermediate Gr. 3	<u>Spanish = 50%</u> Language Arts Social Studies	Mathematics Science	<u>English = 50%</u> Language Arts Social Studies Mathematics	English as a Second Language Science P.E. Art Music
Limited Gr. 1-2	<u>Spanish = 60%</u> Language Arts Social Studies	Mathematics Science	<u>English = 40%</u> English as a Second Language P.E.	Science Art Music
Kindergarten	<u>Spanish = 80%</u> Language Arts Social Studies	Mathematics Science	<u>English = 20%</u> English as a Second Language P.E.	Art Music

Nota: This program is designed for students who have been in the bilingual program. Students who enter the program later, speaking little or no English will need additional instruction in the primary language. Please refer to the English competency levels rather than grades for the appropriate program for these students. This model is adapted from "Building Bilingual Instruction: Putting the Pieces Together", California Department of Education, Sacramento, 1994.

**Tracy High School
Pathways to Excellence
Bilingual Core Curriculum
(Alternative Program Description)**

Pathways Classes Include:

Science:

Biology, Earth Science, Human Physiology

Mathematics:

Algebra Readiness, IMP 1, IMP 2

(Beginning in the 2008-09 SY, IMP will be phased out for Algebra and Geometry)

Social Science:

World History, U.S. History, American Government & Economics

Modern Language:

Spanish for Native Speakers 1, Spanish for Native Speakers 2

All Pathways classes include the following services provided to Spanish-speaking bilingual students include:

- Textbooks and classroom materials in Spanish (English also available)
- Student chooses language in which to take assessment
- Worksheets and class notes in Spanish
- Instruction in Spanish and English (with bilingual instructor and/or para-educator)
- Instructional support available after school with para-educator

Tracy High School
Pathways to Excellence
Bilingual Core Curriculum
(Alternative Program Description)

SAMPLE 4 YEAR PLANS FOR PATHWAYS STUDENTS
(Newcomer)

Dept	9th Grade	10th Grade	11th Grade	12th Grade
ELD/English	Beg ELD	Intermed ELD	Trans Eng 3	Trans Eng 4
Math/ Elective	Algebra Readiness ELL	IMP 1 ELL	IMP 2 ELL	IMP 3
Science/ Elective	Biology ELL	Earth Science ELL	Human Physiology ELL	Child Development
Soc Science/ Elective	Spanish for Spanish Speakers 1	World Hist ELL	US History ELL	US Government & Economics ELL
PE/Elective	Core 9 PE	Adv PE	Spanish for Spanish Speakers 2	IB Spanish 3
Elective	Beg ELD Support	Intermed ELD Support	Art 1	CAHSEE Support ELL

SAMPLE 4 YEAR PLANS FOR PATHWAYS STUDENTS
(Arriving at CELDT Level 3)

Dept	9th Grade	10th Grade	11th Grade	12th Grade
ELD/English	Sheltered Eng 1	Sheltered Eng 2	IB English Language B 1	IB English Language B 2
Math/ Elective	Algebra Readiness ELL	IMP 1 ELL	IMP 2 ELL	IMP 3
Science/ Elective	Biology ELL	Earth Science ELL	Human Physiology ELL	Child Development
Soc Science/ Elective	Spanish for Spanish Speakers 1	World Hist ELL	US History ELL	US Government & Economics ELL
PE/Elective	Core 9 PE	Adv PE	IB Spanish 3	IB Spanish 4
Elective	Art 1	Spanish for Spanish Speakers 2	CAHSEE Support ELL	Teacher's Aide



"The future belongs
to the educated"

Tracy Unified School District
1875 W. Lowell Ave. Tracy, Ca. 95376

**Parent Notification of INITIAL Assessment Results
and Program Placement**

To the parents of: _____ School: _____ Date: _____

DOB: _____ Grade: _____ Primary Language: _____

Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to California law, our school district is required to assess the English and primary language proficiency of your child. These assessments are used to determine appropriate instruction and program placement. This form is intended to notify you of these assessment results; your child's recommended program placement, the program options that are available to your child, and the district's exit (re-classification) criteria.

**English Language Assessment Results
California English Language Development Test (CELDT)**

	Beginner	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening					
Speaking					
Reading					
Writing					
Overall					

Primary Language Assessment Results (for students designated as EL)

Testing Date: _____ Listening and Speaking <input type="checkbox"/> Limited Proficient <input type="checkbox"/> Proficient

Based on the results of the CELDT test, your child has been identified as:

- ☐ **English Learner (EL)** with *less than reasonable fluency in English* and will be assigned to the Structured English Immersion Program*
- ☐ **English Learner (EL)** with *reasonable fluency in English* and will be assigned to the Mainstream English Program*
- ☐ **Fluent English Proficient (FEP)** student and will be placed in the district's regular core program.

English Learners, who are also identified as learning disabled students, will be assigned according to their individualized education plan (IEP).

Sincerely,

Principal

Date

Please call the school if you would like to schedule a parent conference to discuss English language program options for your child.

*See reverse for descriptions of all program options and exit criteria.

(copy to be placed in EL folder of Student's Cum.)

page 1 of 2

Program Placement Options for English Learners:

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion**
Early Intermediate		
Intermediate		
Early Advanced	Reasonable fluency	English Language Mainstream**
Advanced		
		Other Instructional Setting as per IEP

**Or an Alternate Education Program with approved Parental Exception Waiver

Descriptions of Program Options and Goals for English Learners

- » All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD) and the use of Specially Designed Academic Instruction in English (SDAIE) strategies
- » The goals of all programs are for students to learn English and to meet age appropriate academic standards for grade promotion and graduation
- » There are four program options for English Learners:
 - **Structured English Immersion (SEI):** is for students with less than reasonable proficiency in English. SEI is a process in which nearly all classroom instruction is provided in English, but may be supported with assistance in the student's primary language. Instruction is with special strategies and materials for students learning English. The goal of the SEI process is the development of a reasonable level of proficiency in English.
 - **English Language Mainstream (ELM):** is for students with reasonable proficiency in English. ELM provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional support 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 in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. An alternative program will be provided when there are 20 or more students per grade with approved waivers. Alternative programs will be offered at designated school sites. *(Note: 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 parental exception waiver each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, d) is a student under 10 years of age, was placed in a English language program for 30 calendar days, and special needs exist.*
 - **Other Instructional Setting:** provides an instructional program designed to meet the needs of special education students as outlined in their individual educational plan (IEP).

Parents/Guardians have the right to request a parental exception waiver for an alternative program.

A school visitation is required to request a waiver!

Exit (Reclassification) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. The district's reclassification criteria are indicated below.

Required Criteria (State Std Code)	District Criteria
English Language Proficiency Assessment (CELDT)	Overall score of Early Advanced or higher Subscores of Intermediate or higher
Performance in Basic Skills	Performance level of at least Basic on CST (A score of at least 325 is preferred)
Teacher Evaluation of Curriculum Mastery	Meeting grade level standards in ELA on district assessments or a C or higher in core classes
Parental Opinion and Consultation	Parent opinion



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Tracy Unified School District
1875 W. Lowell Ave. Tracy, Ca. 95376

**Parent Notification of ANNUAL Assessment Results
and Program Placement**

To the parents of: _____ School: _____ Grade: _____ Date: _____

Your child was designated as an English Learner and has received special services in English Language Development for the past year. Each school year English Learners are assessed for English language proficiency. This form is intended to notify you of these assessment results, your child's program placement for the current school year, the program options that are available to your child, and the district's exit (reclassification) criteria.

**English Language Assessment Results
California English Language Development Test (CELDT)**

	Beginner	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening					
Speaking					
Reading					
Writing					
Overall					

Based on the results of the CELDT test, your child has been identified as:

- ☐ **English Learner (EL)** with *less than reasonable fluency in English* and will be assigned to the Structured English Immersion Program*
- ☐ **English Learner (EL)** with *reasonable fluency in English* and will be assigned to the Mainstream English Program*
- ☐ **English Learner (EL)** and continuing in an Alternative Program – Bilingual Education Program
(A parental exception waiver is on file at the school site.)

English Learners, who are also identified as learning disabled students, will be assigned according to their individualized education plan (IEP).

Annual Monitoring of English Learners Expected Growth

Prior Year Overall CELDT level: _____ Years in Program: _____

	Expected Performance*	Actual Performance
CST - ELA		
CST - Math		
District Assessments - ELA		
District Assessments - Math		
CELDT Overall		

- * Expected Growth based on TUSD English Learner Growth Expectation Chart

Based on the above results your student:

- ☐ **is making the expected growth** in English proficiency academic achievement
- ☐ **is not making the expected growth** in English proficiency academic achievement. Your child's program will be modified as follows:

Sincerely,

Principal

Date

Please call the school if you would like to schedule a parent conference to discuss program options for your child.

page 1 of 2

Program Placement Options for English Learners:

***See reverse for descriptions of all program options and exit criteria.**

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion**
Early Intermediate		
Intermediate		
Early Advanced	Reasonable fluency	English Language Mainstream**
Advanced		
		Other Instructional Setting as per IEP

****Or an Alternate Education Program with approved Parental Exception Waiver**

Descriptions of Program Options and Goals for English Learners

- » All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD) and the use of Specially Designed Academic Instruction in English (SDAIE) strategies
- » The goals of all programs are for students to learn English and to meet age appropriate academic standards for grade promotion and graduation
- » There are four program options for English Learners:
 - **Structured English Immersion (SEI):** is for students with less than reasonable proficiency in English. SEI is a process in which nearly all classroom instruction is provided in English, but may be supported with assistance in the student's primary language. Instruction is with special strategies and materials for students learning English. The goal of the SEI process is the development of a reasonable level of proficiency in English.
 - **English Language Mainstream (ELM):** is for students with reasonable proficiency in English. ELM provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional support 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 in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. An alternative program will be provided when there are 20 or more students per grade with approved waivers. Alternative programs will be offered at designated school sites. *(Note: 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 parental exception waiver each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, d) is a student under 10 years of age, was placed in a English language program for 30 calendar days, and special needs exist.*
 - **Other Instructional Setting:** provides an instructional program designed to meet the needs of special education students as outlined in their individual educational plan (IEP).

Parents/Guardians have the right to request a parental exception waiver for an alternative program.

A school visitation is required to request a waiver!

Exit (Reclassification) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement.

The district's reclassification criteria are indicated below.

Requirement Criteria (State Ed Code)	District Criteria
English Language Proficiency Assessment (CELDT)	Overall score of Early Advanced or higher Subscores of Intermediate or higher
Performance in Basic Skills	Performance level of at least Basic on CST (A score of at least 325 is preferred)
Teacher Evaluation of Curriculum Mastery	Meeting grade level standards in ELA on district assessments or a C or higher in core classes
Parental Opinion and Consultation	Parent opinion

(copy to be placed in EL folder of Student's Cum.)
of 2

Page 2



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TUSD Parental *Exception* Waiver for Placement in Alternative Program

Student Name _____

Date of Birth _____

Home School _____

Grade _____

I. Present Placement:

My child is presently placed in the following program:

_____ ***Structured English Immersion***

Designed for students with less than reasonable proficiency in English. SEI is a process in which nearly all classroom instruction is provided in English, but may be supported with assistance in the student's primary language. Instruction is with special strategies and materials for students learning English. The goal of the SEI process is the development of a reasonable level of proficiency in English.

_____ ***English Language Mainstream***

Designed for students with reasonable proficiency in English. ELM provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional support and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (FEP).

II. Request for Placement In:

I request a waiver for my child to be placed in the following Alternative Program:

_____ Bilingual Program at South/West Park or

_____ Bilingual Program at Tracy High

Please check the reason for the waiver request:

_____ (a) **English Speaker:** The child already possesses good English language skills, as measured by standardized tests of English Vocabulary comprehension, reading and writing and has scored at or above the state average for his grade level, or at or above the 5th grade.

_____ (b) **Older Children:** The child is age 10 years or older, and we have been informed it is the belief of the school principal and educational staff that a bilingual program, an alternate course of educational study, would be better suited to our child's rapid acquisition of basic English language skills.

_____ (c) **Special Needs:** The child has already been placed in an English immersion program for a period of thirty calendar days and we have been informed that it is the subsequent informed belief of the school principal and educational staff that our child has such special physical, emotional, psychological, or educational needs that a bilingual program, an alternate course of educational study, would be better suited to our child's overall educational development.

_____ (d) **Other:** _____

I have personally visited the school. I have been provided a full description of the educational materials to be used in the different educational programs and all the educational opportunities available. I am requesting the waiver that is indicated above for my child.

Parent Signature: _____

Date: _____

FOR SCHOOL USE ONLY:

Your request for a waiver for an alternative program placement has been:

_____ **approved.** The new placement/program begins on _____
(See attached for new schedule for High School students)

_____ **denied,** because _____

If denied, please refer to the appeal process on the back of this form.

Principal : _____ Date: _____

Alternative Program: Parental Exception Waiver Request and Appeal Process

1. The TUSD is responsible to inform all parents/guardians of the program options and materials and the procedure to obtain a waiver if desired.
2. Each school provides opportunities for parents to become informed of program descriptions and choices.
3. A waiver can be granted under the following circumstances:
 - d. the student is proficient in English as measured by district assessments,
 - e. The child is 10 years old or older and it is the informed belief of the school principal and education staff that an alternate course of educational study would be best for the student,
 - f. The child is determined to have special needs (physical, emotional, psychological, or educational) for which an alternative program would be best suited for the child. The evidence must be prepared in writing by the school personnel and submitted to the Director of Curriculum and Special Projects for review by the Superintendent.
4. Guidelines for (c) above: Special Needs
Upon receipt of the waiver under category (c) above, the principal will convene a committee of educational experts to review the request. The committee will review documentation such as past grades, test scores, psychological records, discipline reports, Student Study Team records, parent input, and other information from past educational experiences. The team will come to consensus on the best instructional program for the student. A written report from the team will be submitted to the principal for action. If the site team does not reach consensus, the case will be submitted to the Director of Curriculum and Special Projects. A District-wide team will then convene to review the case and make a recommendation to the Superintendent. The school notifies the parents of action taken.
5. School personnel should work with parents requesting optional placement to ensure that the appropriate forms are completed.
6. A waiver is required for any student requesting placement in a Bilingual Program or a change in English Program.
7. A waiver may be submitted at any time for students 10 and older. A waiver sought under the category of "Special Needs" for students under the age of 10 placed in a Sheltered English Immersion Program shall not be granted until the student has been in the program for 30 calendar days.
8. Waivers must be acted upon within 20 instructional days after receipt of waiver.
9. Waivers may be transferred from previous districts of attendance in California within the same school year.
10. 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 best suited for the student.
11. In cases where a waiver is denied, the parents/guardians must be informed in writing of the reason(s) for denial, and advised of the procedures to appeal the decision.
 - Appeal Procedures
 - (e) Principal holds a meeting with the parent to explain the reason for denial.
 - (f) Principal provides a copy of the denied form to the parent.
 - (g) Principal forwards a copy of the denied waiver to the Director of Curriculum, Accountability and Special Projects
 - (h) Principal informs parents that they may appeal the denial to the local board of education or to the court.



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Tracy Unified School District

Written Description of Special Needs

(For School Use Only)

To be attached to approved Parent Exception Waiver for Participation in the Bilingual Program

Student's Name: _____ Gr. _____ School: _____

Based on input from the parent and our professional observations, it is our informed belief that the Structured English Immersion Program has resulted in substantial academic deficits for this student.

___ This student does not understand all of the classroom instruction.

___ This program has caused confusion for this student because it conflicts with the instruction he/she received in previous years.

___ This student is not receiving grade level instruction in math, science, social studies and language arts.

___ This student is emotionally upset and does not like attending school.

___ The parent does not want this student to fall behind in schoolwork.

___ The parent wants this student to be bilingual.

___ Other: _____

___ Other: _____

We believe that an alternate course of educational study would be better suited to the above named student's overall educational development.

Site Administrator

Other Educational Staff

Date

date

TUSD Principal's EL Checklist

School Site: _____

Principal: _____

- ☐ ELAC: I have met with the ELAC chairperson to plan agendas and meeting dates. We held our first meeting on _____.
- ☐ ELAC: I have informed the ELAC Committee of the roles and responsibilities of the committee. They have voted and indicated their preference to: (please indicate one)
_____ continue as an ELAC Committee or
_____ disband and send a representative to serve on the School Site Council. The signed document is on file with the principal and a copy has been sent to the ELD Office.
- ☐ We have discussed the training topics and determined possible dates for ELAC meetings during which training topics will be covered.
- ☐ EL/CELDT COORDINATOR: I have selected a teacher to be the EL/CELDT Coordinator (_____) and set up a schedule of regular meeting to ensure ongoing communication regarding the progress of our English Learners. (YRE sites will need an alternate)
- ☐ REGISTRATION OF EL STUDENTS: The EL/CELDT Coordinator and I met with the office staff on (date :_____) to review the process/procedures relating to New Student Registration, Home Language Survey, and data entry into Aeries. At this site, the designated person for data entry is (person/position).

- ☐ EL/CELDT COORDINATOR: I have informed the EL Coordinator of the dates and times of the district EL Steering Committee Meetings, DELAC and CELDT Coordinator meetings for the school year. The EL Coordinator is expected to attend these scheduled meetings.
- ☐ RECLASSIFICATION: The EL/CELDT Coordinator and I have updated the list of students who may qualify for reclassification for this year. We have notified the students' classroom teacher (K-6) or English Language Arts teachers (7-12) of reclassification.
- ☐ FEP MONITORING: The EL/CELDT Coordinator and I have reviewed the list of FEP students to be monitored this year, distributed the FEP Screening/ Monitoring Form and discussed interventions for FEP students not experiencing success as well as those recommended for reclassifications with classroom teachers (K-6) or English Language Arts teachers (7-12). (Appropriate interventions may be discussed individually, at staff or collaborative meetings, i.e. Data Teams.)
- ☐ AERIES DATA/CUM FILES/ EL FOLDERS: The EL/CELDT Coordinator and I met with the office staff on (date:_____) to review the process and procedures for maintaining Home Language Survey Data and EL Folders.
- ☐ ELD instruction: I have met with all teachers and/or looked at class lists and Master Schedules. Each EL student will receive a minimum of 30-45 minutes per day of focused, sequential English Language Development instruction with a CLAD certified teacher. The District Adopted ELD materials _____ are being used on a daily basis.
- ☐ ANNUAL PLACEMENT NOTIFICATIONS: Per NCLB, parents were informed in writing of their child's current scores on the annual CELDT test and the instructional program that will be provided to further their English Language Development. Parents were notified by: (method)_____
(date)_____.

Notes: _____

Principal's Signature: _____ date _____
(Sign, retain original. Send copy to Assistant Superintendent for Instructional Services)



Tracy Unified School District
English Learner Advisory Committee (ELAC)
School Name: _____

Minutes of ELAC Meeting of ____/____/____

MEMBERS PRESENT: See attached list which represents ____ parents, ____ school staff, ____ guests, and ____.

Legal Requirement/Training Covered: (Check topic(s) covered at *this* meeting and reflected in Minutes)

	1. Advise on development of a detailed Master Plan for English Learner education for the individual school and submission of plan to district Board of Education for its possible consideration and inclusion in the district's Master Plan for English Language Learners
	2. Assist in development of school's Needs Assessment
	3. Administration of the school's Annual Language Census (R30 Report)
	4. Ways to make parents aware of the importance of regular school attendance.

The meeting called to order at _____ by Chairperson _____. S/he welcomed all present to the _____ School English Learner Advisory Committee and asked everyone to introduce him/herself.

Meeting Minutes: Secretary _____ read the minutes from the _____ meeting. It was moved by _____ and seconded by _____ that the minutes be approved as written (or as corrected/amended).

Legal Requirements: The following is a summary of discussion/action(s) taken on any of the four above-described Legal Requirement(s) – (What and by whom)

- 1. Training Activity: School's master Plan:** *If this legal requirement is discussed, a guest speaker addresses this topic and/or any action is taken regarding this topic summarize briefly here. Otherwise delete this section from these Minutes.*
- 2. Training Activity: Needs Assessment:** *If this legal requirement is discussed, a guest speaker addresses this topic and/or any action is taken regarding this topic summarize briefly here. Otherwise delete this section from these Minutes.*
- 3. Training Activity: R-30 Report:** *If this legal requirement is discussed, a guest speaker addresses this topic and/or any action is taken regarding this topic summarize briefly here. Otherwise delete this section from these Minutes.*
- 4. Training Activity: Importance of Regular School Attendance;** *If this legal requirement is discussed, a guest speaker addresses this topic, and/or any action is taken regarding this topic, summarize briefly here. Otherwise delete this section from these Minutes.*

Legal Requirements: Parent Input/Advice/Comments on Legal Requirements: *When parents offer input, advice or comments on any of the four legally-required training topics, summarize briefly here under the correct category. Otherwise delete the section from these Minutes.*

1. **School's Master Plan:** *Sample: Three parents volunteered to serve on the Master Plan Revision Committee*
2. **Training Activity: Needs Assessment:** *Sample: One parent commented that the Needs Assessment is a very good communication tool.*
3. **Training Activity: R-30 Report:** *Sample: Many parents expressed that they were happy that all the demographical information was placed into one comprehensible document.*
4. **Training Activity: Importance of Regular School Attendance:** *Sample: One parent stated that she had read about a new program to encourage parents to purchase alarm clocks for student to combat tardiness. She will bring further information to the next meeting.*

Other Presentations or Guest Speakers:

In this section, summarize any other subjects discussed at the meeting and/or give the name and title of the guest speaker as well as his/her topic.

Other Topics or Presentations: Parent Input/Advice/Comments

1. *Sample: Mrs. Avila stated that she would like to go to the Board of Education meeting. Principal _____ explained available district services, including providing simultaneous oral translations during the Board of Education meetings.*
2. *Sample: Several parents expressed how grateful they were for the presentation on CAT/6 testing this evening.*

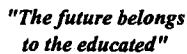
Follow-up on Topic(s): Action by whom?

1. *Sample: Mrs. _____ will bring copies of the Board of Education Agenda template to the next ELAC meeting.*
2. *Sample: Secretary _____ will bring copies of the updated membership roster to the next meeting.*

Meeting adjourned at _____.

Respectfully submitted,

Secretary, English Learner Advisory Committee



English Learner Monitoring

Student Information:					
Name: _____	School: _____	Grade: _____			
ELD Teacher: _____		Monitoring Date: _____			
District Enter Date: _____		Years in Program: _____			
<u>CELDT (prior year):</u> Overall: B EI I EA A Date: _____			<u>CELDT (current year):</u> Overall: B EI I EA A Date: _____		
<u>California Standards Test (CST):</u> ELA Score: _____ Level: _____ Math Score: _____ Level: _____ Date: _____			<u>CAHSEE (grades 11-12 only)</u> ELA score: ____ Pass: Y N Math score: ____ Pass: Y N		
Based on the TUSD Expected Growth Chart: Student demonstrated the expected growth in CELDT <input type="checkbox"/> Yes <input type="checkbox"/> No Student demonstrated the expected growth on CST in Math..... <input type="checkbox"/> Yes <input type="checkbox"/> No in ELA..... <input type="checkbox"/> Yes <input type="checkbox"/> No Student demonstrated the expected growth on district assessments in Math..... <input type="checkbox"/> Yes <input type="checkbox"/> No in ELA..... <input type="checkbox"/> Yes <input type="checkbox"/> No					
Status Determination: _____ Student meets expected growth _____ Student does not meet expected growth and requires academic support (as documented through the Student Study Team process.)					



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Tracy Unified School District English Learner Growth Expectation Chart

The TUSD English Learner Growth Expectation Chart establishes the growth goals for English Learners based on the level of English proficiency at enrollment and the number of years in the English Learner program. English Learner growth is based on multiple measures including progress on the CELDT, CST tests and district assessments. English Learner growth will be measured annually based on the chart below and will be documented on the English Learner Monitoring form. Students will be evaluated in Language Arts and in Mathematics. If a student does not make the expected growth in at least four of the five areas*, the district's Plan for Overcoming Academic Deficits will be implemented to remediate deficits in the students' academic growth in that subject area.

YEAR ONE			YEAR TWO			YEAR THREE			YEAR FOUR			YEAR FIVE		
CELDT	CST	DISTRICT	CELDT	CST	DISTRICT	CELDT	CST	DISTRICT	CELDT	CST	DISTRICT	CELDT	CST	DISTRICT
Level	Level	Percent	Level	Level	Percent	Level	Level	Percent	Level	Level	Percent	Level	Level	Percent
1	FBB	0-10	2	FBB	11-30	3	BB	31-50	3	BB	31-50	4	B	51-70
2	FBB	11-30	3	BB	31-50	3	BB	31-50	4	B	51-70	4	B	51-70
3	BB	31-50	3	BB	31-50	4	B	51-70	4	B	51-70	5	B/P	71-100
4	B	51-70	4	B	51-70	5	B/P	71-100						
5	B/P	71-100												

The five (5) areas to be monitored include:

CELDT (1)

CST in Math and CST in ELA (2)

District Assessments in Math and District Assessments in ELA (2)

District Assessments include the adopted district assessments in Language arts and Mathematics. The percent indicates the percent of district assessments English Learners are expected to meet with a score of at least 3.



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TRACY UNIFIED SCHOOL DISTRICT
Language Skills Appraisal for
Reclassification of English Learner Students

I. Student Information:

Name: _____ ID# _____
Date of Birth: _____ Place of Birth: _____ Yrs. In US Schools _____
Parents/Guardian: _____
Address: _____
Home Phone: _____ Work Phone: _____
Grade: _____ Counselor: _____
Current teacher (ELD/English): _____

II. Assessment of English Proficiency:

Latest CELDT results: _____ Date: _____
Overall level: _____
Listening: _____ Speaking: _____ Reading: _____ Writing: _____

III. Performance in Basic Skills

California Standards Test (CST):

Date: _____

ELA Score: _____ Level: _____ Math Score: _____ Level: _____

California High School Exit Exam CAHSEE (grades 11-12 only)

ELA score: _____ Pass: Y N Math score: _____ Pass: Y N

IV. Teacher Evaluation of Student Performance (grades K-5)

- Student is performing at expected grade level in:

Reading: Y N Writing: Y N Math: Y N Oral Language: Y N

Teacher Evaluation of Student Performance (grades 6-12)

- Grades in current English Language Development/Regular English/Core course:
_____ Student has mastered objectives of course with a grade of "C" or better
- Grades content courses where no specialized language services are provided:
_____ Student has mastered objectives of course with a grade of "C" or better
- GPA: _____ Credits: _____ On target for graduation: _____ yes _____ no

V. Language Appraisal Team Meeting Information

1. Date of Language Appraisal Team Meeting: _____
2. Redesignation initiated by: _____
3. Date of Parent Notification of Language Appraisal Team Meeting: _____
4. Rationale for Redesignation Request: _____

VI. Recommendation of Language Appraisal Team:

- _____ Reclassify to Fluent English Proficient (RFEP) - has met exit criteria
- _____ Classify as English Learner (EL) - has not met exit criteria
- _____ Classify as English Learner (EL) and place on waiver

Team Members (signatures):

Site Administrator: _____

Resource Teacher for Services to EL Students/ELD Coordinator: _____

English/Classroom Teacher: _____

Counselor: _____

Parent/Guardian: _____

Student: _____

Other: _____

VII. Parent Notification:

Parent/Guardian was notified of outcome of this Language Appraisal Team meeting on

_____ by (whom) _____

Method: ☐ in person
☐ by phone
☐ in writing
☐ other: _____



TRACY UNIFIED SCHOOL DISTRICT

Monitoring of Fluent English Proficient Students

Year 1

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All students designated as Fluent English Proficient (both Initial FEP and Re-designated FEP) will be monitored, for at least two years after being so designated, to ensure they are experiencing success. *The monitoring process begins on the date the student is identified as IFEP or re-classified (RFEP). The classroom, Core, or English teacher will monitor the student at the end of the first two grading periods that follow the designation. The site EL coordinator and classroom teachers will review the annual assessment data for two years.*

This form is to be filed in the student's cum folder once complete and the monitoring date and outcome must be documented in the Language Screen in Aeries.

New pertinent data reflected in this document was entered into Aeries on (date) _____ by _____

Student Information:

☐ IFEP designation date: _____ ☐ RFEP re-classification date: _____

Name: _____ School: _____ Grade: _____

(Classroom/Core/English)Teacher: _____

Year 1 Interim Monitoring (to be completed by the classroom/Core/English teacher)

Date: (Aeries field: 30 day)	To be completed at the end of the 1 st grading period after designation "30 day follow-up": Student is receiving S or C grades or better in all core curricular areas <input type="checkbox"/> Yes <input type="checkbox"/> No Student work indicates continued progress in ELD standards <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> The student is performing successfully and shall remain at current classification of RFEP or IFEP <input type="checkbox"/> The student needs additional support Interventions to be used: <input type="checkbox"/> After School Intervention <input type="checkbox"/> Intersession <input type="checkbox"/> ELD <input type="checkbox"/> Other: _____ <div style="display: flex; justify-content: space-between;"> _____ Teacher Signature _____ Principal Signature </div>
	To be completed at the end of the 2 nd grading period after designation "180 day follow-up": Student is receiving S or C grades or better in all core curricular areas <input type="checkbox"/> Yes <input type="checkbox"/> No Student work indicates continued progress in ELD standards <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> The student is performing successfully and shall remain at current classification of RFEP or IFEP <input type="checkbox"/> The student needs additional support Interventions to be used: <input type="checkbox"/> After School Intervention <input type="checkbox"/> Intersession <input type="checkbox"/> ELD <input type="checkbox"/> Other: _____ <div style="display: flex; justify-content: space-between;"> _____ Teacher Signature _____ Principal Signature </div>

Date: _____

Year 1 Annual Monitoring: Assessment of English Academic Proficiency:

California Standards Test (CST): Date: _____ ELA Score: _____ Level: _____ Math Score: _____ Level: _____	CAHSEE (grades 11-12 only) ELA score: _____ Pass: Y N Math score: _____ Pass: Y N
--	--

Teacher Evaluation of Student Performance (grades K-5)

Student is performing at expected grade level in all core curricular areas ☐ Yes ☐ No

Teacher Evaluation of Student Performance (grades 6-12)

Student is receiving C grades or better in all English ☐ Yes ☐ No
 Student is receiving C grades or better in other core curricular areas ☐ Yes ☐ No
 Student is receiving on target for graduation ☐ Yes ☐ No

Status Determination:

_____ Continues to meets criteria for Fluent designation (Y)
 _____ No longer meets criteria for Fluent designation and requires academic support (N) (describe below)



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TRACY UNIFIED SCHOOL DISTRICT

Monitoring of Fluent English Proficient Students

Year 2

All students designated as Fluent English Proficient (both Initial FEP and Re-designated FEP) will be monitored, for at least two years after being so designated, to ensure they are experiencing success. *The monitoring process begins on the date the student is identified as IFEP or re-classified (RFEP). The classroom, Core, or English teacher will monitor the student at the end of the first two grading periods that follow the designation. The site EL coordinator and classroom teachers will review the annual assessment data for two years.*

This form is to be filed in the student's cum folder once complete and the monitoring date and outcome must be documented in the Language Screen in Aeries.

New pertinent data reflected in this document was entered into Aeries on (date) _____ by _____

Student Information:

☐ IFEP designation date: _____ ☐ RFEP re-classification date: _____

Name: _____ School: _____ Grade: _____

(Classroom/Core/English)Teacher: _____

Date: _____

Year 2 Annual Monitoring: Assessment of English Academic Proficiency:

California Standards Test (CST):

Date: _____

ELA Score: _____ Level: _____

Math Score: _____ Level: _____

CAHSEE (grades 11-12 only)

ELA score: _____ Pass: Y N

Math score: _____ Pass: Y N

Teacher Evaluation of Student Performance (grades K-5)

Student is performing at expected grade level in all core curricular areas ☐ Yes ☐ No

Teacher Evaluation of Student Performance (grades 6-12)

Student is receiving C grades or better in all English ☐ Yes ☐ No

Student is receiving C grades or better in other core curricular areas..... ☐ Yes ☐ No

Student is receiving on target for graduation..... ☐ Yes ☐ No

Status Determination:

_____ Continues to meets criteria for Fluent designation (Y)

_____ No longer meets criteria for Fluent designation and requires academic support (N) (describe below)



TRACY
UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: James Mousalimas, Assistant Superintendent of Human Resources
DATE: May 30, 2008
SUBJECT: Approve Classified, Certificated, and/or Management Employment

BACKGROUND:

Frase, Jeffery

BACKGROUND:

Callahan, Stephen

Chen, Zhan "Terry"

Hornsby, Henry

Murray, Owen

Swan, Christine

CERTIFICATED MANAGEMENT

Principal
West High School
\$117,120
Range 55, Step E
Funding: General Fund

CERTIFICATED

Physics
West High School
Class VI, Step 4, \$52,179.00
Funding: General Fund

Science
Freiler (Yellow Track)
Class III, Step 2, \$40,610.70
Funding: General Fund

Math
West High School
Class VI, Step 4, \$53,802.00
Funding: General Fund

Math
Tracy High School
Class VI, Step 14, \$70,991.00
Funding: General Fund

SLP Intern (Special Ed)
District Education Center
Class III, Step 1, \$50,118.00
Funding: General Fund

wong, Crystal

Math
North School (Yellow Track)
Class II, Step 5, 37,049.32
Funding: General Fund

BACKGROUND:

Diaz, Rodrigo

CLASSIFIED

Maintenance Mechanic (Replacement)
DEC
8 hours per day
Range 48, Step A - \$21.92 per hour
Funding: Ongoing and Major Maintenance

RECOMMENDATION: Approve Classified, Certificated and/or Management Employment

Prepared by: James Mousalimas, Assistant Superintendent of Human Resources



TRACY
UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: James Mousalimas, Assistant Superintendent of Human Resources *JM*
DATE: May 30, 2008
SUBJECT: Accept Resignations/Retirement for Classified, Certificated, and/or Management Employment

BACKGROUND:

CERTIFICATED RESIGNATION

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Prins, Jennifer 3 rd grade	McKinley	5/30/08	Personal
Reed, Barbara SDC, Blue Track	North	6/30/08	Personal

BACKGROUND:

CLASSIFIED RESIGNATION

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Windsor, Sara ISET Technician	ISET	06/30/08	Relocating

BACKGROUND:

CERTIFICATED RETIREMENT

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>
Anastasio, Pat Principal	Tracy High	6/30/08
Barron, Marylee Principal	Art Freiler	6/30/08
Calad, Herman Principal	West High	6/30/08

Formella, Nancy History/English	Tracy High	6/30/08
Gouveia, Walter Director	Adult School	6/30/08
Laven, Denise Principal	Kelly School	6/30/08

BACKGROUND:

CLASSIFIED RETIREMENT

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>
Cornell, David Maintenance Specialist	Maintenance	06/30/08
Foster, Patricia Library Media Assistant	Monte Vista	06/30/08
Lyons, Catherine Administrative Secretary	DEC	06/30/08
Mendoza, Susan Library Media Assistant	McKinley	06/30/08
Murdock, Susan Program Specialist	DEC	06/13/08
Perry, Linda Attendance Clerk/Secretary	George Kelly	06/25/08
Proctor, Kay Accounting Supervisor	Finance/DEC	06/30/08
Ridolfi, Anita Library Media Assistant	Williams	06/15/08
Trent, Sharron Clerk Typist I	Monte Vista	06/07/08

RECOMMENDATION: Accept the Resignation/Retirements/Leaves of Absence for Certificated, Classified and/or Management Employees

Prepared by: James Mousalimas, Assistant Superintendent of Human Resources



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent

FROM: James Mousalimas, Assistant Superintendent for Human Resources *Jm*

DATE: May 23, 2008

SUBJECT: Approve Employment of 2008 Summer School Staff

Background: Applications for Summer School were received from staff and reviewed. Assignments for Summer School were made as shown on the attached pages. Additional staff will be added as needed and as selections are made.

This agenda item meets Strategic Goal #1, Quality Curriculum, and Goal #2, Quality Learning Environment

Funding: Summer School Funding

Recommendation: Approve employment of 2008 Summer School Staff

Prepared by: James Mousalimas, Assistant Superintendent for Human Resources

SUMMER SCHOOL CERTIFICATED STAFF
K-12
2008 SESSION

LAST	FIRST	ESTIMATED SALARY	SUMMER SCHOOL POSITION
Aguirre	Marianna	\$ 4,861.80	Spanish
Abusalih	Lula	\$ 6,576.57	HS AP
Ahuja	Rashmi	\$ 8,554.14	HS Princ
Anastasio	Steve	\$ 4,861.80	PE
Anderson	Scott	\$ 4,861.80	Social Science
Avila	Dana	\$ 4,861.80	Cyber High
Baker	Jeffrey	\$ 4,861.80	Biology
Baker	James	\$ 3,564.23	Math
Bamberger	Wendy	\$ 3,564.23	ELL-1st
Banner	Dominique	\$ 4,861.80	Math
Bartlett	Laura	\$ 2,430.90	Special Education
Bens	Veronica	\$ 4,861.80	Biology
Blanchard	Cheryl	\$ 3,564.23	Special Education
Blandesi	Mwesigwa	\$ 4,861.80	Social Science
Brown	David	\$ 4,861.80	Special Education
Brown	Troy	\$ 6,622.56	MS Princ
Burns	Lisa-Marie	\$ 4,861.80	Cyber High
Bynum	Marna	\$ 1,478.25	Boot Camp
Caffese	Lisa	\$ 3,564.23	Special Education
Cameron	Jennifer	\$ 2,430.90	English
Campbell	Rhonda	\$ 3,564.23	MS Core
Campos	Michael	\$ 2,430.90	English
Carlos	Edward	\$ 2,430.90	English
Cauble	Christa	\$ 3,564.23	MS Core
Christensen	Tammy	\$ 6,622.56	Elem Princ
Coker	Deborah	\$ 1,576.80	GATE
Cooper	Alyssa	\$ 3,564.23	K-4
Costa	Manuel	\$ 3,564.23	Special Education
Damia	Michael	Paid on Timesheet	Home Hospital
DeJong	Rhonda	\$ 3,564.23	ELL-K
Dibler	Richard	\$ 4,861.80	Biology
DiGiulio	Emily	\$ 1,757.48	K-4
Duncan	Mark	\$ 4,861.80	Math
Edache	Michelle	Paid on Timesheet	SLP
Faasisila	Danielle	\$ 1,806.75	K-4
Fallquist	Jeremy	\$ 4,861.80	Social Science
Fassio	Michael	\$ 4,861.80	Math
Feldman	Annette	\$ 1,839.60	Math
Ferrini	Matt	\$ 4,861.80	Art
Foxworth	David	\$ 3,564.23	K-4
Fresquez	Linda	\$ 3,564.23	ELL 2/3
Garske	Carol	\$ 4,861.80	English
Goreham	Don	\$ 3,564.23	K-4
Goucher	Robin	\$ 1,084.05	Special Education
Greer	Cindy	\$ 3,564.23	MS Core
Gumpert	Matt	\$ 3,876.30	Social Science
Gust	Julieanne	\$ 1,576.80	GATE
Haggmark	Judy	\$ 2,430.90	Special Education
Harrison	Susan	\$ 3,564.23	Science

SUMMER SCHOOL CERTIFICATED STAFF
K-12
2008 SESSION

LAST	FIRST	ESTIMATED SALARY	SUMMER SCHOOL POSITION
Hawkins-Peralta	Monica	\$ 2,480.18	Special Education
Jacobs	Kimberly	\$ 3,564.23	MS Core
James	Theresa	\$ 2,365.20	Math
James	Theresa	\$ 1,116.90	Trig
Jensen	Keri	\$ 4,861.80	English
Jones	Rebecca	\$ 1,576.80	GATE
Juarez	Mitra	\$ 4,861.80	Biology
Kalnins	Paul	\$ 4,861.80	Math
Kassel	Jennifer	\$ 3,564.23	K-4
Khan	Shakeel	\$ 3,564.23	Math
Kikes	Diane	\$ 3,564.23	K-4
Kolstad	Txe	\$ 3,564.23	K-4
Krusi	Brooke	\$ 3,564.23	K-4
Lagasca	Benjamin	\$ 4,861.80	English
Lawrence	Joe	\$ 2,430.90	PE
Loggins-Brown	Rebecca	\$ 4,861.80	PE
Lopez	Steve	\$ 2,496.60	Math
Lopez	Manuel	\$ 3,564.23	Special Education
Ludwig	Abbey	\$ 2,430.90	English
McCullough	Melissa	\$ 4,861.80	Biology
McDonald	Layton	\$ 3,564.23	MS Core
McGee	Gerianne	\$ 4,861.80	CAHSEE Math/Eng
McMahon	Shannon	\$ 4,861.80	Social Science
Miranda	Leila	\$ 3,564.23	Special Education
Moehnke	Randy	\$ 1,478.25	Boot Camp
Moehnke	Randy	\$ 1,576.80	Robotics
Moore	Gary	\$ 4,861.80	PE
Moraes	Rachel	\$ 4,861.80	ELL
Nadeau	Cynthia	\$ 3,564.23	K-4
Peebles	Johari	\$ 4,861.80	English
Perry	Joseph	\$ 4,861.80	Social Science
Peterson	Eric	\$ 3,564.23	ELL
Poulsen	Ryan	\$ 3,564.23	K-4
Price	William	\$ 4,861.80	Social Science
Rains (Vieira)	Elisa	\$ 4,861.80	PE
Rawson	Georgia	\$ 3,564.23	K-4
Reese	Sophy	\$ 3,564.23	Special Education
Renz	Mitchell	\$ 3,564.23	ELL
Rice	Jim	\$ 4,861.80	PE
Richerson	Suzanne	\$ 4,861.80	Special Ed
Rieman	Kimberly	\$ 4,533.30	Rdg/Math Coord
Rio	Jared	\$ 4,861.80	Social Science
Rodriguez	Mario	\$ 4,861.80	ELL
Rohrer	Ann-Margaret	\$ 3,564.23	MS Core
Rowe	Denise	\$ 4,861.80	Earth Science
Ruiz	Ruperto	\$ 4,861.80	Social Science
Sankus	Mark	\$ 4,861.80	English
Segaar	Eric	\$ 4,861.80	Biology
Sequeira	Mary	\$ 3,564.23	K-4

SUMMER SCHOOL CERTIFICATED STAFF

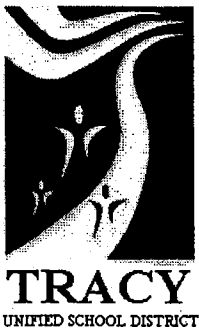
K-12

2008 SESSION

LAST	FIRST	ESTIMATED SALARY	SUMMER SCHOOL POSITION
Sherman	Dana	\$ 3,564.23	K-4
Sowell	Cathie	\$ 4,861.80	Social Science
Sowell	Morgan	\$ 4,861.80	Social Science
Speckman	Susan	\$ 4,861.80	English
Stephens	Chelsea	\$ 3,810.60	PE--YRE
Szostak	Scott	\$ 4,861.80	Social Science
Tanner	Rich	\$ 3,022.20	Math
Thomas	Crystal	\$ 3,564.23	Special Education
Thompson	Wende	\$ 5,311.85	MC AP
Tiffany	James	\$ 4,861.80	Social Science
Tillman	Pamela	\$ 1,576.80	GATE
Tito	Angela	\$ 4,861.80	Algebra Readiness
Toon	Christine	\$ 3,564.23	Special Education
Towkaniuk	Damio	\$ 4,861.80	PE
Trombley	Ben	\$ 4,861.80	Art
Tsukiji	Ben	\$ 2,430.90	PE
Vijeh	Amber	\$ 3,564.23	Math
Warapius	Todd	\$ 985.50	Social Science
Ward	Suzanne	\$ 3,564.23	K-4
Welch	Alice	\$ 3,285.00	ELD Coordinator
Wilkinson	Leslie	\$ 3,564.23	K-4
Witczak	Julie	\$ 3,564.23	K-4
Wittkowske	Debbie	\$ 1,576.80	GATE
Yano	Michele	\$ 3,564.23	K-4
Yeoman	Jill	\$ 3,564.23	K-4
Total Estimated Salary for Certificated Staff		\$ 466,223.62	

SUMMER SCHOOL STAFF
K-12 - CLASSIFIED
2008 SESSION

Last	First	Estimated Salary	Classified Summer School Position
Acuna	Robin	\$2,598.00	SH Para Educator
Alexander	Sharon	\$1,657.70	4-5 Para Educator
Alvaro	Sherri	\$1,699.50	K-1 Para Educator
Aranda	Charmaine	\$4,888.52	High School Attendance Clerk - Secretary
Baker	Terri	\$1,931.25	RSP Special Ed. Para Educator
Bates	Crystal	\$1,092.12	Elementary Library Media Assistant
Borges	Penny	\$1,236.00	Pre School Para Educator
Carillo	Sharon	\$1,883.75	RSP Special Ed. Para Educator
Correa-Flores	Lulu	\$2,012.04	Middle School Clerk Typist II
DeDora	Chiara	\$1,657.70	1-2 Para Educator
Dubie	Valerie	\$756.60	Middle School Clerk Typist II
Fehrenbacher	Mary	\$1,657.70	4-5 Para Educator
Fishback	Ann	\$1,657.40	4-5 Para Educator
Garrett	Jason	\$2,920.50	Security
Haun	Edward	\$2,311.50	Security
Hensley	Nancy	\$1,349.00	Middle School Library Media Assistant
Horabuena	Gloria	\$1,740.20	3 - Para Educator
Juares	Nina	\$2,922.00	SH Para Educator
Manley	Jackie	\$640.50	School Supervision Assistant - Elementary School
Miller	Martin	\$1,123.20	School Supervision Assistant - Middle School
Mudd	Susan	\$1,699.50	5-8 Para Educator
Pemberton	Christine	\$1,823.80	K-1 Para Educator
Pernell	Lorine	\$1,774.00	Security
Ramey	Joan	\$1,236.00	Pre School Para Educator
Ramirez	Lucia	\$1,205.60	Pre School Para Educator
Redick	Tawna	\$1,580.70	K-1 Para Educator
Rios	Athena	\$3,209.88	Elementary Clerk Typist II
Rogers	Brigitte	\$1,657.70	4-5 Para Educator
Shaver	Deborah	\$2,072.13	Alt. Ed & HH Para Educator
Silveira	Elaine	\$1,580.70	5-8 Para Educator
Vaughter	Imelda	\$1,580.70	1-2 Para Educator
Wells	Christine	\$1,966.50	SH Para Educator
Williamson	Kathleen	\$2,545.20	HS Library Media Assistant
Wing	Diana	\$2,260.50	SH Para Educator
		\$63,928.09	



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: James Mousalimas, Assistant Superintendent of Human Resources
DATE: June 10, 2008
SUBJECT: Approve Variable Term Waiver for Christine Swan-Speech Language Pathology

BACKGROUND: Variable term waivers provide additional time to complete the requirements for the credential that authorizes the service or to provide employing agencies time to fill the assignment with an individual who either holds an appropriate credential or qualifies under one of the available assignment options.

RATIONALE: In reviewing staffing for the 2008-2009 school year it has been determined that TUSD has a need for a Variable term waiver in the area of Speech and Language Pathology.

FUNDING: None.

RECOMMENDATION: Approve Variable Term Waiver for Christine Swan, Speech Language Pathology.

Prepared by: James Mousalimas, Assistant Superintendent of Human Resources.



VARIABLE TERM WAIVER REQUEST

Requests must be prepared by the employing agency, not the applicant. All materials must be clear enough to photocopy.

1. EMPLOYING AGENCY (include mailing address) <u>Tracy Unified School District</u> <u>1875 W. Lowell Ave.</u> <u>Tracy, CA 95376</u> <input type="checkbox"/> NPS/NPA (list county code)	County/District CDS Code <u>39/75499</u>	Contact Person: <u>Gloria Wells</u> Telephone #: <u>209 830 3260 x 1301</u> FAX #: <u>209 830 3264</u> E-Mail: <u>gwells@tust.net</u>
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2. APPLICANT INFORMATION

Social Security Number

5 - - - - -

If fingerprint clearance is not on file at CTC, include a completed application (form 41-4) and LiveScan receipt (41-LS) with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Swan Christine A
Last First Middle

Former Name(s) - **Birth Date** 3-4-66

Applicant's Mailing Address Stockton CA 95267

Credential Needed for Waiver Speech Language Pathology
(List specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment District Education Center K-12
Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? ☒ Yes ☐ No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s)
- Is this a subsequent waiver? (see #9 for additional information) ☐ Yes ☒ No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: EC 41268

4. EFFECTIVE DATES (mm/dd/yyyy): 07 / 30 / 2008

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification MUST be included if the expiration date extends beyond the term, track or year.

Enter ending date of school term, track, or year (mm/dd/yyyy): 06 / 30 / 2009

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE HIGH INCIDENCE AREA FOR THE ASSIGNMENT

- ☐ Special Education
- ☐ Clinical or Rehabilitative Services
- ☒ Speech-Language Pathology Services
- ☐ Driver Education and Training
- ☐ 30-Day Substitute

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- ☐ Advertised in local/national newspapers
- ☐ Advertised in professional journals
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☒ Contacted IHE placement centers
- ☒ Distributed job announcements
- ☒ Internet
- ☐ Other _____

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

Christine Swan holds a bachelor's degree in Speech and Language Pathology. She currently is enrolled in the University of the Pacific Program for an SLP Credential. She has extensive experience in this area.

6. NON STATEWIDE LOW INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- ☐ Administrative Services
- ☐ Single Subject Teaching (all subject areas)
- ☐ Designated Subjects – except driver education and training
- ☐ Library Media Services
- ☐ Multiple Subject Teaching
- ☐ Pupil Personnel Services: Counseling, Psychology, Social Work
- ☐ Reading Specialist/Certificate
- ☐ Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- ☐ Distributed job announcements
- ☐ Contacted IHE placement centers
- ☐ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- ☐ Advertised in local/national newspaper
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Advertised in professional journals
- ☐ Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? _____

How many individuals credentialed in the authorization of the waiver request were interviewed? _____

What were the results of those interviews? (Please indicate answers in numbers)

- _____ Applicant(s) withdrew
- _____ Candidate(s) declined job offer
- _____ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the document named above as the credential goal and a target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
SLP Credential Program	May 2009

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to support and assist the applicant, as feasible, in completing the requirement(s) listed above.

Name Nancy Hopple

Position Director of Special Education

9. SUBSEQUENT WAIVER REQUESTS

☐ Attached is a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes ☒ No ☐ Not applicable (program completion is not a requirement)

11. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

- ☒ Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #13 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. an individual who is scheduled to complete initial preparation requirements within six months
2. a candidate who is qualified to participate in an approved internship program in the region of the school district

- ☐ County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #13 below, the person signing verifies that there were no objections to this waiver request.

12. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.


Signature of Applicant

(Sign full legal name as listed in #2)

5/21/08
Date

13. EMPLOYING AGENCY CERTIFICATION

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions.

If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee:

Signature:

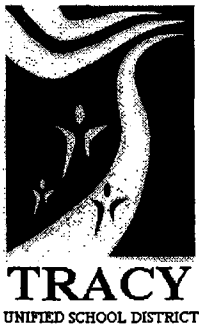
Title:

Date:



ASST. SUP'T - HUMAN RESOURCES

6/2/08



BUSINESS SERVICES MEMORANDUM

To: James C. Franco, Superintendent

From: *C. Goodall* C. Goodall, Associate Superintendent for Business

Date: May 29, 2008

Subject:

1. Adopt Resolution No. 07-15, of the Board of Education of the Tracy Joint Unified School District (TJUSD) acting as Legislative Body of the TJUSD Community Facilities District No. 97-1 (TJUSD CFD 97-1), to Levy Special Tax for Property Tax Year 2008-09
2. Approve MuniFinancial for Preparation of the 2008-09 Tax Roll and Reporting of Delinquencies.

BACKGROUND: All the developers that have executed an MOU prior to September 2005 with the District have the option of choosing from three different mitigation payment choices for single family dwelling units.

Two developers have chosen Option 3, which allows a partial pre-payment of a Mello-Roos special tax. In the K-12 areas this is in the amount of \$7,915 at close of escrow plus the establishment of an annual Mello-Roos special tax of \$1,122 for a period of seven years, with a buy-out provision at any time for \$5,201, less any sums already received by the District which were applied to school facilities mitigation. In the 9-12 areas the amount due at close of escrow is \$1,821 plus the establishment of an annual Mello-Roos special tax of \$463 for a period of seven years, with a buy-out provision at anytime for \$3,828, less any sums already received by the District which were applied to school facilities mitigation.

RATIONALE: The San Joaquin County Auditor/Controller requires an annual resolution containing certain specified language to place the special tax on the property tax rolls. In this case, the District will be billing and collecting the annual special tax for the first year, until they can be placed on the County tax rolls next property tax year.

In the 2008-09 tax year MuniFinancial will be placing approximately 327 parcels on the tax roll.

FUNDING: Mitigation fees will pay for MuniFinancial services.

RECOMMENDATIONS: Adopt Resolution 07-15, of the Board of Education of the Tracy Joint Unified School District (TJUSD) acting as Legislative Body of the TJUSD Community Facilities District No. 97-1 (TJUSD CFD 97-1), to Levy Special Tax for Property Tax Year 2008-09

Prepared by: Bonny Carter, Planner

RESOLUTION NO. 07-15

RESOLUTION OF THE BOARD OF EDUCATION OF THE TRACY JOINT UNIFIED SCHOOL DISTRICT ACTING IN ITS CAPACITY AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. 97-1 OF THE TRACY JOINT UNIFIED SCHOOL DISTRICT TO LEVY SPECIAL TAX FOR PROPERTY TAX YEAR 2008-09 IN COMMUNITY FACILITIES DISTRICT NO. 97-1 SAN JOAQUIN COUNTY, CALIFORNIA

The Board of Education of the Tracy Joint Unified School District acting as the legislative body of the Community Facilities District 97-1 resolves:

1. Reference is made to this Board's Ordinance No. 97-1-1 dated January 26, 1998, levying a Special Tax within Community Facilities District No. 1997-1 for the 1997-1998 property tax year and following.
2. Ordinance No. 97-1-1, adopted under the authority of California Government Code Sections 53328 and 53340, took effect on February 25, 1998. Exhibit A, RATE AND METHOD OF APPORTIONMENT OF THE SPECIAL TAX, describes the three methods the special tax of CFD 97-1 may be paid and further describes the adjustment rate and frequency.
3. In accordance with Ordinance No. 97-1-1, this Board hereby levies the Special Tax for property tax year 2007-08 for its Community Facilities District No. 97-1 on all taxable properties electing Option 3 during this fiscal year in the amount of \$1,122.00 for the K-12 areas or \$463.00 for the 9-12 areas.
4. The Agency Secretary is directed, with the aid of the appropriate officers and agents of the Agency, to implement the provisions of the Special Tax Formula and this Resolution, and to provide all necessary information to the San Joaquin County Auditor in the form, and in the proper time, necessary to effect the proper billing and collection of the special tax on the secured property tax roll of the County.
5. The appropriate officers and agents of the Agency and of the County of San Joaquin are authorized to make adjustments to the special tax roll prior to the final posting of the special taxes to the County tax roll each year, as may be necessary to achieve a correct match of the special tax levy with the assessor's parcel numbers finally utilized by the County in sending out property tax bills.

6. The Agency agrees that the County of San Joaquin may deduct its reasonable and agreed charges for collecting the special tax from the amounts collected, prior to remitting the balance of the special tax collections to the Agency.

7. The District may direct bill and collect for the current year special tax if Option 3 is selected after the tax rolls have been submitted to the County for the current tax year

8. This Board hereby finds and declares:

- a. This Special Tax levy is in compliance with the Mello-Roos Community Facilities Act of 1982, California government Code Sections 53311 and following.
- b. This Special Tax is levied without regard to property valuation.
- c. The Special Tax is exempt from Proposition 218, Articles XIII C and D of the California State Constitution.
- d. This Special Tax is levied to pay for certain public facilities authorized in the formation proceedings for Community Facilities District No. 97-1, including the payment of principal, interest, and administrative costs on bonds, the proceeds of which are used to finance the authorized public facilities; and administrative related expenses of Community Facilities District 97-1.

* * *

PASSED AND ADOPTED at a special meeting of the Governing Board of the Tracy Joint Unified School District acting as the legislative body of the Community Facilities District 97-1 on June 10, 2008, by the following vote:

AYES: BOARDMEMBERS:

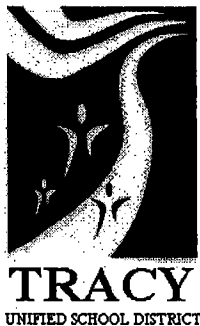
NOES: BOARDMEMBERS:

ABSENT: BOARDMEMBERS:

President

ATTEST:

Secretary



BUSINESS SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: *CJF* Dr. Casey Goodall, Assistant Superintendent for Business
DATE: June 2, 2008
SUBJECT: **Approve F&H Construction as the Lease-Lease Back Contractor for West High School Performing Arts Building and Roebbelen Contracting Inc. as the Lease-Lease Back Contractor for Tracy High Modernization/Replacement Construction and Authorize District Staff to Prepare the Corresponding Lease Lease Back Contracts with the Construction Companies**

BACKGROUND: At the April 8, 2008 Board Meeting, the Board authorized the release of the Request for Qualifications (RFQ) for Lease Lease Back (LLB) Contractors for both the West High School Performing Arts Building and the Tracy High School Modernization/Replacement Construction Projects. This method of project delivery has become very popular for with school districts under the current construction market conditions. TUSD had secured LLB contractor for the construction of Kimball High School and are encouraged with the results. Rainforth Grau Architects has been doing similar LLB projects with other District clients and found this delivery method provides significant financial and project delivery benefits.

TUSD's legal counsel prepared a RFQ asking general contracting firms to provide TUSD with information items and project references to document their knowledge and experience in the LLB process. The information was required to be delivered to the District for review and selection for subsequent interviews. All four of the general contractors who responded to the RFQ met the criteria requested. The firms were invited to interview before an interview panel on May 20, 2008 and each were asked the same questions regarding the selection criteria established in the RFQ.

RATIONALE: The interview panel was comprised of representatives from TUSD staff, project architects, construction managers and a board member. As a result of the interviews, two firms were select for LLB construction services. Following the Board's approval of the LLB general contractor selection, staff will provide the contractors with lease-lease back agreements using the standard agreements developed for the Kimball High School project.

FUNDING: Funding for the LLB construction projects comes from a combination of Measure E funds, State School Facilities Program modernization and new construction apportionment and Career Technical Education Grants.

RECOMMENDATION: Approve F&H Construction as the Lease-Lease Back Contractor for West High School Performing Arts Building and Roebbelen Contracting Inc. as the Lease-Lease Back Contractor for Tracy High Modernization/Replacement Construction and Authorize District Staff to Prepare the Corresponding Lease Lease Back Contracts with the Construction Companies

Prepared by: Denise Wakefield, Director of Facilities



BUSINESS SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: *CJG* Dr. Casey Goodall, Assistant Superintendent for Business
DATE: June 2, 2008
SUBJECT: **Approve Contract for Architectural Services Between Tracy Unified School District and Rainforth Grau Architects for New Construction of Two (2) New Buildings Tracy High School**

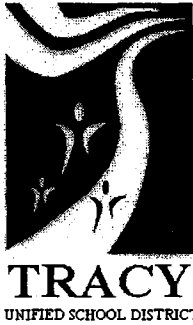
BACKGROUND: At the August 8, 2006 Board Meeting, the Board authorized the Assistant Superintendent of Business Services to enter into an Agreement with Rainforth Grau Architects to provide architectural services for the modernization of Tracy High School. Subsequent to the initial agreement, an assessment of the entire campus was done and revealed that it would be more cost effective to replace existing buildings with the construction of two (2) new buildings. At the April 22, 2008 meeting the Board Approved Rainforth Grau Architect's plan for future phases of modernization of Tracy High School with the replace a majority of the older classroom wings with the construction of two (2) new buildings and continue to renovate buildings not recommended for replacement.

RATIONALE: Due to the change in scope of work associated with the revised plan for Tracy High School renovation, new Contracts for Architectural Services Between Tracy Unified School District and Rainforth Grau Architects have been prepared. The project descriptions for these contracts are related to the two (2) new buildings: 1) Classrooms and Cafeteria Modernization/Replacement Project; Food Services and Hospitality Facility; CTE Modernization Child Development Facility CTE Modernization at Tracy High School and 2) Classrooms and Library Modernization Replacement Project at Tracy High School. New contracts use the District's standard architectural services agreement as prepared and approved by legal counsel, Kronic, Moskovitz, Tiedeman & Girard. The new contract includes a change Rainforth Grau Architects requested be made to the descending 9% fee schedule to compensation for inflationary increases in their cost of operations. The Architect's fees for both new buildings, which are valued at \$27,776,100.00, is \$1,859,193.50. This reflects an increase in fees of \$102,372.50 over the old fee schedule.

For comparison, the Architect's fee for modernization of the existing buildings as approved in the August 8, 2006 which was valued at \$23,363,000.00 was \$1,947,500 The fee schedule for modernization projects is significantly higher due to the complexity of these types of projects. After approval of the new contracts listed above the contract for modernization will be considered void.

FUNDING: The estimated fee per the contract of \$1,859,193.50 will be funded by local bond funds in combination with funds from the State School Building Program.

RECOMMENDATION: Approve Contract for Architectural Services Between Tracy Unified School District and Rainforth Grau Architects for New Construction of Two (2) New Buildings Tracy High School



BUSINESS SERVICES MEMORANDUM

TO: James Franco, Superintendent
FROM: C. Goodall, Assistant Superintendent for Business
DATE: June 2, 2008
SUBJECT: Approve the 2008-09 Annual School District Budget

BACKGROUND: Education Code Section 42127 requires that:

42127. (a) *On or before July 1 of each year, the governing board of each school district shall accomplish the following:*

- (1) *Hold a public hearing on the budget to be adopted for the subsequent fiscal year. The agenda for that hearing shall be posted at least 72 hours prior to the public hearing and shall include the location where the budget will be available for public inspection.*
- (2) *Adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board shall file that budget with the county superintendent of schools. That budget, and supporting data, shall be maintained and made available for public review....*

(c) *The county superintendent of schools shall do all of the following:*
Examine the adopted budget to determine whether it complies with the standards and criteria adopted by the State Board of Education pursuant to Section 33127 for application to final local educational agency budgets. The superintendent shall identify, if necessary, any technical corrections that must be made to bring the budget into compliance with those standards and criteria. (2) Determine whether the adopted budget will allow the district to meet its financial obligations during the fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.

- (3) (e) *On or before September 8, the governing board of the school district shall revise the adopted budget to reflect changes in projected income or expenditures subsequent to July 1, and to include any response to the recommendations of the county superintendent of schools, shall adopt the revised budget, and shall file the revised budget with the county superintendent of schools. Prior to revising the budget, the governing board shall hold a public hearing regarding the proposed revisions, to be conducted in accordance with*

Section 42103. The revised budget, and supporting data, shall be maintained and made available for public review.

District Policy 3100, Budget, states that the Governing Board accepts responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities.

RATIONALE: On January 10, 2008, Governor Schwarzenegger presented a 2008-09 budget proposal recommending a series of reductions to K-12 education which will likely result in reductions to Tracy Unified School District of approximately \$7.1 million. To that end, the district conducted an extensive budget reduction process leading to this proposed balanced budget.

The proposed budget complies with the standards and criteria adopted by the State Board of Education pursuant to Section 33127 for application to final local educational agency budgets. The proposed budget will allow the district to meet its financial obligations during the fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.

FUNDING: The proposed budget will allow the district to meet its financial obligations during the fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.

RECOMMENDATION: Approve the 2008-09 Annual School District Budget



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~Dr. James Franco~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services
DATE: May 28, 2008
SUBJECT: Approve Adoption of Algebra Readiness Textbooks

BACKGROUND: As part of the instructional materials adoption process, mathematics teachers have been engaged in evaluating algebra readiness textbooks. In 2007-2008, the K-12 Math Cadre developed criteria for evaluating instructional materials and reviewed eleven algebra readiness programs for their alignment with district and state standards. During the third quarter of 2007-2008, the K-12 Math Cadre's work focused on piloting sample lessons from various publishers' materials, seeking input from District teachers and recommending materials for adoption. One of the key aspects of this review process was to ensure that the material presented in the text is aligned with the state content standards for algebra readiness. The following lists the texts that are being recommended for adoption:

Publisher	Title	ISBN#
Prentice Hall	California Algebra Readiness (with complimentary Math Companion – provided by publisher)	0-13-369097-0
Prentice Hall	Student Workbook: Practice, Vocabulary, Guided Practice Solving Workbook (consumable – provided by publisher)	0-13-363228-8

RATIONALE: The materials being recommended for adoption demonstrate the highest correlation to the following evaluation criteria:

- Alignment with the state and district standards by grade level
- Readability
- Instructional strategies to support English learners
- Assessments
- Student resources and support
- Comprehensive teacher materials

This agenda item meets Strategic Goal #2: Create a Quality and Effective Learning Environment for all Students by providing materials for all staff to maximize the success of diverse learners (2.1.4).

FUNDING: Funding for the purchase of recommended materials in the amount of \$51,000 will be provided by state instructional textbook funds.

RECOMMENDATION: Approve Adoption of Algebra Readiness Textbooks.

PREPARED BY: Dr. Donna Sonnenburg, Director of Instructional Media Services and Curriculum



TRACY
UNIFIED SCHOOL DISTRICT

EDUCATIONAL SERVICES MEMORANDUM

To: Dr. James Franco, Superintendent
From: ~~Dr.~~ Sheila Harrison, Assistant Superintendent for Educational Services
Date: May 21, 2008
Subject: **Approve State Preschool Grant for \$635 and Resolution 07-35 Authorizing Linda Boragno-Dopp and Casey Goodall-Designated Personnel to Sign Contracts for the State Preschool Program for 2007-08.**

BACKGROUND: Tracy operates a Preschool Program at South/West Park for which the District receives special state funding. The state has allocated an additional \$635 for this school year for classroom supplies and materials.

RATIONALE: The state grant will allow the Preschool Program to purchase additional classroom materials. The resolution permits either Linda Boragno-Dopp, Director of Alternative Programs or Casey Goodall, Associate Superintendent for Business, to sign contracts related to the Preschool Program for the 2007-09 school year. Such a resolution is a state program requirement. The District's participation in the Preschool Program supports Strategic Goal #2: Quality Learning Environment.

FUNDING: There is no cost to the District.

RECOMMENDATION: Approve State Preschool Grant for \$635 and Resolution 07-35 authorizing Linda Boragno-Dopp and Casey Goodall-Designated Personnel to Sign Contracts for the State Preschool Program for 2007-08.

Prepared by: Dora L. Contreras, South/West Park Preschool Director

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 07 - 08**DATE:** July 01, 2007**CONTRACT NUMBER:** CIMS-7581**PROGRAM TYPE:** INSTRUCTIONAL
MATERIALS**PROJECT NUMBER:** 39-7549-00-7**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****CONTRACTOR'S NAME:** TRACY UNIFIED SCHOOL DISTRICT

By signing this agreement and returning it to the State, you are agreeing to use the funds identified below for the purchase of instructional materials and supplies for the Child Development Program. These funds shall not be used for any purpose considered nonreimbursable pursuant to the 2007/2008 Funding Terms and Conditions (FT&C) and Title 5, California Code of Regulations. The contractor's signature also certifies compliance with "Standard Provisions for State Contracts" (Exhibit A), which are attached hereto and by this reference incorporated herein.

This contract is funded through a grant from the federal Department of Health and Human Services and subject to Code of Federal Regulations (CFR) 45, Parts 98 and 99, the Child Care and Development Block Grant Act of 1990, as amended, and Public Law 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act 9 (PRWORA) of 1996, 42 USC 9858. If the Catalogue of Federal Domestic Assistance (CFDA) number in 93596 (shown as FC# in the funding block), the fund title is Child Care Mandatory and Matching Funds of the Child Care and Development Fund. If the CFDA number in 93575, the fund title is Child Care and Development Block Grant subject to the Child Care and Development Block Grant Act of 1990, the Omnibus Budget Reconciliation Act of 1990, Section 5082, Public Law 101-508, as amended, Section 658J and 658S, and Public Law 102-586.

Funding of this contract is contingent upon appropriation and availability of funds. The period for which expenditures may be made with these funds shall be from July 01, 2007 through June 30, 2008.

Expenditure of these funds shall be reported to Child Development Fiscal Services (CDFS) on form CDFS-9529 no later than July 20, 2008. For non-local educational agencies, expenditures made through June 30, 2008 shall be included in your 2008/2009 audit due in accordance with Section VI., I. of the Funding Terms and Conditions. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

The total amount payable pursuant to this agreement shall not exceed \$635.00.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Exhibit A, Standard Provisions for State Contracts attached.

STATE OF CALIFORNIA**CONTRACTOR**

BY (AUTHORIZED SIGNATURE)

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING

Margie Burke

PRINTED NAME AND TITLE OF PERSON SIGNING

Alternative
Linda Boragno-Dopp, Director- Programs

TITLE

Manager, Contracts & Purchasing Svcs

ADDRESS

1875 W Lowell Ave., Tracy, CA 95376

AMOUNT ENCUMBERED BY THIS
DOCUMENT

\$ 635

PRIOR AMOUNT ENCUMBERED FOR
THIS CONTRACT

\$ 0

TOTAL AMOUNT ENCUMBERED TO
DATE

\$ 635

PROGRAM/CATEGORY (CODE AND TITLE)

Child Development Programs

FUND TITLE

Federal

(OPTIONAL USE) 0656

FC# 93.575

PC# 000326

14130-7549

ITEM 30.10.020.901

CHAPTER

STATUTE

FISCAL YEAR

6100-196-0890

171

2007

2007-2008

OBJECT OF EXPENDITURE (CODE AND TITLE)

702

SACS: Res-5035 Rev-8290

Department of General Services
use only

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

T.B.A. NO.

B.R. NO.

SIGNATURE OF ACCOUNTING OFFICER

DATE

STANDARD PROVISIONS FOR STATE CONTRACTS

1. The Contractor agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.
2. Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.
3. The State may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. All costs to the State shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.
4. This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the State in the form of a formal written amendment.
5. Time is of the essence in this Agreement.
6. No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.
7. The consideration to be paid Contractor, as provided herein, shall be in compensation for all of Contractor's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.
8. Contractors entering into a contract funded wholly or in part with funds from the United States Government agree to amendments in funding to reflect any reductions in funds if the Congress does not appropriate sufficient funds. In addition, the contract is subject to any restrictions, limitations or enactments of congress which affect the provisions, terms or funding of this agreement in any manner. The State shall have the option to terminate the contract without cost to the State in the event that Congress does not appropriate funds or a United States agency withholds or fails to allocate funds.

Contractor Certification Clauses

The authorized signer of this Contract CERTIFIES UNDER PENALTY OF PERJURY that he/she are duly authorized to legally bind the Contractor to the clauses(s) listed below. This certification is made under the laws of the State of California.

1. **NON-DISCRIMINATION CLAUSE:** During the performance of this Agreement, Contractor and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (*Government Code* Section 12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (*California Code of Regulations*, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing *Government Code* Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the *California Code of Regulations*, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement. (Not applicable to public entities.)

RESOLUTION NO. 07-35

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2007/08.

RESOLUTION

BE IT RESOLVED that the Governing Board of Tracy Unified School District

authorizes entering into local agreement number/s CIMS-7581 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Linda Boragno-Dopp</u>	<u>Director of</u> <u>Alternative Programs</u>	<u></u>
<u>Casey Goodall</u>	<u>Assistant Superintendent</u> <u>for Business Services</u>	<u></u>

PASSED AND ADOPTED THIS 10th day of June 2007/08, by the Governing Board of Tracy Unified School District of San Joaquin County, California.

I, Bill Swenson, Clerk of the Governing Board of Tracy Unified School District of San Joaquin County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a _____ meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)



EDUCATIONAL SERVICES MEMORANDUM

To: Dr. James Franco, Superintendent
From: *SH* Dr. Sheila Harrison, Assistant Superintendent of Educational Services
Date: May 14, 2008
Subject: **Approve Changes to Elementary (K-5) School Safety and Violence Prevention Handbook**

Background: The Board of Trustees is asked yearly to accept revisions and changes to school handbooks. The Elementary (K-5) School Safety and Violence Prevention Handbook has a variety of proposed changes.

Rationale: Changes in School Handbooks need to be reviewed with the Board of Trustees. It is important that handbooks are reviewed yearly for accuracy and compliance with new policies. Elementary (K-5) school administration and staff review the handbook on site and then propose changes to the Director of Student Services. The Director of Student Services works with all the schools to maintain consistency between their handbooks. The proposed changes are then presented to the board for approval. This agenda item meets strategic goal #4-Develop Responsible Individuals.

Funding: N/A

Recommendation: Approve Changes to Elementary (K-5) School Safety and Violence Prevention Handbook

Prepared by: Paul E. Hall, Director of Student Services and Curriculum

CHANGES TO THE K-5 ELEMENTARY SCHOOL SAFETY AND VIOLENCE PREVENTION HANDBOOK

When reviewing the handbook changes, all changes will be noted with font style Arial Rounded MT Bold.

- Page 1 – Note: Title of handbook has changed from K-5 Elementary Schools Discipline Handbook to K-5 Elementary School Safety and Violence Prevention Handbook.
- Page 2 – Note: TABLE OF CONTENTS has been included in the K-5 Elementary School Handbook.
- Page 3 – Note: HEALTH section has been included in this handbook per the request of the Health Services Department.
- Page 4 – Note: ACADEMIC HONESTY. The K-5 School Handbook did not previously contain these items. These situations occur frequently at the K-5 level. With this format and detail, it will help the student, parent(s) and school administrators understand the process. Including these changes, the K-5 Handbook will be uniform with both the Middle School and High School Handbooks.
- Page 4-5 – Note: RIGHTS & RESPONSIBILITIES RELATED TO DISCIPLINE FOR STUDENTS, PARENTS CLASSIFIED STAFF, TEACHERS, ADMINISTRATORS, SCHOOL BOARD MEMBERS, & PARENT VOLUNTEERS WHERE APPLICABLE. The K-5 School Handbook did not previously contain these items. These situations occur frequently at the K-5 level. With this format and detail, it will help the student, parent(s) and school administrators understand the process. Including these changes, the K-5 Handbook will be uniform with the Middle School Handbook.
- Page 6 – Note: The K-5 School Handbook did not previously include the following items:
DART
SART
SARB
The above items are implemented at the K-5 level. With this format and detail, it will help the student, parent(s) and school administrators understand the process.
- Page 6-13 – Note: DISCIPLINARY ACTIONS. The K-5 School Handbook did not previously contain these items. These situations occur

frequently at the K-5 level. With this format and detail, it will help the student, parent(s) and school administrators understand the process. Including these changes, the K-5 Handbook will be uniform with the Middle School Handbook.

Page 18 – Note: **DRESS STANDARDS.** The K-5 School Handbook did not previously contain these items. These situations occur frequently at the K-5 level. With this format and detail, it will help the student, parent(s) and school administrators understand the process. Including these changes, the K-5 Handbook will be uniform with the Middle School Handbook.

Page 19 – Note: **LIBRARY FINES AND RESTITUTION.** This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the handbook will make the handbook uniform with the High School Discipline Handbook. This was added to all handbooks this school year.

Page 20 – Note: This is the revised Board Policy 5136 **UNAUTHORIZED GROUPS.**

Tracy Unified School District

1875 W. Lowell Avenue

Tracy, CA 95376

Elementary (K-5) **School Safety and Violence** **Prevention Handbook**

The future belongs to the educated.

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HEALTH

All students registering for Kindergarten must have up to date immunization records, physical or waiver, and oral health assessment or waiver prior to enrollment.

Vision and hearing screenings will be done for grades K, 2, 5 & 8.

ACADEMIC HONESTY

All work submitted by students should be a true reflection of their effort and ability. If it is not, then the student has demonstrated unacceptable behavior. The following instances are considered cheating:

- Claiming credit for work that is not the product of one's own honest effort.
- Providing unwarranted access to materials or information so that others may dishonestly claim credit.
- Submitting work done entirely or in part by another person.
- Giving test answers to another student or getting test answers from another student.
- Representation of another person's words or ideas as your own by not properly citing the source and giving the author credit.
- Copying from the internet and/or from another student.
- Knowledge and tolerating of the foregoing circumstances.

Any behavior, which can be defined as cheating, represents a violation of mutual trust and respect essential to education. Students who cheat should expect to be confronted by their teacher and be subject to the following penalties.

- A "zero" on submitted work.
- Possible disciplinary referral.
- Notification of parents.

If a student is found to have cheated a second time or is involved in a particularly serious act of cheating, the student will be referred to the assistant principal or principal for a formal hearing of those concerned (student, teacher, parents, counselor, administrator). Consequences may include suspension from class, school, or loss of class credits.

ATTENDANCE: COMPULSORY ATTENDANCE REGULATIONS

1. Education Code 48260 – Any pupil subject to compulsory continuation education who is absent from school without valid excuse more than three (3) days or tardy in excess of 30 minutes on each or more than three (3) days in one school year is a truant and shall be reported to the attendance supervisor or to the Superintendent of the school district. See Disciplinary Violations and Consequences, Miscellaneous School Rules, Section R.
2. Education Code 48261 – Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one (1) or more days, shall again be reported as a truant to the attendance supervisor or the Superintendent of the district.
3. Education Code 48252 – Any pupil is deemed an habitual truant who has been reported as a truant three (3) or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent/ guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261.
4. Education Code 48263 – If any minor pupil in any district of a county is an habitual truant, or is irregular in attendance, as defined in this article, or is referred to a school attendance review board, the supervisor of attendance, or such other persons as the governing board of the school district or county may designate, making such referral shall notify the minor and parents/guardians of the minor, in writing, of the name and address of the board to which the matter has been referred and of the reason for such referral. The notice shall indicate that the pupil and parents/guardians of the pupil will be required, along with the referring person, to meet with the school attendance review board to consider a proper disposition of the referral.

TARDY POLICY FOR UNEXCUSED CLASSROOM TARDIES

Tardy

Students are tardy to class if they are not in their seat and quiet when the final bell rings. Please refer to school site tardy policy.

SART

School Attendance Review Team- SART may be conducted after a student has been declared truant. During this meeting a plan may be developed to correct a student's attendance.

SCHOOL ATTENDANCE REVIEW BOARD

A board comprised of teachers, administrators, counselors, law enforcement officials, and community representatives that utilize school/community services to help students resolve problems dealing with irregular school attendance or habitual truancy. The School Attendance Review Board also has the authority to refer habitually truant students, as well as their parents, to the District Attorney for appropriate legal action.

DISCIPLINE PHILOSOPHY

It is important that each individual develop sound social judgment and be allowed frequent opportunities to exercise this judgment and the self-discipline which must accompany it.

Students and teachers are entitled to an environment in which maximum learning and teaching can take place. In order to guide students to become responsible, self-disciplined individuals who are free to pursue academic studies, an appropriate amount of external discipline might be necessary.

All societies have rules. All students are expected to obey all classroom and school rules. Our aim is to improve the learning environment through positive reinforcement of good behavior and consistently applied consequences for inappropriate behavior.

With the cooperation of parents, parent volunteers, students, and school personnel, we can maintain schools where teachers teach and children learn.

We suggest that you retain this brochure as a reference and for periodic reminders to your child.

FOR MORE EFFECTIVE COMMUNICATION ...

WHEN YOU HAVE A QUESTION OR CONCERN REGARDING YOUR CHILD, PLEASE ...

- | | | |
|----|--|-------------------------------------|
| 1. | <u>discuss matters with your child's</u> | <u>TEACHER(S)</u> |
| | ... if questions or concerns remain, | |
| 2. | <u>discuss matters with the</u> | <u>PRINCIPAL</u> |
| | ... then, if you wish, | |
| 3. | <u>discuss matters with the</u> | <u>DIRECTOR OF STUDENT SERVICES</u> |
| | ... and then, if you wish, | |
| 4. | <u>request through the Superintendent</u> | |
| | to meet with the | <u>GOVERNING BOARD</u> |

RIGHTS & RESPONSIBILITIES RELATED TO DISCIPLINE FOR STUDENTS, PARENTS, CLASSIFIED STAFF, TEACHERS, ADMINISTRATORS, SCHOOL BOARD MEMBERS, & PARENT VOLUNTEERS WHERE APPLICABLE

EACH STUDENT HAS A RIGHT TO ...

- ... be respected as an individual human being.
- ... equal educational opportunities without discrimination.
- ... a safe, secure, and positive learning environment.
- ... learn without disruptions from others and to engage in normal school activities without

- harassment or harm from others.
- ... express his/her concerns and have them heard and respected as long as they are expressed responsibly and at an appropriate time.
- ... receive fair and consistent treatment which includes a clear explanation of rules and consequences.

EACH STUDENT HAS A RESPONSIBILITY TO . . .

- ... respect the authority of teachers, principals, and other school personnel to enforce district and school rules in a courteous and cooperative manner.
- ... behave in classrooms and on school campuses without disrupting or interfering with the rights or property of other students and staff.
- ... understand and abide by all classroom and school rules.
- ... show respect for and take proper care of property belonging to the school district.

EACH PARENT HAS A RIGHT TO . . .

- ... be respected as an individual human being.
- ... expect his/her child to attend a school which emphasizes learning and growing in an environment free of detrimental influences.
- ... be informed of disciplinary problems and actions.
- ... due process for each child.
- ... visit the school to observe programs (with prior arrangement).
- ... be informed of student achievements, awards, and honors.

EACH PARENT HAS A RESPONSIBILITY TO . . .

- ... be aware that he/she is legally obligated to share responsibility with the school for the behavior of his/her child while he/she is in transit or at school.
- ... understand and support local school behavior standards.
- ... help the child understand, accept, and respect all school rules.
- ... cooperate with school officials in carrying out appropriate disciplinary actions and seek out appropriate community agencies for assistance when necessary.
- ... reinforce educational achievement of his/her child and communicate achievements at home to school staff for reinforcement at school.
- ... ensure regular and prompt attendance and notify the school in the event of an absence or tardiness.
- ... read all communications which come from school and respond when requested.
- ... be financially responsible for their children losing school materials/equipment and/or causing damage to school property or personal property of any school employee.
- ... send children to school clean, rested, well-nourished, appropriately dressed, and ready to learn.

EACH TEACHER HAS A RIGHT TO . . .

- ... be respected as an individual human being.
- ... work in a safe, secure, and positive learning environment.
- ... expect students to attend school regularly, punctually, and prepared to learn to the best of their ability.
- ... expect parents to meet with school personnel and discuss their child's behavior and/or academic performance when necessary.
- ... expect parents to be responsible for their child's behavior.

EACH TEACHER HAS A RESPONSIBILITY TO . . .

- ... provide a safe, secure, and positive learning environment.
- ... review and enforce with students the district discipline policies and school rules.
- ... communicate regularly with students, parents, and appropriate school personnel regarding behavior problems and proposed solutions, and/or academic progress, as well as outstanding student achievements.
- ... inform parents of rules and policies related to behavior and discipline.
- ... exhibit fair, consistent treatment of all students.

EACH ADMINISTRATOR HAS A RIGHT TO . . .

- ... be respected as an individual human being.
- ... expect students, parents, and teachers to cooperate with the administration of state laws,

- district policies and school rules which govern the operation of the school.
- ... expect parents to communicate their concerns, questions, and suggestions first with the teacher and then with the principal.
- ...give consequences for violation of the education code, state and federal laws.
- ...investigate violations and question students without parental consent.
- ...search and seizure with reasonable suspicion without parental consent.
- ...inform law enforcement agencies and ask for assistance/collaboration regarding student violation of state and federal law.
- ... request law enforcement agencies to investigate violations, and/or question students without parental consent.

EACH ADMINISTRATOR HAS A RESPONSIBILITY TO . . .

- ... create a safe, secure, and positive teaching-learning environment by properly exercising authority assigned by the School Board, the Superintendent, and state laws.
- ... communicate to parents, staff, and students the state laws, district policies, and school rules which govern behavior expectations.
- ... assist students, parents, and staff in seeking solutions to problems.
- ... establish procedures for encouraging and recognizing positive behavior.
- ... be fair, firm, and consistent in enforcing district policies and school rules, and in decisions affecting students, parents, and teachers.
- ... maintain open lines of communication between school and home.

THE SCHOOL BOARD HAS A RIGHT TO . . .

- ... be respected as the policy formulating body of the school district.
- ... expect students, parents, teachers, and administrators to comply with state laws, and district policies as established by the Governing Board.
- ... expect parents to communicate their concerns, questions, and suggestions first with the teacher, then with the administration, and finally with the Governing Board.

THE SCHOOL BOARD HAS A RESPONSIBILITY TO . . .

- ... establish policies and procedures which create a safe, secure, and positive teaching-learning environment at each of the district's schools.
- ... assist students, parents, and staff in seeking solutions to problems by directing them to the appropriate administrative office.
- ... insure that administrators are fair, firm, and consistent in enforcing District policies and school rules, and in decisions affecting students, parents, and teachers.
- ... establish policies and procedures for encouraging and recognizing positive student behavior.
- ... establish policies and procedures which maintain open lines of communication between school and home.

DUE PROCESS

Students facing major disciplinary action (such as suspension, expulsion, or transfer to another school) have a right to a fair hearing. The process requires that procedures be established to guarantee that penalties, which deny access to educational opportunity, are administered for good and just cause.

Due process procedures entitle students to: 1) oral or written notification of the charges; 2) explanation of the evidence; 3) opportunity to present his/her side of the story; and 4) a right to appeal decisions resulting in major disciplinary action to the next higher authority.

The procedures are designed to ensure that corrective action, if any, is taken only after a thorough examination of the facts. The nature of the corrective action must be reasonably related to the nature and circumstances of the violations.

It is hoped that students will never place themselves in a situation requiring the protection of due process. However, if a student does become involved in a situation in which a suspension, expulsion, or transfer might result, both the student and his/her parents will be given a more detailed description of the due process procedures.

DISCIPLINARY ACTIONS

CONFERENCE- A school official will conference with the child to reach an agreement regarding the student's future behavior.

BUS SUSPENSION- Misbehavior on the bus may result in bus privileges being suspended indefinitely.

PARENT INVOLVEMENT- A conference may be held among school officials, parent/guardian, and the student in an attempt to correct the student's behavior.

ON-SITE DISCIPLINE- The student remains at school and receives appropriate action, such as detention and/or temporary removal from the classroom.

SUSPENSION- Suspension is the removal of a student from school for a period of five (5) days or less. The parent or guardian will be notified by telephone or letter that the student is suspended and the conditions of the suspension.

DART- Discipline and Attendance Review Team- DART is utilized at the 10th day of suspension. It is used as a means to develop a plan regarding the student's discipline and behavior.

EXPULSION- Expulsion means the removal of a student from the immediate supervision and control, or the general supervision of school personnel for more than five (5) consecutive school days. The expulsion shall remain in effect until the governing board orders the re-admission of the student. At the time of the expulsion, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred unless expulsion under 48915 which may include a full year expulsion, when the student may apply for re-admission to school.

SCHOOL ATTENDANCE REVIEW TEAM (SART)- SART may be conducted after a student has been declared truant. During this meeting a plan may be developed to correct the student's attendance.

SCHOOL ATTENDANCE REVIEW BOARD (SARB)- A board comprised of teachers, administrators, counselors, law enforcement officials, and community representatives that utilize school and/or community services to help students resolve problems dealing with irregular school attendance or habitual truancy. The School Attendance Review Board also has the authority to refer habitually truant students, as well as their parents to the District Attorney for appropriate legal action.

EDUCATION CODE SECTION 48900 (a-q)

GROUND FOR SUSPENSION AND EXPULSION

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- (a)(2) Willfully used force or violence upon the person of another, except in self defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clover cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.

No pupil shall be suspended or expelled for any of the acts enumerated unless such act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at anytime, including but not limited to, any of the following: (1) while on school grounds (2) while going to or coming from school; (3) during the lunch period, whether on or off the campus; (4) during or while going to or coming from a school sponsored activity.

Grounds for suspension and/or expulsion also include Education Code Sections 48915, 48900.2 and 48900.3.

PROHIBITED BEHAVIORS AND DISCIPLINARY ACTIONS

The following chart indicates in general the types of disciplinary action that apply to each behavior problem. This list of behaviors is not all inclusive. Only the most frequent infractions of school rules are listed. California state law permits disciplinary actions including suspension and expulsion for "good cause" and specifies that parents are responsible financially and otherwise for their children's willful misconduct.

<u>PROHIBITED BEHAVIOR DEFINITION/LEGAL REFERENCE</u>	<u>DISCIPLINARY ACTION</u>	
	<u>Minimum</u>	<u>Maximum</u>
<u>UNEXCUSED ABSENCE</u> EC: 48260, Any absence which has not been excused by a parent or legal guardian and approved by the appropriate school official.	Parent Involvement, On site discipline.	Parent Involvement, On site discipline, referral to School Attendance Review Board (SARB) and/or Truancy Officer.
<u>FIGHTING</u> EC: 48900 (a) Engaging in or threatening any act which might cause harm to another person.	Parent Contact, on-site discipline.	Suspension from school, expulsion, Police Contact.
<u>THREATS/VERBAL ABUSE</u> EC: 48900 (a) Statements which intimidate or injure another person.	Parent Contact, on-site discipline.	On site discipline, Suspension from school.
<u>WEAPONS</u> EC: 48900 (b) The possession of any object which might be used to inflict injury to another person.	Parent Involvement, Suspension from school, Police Contact.	Suspension from school, expulsion, Police Contact.
<u>EXPLOSIVE/INCENDIARY DEVICES</u> EC: 48900 (b) The use, possession, or sale of explosive devices. (Including fireworks.)	Parent Involvement, Suspension from school, Police Contact.	Suspension from school, expulsion, Police Contact.

DRUGS/ALCOHOL EC: 48900 (c) The use, possession, or sale of drugs, narcotics, or alcoholic substances.	Parent Involvement, Suspension from school, Social Probation, Police Contact.	Suspension from school, expulsion, Police Contact.
Represented Drug/Alcohol/Intoxicant Sales EC: 48900 (d)	Five (5) day suspension, recommendation for expulsion and Police contact.	Five (5) day suspension, recommendation for expulsion and police contact.
EXTORTION EC: 48900 (e); 48915 The solicitation of money or something of value from another person in return for protection, or in connection with a threat to inflict harm.	Parent Involvement, Administrative letter to the School Board.	Suspension from school, expulsion, Police Contact.
PROPERTY DAMAGE EC: 48900 (f) Cause or attempt to cause damage to school or private property including graffiti.	Restitution and detention, Parent Contact, Administrative Detention, or 1-5 day suspension and possible recommendation for expulsion; police contact.	5 day suspension and recommendation for expulsion, restitution and police notification.
DESTRUCTION OF PROPERTY/VANDALISM EC: 48900 (f) Defacing, damaging, or destroying property or materials belonging to the school, school personnel, or other persons.	Parent Involvement, Financial Restitution, Police Contact.	Suspension from school, expulsion, Police Contact.
THEFT EC: 48900 (g) Taking or attempting to take property that belongs to others.	Parent Involvement, Financial Restitution, Police Contact.	Suspension from school, expulsion, Police Contact.
SMOKING EC: 48900 (h) The possession or use of tobacco on school property.	Parent Contact.	Suspension from school.
Drug Paraphernalia: EC-48900 (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.	A minimum five (5) day suspension from school; police notification.	Minimum five (5) day suspension and recommendation for expulsion.
DEFIANCE OF AUTHORITY OF SCHOOL PERSONNEL EC: 48900 (k) Refusal to comply with reasonable requests of school personnel.	Conference, Parent Involvement.	Suspension from school, expulsion.
DISORDERLY CONDUCT, PROFANITY, OBSCENE BEHAVIOR EC: 48900 (l) (k) Conduct and/or behavior which is disruptive to the orderly educational procedure of the school.	Conference, Parent Involvement.	Suspension from school, expulsion.
FORGERY EC: 48900 (k) Writing and using the signature or initials of another person, or altering school documents.	Conference, Parent Involvement.	Suspension from school, expulsion.

<u>TARDINESS/TRUANCIES EC: 48900 (k)</u> Arriving late to school or class without a valid excuse. Truancy- means student is more than 30 minutes late to school.	Conference, Parent Involvement.	Conference, on-site discipline.
<u>BOMB THREATS EC: 48900 (a) (k)</u> Any false report that a bomb or other explosive device has been placed.	Suspension from school.	Expulsion, Police Contact.
<u>BICYCLES EC: 48900 (k)</u> Bicycles shall be walked while on campus. Bikes must be locked with a secure mechanism.	Warning and/or detention.	Suspend riding/parking on campus from five (5) to twenty (20) school days.
<u>COMPUTER USAGE EC: 48900 (k)</u> Any use of computers in violation of the District Acceptable Use Agreement such as accessing inappropriate web sites, music, pictures, and/or sending or receiving emails, etc. that are offensive threatening, or otherwise inappropriate.	Administrative Detention or 1-5 day suspension and possible recommendation for expulsion.	3-5 day suspension and possible recommendation for expulsion.
<u>DETENTION EC: 48900 (k)</u> Failure to serve office detention without valid written excuse/defiance. Failure to serve administrative detention or violation of administrative detention rules and regulations.	Administrative Detention or 1 day suspension.	1-5 day suspension.
<u>DEFIANCE OF AUTHORITY: EC: 48900 (k)</u> Refusal and/or repeated failure to follow school rules and regulations and/or severe disruption of school activities. Refusal to take direction from a staff member or other responsible adult, including substitutes. Extreme defiance of authority and/or verbal abuse towards an adult. Unauthorized presence on a school campus	Detention, Administrative Detention or 1-5 day suspension. Detention, Administrative Detention or 1-5 day suspension. 1-5 day suspension with possible recommendation for expulsion and police contact. Warning: parent contact.	3-5 day suspension and possible recommendation for expulsion. 3-5 day suspension and possible recommendation for expulsion. 5 day suspension and recommendation for expulsion and police contact. Report to School Resource Office 3-5 day suspension or possible expulsion.
<u>DISRUPTIVE AND/OR SAFETY ITEMS: EC-48900 (k)</u> Including but not limited to: Rubber bands, matches, balloons, squirt guns, toy guns, electronic devices,	Unit confiscated by school personnel, warning, possible detention, and parent may have to pick up item.	Confiscation and parent must pick up item, 2-5 day suspension. See: "Defiance of Authority."

laser lights, sunglasses in class, felt marking devices, cap guns, poppers, correction fluid, marking devices, aerosol cans, glass bottles, lighters, hats, radios, tape recorders, noise making devices, skateboards, roller blades, dice, gum, shoe skates, sports gloves etc.		
DRESS CODE: EC-48900 (k) Parents are responsible for sending their child to school dressed in a fashion which does not distract from the instructional process. Students are expected to dress within the guidelines outlined in the Student Handbook. *Note: Bandannas are prohibited at all times.	Warning/change clothes.	1-5 day suspension and possible recommendation for expulsion.
ELECTRONIC DEVICES: EC-48900 (k) Radios, cameras, Ipods, MP3 players, laser pointers, CD players, and tape recorders, but not limited to, are NOT allowed on campus unless authorized by the school administration.	Unit confiscated by school personnel and returned to the owner via an Assistant Principal at the close of the school day.	1-5 day suspension from school.
*NOTE: Students are allowed to have cell phones while on campus. However they must be turned off and out of sign. Students are not to check voicemail, text message, or turn on phones during the school day.		
EXPLOSIVES: EC-48900 (k) Maliciously informing any other person that a bomb or other explosive has been or will be placed, knowing that such information is false.	Five (5) day suspension and recommendation for expulsion. In addition, the principal or assistant principal shall report the incident to the police department for appropriate legal action. (Per Penal Code 148.1: "Any person who maliciously informs any other person that a bomb or other explosive has been or will be placed in any public or private place.	
FIRE ALARMS: EC-48900 (k) Tampering with a fire alarm or giving false alarms	Five (5) day suspension and recommendation for expulsion. In addition, the Principal/assistant principal shall report the incident to the police department for appropriate legal action. Per Penal Code 148.4: "Any person who tampers with a fire alarm or gives false alarms, is guilty of a misdemeanor punishable by up to one year in the county jail and/or a \$1,000.00 fine."	
FORGERY: EC-48900 (k)	Parent contact, Administrative Detention or possible suspension.	5 day suspension, recommendation for expulsion.
FOOD FIGHT: EC-48900 (k)	1-5 day suspension, Social Probation (9 weeks).	Five (5) day suspension, recommendation for expulsion.
FOOD THROWING, littering, cafeteria misbehavior: EC-48900 (k)	1-5 day detention and campus/cafeeteria clean up.	3-5 day suspension and possible recommendation for expulsion.
GAMBLING: EC-48900 (k) The playing of a game of chance for stakes.	Detention, Administrative Detention or 1 day suspension.	3-5 day suspension.

IMPEDANCE OF DIRECTIVES: EC-48900 (k) A student, who obstructs, delays, impedes or fails to follow the directives of school personnel engaged in the performance of their duties.	Warning, 1-5 day suspension, and possible recommendation for expulsion.	1-5 day suspension and recommendation for expulsion.
INTENTIONALLY RUNNING: EC-48900 (k) to, moving toward, or gathering around fights that impede the ability of supervisors to control the situation and maintain a safe school.	Warning, parent contact, and/or 1-2 placement in support room/detention and/or 1-2 day suspension.	Parent contact, 3-5 day suspension and possible expulsion.
INAPPROPRIATE SYMBOLS: EC-48900 (k) Wearing or carrying any apparel, jewelry, accessory or notebook with crude or vulgar lettering, printing pictures, symbols that depict drugs, tobacco, alcoholic beverages, or are sexually suggestive	Student sent home to change clothes or provided with alternative clothing. Confiscation of jewelry, accessory notebook, etc.	Five (5) day suspension.
LEAVING CAMPUS WITHOUT PERMISSION: EC-48900 (k)	Administrative Detention and/or suspension.	1-5 day suspension.
LOITERING: EC-48900 (k) Loitering in or about restrooms and/or locker room, doorways or anywhere else on campus.	Detention.	2-5 day suspension.
LOITERING on or around other school campuses: EC-48900 (k)	Warning/detention, Administrative Detention, or 1-5 day suspension.	1-5 day suspension.
MISBEHAVIOR during assemblies, rallies, dances: EC-48900 (k)	Removal from activity; detention, Administrative Detention or 1-5 day suspension.	Social and Activity Probation (9 weeks); 3-5 day suspension.
OUT OF CLASS without an acceptable hall pass during class time: EC-48900 (k)	1-5 days after school detention.	Possible referral to SARB Social Probation, and Administrative Detention, or 1-5 days suspension.
ROUGHHOUSING, wrestling, chasing, running in the halls, etc.: EC-48900 (k)	Detention, Administrative Detention, or possible 1 day suspension.	3-5 day suspension, possible recommendation for expulsion.
Truancies or cutting classes for more than 30 minutes: EC-48900 (k)	Administrative Detention, parent notification and/or suspension.	Administrative Detention, parent notification, 9 weeks Social Probation, referral to SARB and/or suspension.
VIOLATION OF SUSPENSION: EC-48900 (k) Physically present on the school campus at any time, in the immediate vicinity of school premises, or at a school - sponsored activity while suspended from school. NOTE: Per Penal Code 626.2:	1-5 day suspension.	1-5 day suspension and recommendation for expulsion.

"No student can be on campus during suspension."		
VIDEOTAPING FIGHTS: EC-48900 (k) other violations of school rules. A student who photographs, videotapes, records, reproduces or posts images of violations of school rules.	Unit confiscated by school personnel and parent must contact school administrator, Warning, or detention, or 1-5 days suspension, or Possible recommendation for expulsion.	
Theft: EC-48900 (l) The taking of or knowingly receiving stolen school or private property without permission.	1-5 day suspension, restitution, and possible police contact.	Five (5) day suspension, restitution, recommendation for expulsion, and possible police contact.
LOOK-ALIKE GUNS: EC-48900 (m) Possession of a look-alike gun used in a threatening manner.	Possible 1-5 day suspension and possible recommendation for expulsion. (E.C. 48900(m)).	
SEXUAL ASSAULT: EC-48900 (n)	Parent contact, five (5) day suspension and recommendation for expulsion. Report to a law reinforcement agency.	
WITNESS INTIMIDATION: EC-48900 (o)	Administrative decision may include the following: Parent conference, Support Room or suspension from school for 1-5 days and recommendation for expulsion.	
DRUG SOMA: EC-48900 (p) Unlawfully offered, arranged a sale, negotiated a sale, or sold the prescription of drug Soma.	Five (5) day suspension, recommendation for expulsion and Police contact.	Five (5) day suspension, recommendation for expulsion and police contact.
Hazing and Harassment: EC-48900 (q)	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.
SEXUAL HARASSMENT Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. <u>This rule does not apply to students in grades K-3.</u> (E.C. 48900.2; E.C. 212.5)	Conference, Parent Involvement.	Suspension from school, expulsion.

EDUCATION CODE SECTION 48900 (a-q)
BEHAVIOR AGREEMENT

PLEASE READ THE BEHAVIOR AGREEMENT ON THE ATTACHED CARD, COMPLETE THE BEHAVIOR AGREEMENT ON THE REVERSE SIDE, AND RETURN IT TO YOUR CHILD'S TEACHER WITHIN ONE WEEK. THANK YOU FOR YOUR INTEREST AND COOPERATION.

PERSONNEL & STUDENTS

BP4119.11; 4219.11; 4119.111; 4219.111; 5145.7

It is the policy of the Governing Board of the district to maintain a learning and working environment that is free from sexual harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of 1972 and is prohibited by both federal and state law.

It shall be a violation of this policy for any district employee to harass another district employee, applicant or student through conduct or communications of a sexual nature as defined in Section II. It shall also be a violation of this

policy for students to harass other students or district employees through conduct or communications of a sexual nature as defined in Administrative Regulation 4119.11; 4219.11; 4119.111; 4219.111 and 5145.7.

The district further prohibits retaliatory behavior against any complainant or participant in the complaint process concerning sexual harassment.

Definition of Sexual Harassment

1. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature made by a district employee to a student or another district employee, or when made by a student to another student, where:
 - a. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress; or
 - b. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or
 - c. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment.
 - d. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.
2. Other types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
 - a. Unwelcome leering, sexual flirtations, or propositions.
 - b. Sexual suggestions or obscene letters, notes, invitations, unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
 - c. Attempts to pull down pants or gym shorts or flip up skirts.
 - d. Sexual jokes, stories, drawings, pictures or gestures.
 - e. Spreading sexual rumors.
 - f. Touching an individual's body or clothes in a sexual way.
 - g. Impeding or blocking normal movements.
 - h. Purposefully limiting a student's access to educational tools.
 - i. Displaying sexually suggestive objects in the educational or work environment.
 - j. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)
 - k. Implying or withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation or other discipline will be used. Within the educational environment, implying will withhold or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.
 - l. Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee. Within the educational environment, engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
 - m. Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.
 - n. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

In determining whether the alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the harassment and the context in which the alleged incidents occurred will be considered.

Procedures - Student Harassment

Any student who feels that he or she is being sexually harassed by an employee, staff member or student in the district should immediately contact the principal or another administrator or faculty member and report the harassment without fear of reprisal. The student does not have to report the harassment to his or her teacher, especially if the student believes that the teacher is the harasser. The student can make this report alone or with his or her parent/guardian.

A district employee who receives a report of sexual harassment of a student or who witnesses the sexual harassment of a student shall immediately report the harassment to the Assistant Superintendent for Human Resources (if alleged harassment is by a district employee) or the principal or principal's designee (if the alleged harassment is by another student). Administrators, upon receiving a sexual harassment report from a student, shall inform the student of his or her rights and shall make every effort to assist the student in securing those rights. The administrator shall provide the student with a copy of the sexual harassment policy as well as the Administrative Regulation which contains procedures for filing complaints regarding sexual harassment.

Each complaint of sexual harassment shall be promptly investigated in a way that attempts to respect the privacy of all parties concerned. Formal complaints of sexual harassment filed in accordance with the complaint procedures contained in Administrative Regulation 4119.11; 4219.11; 4119.111; 4219.111 and 5145.7 will be investigated in accordance with "Step 2" of those procedures. If the complainant requests that his or her name not be disclosed to the harasser, an informal investigation of the allegations shall be conducted to the extent possible without disclosing the complainant's name. In order to file a formal complaint of sexual harassment, however, the student must be willing to disclose his or her name to the alleged harasser.

Students who allege sexual harassment by their teacher may request to be transferred out of the teacher's class. The district will attempt to accommodate such requests to the extent practicable. Students who believe that a district employee (e.g., teacher, staff member, etc.) has touched them inappropriately or made inappropriate comments to them of a sexual nature should report such conduct immediately. Even if such behavior is not considered sexual harassment under this policy, it may be in violation of other rules and standards of conduct of the district. (Refer to the complaint procedures contained within Administrative Regulation 5145.7 for filing a formal complaint of sexual harassment.

Procedures Harassment of Employees/Staff/Applicants for Employment

Any employee or applicant for employment who feels he or she has been sexually harassed should immediately report such incidents to his or her supervisor, the Assistant Superintendent for Human Resources, or any other member of the Administration, without fear of reprisal. An employee or staff member need not first report the harassment to his or her supervisor, especially if the employee or staff member believes the supervisor engaged in or knowingly tolerated any harassment of the employee, staff member or applicant. A copy of the sexual harassment policy and Administrative Regulation which contains complaint procedures for filing a formal sexual harassment complaint will be provided to the complainant and to any other individual upon request.

Any supervisor or administrator who receives a sexual harassment complaint shall notify the Superintendent or the Assistant Superintendent for Human Resources, who shall ensure that the complaint is appropriately and promptly investigated. (See complaint procedures which are included Administrative Regulation 4118.11 and 4218.11 for the necessary "steps" in filing a formal complaint of sexual harassment.

Procedures - Any Other Persons Alleging Harassment By a District Employee, or Student

Any person who alleges sexual harassment by any employee, or student in the district may file a complaint under the complaint procedures contained in Administrative Regulation 4119.11; 4219.11; and 5145.7.

Sanctions

A substantiated charge of sexual harassment against an employee of the district shall subject the employee to disciplinary action, up to and including discharge. Such discipline shall be consistent with the California Education

Code and any collective bargaining agreement, if applicable. If the conduct complained of constitutes sexual harassment under this policy, a charge of such conduct will be substantiated where a preponderance of evidence supports the allegations.

A substantiated charge against a student in grades 4 through 12 in the district shall subject that student to student disciplinary action, up to and including suspension or expulsion, consistent with the student discipline code and the California Education Code. If the conduct complained of constitutes sexual harassment under this policy, a charge of such conduct will be substantiated where substantial evidence supports the allegations.

PERSONNEL & STUDENTS

AR 4119.11; 4219.11; 4119.111; 4219.111

5145.7 Notifications - Employees

A copy of the sexual harassment policy and administrative regulation shall be displayed in a prominent location in the main administrative building located at 1875 W. Lowell Avenue, Tracy, CA and in a prominent location near each school principal's office.

Notice of the sexual harassment policy and the administrative regulation which contains the complaint procedures will be circulated to all employees of the district at the beginning of the first quarter or semester of the school year, and to any new employee at the time that the new employee is hired.

A copy of the policy and administrative regulation shall also appear in any publication of the district that sets forth the comprehensive rules, regulations, procedures, and standards of conduct for the institution.

All employees additionally shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing ("DFEH") that includes information on sexual harassment, including the legal remedies and complaint process available through the DFEH and directions on how to contact this agency. A notice advising employees of the DFEH's requirements, including the prohibition against unlawful harassment based on sex, shall be posted at the main administrative building. The address and telephone number of the DFEH are as follows:

Department of Fair Employment and Housing
2000 O Street, Suite 120
Sacramento, CA 95814 (916) 445-9918

Federal agencies enforcing the prohibition of sexual harassment are the Equal Employment and Opportunity Commission ("EEOC") and the Office of Civil Rights ("OCR"). The addresses and telephone number of these agencies are as follows:

Office of Civil Rights
Old Federal Building
50 United Nations Plaza, Room 239
San Francisco, CA 94102

Equal Employment Opportunity Commission
1265 West Shaw Avenue, Room 103
Fresno, CA 93711

Notifications - Students

A copy of this policy shall be displayed in a prominent location in the main administrative building located at 1875 W. Lowell Avenue, Tracy, CA and in a prominent location near each school principal's office.

Notice of the sexual harassment policy and administrative which contains the complaint procedures will be sent to all students and parents or guardians upon enrollment and annually thereafter. A copy shall be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Students may also file a separate claim of sexual harassment with the OCR. The address and telephone number of the OCR is listed under the notifications section for employees. The time limit for filing a complaint with the OCR is 180 days from the date the act of sexual harassment occurred, or if a student decides to file a complaint internally with the district under the complaint procedures outlined in Administrative Regulation 5145.7, sixty (60) days after that complaint process is exhausted.

Complaint Procedures

The Governing Board designates the following compliance officers to receive and investigate complaints and ensure district compliance with law:

Superintendent	Assistant Superintendent for Human Resources	Director of Student Services
1875 W. Lowell Avenue	1875 W. Lowell Avenue	1875 W. Lowell Avenue
830-3201	830-3260	830-3280

It is desirable that problems and complaints of alleged sexual harassments brought by students, employees, parents or other members of the community be resolved in a prompt and equitable manner. If possible, such problems and complaints should be resolved in an informal manner. If the complaint cannot be resolved informally the following procedures shall be followed for filing a formal complaint of sexual harassment:

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance. The complaint shall be presented to the Superintendent or designee, who will then give it to the appropriate compliance officer. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

All types of complaints regarding sex equity and sexual harassment must be initiated, in writing, within sixty (60) calendar days of the date the alleged violation occurred, or the date the complainant first obtained knowledge of the facts of the alleged violation.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint.

Step 2: Investigation of Complaint

Within sixty (60) school days from receipt of the complaint, excluding summer session, when the alleged violation occurred during the regular school year, the Superintendent or designee shall complete the investigation of the complaint. This time period may be extended by written agreement of the complainant.

Step 3: Response

Within sixty (60) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step 4 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within fifteen (15) calendar days, file his/her complaint, in writing, with the Governing Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting.

The Board may decide not to hear the complaint, in which case the Compliance Officer's decision is final. If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within seven (7) calendar days or within the time period that has been specified in a written agreement with the complainant.

Step 4: Final Written Decision

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district will arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint.

2. Notice of the complainant's right to appeal the decision to the California Department of Education, and procedures to be followed for initiating such an appeal.

If an employee or student is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee or student was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action. However, when a student is expelled as a result of a substantiated charge of sexual harassment, the expulsion record shall be a non-privileged, discloseable public record.

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals.

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (Title 5, Section 4652)

DRESS STANDARDS

The primary responsibility for student dress and appearance rests with the parents. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind. As a guide, students should be dressed in clothing that would be appropriate in the workplace. Wearing apparel shall be neat, clean, safe, and not disruptive to instructional activities. All students must wear some form of shoes, sandals, or moccasins. Crude or vulgar commercial lettering or printing, and pictures depicting occult messages, drugs, tobacco, alcoholic beverages, racial/ethnic slurs, unauthorized group affiliation or that are sexually suggestive, on shirts, sweatshirts and other wearing apparel are not acceptable. Such items as beach attire, nightwear, bedroom slippers, short shorts/skirts or unsafe accessories are not allowed. No spandex or lycra material shorts, skirts or dresses. No bottoms or splits are to be shorter than where the student's fingertips reach when the arms and fingertips are fully extended on the sides. Any clothing/accessory that may be deemed dangerous, i.e. chains, steel-toed boots, items with spikes or studs etc. are unacceptable. Clothes, apparel or attire must be sufficient to conceal undergarments at all times. Clothing, apparel or attire that fails to provide adequate coverage of the body, including but not limited to, see-through, fishnet fabrics, tops that do not touch the top of the pants/skirts, tank tops, tube tops, halter tops, off the shoulder or low cut tops or dresses and sagging pants are not allowed. No holes or tears that are revealing. Tank tops or T-Shirts with cut outs under the arms are not allowed. Clothing must fit or may be no larger than one size bigger. Pants must be worn at the waist, not at the hips. No hair rollers, shower caps, bandannas, hairnets, skull caps, wave caps, or other such grooming items are allowed. Tattoos must conform to the dress code.

Confiscated Items- Confiscated items must be picked up on or before the last day of school. Confiscated items not picked up will be discarded.

Hats/Sun Protective Headwear- Students are not permitted to wear hats or other head coverings in class, assemblies, or at any indoor school day functions. Sports caps may be worn outside the classroom and during sports but may not be altered. Red or blue headgear is prohibited for safety reasons. Students may write their legal name in the inside band but not the bill for identification. Sports caps must be worn forward. Pins or attachments to hats are not allowed. No hair rollers, shower caps, hair sets, skull caps, wave caps, or other such grooming items are allowed. All bandannas of any color are prohibited for safety reasons.

Footwear/Shoes- No flip-flops. Shoes of any type that present a safety hazard are prohibited. For safety purposes in specialty classes, the teacher will determine appropriate shoes.

Unauthorized Group Apparel is Prohibited

Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in a gang or group is prohibited. No clothing or articles of clothing (including but not limited to gloves, bandannas, shoestrings, wristbands, belts, jewelry) related to group or gang that may provoke others to acts of violence are prohibited. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants, red, blue or other colored shoelaces, bandanas of any type of color, either worn in hair or displayed in clothing, gloves, towels, suspenders or other items hanging from rear pants pockets or from belt, excessive clothing items of predominately one color, old English style writing on clothing or notebooks are prohibited.

If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel. Students are not permitted to wear hats or other head coverings in class, assemblies, or at any indoor school function. Sunglasses are not to be worn in the classroom. Any student who deviates from the accepted standards set forth in this policy will be required to prepare properly for the classroom before being admitted. Refusal to cooperate will result in disciplinary action.

PARENT RESPONSIBILITY/LOST OR DAMAGED SCHOOL PROPERTY

Parents will be financially responsible for their children losing school materials and/or equipment and for causing damages to school property or personal property of school employees. In addition, the school will withhold the student's grades, transcripts, etc. until the student or the parent/guardian has paid for the damages as provided in subdivision (a) of Education Code Section 48904.

LIBRARY FINES AND RESITUTION FOR DAMAGED TO SCHOOL PROPERTY

1. Any school site in Tracy Unified School District whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due-process rights, withhold the grades, diploma, transcripts and extra curricular activities of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto, as provided in Education Code 48900(f).
2. The school shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts, and extra-curricular activities pursuant to this subdivision. When the minor and parent are unable to pay for the damages, or to return the property, the school shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil shall be released and student will be able to participate in extra curricular activities.
3. The governing board of each school shall establish rules and regulations governing procedures for the implementation of Education Code 48900(f). The procedures shall confirm to, but are not necessarily limited to, those procedures established in this code for the expulsion of pupils.

UNAUTHORIZED GROUPS

BP 5136

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any unauthorized groups which advocate drug use, or disruptive behavior, such as but not limited to violence, intimidation, threats, coercion, congregating in mass. The principal or designee shall maintain continual, visible supervision of school premises so as to

deter unauthorized group intimidation of students and confrontations between members of different unauthorized groups.

The Superintendent or designee shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort.

The Superintendent or designee shall in cooperation with law enforcement provide in-service training which helps staff to identify various symbols, recognize early manifestations of disruptive activities, and respond to inappropriate behavior. Staff and selected students shall be trained in the use of conflict management techniques and alerted to intervention measures and community resources, which may help our students.

The Board realizes that many students become involved in unauthorized groups without understanding the consequences of unauthorized group association. Early intervention is a key component of efforts to break the cycle of unauthorized group association. Therefore, Violence prevention education in the schools may start with enrollment in TUSD.

The Board prohibits the presence of any apparel, jewelry, accessory, notebook, tattoos or manner of grooming which, by virtue of its color, or combination of color, arrangements, trademark, or any other attribute, denotes membership in any unauthorized group, which advocates disruptive behavior such as but not limited to violence, intimidation, threats, coercion and congregation in mass. This policy shall be applied as the need for it arises at individual school sites.

If a student exhibits signs of unauthorized group affiliation, staff shall so inform the parent/guardian.

UNAUTHORIZED GROUPS

AR 5136

A. Purpose and Scope

The Governing Board desires to give school sites and district guidelines that keep schools free from threats and harmful influence of any unauthorized group activity which advocate drug use, disruptive behavior, such as, but not limited to violence, intimidation, threats, coercion, congregating in mass.

B. Prevention and Intervention Measures

In order to discourage the influence of unauthorized groups, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of unauthorized group affiliation shall be referred to the principal or designee.
 - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
 - b. The student may be sent home to change clothes if necessary.
2. Staff members shall be provided with the names of known unauthorized group members.
3. Students who seek help in rejecting unauthorized group associations may be referred to community-based unauthorized group suppression and prevention organizations.
4. Any unauthorized group graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
 - a. Daily checks for graffiti shall be made throughout the campus.

b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.

5. Classroom and after-school programs at each school shall be designed to enhance individual self esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:

- a. Explain the dangers of unauthorized group membership
- b. Provide counseling for targeted at-risk students
- c. Include lessons or role-playing workshops in unauthorized group avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills
- d. Assign individual unauthorized group members to cooperative learning groups in which they may work toward common goals with students who are not members of their unauthorized group
- e. Provide school-to-career instruction
- f. Provide positive interaction with local law enforcement staff

Unauthorized group prevention lessons may be taught jointly by teachers and law enforcement staff.

6. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:

- a. Positive sports and cultural activities and affiliations with the local community
- b. Structured, goal-oriented community service projects

Community Outreach

Unauthorized group prevention classes or counseling offered for parents/guardians shall address the following topics:

- 1. The dangers of unauthorized group membership
- 2. Warning signs which may indicate that children are at risk of becoming involved with unauthorized groups
- 3. The nature of local unauthorized group apparel and graffiti
- 4. Effective parenting techniques
- 5. Conflict resolution techniques

C. Discipline Process

Staff will use the following techniques and procedures to discourage the influence of unauthorized groups:

- 1. Upon a first offense, when a student causes, attempts to cause or threatens to cause physical injury to another student as a part of any unauthorized group activity, the following shall result:

- a. Parent/guardian contact.
 - b. A five (5) day suspension and recommendation for an expulsion for a minimum period of nine (9) weeks.
 - c. A requirement that the student must apply for readmission to school after he/she has served the minimum expulsion period.
 - d. A recommendation for a rehabilitation program that is subject to review at a time of application for readmission. The plan shall include, but is not limited to:
 - (i) Community Service minimum of 20 hours - maximum of 80 hours, to be recommended by the District Discipline Review Board based upon the seriousness of the violation of the Education Code.
 - (ii) A minimum of eight (8) weeks of counseling.
 - (iii) Prohibited from violating any of the sub-sections (a) through (q) contained in Education Code 48900 associated with school attendance.
 - (iv) Prohibited from participating in unauthorized group related activities, flying colors, or displaying unauthorized group paraphernalia.
 - e. A recommendation for an extension of the suspension to the expulsion hearing date.
 - f. Unauthorized Group Contract
2. Upon a first offense, when a student causes, attempts to cause physical injury to classified or certificated staff member as part of any unauthorized group activity, the following shall result:
- a. Parent/guardian contact.
 - b. A five (5) day suspension and recommendation for an expulsion for a minimum period of the balance of the semester in which the violation occurred plus one additional semester.
 - c. A requirement that the student must apply for readmission to school after he/she has served the minimum expulsion period.
 - d. A recommendation for a rehabilitation program that is subject to review at the time of application for readmission. The plan shall include, but is not limited to:
 - (i) Community Service minimum of 20 hours - maximum of 80 hours, to be recommended by the District Discipline Review Board based upon the seriousness of the violation of the Education Code.
 - (ii) A minimum of eight (8) weeks of counseling.
 - (iii) Prohibited from violating any one of the sub-sections (a) through (q) contained in Education Code 48900 associated with school attendance.
 - (iv) Unauthorized Group Contract and Law Enforcement Contact.
 - e. Contact with law enforcement agency.

3. Upon a first offense, when a student wears or carries any apparel, jewelry, accessory, notebook, or makes gestures that symbolize unauthorized group membership, the following shall result:
 - a. Referral to the principal or designee.
 - b. Student sent home to change clothes or provided with alternative clothing.
 - c. Confiscation of unauthorized group related jewelry, accessory, notebook, etc.
 - d. Parent/guardian contact.
 - e. Documented counseling with a "No Unauthorized Group Contract" and Law Enforcement contact.
4. A second offense of #3 above will result in the following:
 - a. Parent/guardian conference.
 - b. One to five day suspension.
5. A third offense will result in the following:
 - a. Parent/guardian contact.
 - b. A minimum five day suspension.
 - c. Contact with law enforcement agency.
 - d. Possible recommendation for expulsion.
6. A fourth and subsequent offenses will result in the following:
 - a. Parent/guardian contact.
 - b. A minimum five day suspension and recommendation for expulsion
 - c. Contact with law enforcement agency.
 - d. Possible recommendation for expulsion.
7. Any unauthorized group graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
 - a. Daily checks for graffiti shall be made throughout the campus, including restroom walls and doors.
 - b. Graffiti shall be photographed before it is removed. These photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
8. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of positive activities.
9. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging.
10. Each school within the Districts shall develop an action plan that includes but is not limited to the following.
 - a. In-service for all staff on signs and symptoms of unauthorized group activity.
 - b. Techniques and procedures to discourage the influence of unauthorized groups..
 - c. Campus safety and supervision.
 - d. Unauthorized group prevention education.
 - e. Outreach program for students identified as unauthorized group-oriented students as well as actual members of existing unauthorized groups.
 - f. Parent support program.

Unauthorized Group Prevention Education

1. Explain the dangers of unauthorized group membership
2. Include lessons or role-playing workshops in nonviolent conflict resolution and unauthorized group avoidance skills.
3. Promote constructive activities available in the community.
4. Involve students in structured, goal-oriented community service projects.
5. Encourage positive school behavior.

Unauthorized group prevention lessons may be taught jointly by teachers, law enforcement staff, and contracted organizations.

Community Outreach

Unauthorized group prevention classes or counseling offered for parents/guardians shall address the following topics:

1. The dangers of unauthorized group membership.
2. The nature of local unauthorized group apparel and graffiti.
3. Ways to deal effectively with one's children.
4. Warning signs which may indicate that children are at risk of becoming involved with an unauthorized group.
5. Resources available to them for further assistance.

Community programs offered for staff, parents/guardians, churches, city officials, business leaders and the media shall address:

1. The scope and nature of local unauthorized group problems.
2. Ways that each segment of the community can help to alleviate these problems.

Intervention Measures

Staff shall make every effort to engage unauthorized group-oriented students into the academic, extra-curricular and social mainstream and into work experience programs. To this end:

1. Staff members shall be provided with updated information regarding unauthorized group activities which advocate drug use, disruptive behavior, such as but not limited to violence, intimidation, threats, coercion, congregating in mass.
2. Classroom teachers shall refer individual unauthorized group oriented students for individual and/or group counseling.
3. Students who seek help in rejecting unauthorized group associations may be referred to community-based unauthorized group suppression and prevention organizations.

Parent's Guide To Homework

HOMEWORK IN TRACY UNIFIED SCHOOL DISTRICT

Homework

The Governing Board believes that homework serves many purposes. Research supports that homework is an essential part of a student's academic achievement. Through their homework, students can reinforce academic skills taught in school, learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent as a contributing resource and to structure homework assignments so as to involve the parent to help oversee homework without diminishing the student's sense of responsibility. To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce learning objectives and state standards.

Board Policy 6154

- Homework reinforces student learning to meet state and district standards
- Homework is planned, systematic, selectively checked and graded
- Homework is clear, specific and relevant
- Homework is a combination of skill reinforcement and exploration
- Long-term homework assignments will have checkpoints for completion and while students may work on them over holidays and weekends, ample time will be allowed to complete them during the week and prior to holidays
- Homework will be reviewed in class and returned in a timely fashion
- K-5 students will not be required to complete homework on holidays and intersessions. K-5 students will not typically be given homework on weekends. 6th-8th students will not be required to complete homework on intersessions. 6th-8th grade students may be given limited homework on holidays and weekends.
- Per night, K-3 homework assignments will typically average thirty minutes; 4th-5th grade homework assignments will typically average one hour; 6th-8th grade homework assignments will typically average one and a half hours
- Unfinished classroom work may be sent home to be completed but should not be required in addition to homework. Unfinished classroom work can be done at recess and after school.
- Regular reading at home on a nightly basis is encouraged but not required in addition to the assigned homework.

Tips for Parents

- When there is a specific assignment, the best way for parents to help a child learn is by offering support when it is requested. At the same time, limits need to be set so that children learn to work independently. Even when children do not have specific assignments due, parents can be helpful by listening when children talk about school and by expressing interest in class work and school activities.
- Talk with teachers if assignments seem to be causing students continuing problems
- Share thoughts and ideas with children on many topics of interest
- Read to your child
- In helping students with homework, parents should:
 - › Show interest in the student's work
 - › Encourage the child to work independently most of the time
 - › Provide a suitable place for study, free from distraction, and if possible, reserved

for that student alone

- › Check to see the homework assignments are completed, and reasonably neat and correct
- › Assist in balancing school work with other activities
- If you feel that your student's teacher is not following Board Policy 6154, Homework, please take the following steps: 1) Contact your student's teacher and discuss his/her homework practices. If it is not resolved, then 2) Contact your school principal. If it is not resolved, then 3) Contact Hal Kushins, Director of Special Projects, Testing & Curriculum at 830-3209.

Make-up Work

Students shall be given the opportunity to make-up work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable make-up schedule. Typically, each day of excused absence merits a make-up day.

Teachers may or may not allow a suspended student to complete any assignments and tests missed during suspension.

Students who miss school work because of unexcused absences may or may not be given the opportunity to make-up missed work for full or reduced credit. Teachers may assign such make-up work as necessary to ensure academic progress, not as a punitive measure.

Teachers need at least twenty-four hours to supply make-up work.

Teacher's procedures and processes for make-up work should be clearly explained to both students and parents. In high school, make-up procedures and processes should be addressed in the class syllabus.



EDUCATIONAL SERVICES MEMORANDUM

To: Dr. James Franco, Superintendent
From: JH Dr. Sheila Harrison, Assistant Superintendent of Educational Services
Date: May 14, 2008
Subject: Approve Changes to Middle School (6-8) School Safety and Violence Prevention Handbook

Background: The Board of Trustees is asked yearly to accept revisions and changes to school handbooks. The Middle School (6-8) Safety and Violence Prevention Handbook has a variety of proposed changes.

Rationale: Changes in School Handbooks need to be reviewed with the Board of Trustees. It is important that handbooks are reviewed yearly for accuracy and compliance with new policies. Middle School (6-8) school administration and staff review the handbook on site and then propose changes to the Director of Student Services. The Director of Student Services works with all the schools to maintain consistency between their handbooks. The proposed changes are then presented to the board for approval. This agenda item meets strategic goal #4-Develop Responsible Individuals.

Funding: N/A

Recommendation: Approve Changes to Middle School (6-8) School Safety and Violence Prevention Handbook

Prepared by: Paul E. Hall, Director of Student Services and Curriculum

CHANGES TO THE MIDDLE SCHOOL SAFETY AND VIOLENCE PREVENTION HANDBOOK

When reviewing the handbook changes, all changes will be noted with font style Arial Rounded MT Bold.

- Page 1 – Note: Title of handbook has changed from Middle Schools Discipline Handbook to Middle (6th-8th) School Safety and Violence Prevention Handbook.
- Page 2 – Note: TABLE OF CONTENTS has been included in the Middle School Handbook.
- Page 4 – Note: HEALTH section has been included in this handbook per the request of the Health Services Department.
- Page 4 – Note: TARDY POLICY FOR UNEXCUSED CLASSROOM TARDIES. We currently do not have a uniform tardy policy at Tracy Unified. This was included so we have uniformity throughout the handbook.
- Page 4 – Note: The Middle School Handbook did not previously include the following items:
SART
SARB
The above items are implemented at the Middle School level. With this format and detail, it will help the student, parent(s) and school administrators understand the process.
- Page 5-8 – Note: RIGHTS & RESPONSIBILITIES RELATED TO DISCIPLINE FOR STUDENTS, PARENTS, CLASSIFIED STAFF, TEACHERS ADMINISTRATORS, SCHOOL BOARD MEMBERS, & PARENT VOLUNTEERS WHERE APPLICABLE. The Middle School Handbook did not previously contain these items. These situations occur frequently at the Middle School level. With this format and detail, it will help the student, parent(s) and school administrators understand the process. Including these changes, the Middle School Handbook will be uniformed with K-5 Handbook.
- Page 8 – Note: Due Process. The Middle School Handbook did not previously include this statement of Due Process. These situations occur at the Middle School level. With this format and detail, it will help the student, parent(s) and school administrators understand the process. In addition, this statement will make the Middle School Handbook uniform with the K-5 Handbook.

- Page 10 – Note:** **DART** is a discipline contract that is implemented at 10 days of suspension. This is a process that informs the parents about the number of suspensions and helps prevent additional days of suspensions. This process is new for this school year.
- Page 12 – Note:** This is the revised board policy 5136 (revision date – May 2008) **Unauthorized Groups**. This was not listed as a Disciplinary Violation and Consequence in the Middle School Handbook.
- Page 13 – Note:** **Threats of Violence Expression of an intention to harm**. These types of situations occur at the Middle School level. Adding this to the Middle School handbook will make this handbook uniform with the High School Handbook. This was not previously included in the Middle School Handbook.
- Page 13 – Note:** This is the revised board policy 5136 (revision date – May 2008) **Unauthorized Groups**. This was not listed as a Disciplinary Violation and Consequence in the Middle School Handbook.
- Page 15 – Note:** **Represented: EC-48900 (d) Drug/Alcohol/Intoxicant Sales**. This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the handbook will make the Middle School Handbook uniform with the High School Handbook.
- Page 16 – Note:** **Verbal Abuse: EC-48900 (i)**. This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.
- Page 16 – Note:** **Drug Paraphernalia: EC-48900 (j)**. This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Discipline Handbook.
- Page 17 – Note:** **Bicycles: EC-48900 (k)**. This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.

- Page 18 – Note: Electronic Devices: EC-48900 (k). This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.
- Page 19 – Note: Inappropriate Displays of Affection: EC-48900 (k). This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.
- Page 19 – Note: Inappropriate Symbols: EC-48900 (k). This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.
- Page 20 – Note: Truancies or Cutting Class: EC-48900 (k). This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.
- Page 20 – Note: Violation of Suspension: EC-48900 (k). This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.
- Page 21 – Note: Drug Soma: EC-48900 (p). This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.
- Page 22 – Note: Hazing and Harassment: EC-48900 (q). This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.
- Page 22 – Note: Education Code 48900.3 and 48900.4 Penal Code 422.6. This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level

and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook.

Page 23 – Note: Library Fines and Restitution. This item was not previously included in the Middle School Handbook. These situations occur at the Middle School level and adding this to the Middle School Handbook will make the handbook uniform with the High School Handbook. This was added to all handbooks this school year.

Page 31 – Note: This is the revised Board Policy 5136 UNAUTHORIZED GROUPS.

Tracy Unified School District

1875 W. Lowell Avenue

Tracy, CA 95376

Middle (6th-8th) School Safety and Violence Prevention Handbook

The future belongs to the educated.

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HEALTH

Vision and hearing screenings will be done for grades K, 2, 5 & 8.

ACADEMIC HONESTY

All work submitted by students should be a true reflection of their effort and ability. If it is not, then the student has demonstrated unacceptable behavior. The following instances are considered cheating:

- Claiming credit for work that is not the product of one's own honest effort.
- Providing unwarranted access to materials or information so that others may dishonestly claim credit.
- Submitting work done entirely or in part by another person.
- Giving test answers to another student or getting test answers from another student.
- Representation of another person's words or ideas as your own by not properly citing the source and giving the author credit.
- Copying from the internet and from another student.
- Knowledge and tolerating of the foregoing circumstances.

Any behavior, which can be defined as cheating, represents a violation of mutual trust and respect essential to education. Students who cheat should expect to be confronted by their teacher and be subject to the following penalties.

- A "zero" on submitted work.
- **Possible disciplinary referral.**
- Notification of parents.

If a student is found to have cheated a second time or is involved in a particularly serious act of cheating, the student will be referred to the assistant principal for a formal hearing of those concerned (student, teacher, parents, counselor, administrator). Consequences may include suspension from class, school, or loss of class credits.

ATTENDANCE: COMPULSORY ATTENDANCE REGULATIONS

1. Education Code 48260 -- Any pupil subject to compulsory full-time education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.
2. Education Code 48261 -- Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the Superintendent of the district.
3. Education Code 48262 -- Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261.
4. Education Code 48263 -- If any minor pupil in any district of a county is an habitual truant, or is irregular in attendance, as defined in this article, or is referred to a school attendance review board, the supervisor of attendance, or such other persons as the governing board of the school district or county may designate, making such referral shall notify the minor and parents/guardians of the minor, in writing, of the name and address of the board to which the matter has been referred and of the reason for such referral. The notice shall indicate that the pupil and parents/guardians of the pupil will be required, along with the referring person, to meet with the school attendance review board to consider a proper disposition of the referral.

TARDY POLICY FOR UNEXCUSED CLASSROOM TARDIES

Tardy

Students are tardy to class if they are not in their seat and quiet when the final bell rings. Please refer to school site tardy policy.

SART

School Attendance Review Team- SART may be conducted after a student has been declared truant. During this meeting a plan may be developed to correct a student's attendance.

SCHOOL ATTENDANCE REVIEW BOARD

A board comprised of teachers, administrators, counselors, law enforcement officials, and community representatives that utilize school/community services to help students resolve problems dealing with irregular school attendance or habitual truancy. The School Attendance Review Board also has the authority

to refer habitually truant students, as well as their parents, to the District Attorney for appropriate legal action.

CLASSROOM DISCIPLINE

At the Middle Schools, if a student chooses not to be responsible, the teacher may take the following action:

1. Warning, detention, or referral (teacher will contact the parents the same day on referrals).
2. Automatic referral to the office for severe disruptions.
3. Systematic exclusion from class for constant or consistent disruption. A student-parent-teacher conference with an administrator will be held before this is put into effect with a student.

NOTE: Detention is to be served the same day or the following day. For extension of time, students must bring a note from a parent. If a student does not serve the detention, the teacher will contact the parent and double the detention time. A student who continues to not serve detention ("no show") will receive a disciplinary referral.

DISCIPLINE PHILOSOPHY

It is important that each individual develop sound social judgment and be allowed frequent opportunities to exercise this judgment and the self-discipline which must accompany it.

Students and teachers are entitled to an environment in which maximum learning and teaching can take place. In order to guide students to become responsible, self-disciplined individuals who are free to pursue academic studies, an appropriate amount of external discipline might be necessary.

All societies have rules. All students are expected to obey all classroom and school rules. Our aim is to improve the learning environment through positive reinforcement of good behavior and consistently applied consequences for inappropriate behavior.

With the cooperation of parents, parent volunteers, students, and school personnel, we can maintain schools where teachers teach and children learn.

We suggest that you retain this brochure as a reference and for periodic reminders to your child.

FOR MORE EFFECTIVE COMMUNICATION ...

WHEN YOU HAVE A QUESTION OR CONCERN REGARDING YOUR CHILD, PLEASE ...

- | | |
|---|--------------------------------------|
| 1. <u>discuss matters with your child's</u> | <u>TEACHER(S)</u> |
| ... if questions or concerns remain, | |
| 2. <u>discuss matters with the</u> | <u>SCHOOL ADMINISTRATOR</u> |
| ... then, if you wish, | |
| 3. <u>discuss matters with the</u> | <u>DIRECTOR FOR STUDENT SERVICES</u> |
| ... and then, if you wish, | |
| 4. <u>request through the Superintendent</u> | |
| to meet with the | <u>GOVERNING BOARD</u> |

RIGHTS & RESPONSIBILITIES RELATED TO DISCIPLINE FOR STUDENTS, PARENTS, CLASSIFIED STAFF, TEACHERS, ADMINISTRATORS, SCHOOL BOARD MEMBERS, & PARENT VOLUNTEERS WHERE APPLICABLE

EACH STUDENT HAS A RIGHT TO ...

- be taught the required curriculum in a professional manner.
- have a positive learning environment maintained in the classroom.
- be treated respectfully.
- attend school without harassment by other students.

- discuss grades, assignments, and discipline with the teacher in private, provided such a discussion is conducted with courtesy and consideration.
- fair treatment and due process.

EACH STUDENT HAS A RESPONSIBILITY TO . . .

As a part of the Middle School's discipline policy, all students will be informed of their teacher's individual classroom rules and expectations. These will be discussed thoroughly at the beginning of the school year. If students break these classroom rules, each teacher will have the option to handle the situation according to his/her professional judgment, which may include after-school detention. In serious cases and/or repeated offenses, the consequences can include a disciplinary referral to the office to see the Assistant Principal or Principal.

The Assistant Principal will talk with the pupil about the problem and, if the problem is serious enough, the pupil's parent will be contacted. Occasionally a pupil will be suspended from school if other means of discipline fail to improve conduct. Most of the students at the Middle Schools rarely have any serious problems, but if they feel that they might have trouble, it is much better to see the Assistant Principal BEFORE problems actually happen, rather than wait until they are in trouble. Additionally:

- Students are responsible to all authorized school employees, and are expected to obey instructions quickly, quietly, and courteously, the first time.
- Students will obey all classroom and school rules.
- Students will treat others with courtesy and respect. This includes keeping hands, feet and objects to oneself. No vulgarity.
- Dishonesty, teasing, or put-downs including but not limited to race, religion, ethnic origin, size, or handicap are not allowed.
- Students will attend school daily unless ill or legally excused.
- Students will come to class prepared to work and will remain until dismissed by the teacher.
- Each student will have a pencil and/or pen, paper and binder as required by the individual teacher.
- Students will remain seated until the bell rings and the teacher dismisses the class.
- Since tardies affect academic pursuits, a student will be considered tardy if he/she is not in his/her seat and prepared to work when the tardy bell rings.
- Students will complete all assignments and meet deadlines.
- No gum, food, candy, or drinks will be allowed in class without prior permission.

EACH PARENT HAS A RIGHT TO . . .

- be treated respectfully.
- expect his/her child to attend a school which emphasizes learning and growing in an environment free of detrimental influences.
- be informed of disciplinary problems and actions.
- due process for his/her child.
- visit the school and observe programs when prior arrangements have been made.

EACH PARENT HAS A RESPONSIBILITY TO . . .

- be aware that he/she is legally obligated to share responsibility with the school for the behavior of his/her child while he/she is in transit or at school.
- understand and support local school behavior standards.
- help the child understand, accept, and respect all school rules.
- cooperate with school officials in carrying out appropriate disciplinary actions and seek out appropriate community agencies for assistance when necessary.
- reinforce educational achievement of his/her child and communicate achievements at home to school staff for reinforcement at school.
- ensure regular and prompt attendance and notify the school in the event of an absence or tardiness.
- read all communications which come from school and respond when requested.
- be financially responsible for their children losing school materials/equipment and/or causing damage to school property or personal property of any school employee.
- send children to school clean, rested, well-nourished, appropriately dressed, and ready to learn.

EACH TEACHER HAS A RIGHT TO . . .

- assign seats.
- require detention for up to one hour after school.
- give grades he/she considers appropriate.
- require compliance with classroom and school rules.
- expect students to obey directions.
- be treated respectfully.
- expect work to be completed on time.

EACH TEACHER HAS A RESPONSIBILITY TO . . .

- provide a safe, secure, positive learning environment.
- review and enforce with students the district discipline policies and school rules.
- communicate regularly with students, parents, and appropriate school personnel regarding behavior problems and proposed solutions, and/or academic progress, as well as outstanding student achievements.
- inform parents of rules and policies related to behavior and discipline.
- exhibit fair, consistent treatment of all students.

EACH ADMINISTRATOR HAS A RIGHT TO . . .

- be treated respectfully.
- expect students, parents, and teachers to cooperate with the administration of state laws, district policies, and school rules which govern the operation of the school.
- expect parents to communicate their concerns, questions, and suggestions first with the teacher and then the school administrator.
- give consequences for violation of the education code, state and federal laws.
- investigate violations and question students without parental consent.
- search and seizure with reasonable suspicion without parental consent.
- inform law enforcement agencies and ask for assistance/collaboration regarding student violation of state and federal law.
- request law enforcement agencies to investigate violations, and/or question students without parental consent.

EACH ADMINISTRATOR HAS A RESPONSIBILITY TO . . .

- create a safe, secure, positive teaching-learning environment by properly exercising authority assigned by the School Board, the Superintendent, and state laws.
- communicate to parents, staff, and students the state laws, district policies, and school rules which govern behavior expectations.
- assist students, parents, and staff in seeking solutions to problems.
- establish procedures for encouraging and recognizing positive behavior.
- be fair, firm, and consistent in enforcing district policies and school rules, and in decisions affecting students, parents, and teachers.
- maintain open lines of communication between school and home.

THE SCHOOL BOARD HAS A RIGHT TO . . .

- be respected as the policy formulating body of the school district.
- expect students, parents, teachers, and administrators to comply with state laws, and district policies as established by the Governing Board.
- expect parents to communicate their concerns, questions, and suggestions first with the teacher, then with the administration, and finally with the Governing Board.

THE SCHOOL BOARD HAS A RESPONSIBILITY TO . . .

- establish policies and procedures which create a safe, secure, positive teaching-learning environment at each of the district's schools.
- assist students, parents, and staff in seeking solutions to problems by directing them to the appropriate administrative office.
- insure that administrators are fair, firm, and consistent in enforcing district policies and school rules, and in decisions affecting students, parents, and teachers.
- establish policies and procedures for encouraging and recognizing positive student behavior.

- establish policies and procedures which maintain open lines of communication between school and home.

DISCIPLINARY VIOLATIONS AND CONSEQUENCES

Due Process

Students facing major disciplinary action (such as suspension, expulsion or transfer to another school) have a right to a fair hearing. The process requires that procedures be established to guarantee that penalties which deny access to educational opportunity are administered for good and just cause.

Due process procedures entitle students to: 1) oral or written notification of the charges; 2) explanation of the evidence; 3) opportunity to present his/her side of the story; and 4) a right to appeal decisions resulting in major disciplinary action to the next higher authority.

The procedures are designed to ensure that corrective action, if any, is taken only after a thorough examination of the facts. The nature of the corrective action must be reasonably related to the nature and circumstances of the violations.

It is hoped that students will never place themselves in a situation requiring the protection of due process. However, if a student does become involved in a situation in which a suspension, expulsion, or transfer might result, both the student and his/her parents will be given a more detailed description of the due process procedures.

Detention

Students may be assigned detention as a part of the Student Conduct Code. Detention can be assigned by the teacher or site administration. The detention can involve doing school work or community service for the school. Detention may be assigned at break, lunch, or after school. Parents not wishing children to serve detention at lunch or break must send a note to the school indicating that your child will not serve detention at that time and your child will be given an alternate time in which to serve the detention. ADMINISTRATIVE DETENTION is voluntary (per administration) when used in lieu of suspension.

Alternate Placement

The Alternate Placement program provides the staff at the Middle Schools with an alternative to student suspension from school, thus allowing designated students to spend more days at school. Alternate Placement may include detention, Administrative Detention, support room, assignment to another classroom or office. Students assigned to Alternate Placement must bring an appropriate amount of assigned class work from their regular classes. Violation of Alternate Placement rules and regulations will result in an immediate referral to the office for appropriate disciplinary action.

Suspension from School

Definition: Suspension means removal of a student from on-going instruction for disciplinary purposes.

Teacher Suspension of a Student

A teacher may suspend, for any of the reasons contained in Section 48900 of the Education Code, any student from his/her class for the day of the suspension and the following day.

1. When a teacher suspends a student for any of the reasons contained in Section 48900, the teacher shall immediately report the suspension to the Principal/Assistant Principal for appropriate action.
2. As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent/teacher conference regarding the suspension. A counselor should attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so requests.
3. A suspended student shall not be returned to class during the period of suspension without the approval of the teacher of the class and the Principal/Assistant Principal.

Principal/Assistant Principal Suspension of a Student

The Principal or the Assistant Principal may suspend and/or place a student on probation for any of the reasons contained in Education Code Section 48900 and/or 48915. The suspension shall be limited to five (5) consecutive school days per offense.

1. Suspension shall be preceded by an informal conference between the student, a certificated school employee and whenever practicable, the teacher or supervisor who referred the student to the Principal/Assistant Principal. At the conference the student shall be informed of the reason(s) for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in support of his/her defense. The conference may be omitted if the Principal/Assistant Principal determines that an emergency situation exists, in that there is a clear and present danger to the lives, safety or health of

students or school personnel. If the pre-suspension conference is not held, then a meeting shall be held as soon as practicable, but not later than two (2) school days from the day the suspension is ordered unless the student is physically unable to attend due to hospitalization, incarceration, etc., in which case the conference will be held as soon as the student is physically able to return to school unless the student waives the right to the conference.

2. At the time of suspension, a school employee shall make a reasonable effort to contact the student's parent/guardian in person or by telephone. A school employee shall also report the suspension of the student to the Director of Student Services.
3. A notice of the suspension shall be mailed by a school employee to the parent/ guardian in the primary language of the parent/guardian; if practicable, containing each of the following:
 - a. A statement of the facts leading to the decision to suspend.
 - b. The day and time the student will be allowed to return to school.
 - c. A statement of the parent's or the student's right to have access to the student's record as provided in Education Code 48914.
 - d. A request that the parent/guardian attend a conference with school officials regarding the student's behavior, including notice that State law requires parents or guardians to respond to such request without delay.
4. While parents or guardians are required to respond without delay to a request for a conference regarding their child's behavior, no penalties may be imposed on the student for the failure of the parent/ guardian to attend such conference. In addition, the student's re-admission shall not be contingent on the attendance of the parents or guardian at such conference.
5. The pupil is in the complete custody and jurisdiction of his/her parents or legal guardian during the entire period of suspension.
6. The pupil is not to loiter on or near any school grounds at anytime, or attend any school activities, no matter where such activities may be taking place.
7. The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. In addition, a suspended student may be allowed to complete all assignments and tests missed during the suspension which can be reasonably provided, and upon satisfactory completion, given full credit therefore. (Education Code 48913.)

Social Probation

A student will be placed on social probation for dances after a one to five-day suspension. The social probation will prohibit the student from attending any dance that falls within nine (9) weeks of the suspension. After a student has three suspensions or a total of seven days of suspension, the student will be excluded from all dances, athletic teams, and athletic team events for the remainder of the school year. Students may be excluded from assemblies and field trips if their presence would be disruptive. If social probation occurs during the last weeks of school for an eighth grader, it will include restriction from all activities except those which fall under the Promotion Behavior Standards. Certain severe violations of the school discipline policy will also result in social probation (see Disciplinary Violations and Consequences). SOCIAL PROBATION applies throughout as a consequence.

Appealing a suspension and/or Conditions of Probation

The student or the student's parent/ guardian may appeal the suspension and/or conditions of probation imposed by the Assistant Principal to the Principal of the school. This appeal must occur within ten days of the incident. If the appeal is not resolved at the school site by the Principal, then the student or the student's parent/ guardian may appeal the suspension and/or conditions of probation to the Superintendent or the Superintendent's designee. A meeting, if requested, must be held within three (3) school days of the time that the Superintendent or the Superintendent's designee receives the request for an appeal.

Under the provisions of Education Code 48914, the District has established the following procedures for appealing a suspension and/or other disciplinary action taken by the school:

1. The student or student's parent/ guardian may appeal a suspension and/or other disciplinary action imposed by the Assistant Principal of the school. The appeal shall be filed within ten (10) days of the time that the suspension and/or other disciplinary action took place. A meeting, if requested, must be held within three (3) school days of the time that the Principal received the request for the appeal. The Principal shall make a decision regarding the appeal within two (2) school days.
2. If the appeal is not resolved at the school site by the Principal, then the student or the student's parent/guardian may appeal the suspension and/or other disciplinary action to the Superintendent or the Superintendent's designee. The appeal shall be filed within ten (10) school days of the time that the Principal renders his/her decision. A meeting, if requested, must be held within three (3) school days of the receipt of the Superintendent or the Superintendent's designee. The procedure shall be as follows:
 - a. The Superintendent or Superintendent's designee shall determine if there was sufficient evidence to find that the alleged violation occurred, and whether the penalty was appropriate for the violation.
 - b. The student may designate a representative to be present with him/her at the meeting, but the representative shall not serve as legal counsel unless the district has a legal counsel present to represent the school district.
 - c. At the meeting the Superintendent or Superintendent's designee shall review all written documents in the case; and the student's parents or guardian and/or representative address the Superintendent or Superintendent's designee on the evidence or the appropriateness of the penalty.

- d. The Superintendent or Superintendent's designee shall make a decision within five (5) school days. If the Superintendent or Superintendent's designee determines that no violation occurred, all record and documentation regarding the disciplinary proceedings and suspension shall be immediately destroyed and no information regarding the meeting shall be placed in the student's permanent record file. If the Superintendent or Superintendent's designee determines that the penalty imposed was inappropriate for the violation, all records and documentation concerning the suspension and/or other disciplinary action shall be revised to indicate only the facts leading to the penalty imposed by the Superintendent or the Superintendent's designee.

DART

Discipline and Attendance Review Team- DART is utilized at 10 days of suspension. It is used as a means to develop a plan regarding student's discipline and behavior.

Expulsion from Tracy Public Schools

Definition and Length of Expulsion

Expulsion means the removal of a student from the immediate supervision and control, or the general supervision of school personnel for more than five (5) consecutive school days. The expulsion shall remain in effect until the governing board orders the re-admission of the student. At the time of the expulsion, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred unless expulsion under 48915 which may include a full year expulsion, when the student may apply for re-admission to school.

Authority to Expel

The governing board may expel students for any of the reasons contained in Education Code 48900 and/or 48915. Such action, except for single acts of a serious nature, is usually reserved for application where there is a history of misconduct and where other forms of discipline, including suspension, have failed. The Principal is required to recommend expulsion for the following acts (Education Code 48915):

1. Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:
 - a. Causing serious physical injury to another person, except in self-defense.
 - b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
 - c. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - d. Robbery or extortion.
 - e. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
2. Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:
3. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
4. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
5. The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
6. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certified school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
7. Brandishing a knife at another person.
8. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
9. Committing or attempting to commit a sexual assault as defined in subdivision (n) or Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
10. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 11. Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 12. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 13. Is not housed at the school site attended by the pupil at the time of suspension.
 14. Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at

school or at a school activity off of school grounds, violated subdivision (f), (g), (h), (i), (j), (k), (l), (m), or (o) of Section 48900, or Section 48900.2 or 48900.3, and either of the following:

15. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
16. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

EDUCATION CODE SECTION 48900 (a-q)

GROUND FOR SUSPENSION AND EXPULSION

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clover cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.

No pupil shall be suspended or expelled for any of the acts enumerated unless such act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at anytime, including but not limited to, any of the following: (1) while on school grounds (2) while going to or coming from school; (3) during the lunch period, whether on or off the campus; (4) during or while going to or coming from a school sponsored activity.

Grounds for suspension and/or expulsion also include Education Code Sections 48915, 48900.2 and 48900.3.

STUDENT CONDUCT CODE

Most students at Art Freiler, Earle Williams, George Kelly, Monte Vista, North and Poet-Christian obey all school rules, display excellent citizenship and realize rules are established for everyone's help and protection. This conduct code outlines behavior expectations for students and gives examples of possible consequences should rules be broken. Parents and the school are partners in good discipline. The school will notify parents, whenever possible, if their student is having a behavior problem at school. We enjoy and anticipate good parent support for our discipline plan. State law and good parenting require parents to respond to all school requests for parent conferences. Notification of parents will include telephone calls and/or written communications.

The Student Conduct Code provides an indication of the types of behavior violations and potential consequences that may apply to students whose behavior is related to school activity or attendance which occur at any time, including but not limited to the following:

- (1) While on school grounds.
- (2) While coming to or going from school.
- (3) During the lunch period, whether on or off the campus.
- (4) During the period that school is in session when the student is truant from school.
- (5) During, or while going to or coming from, a school sponsored activity.

A student transferring from one middle school to another within the Tracy School District during a school year will be held accountable for his/her behavior record at the original school. (i.e. the behavior record transfers to the new school and is not canceled by the move).

All behavior violations shall be cumulative, regardless of the fact that they may pertain to different offenses. Also, in rare instances, the consequences outlined in the Student Conduct Code may be MODIFIED due to unusual circumstances. NOTE: Serious violations or violations of different sections of the Education Code can lead to maximum consequences on the first offense.

Unauthorized Group-related Conduct/Activity

Unauthorized Group-related Conduct/Activity on all school campuses and/or adjacent to the campus during all school sponsored events is a threat to the safety of others and is STRICTLY PROHIBITED.

EDUCATION CODE 48900

- Subsection (a)**
- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (2) Willfully used force or violence upon the person of another, except in self-defense.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
1. Agitation: EC-48900 (a) <u>Inciting Violence-</u> Threats, verbal, written or physical, possession or creation of slam books, participation in birthday punches or other such inappropriate hitting or touching.	Detention, Administrative Detention or 1-5 day suspension.	Administrative Detention or 1-5 day suspension.	2-5 day suspension.	Five (5) day suspension and recommendation for expulsion, police contact.
2. Continuing to Engage in Combat: EC-48900 (a) A student who continues to engage in combat and causes, attempts to cause, or threatens to cause harm after being directed to stop and/or being separated by school personnel.	5 day suspension and possible recommendation for expulsion.	5 day suspension and recommendation for expulsion.	5 day suspension and recommendation for expulsion.	5 day suspension and recommendation for expulsion.

3. Fighting: EC-48900 (a) Mutual combat in which both parties have contributed to the situation by verbal and/or physical action; or when a fight has been provoked by one person. Physical injury to another student.	1-5 day suspension; possible recommendation for expulsion and possible police contact.	2-5 day suspension; possible recommendation for expulsion and possible police contact.	3-5 day suspension and possible recommendation for expulsion and police contact.	5 day suspension and possible recommendation for expulsion and police contact.
4. Hazing, Initiation and/or Intimidation: EC-48900 (a) Participating in or conspiring to engage in harassing acts that injure, degrade, or disgrace.	1-5 day suspension and possible recommendation for expulsion.	1-5 day suspension and possible recommendation for expulsion.	1-5 day suspension and possible recommendation for expulsion.	1-5 day suspension and possible recommendation for expulsion.
5. Physical Injury: EC-48900 (a) Attempts to injure or threats of force or injury to school personnel, their family or their property.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.
6. Third Party Engaging in Combat: EC-48900 (a) A third party student who attempts or threatens to cause harm to one or all of the students involved in Combat (fight).	Five (5) day suspension and possible recommendation for expulsion.	Five (5) day suspension and possible recommendation for expulsion.	Five (5) day suspension and possible recommendation for expulsion.	Five (5) day suspension and recommendation for expulsion.
7. Threats of Violence Expression of an intention to harm: EC-48900 (a)	Counsel student, Parent conference, and/or Support Room, Administrative detention, or 1-5 day suspension and/or possible recommendation for expulsion.	Counsel student, Parent conference, and/or Support Room, Administrative detention, or 1-5 day suspension and/or possible recommendation for expulsion.	Counsel student, Parent conference, and/or Support Room, Administrative detention, or 1-5 day suspension and/or possible recommendation for expulsion.	Counsel student, Parent conference, and/or Support Room/Administrative detention, or 1-5 day suspension and/or possible recommendation for expulsion.
8. Unprovoked Attack : EC-48900 (a) Use of physical violence without provocation.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.
9. Unauthorized Group Related: EC-48900 (a) Violence/Physical Injury to a Student. When a student causes, attempts to cause, or threatens to cause physical injury to another student as a part of any unauthorized group activity, the following shall result:	<ul style="list-style-type: none"> • Parent/guardian contact. • A five (5) day suspension and recommendation for an expulsion for a minimum of nine (9) weeks. • A requirement that the student must apply for readmission to school after he/she has served the minimum expulsion period. • A recommendation for a rehabilitation program that is subject to review at the time of application for readmission. The plan shall include, but is not limited to: community service; 2) a minimum of nine (9) weeks of counseling; 3) prohibited from violating any one of the subsections (a) through (q) contained in Education Code 48900 associated with school attendance; 4) prohibited from participating in unauthorized group - related activities; 5) prohibited from flying colors or displaying unauthorized group paraphernalia. • A recommendation for an extension of the suspension to the Discipline Review Board Hearing. 			

Subsection (b)

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any such object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

1. Possession of Any Firearm, Knife, Explosive, or other Dangerous Object: EC-48900 (b) Possession, use or sale of any firearm, knife, explosive or other dangerous object of no reasonable use to the pupil.	Five (5) day suspension, recommendation for expulsion and police notification. The Principal may determine and report to the Governing Board, that suspension and/or expulsion is inappropriate due to the particular circumstances in the incident and has met with the parent/guardian explaining such. Known possession of a firearm at school or at school activities off school grounds verified by a school employee is a required recommendation for expulsion (E.C. Sections 48915, 48915.7).
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	First Offense	Second Offense	Third Offense	Maximum
2. Stink Bombs/Pepper Spray: EC-48900 (b) Discharge of, sale of, possession of.	1-5 day suspension.	3-5 day suspension.	Five (5) day suspension. Possible recommendation for expulsion.	Five (5) day suspension; recommendation for expulsion.

Subsection (c)

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

NOTE: Students are prohibited from using any drugs or consuming any alcohol or being under the influence of any drugs or alcohol or intoxicant of any kind while on school property, during school-sponsored activities and under school jurisdiction. Possession of drugs and/or alcohol or intoxicant of any kind, either actual or constructive, by students on school property, during school-sponsored activities, or under school jurisdiction is also expressly prohibited. Possession of drugs, alcohol or intoxicant of any kind includes, but is not limited to, actual physical possession or control of such substances, possession of such substances in a student's car, locker, desk, backpack or other container or being in close proximity to such substances with the intent to use or possess such substances.

	First Offense	Second Offense	Third Offense	Maximum
1. Alcohol: EC-48900 (c) Unlawfully furnished, possessed, used, or been under the influence of alcohol. Unlawfully sold an alcoholic beverage.	A minimum five (5) day suspension, social Probation I, possible recommendation for expulsion and police notification.	Five (5) day suspension, social Probation II and recommendation for expulsion.	Five (5) day suspension and recommendation for expulsion.	Five (5) day suspension and recommendation for expulsion.
2. Drugs: EC-48900 (c) A. Unlawfully possessed, used, or been under the influence of any controlled substance as defined in Section 11503 of the Health and Safety Code B. Unlawfully offered, arranged, or negotiated to sell or furnish any controlled substance (drugs), alcoholic beverage or intoxicant of any kind.	A minimum five (5) day suspension, social Probation #1 and possible recommendation for expulsion; police notification.	A minimum five (5) day suspension, social Probation #2 and recommendation for expulsion; police notification.	Five (5) day suspension and recommendation for expulsion.	Five (5) day suspension and recommendation for expulsion.

Conditions of Probation #1 (Failure to complete any of the conditions of probation, including mandatory counseling, will result in referring the student to the District Disciplinary Review Board for appropriate action.)	The conditions of probation shall include a minimum of nine (9) weeks restriction from all social and extra-curricular activities. The five day suspension is counted toward the nine weeks of restriction from social and extra-curricular activities. The nine weeks of social and extra-curricular activities are counted only during regular school calendar weeks and include counting Winter and Spring break. The student will not be permitted to participate, practice, or play in any extra/co-curricular activity. Students can participate, practice, and play during the summer break. The student's probationary period shall extend from one school year to the next when needed to complete the prescribed amount of community service and social restriction. For example, if a student violated the Drug Code during the last week of school, he/she would be required to complete the social restriction the following regular school year. Counseling will also be a condition of the student's probation.
Conditions of Probation #2 (Failure to complete any of the conditions of probation, including mandatory counseling, will result in referring the student to the District Disciplinary Review Board for appropriate action.)	The conditions of probation shall include a minimum of eighteen (18) weeks restriction from all social and extra-curricular activities. The five day suspension is counted toward the eighteen weeks of restriction from social and extra-curricular activities. The eighteen weeks of social and extra-curricular activities are counted only during regular school calendar weeks and include counting Winter and Spring break. The student will not be permitted to participate, practice, or play in any extra/co-curricular activity. Students can participate, practice, and play during the summer break. The student's probationary periods shall extend from one school year to the next when needed to complete the prescribed amount of community service and social restriction. The student will be recommended to a substance abuse treatment program.
Important Note to 8th grade Students: Any student on Probation #1 or #2 may NOT participate in any promotion activity, including but not limited to the following:	
	<ul style="list-style-type: none"> a. Promotion Field Trip. b. Promotion Celebration/Dance. c. Any other Promotion Activity.

NOTE: Violations for drugs, alcohol and drug paraphernalia are cumulative throughout a student's school career. If a second offense occurs less than 12 months from the first offense, expulsion may be recommended.

NOTE: Failure to complete ALL conditions of Probation will result in reinstating the expulsion or a referral for a possible expulsion.

NOTE: Violations for drugs, alcohol and drug paraphernalia are cumulative throughout a student's school career.

Subsection (d)

Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

EC-48900 (d) Represented Drug/Alcohol/Intoxicant Sales	Five (5) day suspension from school and recommendation for expulsion.
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Subsection (e)

Committed or attempted to commit robbery or extortion.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
Extortion: EC-48900 (e) Acquisition of property from another person by using threatening or forceful behavior.	Five (5) day suspension and recommendation for expulsion; police contact.	Five (5) day suspension and recommendation for expulsion; police contact.	Five (5) day suspension and recommendation for expulsion; police contact.	Five (5) day suspension and recommendation for expulsion; police contact.

Subsection (f)**Caused or attempted to cause damage to school property or private property.**

	First Offense	Second Offense	Third Offense	Maximum
Property Damage: EC-48900 (f) Cause or attempt to cause damage to school or private property including graffiti.	Restitution and detention, Administrative Detention, or 1-5 day suspension and possible recommendation for expulsion; police contact.	1-5 day suspension, restitution; possible police contact; possible recommendation for expulsion.	3-5 day suspension, restitution; possible police contact; possible recommendation for expulsion.	5 day suspension and recommendation for expulsion, restitution and police notification.

Subsection (g)**Stolen or attempted to steal school property or private property.**

	First Offense	Second Offense	Third Offense	Maximum
Theft: EC-48900 (g) The taking of school or personal property without permission.	Restitution and detention, Administrative Detention, or 1-5 day suspension and possible recommendation for expulsion; police contact.	1-5 day suspension and possible recommendation for expulsion; restitution police contact.	3-5 day suspension and possible recommendation for expulsion, restitution and police notification.	5 day suspension and recommendation for expulsion, restitution and police notification.

Subsection (h)

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

	First Offense	Second Offense	Third Offense	Maximum
Tobacco: EC-48900 (h) Possession or use of tobacco.	1 day suspension.	One (1) day suspension.	Three (3) day suspension.	Five (5) day suspension.

Subsection (i)**Committed an obscene act or engaged in habitual profanity or vulgarity.**

	First Offense	Second Offense	Third Offense	Maximum
1. Vulgarity/ Profanity / Obscene Acts: EC-48900 (i)	Detention, Administrative Detention or suspension.	1-5 day suspension.	2-5 day suspension.	3-5 day suspension and possible recommendation for expulsion.
2. Verbal Abuse: EC-48900 (i) Students use of abusive language, profanity, or vulgarity.	1-5 day suspension and possible recommendation for expulsion.	3-5 day suspension and possible recommendation for expulsion.	Five (5) day suspension and possible recommendation for expulsion.	Five (5) day suspension and recommendation for expulsion.

Subsection (j)

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

	First Offense	Second Offense	Third Offense	Maximum
Drug Paraphernalia: EC-48900 (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.	A minimum five (5) day suspension from school; police notification.	A minimum five (5) day suspension, and recommendation for expulsion; police notification.	Minimum five (5) day suspension and recommendation for expulsion.	Minimum five (5) day suspension and recommendation for expulsion.

Subsection (k)

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

NOTE: Students may be suspended from school when they have willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.

	First Offense	Second Offense	Third Offense	Maximum
1. Bicycles: EC-48900 (k) Bicycles shall be walked while on campus. Bikes must be locked with a secure mechanism. Helmets must be worn while riding bikes to and from school.	Warning and/or Support Room.	Parent contact and/or Support Room.	Suspend riding/parking on campus for five school days and/or Support Room.	Suspend riding/parking on campus from five (5) to twenty (20) school days.
2. Computer Usage: EC-48900 (k) *Any use of computers in violation of the District Acceptable Use Agreement such as accessing inappropriate web sites, music, pictures, and/or sending or receiving emails, etc. that are offensive threatening, or otherwise inappropriate.	Administrative Detention, or 1-5 day suspension and possible recommendation for expulsion.	Administrative Detention, or 1-5 day suspension and possible recommendation for expulsion.	1-5 day suspension and possible recommendation for expulsion.	3-5 day suspension and possible recommendation for expulsion.
3. Detention: EC-48900 (k) Failure to serve office detention without valid written excuse/defiance.	Administrative Detention, or 1 day suspension.	Administrative Detention, or 1 day suspension.	Administrative Detention, or 1-5 day suspension.	1-5 day suspension.
Failure to serve administrative detention or violation of administrative detention rules and regulations.	1 day suspension.	1 day suspension.	1-2 day suspension.	1-3 day suspension.

<p>4. Defiance of Authority: EC-48900 (k)</p> <p>A. Refusal and/or repeated failure to follow school rules and regulations and/or severe disruption of school activities.</p> <p>B. Refusal to take direction from a staff member or other responsible adult, including substitutes.</p> <p>C. Extreme defiance of authority and/or verbal abuse towards an adult.</p> <p>D. Unauthorized presence on a school campus.</p>	<p>Detention, Administrative Detention or 1-5 day suspension.</p> <p>Detention, Administrative Detention or 1-5 day suspension.</p> <p>1-5 day suspension with possible recommendation for expulsion and police contact.</p> <p>Warning: parent contact.</p>	<p>Detention, Administrative Detention or 1-5 day suspension.</p> <p>1-5 day suspension.</p> <p>2-5 day suspension with possible recommendation for expulsion and police contact.</p> <p>Warning, parent contact, detention or administrative detention or 1-3 day suspension.</p>	<p>1-5 day suspension.</p> <p>1-5 day suspension.</p> <p>3-5 day suspension with possible recommendation for expulsion and police contact.</p> <p>Report to School Resource Officer, 1-5 day suspension.</p>	<p>3-5 day suspension and possible recommendation for expulsion.</p> <p>3-5 day suspension and possible recommendation for expulsion.</p> <p>5 day suspension and recommendation for expulsion and police contact.</p> <p>Report to School Resource Office 3-5 day suspension or possible expulsion.</p>
<p>5. Disruptive and/or Safety Items: EC-48900 (k)</p> <p>Including but not limited to: rubber bands, matches, balloons, squirt guns, toy guns, electronic devices, laser lights, sunglasses in class, felt marking devices, cap guns, poppers, correction fluid, marking devices, aerosol cans, glass bottles, lighters, hats, radios, tape recorders, noise making devices, skateboards, roller blades, dice, gum, shoe skates, sports gloves, scooters, etc.</p>	<p>Unit confiscated by school personnel, warning, possible detention, and parent may have to pick up item.</p>	<p>Unit confiscated, possible detention, and parent must pick up item.</p>	<p>Confiscation and parent must pick up item, Administrative Detention or 1-5 day suspension. See: "Defiance of Authority."</p>	<p>Confiscation and parent must pick up item, 2-5 day suspension. See: "Defiance of Authority."</p>
<p>6. Dress Code: EC-48900 (k)</p> <p>Parents are responsible for sending their child to school dressed in a fashion which does not distract from the instructional process. Students are expected to dress within the guidelines outlined in the Student Handbook.</p>	<p>Warning/change clothes.</p>	<p>Change clothes, parent contact detention/ Support Room.</p>	<p>Change clothes; Support Room/Administrative Detention, and/or 1-5 day suspension from school.</p>	<p>1-5 day suspension and possible recommendation for expulsion.</p>

***Note:** Bandannas are prohibited at all times.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
7. Electronic Devices: EC-48900 (k) Radios, cameras, iPods, MP3 players, laser pointers, CD players, and tape recorders, but not limited to, are NOT allowed on campus unless authorized by the school administration. Students are allowed to have cell phones while on campus. However, they must be turned off and out of sight. Students are not to check voicemail, text messages, or turn on phone during the school day.	Unit confiscated by school personnel and returned to the owner via an Assistant Principal at the close of the school day.	Unit confiscated; Parents must contact the Assistant Principal's office.	Unit confiscated; Support Room, or 1-3 day suspension and Parent to contact the Assistant Principal.	1-5 day suspension from school.

8. Explosives: EC-48900 (k) Maliciously informing any other person that a bomb or other explosive has been or will be placed, knowing that such information is false.	Five (5) day suspension and recommendation for expulsion. In addition, the principal or assistant principal shall report the incident to the police department for appropriate legal action. (Per Penal Code 148.1: "Any person who maliciously informs any other person that a bomb or other explosive has been or will be placed in any public or private place, knowing that such information is false, is guilty of a felony and may be incarcerated in a state prison or the county jail for up to one year.")			
9. Fire Alarms: EC-48900 (k) Tampering with a fire alarm or giving false alarms.	Five (5) day suspension and recommendation for expulsion. In addition, the principal/assistant principal shall report the incident to the police department for appropriate legal action. Per Penal Code 148.4: "Any person who tampers with a fire alarm or gives false alarms, is guilty of a misdemeanor punishable by up to one year in the county jail and/or a \$1,000.00 fine."			

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
10. Forgery: EC-48900 (k)	Parent contact, Administrative Detention or possible suspension.	1-5 day suspension.	2-5 day suspension, possible recommendation for expulsion, Social Probation.	5 day suspension, recommendation for expulsion.
11. Food Fight: EC-48900 (k)	1-5 day suspension, Social Probation (9 weeks).	Five (5) day suspension, Social Probation (9 weeks) possible recommendation for expulsion.	Five (5) day suspension; recommendation for expulsion.	Five (5) day suspension, recommendation for expulsion.
12. Food Throwing, littering, cafeteria misbehavior: EC-48900 (k)	1-5 day detention and campus/cafeteria clean-up.	Administrative Detention and campus/cafeteria clean-up, and possible-5 day suspension.	2-5 day suspension.	3-5 day suspension and possible recommendation for expulsion.
13. Gambling: EC-48900 (k) The playing of a game of chance for stakes.	Detention, Administrative Detention or 1 day suspension.	1-5 day suspension.	2-5 day suspension.	3-5 day suspension.

14. Impedance of Directives: EC-48900 (k) A student, who obstructs, delays, impedes or fails to follow the directives of school personnel engaged in the performance of their duties.	Warning, 1-5 day suspension, and possible recommendation for expulsion.	Warning, 1-5 day suspension, and possible recommendation for expulsion.	1-5 day suspension and recommendation for expulsion.	1-5 day suspension and recommendation for expulsion.
15. Inappropriate Displays of Affection: EC-48900 (k) Physical, verbal, or written contact between students that is not appropriate for public places.	Warning, parent contact, 1-2 days placement in support room or administrative detention and possible suspension.	Parent contact, 1-2 day placement in support room or administrative detention and possible suspension.	Parent contact, 1-3 day suspension.	Parent contact, 3-5 day suspension.
16. Intentionally running: EC-48900 (k) Intentionally running to, moving toward, or gathering around fights that impede the ability of supervisors to control the situation and maintain a safe school.	Warning, parent contact, and/or 1-2 placement in support room/detention and/or 1-2 day suspension.	Parent contact, and/or 1-2 placement in support room/detention and/or 1-3 day suspension.	Parent contact, 3-5 Day suspension.	Parent contact, 3-5 day suspension and possible expulsion.
17. Inappropriate Symbols: EC-48900 (k) Wearing or carrying any apparel, jewelry, accessory or notebook with crude or vulgar lettering, printings, drawings, pictures, symbols that depict drugs, tobacco, alcoholic beverages, or are sexually suggestive	Student sent home to change clothes or provided with alternative clothing. Confiscation of jewelry, accessory notebook, etc.	Parent/guardian conference, 1-5 days suspension or support room.	1-5 day suspension.	Five (5) day suspension.
18. Leaving campus without permission: EC-48900 (k)	Administrative Detention and/or suspension.	Administrative Detention and/or suspension.	Administrative Detention and/or suspension.	1-5 day suspension.
19. Loitering: EC-48900 (k) Loitering in or about restrooms and/or locker room, doorways or anywhere else on campus.	Detention.	Detention, Administrative Detention or 1-5 day suspension.	1-5 day suspension.	2-5 day suspension.
20. Loitering on or around other school campuses: EC-48900 (k)	Warning/detention, Administrative Detention, or 1-5 day suspension.	Administrative Detention or 1-5 day suspension.	1-5 day suspension.	1-5 day suspension.
21. Misbehavior during assemblies, rallies, dances: EC-48900 (k)	Removal from activity; detention, Administrative Detention or 1-5 day suspension.	Removal from activity, Administrative Detention, or 1-5 day suspension.	Social and Activity Probation (9 weeks), 2-5 day suspension.	Social and Activity Probation (9 weeks), 3-5 day suspension.
22. Out of class without an acceptable hall pass during class time: EC-48900 (k)	1-5 days after school detention.	Administrative Detention or 1 day suspension.	Administrative Detention, or 1-2 days suspension.	Possible referral to SARB Social Probation, and Administrative Detention, or 1-5 days suspension.

NOTE: Students are allowed to have cell phones while on campus. However they must be turned off and out of sight. Students are not to check voicemail, text message, or turn on phones during the school day.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
23. Roughhousing, wrestling, chasing, running in the halls, etc.: EC-48900 (k)	Detention, Administrative Detention, or possible 1 day suspension.	Detention, Administrative Detention or possible 1-5 day suspension.	1-5 day suspension.	3-5 day suspension, possible recommendation for expulsion.
24. Tardies: EC-48900 (k) Over 30 minutes.	Letter home, Administrative Detention.	Letter home, Administrative Detention.	Letter home, Administrative Detention.	Letter home, Administrative Detention and/or referral to SARB, or 1-5 day suspension.
25. Truancies or cutting classes for more than 30 minutes: EC-48900 (k)	Administrative Detention, parent notification and/or suspension.	Administrative Detention, parent notification, 9 weeks Social Probation and/or suspension.	Administrative Detention, parent notification, possible referral to SARB, 9 weeks Social Probation and/or suspension.	Administrative Detention, parent notification, 9 weeks Social Probation, referral to SARB and/or suspension.
26. Violation of Suspension: EC-48900 (k) Physically present on the school campus at any time, in the immediate vicinity of school premises, or at a school - sponsored activity while suspended from school. NOTE: Per Penal Code 626.2: "No student can be on campus during suspension."	1-5 day Suspension.	3-5 day suspension.	3-5 day suspension.	1-5 day suspension and recommendation for expulsion.

27. Videotaping fights: EC-48900 (k) or other violations of school rules. A student who photographs, videotapes, records, reproduces, posts or possesses images of violations of school rules.	Unit confiscated by school personnel and parent must contact assistant principal, warning, or Support Room, or 1-5 days suspension, or Possible recommendation for expulsion.
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Subsection (l) Knowingly received stolen school property or private property.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
Theft: EC-48900 (l) The taking of or knowingly receiving stolen school or private property without permission.	1-5 day suspension, restitution, and possible police contact.	2-5 day suspension, restitution, recommendation for expulsion, and possible police contact.	3-5 day suspension, restitution, recommendation for expulsion, and possible police contact.	Five (5) day suspension, restitution, recommendation for expulsion, and possible police contact.

Subsection (m)

Possessed an imitation firearm. As used in this section "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
Look-Alike Guns: EC-48900 (m) Possession of a look-alike gun.	Possible 1-5 day suspension and possible recommendation for expulsion. (E.C. 48900(m)).			

Subsection (n)

Committed or attempted to commit a sexual assault as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Sexual Assault: EC-48900 (n)	Parent conference, five (5) day suspension and recommendation for expulsion. Report to a law reinforcement agency.

Subsection (o)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

Witness Intimidation: EC-48900 (o)	Administrative decision may include the following: Parent conference, Support Room or suspension from school for 1-5 days and recommendation for expulsion.

Subsection (p)

Unlawfully offered, arranged a sell, negotiated a sell, or sold the prescription of drug Soma.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
Drug Soma: EC-48900 (p) Unlawfully offered, arranged a sale, negotiated a sale, or sold the prescription of drug Soma.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.

Subsection (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or reinitiating into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
Hazing and Harassment EC-48900 (q).	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.	Five (5) day suspension, recommendation for expulsion and police contact.

Education Code 48900.2 Sexual Harassment: A substantiated charge against a student shall subject that student to student disciplinary action, up to and including suspension or expulsion.

	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
I. Sexual Harassment Penal Code 212.5 Education Code 48900.2	Warning, detention, Administrative Detention, or 1-5 day suspension; possible recommendation for expulsion, police contact and/or Child Protective Service Referral.	1-5 day suspension, possible recommendation for expulsion, police contact and/or CPS referral.	1-5 day suspension, possible recommendation for expulsion, police contact and/or CPS referral.	1-5 day suspension, possible recommendation for expulsion, police contact and/or CPS referral.
Harassment or slurs included but not limited to ethnicity, religion, or any handicapping condition.	Detention, Administrative Detention, or 1-5 day suspension.	1-5 day suspension.	2-5 day suspension, possible recommendation for expulsion.	5 day suspension; recommendation for expulsion.

**Education Code 48900.3, and 48900.4
Penal Code 422.6** **Hate Violence/Hate Bias Incident/Bullying/Harassment: A substantiated charge against a student shall subject that student to student disciplinary action, up to and including suspension or expulsion.**

Hate Violence/Hate Bias/Bullying/Harassment	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>	<u>Maximum</u>
A substantiated charge against a student shall subject that student to student disciplinary action, up to and including suspension or expulsion.	Parent contact, Support Room/administrative detention or suspension from school for 1-5 days and possible recommendation for expulsion.	3-5 day suspension and possible recommendation for expulsion.	3-5 day suspension and possible recommendation for expulsion.	Five (5) day suspension and possible recommendation for expulsion.

DRESS STANDARDS

The primary responsibility for student dress and appearance rests with the parents. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind. As a guide, students should be dressed in clothing that would be appropriate in the workplace. Wearing apparel shall be neat, clean, safe, and not disruptive to instructional activities. All students must wear some form of shoes, sandals, or moccasins. Crude or vulgar commercial lettering or printing, and pictures depicting occult messages, drugs, tobacco, alcoholic beverages, racial/ethnic slurs, unauthorized group affiliation or that are sexually suggestive, on shirts, sweatshirts and other wearing apparel are not acceptable. Such items as beach attire, nightwear, bedroom slippers, short shorts/skirts or unsafe accessories are not allowed. No spandex or Lycra material shorts, skirts or dresses. No bottoms or splits are to be shorter than where the student's fingertips reach when the arms and fingertips are fully extended on the sides. Any clothing/accessory that may be deemed dangerous, i.e. chains, steel-toed boots, items with spikes or studs etc. are unacceptable. Clothes, apparel or attire must be sufficient to conceal undergarments at all times. Clothing, apparel or attire that fails to provide adequate coverage of the body, including but not limited to, see-through, fishnet fabrics, tops that do not touch the top of the pants/skirts, tank tops, tube tops, halter tops, off the shoulder or low cut tops or dresses and sagging pants are not allowed. No holes or tears that are revealing. Tank tops or T-Shirts with cut outs under the arms are not allowed. Clothing must fit or may be no larger than one size bigger. Pants must be worn at the waist, not at the hips. No hair rollers, shower caps, bandannas, hairnets, skull caps, wave caps, or other such grooming items are allowed. Tattoos must conform to the dress code.

Confiscated Items

Confiscated items must be picked up on or before the last day of school. Confiscated items not picked up will be discarded.

Hats/Sun Protective Headwear

Students are not permitted to wear hats or other head coverings in class, assemblies, or at any indoor school day functions. Sports caps may be worn outside the classroom and during sports but may not be altered. Red or blue headgears are prohibited for safety reasons. Students may write their legal name in the inside band but not the bill for identification. Sports caps must be worn forward. Pins or

attachments to hats are not allowed. No hair rollers, shower caps, hair sets, skull caps, wave caps, or other such grooming items are allowed. All bandannas of any color are prohibited for safety reasons.

Footwear/Shoes

No flip-flops. Shoes of any type that present a safety hazard are prohibited. For safety purposes in specialty classes, the teacher will determine appropriate shoes.

Scholastic Eligibility

All incoming 6th graders are academically eligible to participate in extra/co-curricular activities. At the end of the first grading period, 6th graders must have earned a "C" average (2.0 on a 4 point scale) and have no course failures.

Unauthorized Group Apparel is Prohibited

Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in a gang or group is prohibited. No clothing or articles of clothing (including but not limited to gloves, bandannas, shoestrings, wristbands, belts, jewelry) related to group or gang that may provoke others to acts of violence are prohibited. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants, red, blue or other colored shoelaces, bandanas of any type of color, either worn in hair or displayed in clothing, gloves, towels, suspenders or other items hanging from rear pants pockets or from belt, excessive clothing items of predominately one color, old English style writing on clothing or notebooks are prohibited.

If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel.

Students are not permitted to wear hats or other head coverings in class, assemblies, or at any indoor school function. Sunglasses are not to be worn in the classroom. Any student who deviates from the accepted standards set forth in this policy will be required to prepare properly for the classroom before being admitted. Refusal to cooperate will result in disciplinary action.

LIBRARY FINES AND RESTITUTION FOR DAMAGE TO SCHOOL PROPERTY

1. Any school site in Tracy Unified School District whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due-process rights, withhold the grades, diploma, transcripts and extra curricular activities of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto, as provided in Education Code 48900(f).
2. The school shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts, and extra-curricular activities pursuant to Education Code 48900(f). When the minor and parent are unable to pay for the damages, or to return the property, the school shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil shall be released and student will be able to participate in extra-curricular activities.
3. The governing board of each school shall establish rules and regulations governing procedures for the implementation of this subdivision. The procedures shall confirm to, but are not necessarily limited to, those procedures established in this code for the expulsion of pupils.

PROMOTION/RETENTION

As early as possible in the school year and in the student's school career, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, board policy, administrative regulation, and established district criteria. The district has established district promotional standards for promotion and retention in grades 8-9. Students may be retained at other grade levels by using the district prescribed processes. A student who accumulates more than four (4) "F" grades in one academic year will be considered for retention in grades 6, 7 and 8.

During the school year, the student may attend after school remediation classes to meet district promotional standards. Students may also attend summer school to meet district promotional standards. Students may be assigned additional periods. Attendance standards and satisfactory coursework must be maintained to receive credits.

Before promoting a student due to special considerations, students, parents, and staff shall make every effort for the student to have no more than four (4) failing grades in an academic year and meet the district promotional standards.

A student study team will review retentions and promotions from grades 6 to 7 and 7 to 8. Appeals will be forwarded to the principal whose decision will be final.

When an appealing party has a disagreement on promotion or retention of students in grades 8-9, after following prescribed procedures, the principal will refer the matter to the District Placement Appeal Team. The District Placement Appeal Team's decision shall be final.

Further, to participate in the 8th grade promotion activities and to receive an 8th grade certificate, students must meet district promotional standards. Students receiving F's for one-fifth of the grades for that school year (rounded up) will not be eligible for the 8th grade promotion ceremony and promotion activities. Eligibility status will transfer if students change schools and will be converted to meet the eligibility standards of the receiving school.

Sixth and Seventh Grade Earned Promotion

1. Middle school students who have been retained in the 6th or 7th grades may be considered for an earned promotion at the beginning of the third quarter of their retained year if they maintain at least a 3.0 GPA, with no F's each quarter during both the first and second quarters.
2. Those students who are able to maintain a 3.0 GPA over two quarters will earn a promotion to the next grade for the second semester. This will negate the retention at middle school.
3. Students who have been retained in the 8th grade are not eligible for an earned promotion to high school.

Eighth Grade Promotion Activities Behavior Standards

Eighth grade students will be denied participation in eighth grade promotion activities as a result of inappropriate behavior in accordance with school standards. Behavior standards are as follows:

1. One (1) suspension during the year will cause a warning letter to be sent home about promotion activities.
2. Two (2) suspensions, or five (5) total days of suspension during the year will exclude a student from the eighth grade trip.
3. Three (3) suspensions, or seven (7) total days of suspension during the year will exclude a student from the eighth grade promotion dance.
4. Four (4) suspensions, or eight (8) total days of suspension during the year will exclude a student from not only the eighth grade promotion ceremony but also all other promotion activities.

Significant improvement in behavior, as determined by the Promotion Review Committee and Principal, may be considered as grounds for the reinstatement of a Promotion privilege. A maximum of one privilege may be reinstated and that privilege will be the last privilege lost. Students who are suspended for serious offenses, which cause a danger to persons or property or threaten to disrupt the operation of the school or a school activity, after the Promotion Review Committee has met, may be excluded from any of the promotion activities.

- Any student excluded from the eighth grade trip, who is truant from school and goes to eighth grade trip that day, will lose the next activity.
- Expulsion of an eighth grade student may result in a loss of one or more Promotion activities, including the right to participate in the eighth grade promotion ceremony.

Eighth Grade Promotion Ceremony Dress Policy

The following guidelines shall be observed in determining appropriate school attire for the eighth grade promotion ceremony:

1. All students participating in the eighth grade promotion ceremony will wear the school adopted attire during the entire ceremony. Students must wear the attire in their original condition and without modification. Students not conforming to this requirement will not be allowed to participate in the eighth grade promotion ceremony.
2. The cost of gowns will be paid by the participants. The District will make arrangements for students whose families are unable to purchase the gowns.
3. Guidelines for gown selection will be determined by each middle school.
4. The regular school dress code will also be in effect throughout eighth grade promotion activities.

SEXUAL HARASSMENT

PERSONNEL & STUDENTS

BP4119.11, 4219.11, 4119.111, 4219.111, 5145.7

It is the policy of the Governing Board of the district to maintain learning and working environment that is free from sexual harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of 1972 and is prohibited by both federal and state law.

It shall be a violation of this policy for any district employee to harass another district employee, applicant or student through conduct or communications of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other students or district employees through conduct or communications of a sexual nature as defined in Administrative Regulation 4119.11; 4219.11; 4119.111; 4219.111 and 5145.7.

The district further prohibits retaliatory behavior against any complainant or participant in the complaint process concerning sexual harassment.

Definition of Sexual Harassment

1. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature made by a district employee to a student or another district employee, or when made by a student to another student, where:
 - a. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress; or
 - b. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or
 - c. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance or of creating an intimidating, hostile or offensive educational or work environment.
 - d. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.
2. Other types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
 - a. Unwelcome leering, sexual flirtations, or propositions.
 - b. Sexual suggestions or obscene letters, notes, invitations, unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
 - c. Attempts to pull down pants or gym shorts or flip up skirts.
 - d. Sexual jokes, stories, drawings, pictures or gestures.
 - e. Spreading sexual rumors.
 - f. Touching an individual's body or clothes in a sexual way.
 - g. Impeding or blocking normal movements.
 - h. Purposefully limiting a student's access to educational tools.
 - i. Displaying sexually suggestive objects in the educational or work environment.
 - j. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)
 - k. Implying or withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation or other discipline will be used. Within the educational environment, implying will withhold or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.
 - l. Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee. Within the educational environment, engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.

- m. Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.
- n. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

In determining whether the alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the harassment and the context in which the alleged incidents occurred will be considered.

Procedures - Student Harassment

Any student who feels that he or she is being sexually harassed by an employee, staff member or student in the district should immediately contact the principal or another administrator or faculty member and report the harassment without fear of reprisal. The student does not have to report the harassment to his or her teacher, especially if the student believes that the teacher is the harasser. The student can make this report alone or with his or her parent/guardian.

A district employee who receives a report of sexual harassment of a student or who witnesses the sexual harassment of a student shall immediately report the harassment to the Assistant Superintendent for Human Resources (if alleged harassment is by a district employee) or the principal or principal's designee (if the alleged harassment is by another student). Administrators, upon receiving a sexual harassment report from a student, shall inform the student of his or her rights and shall make every effort to assist the student in securing those rights. The administrator shall provide the student with a copy of the sexual harassment policy as well as the Administrative Regulation which contains procedures for filing complaints regarding sexual harassment.

Each complaint of sexual harassment shall be promptly investigated in a way that attempts to respect the privacy of all parties concerned. Formal complaints of sexual harassment filed in accordance with the complaint procedures contained in Administrative Regulation 4119.11; 4219.11; 4119.111; 4219.111 and 5145.7 will be investigated in accordance with "Step 2" of those procedures. If the complainant requests that his or her name not be disclosed to the harasser, an informal investigation of the allegations shall be conducted to the extent possible without disclosing the complainant's name. In order to file a formal complaint of sexual harassment, however, the student must be willing to disclose his or her name to the alleged harasser.

Students who allege sexual harassment by their teacher may request to be transferred out of the teacher's class. The district will attempt to accommodate such requests to the extent practicable. Students who believe that a district employee (e.g., teacher, staff member, etc.) has touched them inappropriately or made inappropriate comments to them of a sexual nature should report such conduct immediately. Even if such behavior is not considered sexual harassment under this policy, it may be in violation of other rules and standards of conduct of the district. (Refer to the complaint procedures contained within Administrative Regulation 5145.7 for filing a formal complaint of sexual harassment.)

Procedures Harassment of Employees/Staff/Applicants for Employment

Any employee or applicant for employment who feels he or she has been sexually harassed should immediately report such incidents to his or her supervisor, the Assistant Superintendent for Human Resources, or any other member of the Administration, without fear of reprisal. An employee or staff member need not first report the harassment to his or her supervisor, especially if the employee or staff member believes the supervisor engaged in or knowingly tolerated any harassment of the employee, staff member or applicant. A copy of the sexual harassment policy and Administrative Regulation which contains complaint procedures for filing a formal sexual harassment complaint will be provided to the complainant and to any other individual upon request.

Any supervisor or administrator who receives a sexual harassment complaint shall notify the Superintendent or the Assistant Superintendent for Human Resources, who shall ensure that the complaint is appropriately and promptly investigated. (See complaint procedures which are included Administrative Regulation 4119.11; 4219.11; 4119.111 and 4219.111 for the necessary "steps: in filing a formal complaint of sexual harassment.)

Procedures - Any Other Persons Alleging Harassment By a District Employee, or Student Any person who alleges sexual harassment by any employee, or student in the district may file a complaint under the complaint procedures contained in Administrative Regulation 4119.11; 4219.11; 4119.111; 4219.111 and 5145.7.

Sanctions

A substantiated charge of sexual harassment against an employee of the district shall subject the employee to disciplinary action, up to and including discharge. Such discipline shall be consistent with the California Education Code and any collective bargaining agreement, if applicable. If the conduct complained of constitutes sexual harassment under this policy, a charge of such conduct will be substantiated where a preponderance of evidence supports the allegations.

A substantiated charge against a student in grades 4 through 12 in the district shall subject that student to student disciplinary action, up to and including suspension or expulsion, consistent with the student discipline code and the California Education Code. If the conduct complained of constitutes sexual harassment under this policy, a charge of such conduct will be substantiated where substantial evidence supports the allegations.

PERSONNEL & STUDENTS

Notifications - Employees

A copy of the sexual harassment policy and administrative regulation shall be displayed in a prominent location in the main administrative building located at 1875 W. Lowell, Tracy, CA and in a prominent location near each school principal's office.

Notice of the sexual harassment policy and the administrative regulation which contains the complaint procedures will be circulated to all employees of the district at the beginning of the first quarter or semester of the school year, and to any new employee at the time that the new employee is hired.

A copy of the policy and administrative regulation shall also appear in any publication of the district that sets forth the comprehensive rules, regulations, procedures, and standards of conduct for the institution.

All employees additionally shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing ("DFEH") that includes information on sexual harassment, including the legal remedies and complaint process available through the DFEH and directions on how to contact this agency. A notice advising employees of the DFEH's requirements, including the prohibition against unlawful harassment based on sex, shall be posted at the main administrative building. The address and telephone number of the DFEH are as follows:

Department of Fair Employment and Housing
2000 O Street, Suite 120
Sacramento, CA 95814 (916) 445-9918

Federal agencies enforcing the prohibition of sexual harassment are the Equal Employment and Opportunity Commission ("EEOC") and the Office of Civil Rights ("OCR"). The addresses and telephone number of these agencies are as follows:

Office of Civil Rights
Old Federal Building
50 United Nations Plaza, Room 239
San Francisco, CA 94102

Equal Employment Opportunity Commission
1265 West Shaw Avenue, Room 103
Fresno, CA 93711

Notifications - Students

A copy of this policy shall be displayed in a prominent location in the main administrative building located at 1875 W. Lowell Avenue, Tracy, CA and in a prominent location near each school principal's office.

Notice of the sexual harassment policy and administrative which contains the complaint procedures will be sent to all students and parents or guardians upon enrollment and annually thereafter. A copy shall be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Students may also file a separate claim of sexual harassment with the OCR. The address and telephone number of the OCR is listed under the notifications section for employees. The time limit for filing a complaint with the OCR is 180 days from

the date the act of sexual harassment occurred, or if a student decides to file a complaint internally with the district under the complaint procedures outlined in Administrative Regulation 5145.7, sixty (60) days after that complaint process is exhausted.

COMPLAINT PROCEDURES

The Governing Board designates the following compliance officers to receive and investigate complaints and ensure district compliance with law:

Superintendent	Asst. Superintendent for Human Resources	Director of Student Services
1875 W. Lowell	1875 W. Lowell	1875 W. Lowell
830-3200	830-3260	830-3280

It is desirable that problems and complaints of alleged sexual harassments brought by students, employees, parents or other members of the community be resolved in a prompt and equitable manner. If possible, such problems and complaints should be resolved in an informal manner. If the complaint cannot be resolved informally the following procedures shall be followed for filing a formal complaint of sexual harassment:

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance. The complaint shall be presented to the Superintendent or designee, who will then give it to the appropriate compliance officer. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

All types of complaints regarding sex equity and sexual harassment must be initiated, in writing, within sixty (60) calendar days of the date the alleged violation occurred, or the date the complainant first obtained knowledge of the facts of the alleged violation.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint.

Step 2: Investigation of Complaint

Within sixty (60) school days from receipt of the complaint, excluding summer session, when the alleged violation occurred during the regular school year, the Superintendent or designee shall complete the investigation of the complaint. This time period may be extended by written agreement of the complainant.

Step 3: Response

Within sixty (60) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step 4 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within fifteen (15) calendar days, file his/her complaint, in writing, with the Governing Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting.

The Board may decide not to hear the complaint, in which case the Compliance Officer's decision is final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within seven (7) calendar days or within the time period that has been specified in a written agreement with the complainant.

Step 4: Final Written Decision

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district will arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint.
2. Notice of the complainant's right to appeal the decision to the California Department of Education, and procedures to be followed for initiating such an appeal.

If an employee or student is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee or student was informed of district expectations. The report shall not give any further

information as to the nature of the disciplinary action. However, when a student is expelled as a result of a substantiated charge of sexual harassment, the expulsion record shall be a non-privileged, disclosable public record.

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals.

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (Title 5, Section 4652)

UNAUTHORIZED GROUPS

BP 5136

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any unauthorized groups which advocate drug use, or disruptive behavior, such as but not limited to violence, intimidation, threats, coercion, congregating in mass. The principal or designee shall maintain continual, visible supervision of school premises so as to deter unauthorized group intimidation of students and confrontations between members of different unauthorized groups.

The Superintendent or designee shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort.

The Superintendent or designee shall in cooperation with law enforcement provide in-service training which helps staff to identify various symbols, recognize early manifestations of disruptive activities, and respond to inappropriate behavior. Staff and selected students shall be trained in the use of conflict management techniques and alerted to intervention measures and community resources, which may help our students.

The Board realizes that many students become involved in unauthorized groups without understanding the consequences of unauthorized group association. Early intervention is a key component of efforts to break the cycle of unauthorized group association. Therefore, Violence prevention education in the schools may start with enrollment in TUSD.

The Board prohibits the presence of any apparel, jewelry, accessory, notebook, tattoos or manner of grooming which, by virtue of its color, or combination of color, arrangements, trademark, or any other attribute, denotes membership in any unauthorized group, which advocates disruptive behavior such as but not limited to violence, intimidation, threats, coercion and congregation in mass. This policy shall be applied as the need for it arises at individual school sites.

If a student exhibits signs of unauthorized group affiliation, staff shall so inform the parent/guardian.

UNAUTHORIZED GROUPS

AR 5136

A. Purpose and Scope

The Governing Board desires to give school sites and district guidelines that keep schools free from threats and harmful influence of any unauthorized group activity which advocate drug use, disruptive behavior, such as, but not limited to violence, intimidation, threats, coercion, congregating in mass.

B. Prevention and Intervention Measures

In order to discourage the influence of unauthorized groups, school staff shall take the following measures:

- 1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of unauthorized group affiliation shall be referred to the principal or designee.**
 - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.**
 - b. The student may be sent home to change clothes if necessary.**
- 2. Staff members shall be provided with the names of known unauthorized group members.**
- 3. Students who seek help in rejecting unauthorized group associations may be referred to community-based unauthorized group suppression and prevention organizations.**
- 4. Any unauthorized group graffiti on school premises shall be removed, washed down or painted over as soon as discovered.**
 - a. Daily checks for graffiti shall be made throughout the campus.**
 - b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.**
- 5. Classroom and after-school programs at each school shall be designed to enhance individual self esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:**
 - a. Explain the dangers of unauthorized group membership**
 - b. Provide counseling for targeted at-risk students**
 - c. Include lessons or role-playing workshops in unauthorized group avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills**
 - d. Assign individual unauthorized group members to cooperative learning groups in which they may work toward common goals with students who are not members of their unauthorized group**
 - e. Provide school-to-career instruction**
 - f. Provide positive interaction with local law enforcement staff**

Unauthorized group prevention lessons may be taught jointly by teachers and law enforcement staff.

- 6. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:**
 - a. Positive sports and cultural activities and affiliations with the local community**
 - b. Structured, goal-oriented community service projects**

Community Outreach

Unauthorized group prevention classes or counseling offered for parents/guardians shall address the following topics:

- 1. The dangers of unauthorized group membership.**
- 2. Warning signs which may indicate that children are at risk of becoming involved with unauthorized groups.**
- 3. The nature of local unauthorized group apparel and graffiti.**
- 4. Effective parenting techniques .**

5. Conflict resolution techniques.

C. Discipline Process

Staff will use the following techniques and procedures to discourage the influence of unauthorized groups:

- 1. Upon a first offense, when a student causes, attempts to cause or threatens to cause physical injury to another student as a part of any unauthorized group activity, the following shall result:**
 - a. Parent/guardian contact.**
 - b. A five (5) day suspension and recommendation for an expulsion for a minimum period of nine (9) weeks.**
 - c. A requirement that the student must apply for readmission to school after he/she has served the minimum expulsion period.**
 - d. A recommendation for a rehabilitation program that is subject to review at a time of application for readmission. The plan shall include, but is not limited to:**
 - (i) Community Service minimum of 20 hours - maximum of 80 hours, to be recommended by the District Discipline Review Board based upon the seriousness of the violation of the Education Code.**
 - (ii) A minimum of eight (8) weeks of counseling.**
 - (iii) Prohibited from violating any of the sub-sections (a) through (q) contained in Education Code 48900 associated with school attendance.**
 - (iv) Prohibited from participating in unauthorized group related activities, flying colors, or displaying unauthorized group paraphernalia.**
 - e. A recommendation for an extension of the suspension to the expulsion hearing date.**
 - f. Unauthorized Group Contract.**
- 2. Upon a first offense, when a student causes, attempts to cause physical injury to classified or certificated staff member as part of any unauthorized group activity, the following shall result:**
 - a. Parent/guardian contact.**
 - b. A five (5) day suspension and recommendation for an expulsion for a minimum period of the balance of the semester in which the violation occurred plus one additional semester.**
 - c. A requirement that the student must apply for readmission to school after he/she has served the minimum expulsion period.**
 - d. A recommendation for a rehabilitation program that is subject to review at the time of application for readmission. The plan shall include, but is not limited to:**
 - (i) Community Service minimum of 20 hours - maximum of 80 hours, to be recommended by the District Discipline Review Board based upon the seriousness of the violation of the Education Code.**
 - (ii) A minimum of eight (8) weeks of counseling.**

(iii) Prohibited from violating any one of the sub-sections (a) through (q) contained in Education Code 48900 associated with school attendance.

(iv) Unauthorized Group Contract and Law Enforcement Contact.

e. Contact with law enforcement agency.

3. Upon a first offense, when a student wears or carries any apparel, jewelry, accessory, notebook, or makes gestures that symbolize unauthorized group membership, the following shall result:
 - a. Referral to the principal or designee.
 - b. Student sent home to change clothes or provided with alternative clothing.
 - c. Confiscation of unauthorized group related jewelry, accessory, notebook, etc.
 - d. Parent/guardian contact.
 - e. Documented counseling with a "No Unauthorized Group Contract" and Law Enforcement contact.
4. A second offense of #3 above will result in the following:
 - a. Parent/guardian conference.
 - b. One to five day suspension.
5. A third offense will result in the following:
 - a. Parent/guardian contact.
 - b. A minimum five day suspension.
 - c. Contact with law enforcement agency.
 - d. Possible recommendation for expulsion.
6. A fourth and subsequent offenses will result in the following:
 - a. Parent/guardian contact.
 - b. A minimum five day suspension and recommendation for expulsion
 - c. Contact with law enforcement agency.
 - d. Possible recommendation for expulsion.
7. Any unauthorized group graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
 - a. Daily checks for graffiti shall be made throughout the campus, including restroom walls and doors.
 - b. Graffiti shall be photographed before it is removed. These photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
8. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of positive activities.
9. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging.
10. Each school within the Districts shall develop an action plan that includes but is not limited to the following.
 - a. In-service for all staff on signs and symptoms of unauthorized group activity.
 - b. Techniques and procedures to discourage the influence of unauthorized groups.

- c. Campus safety and supervision.
- d. Unauthorized group prevention education.
- e. Outreach program for students identified as unauthorized group-oriented students as well as actual members of existing unauthorized groups.
- f. Parent support program.

Unauthorized Group Prevention Education

1. Explain the dangers of unauthorized group membership.
2. Include lessons or role-playing workshops in nonviolent conflict resolution and unauthorized group avoidance skills.
3. Promote constructive activities available in the community.
4. Involve students in structured, goal-oriented community service projects.
5. Encourage positive school behavior.

Unauthorized group prevention lessons may be taught jointly by teachers, law enforcement staff, and contracted organizations.

Community Outreach

Unauthorized group prevention classes or counseling offered for parents/guardians shall address the following topics:

1. The dangers of unauthorized group membership.
2. The nature of local unauthorized group apparel and graffiti.
3. Ways to deal effectively with one's children.
4. Warning signs which may indicate that children are at risk of becoming involved with an unauthorized group.
5. Resources available to them for further assistance.

Community programs offered for staff, parents/guardians, churches, city officials, business leaders and the media shall address:

1. The scope and nature of local unauthorized group problems.
2. Ways that each segment of the community can help to alleviate these problems.

Intervention Measures

Staff shall make every effort to engage unauthorized group-oriented students into the academic, extra-curricular and social mainstream and into work experience programs. To this end:

1. Staff members shall be provided with updated information regarding unauthorized group activities which advocate drug use, disruptive behavior, such as but not limited to violence, intimidation, threats, coercion, and congregating in mass.

2. Classroom teachers shall refer individual unauthorized group oriented students for individual and/or group counseling.
3. Students who seek help in rejecting unauthorized group associations may be referred to community-based unauthorized group suppression and prevention organizations.

Parent's Guide to Homework

HOMEWORK IN TRACY UNIFIED SCHOOL DISTRICT

Homework

The Governing Board believes that homework serves many purposes. Research supports that homework is an essential part of a student's academic achievement. Through their homework, students can reinforce academic skills taught in school, learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent as a contributing resource and to structure homework assignments so as to involve the parent to help oversee homework without diminishing the student's sense of responsibility. To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce learning objectives and state standards.

Board Policy 6154

- Homework reinforces student learning to meet state and district standards
- Homework is planned, systematic, selectively checked and graded
- Homework is clear, specific and relevant
- Homework is a combination of skill reinforcement and exploration
- Long-term homework assignments will have checkpoints for completion and while students may work on them over holidays and weekends, ample time will be allowed to complete them during the week and prior to holidays
- Homework will be reviewed in class and returned in a timely fashion
- K-5 students will not be required to complete homework on holidays and intercessions. K-5 students will not typically be given homework on weekends. 6-8 students will not be required to complete homework on intercessions. 6-8 students may be given limited homework on holidays and weekends.
- Per night, K-3 homework assignments will typically average thirty minutes; 4th-5th grade homework assignments will typically average one hour; 6th-8th grade homework assignments will typically average one and a half hours
- Unfinished classroom work may be sent home to be completed but should not be required in addition to homework. Unfinished classroom work can be done at recess and after school.
- Regular reading at home on a nightly basis is encouraged but not required in addition to the assigned homework.

Tips for Parents

- When there is a specific assignment, the best way for parents to help a child learn is by offering support when it is requested. At the same time, limits need to be set so that children learn to work independently. Even when children do not have specific assignments due, parents can be helpful by listening when children talk about school and by expressing interest in class work and school activities.
- Talk with teachers if assignments seem to be causing students continuing problems
- Share thoughts and ideas with children on many topics of interest
- Read to your child
- In helping students with homework, parents should:
 - › Show interest in the student's work
 - › Encourage the child to work independently most of the time
 - › Provide a suitable place for study, free from distraction, and if possible, reserved for that student alone
 - › Check to see the homework assignments are completed, and reasonably neat and correct
 - › Assist in balancing school work with other activities

If you feel that your student's teacher is not following Board Policy 6154, Homework, please take the following steps: 1) Contact your student's teacher and discuss his/her homework practices. If it is not resolved then; 2) Contact your school principal. If it is not resolved, then 3) Contact Carol Anderson-Woo, Director of Curriculum, Accountability & Continuous Improvement at 830-3275.

Make-up Work

- Students shall be given the opportunity to make-up work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable make-up schedule. Typically, each day of excused absence merits a make-up day.
- Teachers may or may not allow a suspended student to complete any assignments and tests missed during suspension.
- Students who miss school work because of unexcused absences may or may not be given the opportunity to make-up missed work for full or reduced credit. Teachers may assign such make-up work as necessary to ensure academic progress, not as a punitive measure.
- Teachers need at least twenty-four hours to supply make-up work.
- Teacher's procedures and processes for make-up work should be clearly explained to both students and parents.



EDUCATIONAL SERVICES MEMORANDUM

To: Dr. James Franco, Superintendent
From: ~~Dr. James Franco~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services
Date: ~~May 30, 2008~~ May 30, 2008
Subject: Approve Merrill West High School Tardy Pilot Program for Implementation for 08-09 School Year

Background: On December 11, 2008, the Tracy Unified School Board approved the Merrill West High School Tardy Pilot Program for the 2nd Semester of the 07-08 School Year, to be implemented using a form of detention for tardies before or after school in lieu of sending students to the Support Room to ensure that valuable instructional time was not being used for Support Room detention. On May 28, 2008, the Tracy Unified School District Board was presented with data, surveys, and statistics regarding the Pilot Tardy Program that had been previously approved by the Board.

Rationale: The new tardy policy was implemented at the beginning of the 2nd Semester of the 2007-08 school year. Attendance tardy data was collected and analyzed on a monthly basis. Survey data from students and teachers was collected. Major implications were summarized and recommendations for improvement and implementation have been made. The Final Plan with recommendations for 2008-2009 will be presented to the Board for approval. This will discipline students, but not at the cost of their education, in support of Strategic Goal #4- Develop responsible students.

Funding: Cost of teacher for before and after school detention will be paid by the School Site's Block Grant and will not exceed \$7,500.00.

Recommendation: Approve Merrill West High School Tardy Pilot Program for Implementation for 08-09 School Year

Prepared by: Mr. Paul Hall, Director of Student Services and Curriculum



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: James Mousalimas, Assistant Superintendent of Human Resources *JM*
DATE: June 10, 2008
SUBJECT: Acknowledge Revisions to Administrative Regulation 4151, Salary Guides

BACKGROUND: The current Administrative Regulation 4151, Salary Guides, states that “*all degrees and course work must be completed at an accredited college or university.*” The District’s long-standing practice is to only recognize and accept university or college credits and/or masters or doctoral degrees from accredited institutions. “Accredited institutions” are those universities and/or colleges accredited by a regional accrediting institution recognized and approved by the California Commission on Teacher Credentialing (CCTC). The revised Administrative Regulation 4151 reflects the District’s long-standing practice.

RATIONALE: To ensure that college and/or university degrees and coursework are uniform, the District only recognizes colleges and universities that are accredited by a regionally accrediting institution approved by the California Commission on Teacher Credentialing (CCTC). The District and Tracy Educators Association agree that this long-standing practice should be reflected in Administrative Regulation 4151 to provide written guidance and direction for teachers.

This agenda item meets Strategic Goal #2, Quality Learning Environment.

FUNDING: N/A

RECOMMENDATION: Acknowledge Revisions to Administrative Regulation 4151, Salary Guides

Prepared by: James Mousalimas, Assistant Superintendent of Human Resources

SALARY GUIDES

A. Purpose and Scope

To provide guidance and direction for District personnel regarding placement and advancement for the bargaining unit members on the Certificated Salary Schedule.

B. General

1. The Governing Board will make the final decision on salary provisions.
2. For those members of the staff who are a part of a bargaining unit, only the exclusive representative can bargain over salaries.
3. Salary guides for employees covered by an employee agreement may be found in the current agreement.
4. Salary guides for other personnel may be inspected at the District office.

C. Forms Used and Additional References

Certificated Salary Schedule
College transcripts

D. Procedures

The terms "personnel" and "employee" shall be defined as any one required by the State Education Code to hold a valid credential. Provision for placement and advancement shall be as follows:

1. Step Placement

- a. Each year of verified professional service requiring a teaching credential rendered outside of the Tracy Unified School District shall be counted as one step to a maximum of 14, making step 15 the highest step upon which a teacher may enter the Tracy Unified School District.
- b. Each paid year of related vocational experience may be credited as one step on the salary schedule to a maximum of 14, making step 15 the highest step upon which a credentialed teacher employed full-time in the field of vocational education may enter the Tracy Unified School District.

SALARY GUIDES (continued)

Full-time vocational experience obtained within the fourteen-year period immediately preceding a teacher's entry into full-time teaching service with the Tracy Unified School District may be credited on a year-for-year basis to a maximum of two steps on the salary schedule for teachers who accept an assignment of not less than two periods per day in the field of vocational education after initially entering teaching service in the Tracy Unified School District in a non-vocational education assignment. This salary credit shall be available only to those teachers who have not reached Step 15 on the salary schedule.

- c. Private school experience for step increments on the salary schedule will be accepted, providing the private school was State-accredited at the time the employee taught there and the employee held a valid credential at the time of teaching.
- d. For an employee to receive credit for a year of service or experience, they must have been in paid status for 75% of a contracted year.
- e. Credit will not be given for college or university teaching experience.
- f. Credit will not be given for student teaching, or substitute teaching experience, with the following exception: credit will be given for long-term substitute teaching, that results in the employee being employed as a second year probationary employee for the following school year under Education Code Section 44918.

2. **Class Placement**

- a. Class placement for persons holding a bachelor's degree and a valid California Credential issued for full-time service is to be determined by the number of semester or equivalent units earned from a college and/or university accredited by a regional accrediting institution that is recognized and approved by the California Commission on Teacher Credentialing (CCTC) either:
 - i. Beyond the date of the bachelor's degree; or

SALARY GUIDES (continued)

- ii. A 5-year bachelor's degree and teaching credential program is defined as one in which the bachelor's degree requires a minimum of 4 years of full-time course work and the teaching credential coursework is blended into the bachelor's degree for a total of 5 years of coursework. Units earned towards completion of the teaching credential portion of the program may be utilized for class placement if official documentation is submitted from the college and/or university clearly indicating a 5-year bachelor's degree and teaching credential combined program. Teaching credential units cannot be counted towards completion of the bachelor's degree. The teaching credential units must be clearly identified on an official transcript and/or official document from the college and/or university. It is the sole responsibility of the teacher to provide official verification and documents from the college or university for consideration of class placement. If the teacher does not meet this burden, then he or she shall not be entitled to a higher placement on the District's salary schedule.
- b. Teachers may submit units for consideration for salary schedule placement per section D.3. of Administrative Regulation 4151.
- c. For the 2007-08 school year only, teachers may submit units for consideration under section D.2.a.ii. no later than November 30, 2007. For the 2007-08 school year only, any changes by the District in a teacher's salary placement shall be retroactive to July 1, 2007.
- d. For purposes of this Administrative Regulation (including but not limited to Section (a)(i)), only upper division and/or graduate units will be accepted. Lower division units earned after the initial bachelor's degree will not be accepted, unless approved by the Assistant Superintendent for Human Resources.

3. General Requirements

- a. All degrees and course work must be completed at an accredited college or university. The college or university must be accredited by a regional accrediting institution that is recognized and approved by the California Commission on Teacher Credentialing (CCTC). Degrees and/or course work from colleges or universities not accredited by a CCTC recognized and approved accrediting institution will not be accepted by the District. The accreditation status of a college, university,

SALARY GUIDES (continued)

or private school during the employee's enrollment shall prevail. Previous or subsequent accreditation shall not be considered.

- b. Only units in which a "C" or better or a "pass" in a pass/fail class, is obtained will be considered for salary classification.
- c. Units verified by September 1 will apply to a change in salary classification.

Teachers initially hired into the District must provide verification of units for salary classification within 60 days from the date of their employment.

If a new employee does not verify their units within this time frame, they shall waive their right to use those units for salary schedule purposes until the following school year.

- d. The burden of proof of training, experience, possession of credentials, and other required documents shall lie with the employee, both for initial placement and for advancement.

4. Horizontal or Class Movement on the Salary Schedule

Class placement for employees with a regular credential shall be determined by semester units completed subsequent to the date upon which the bachelor's degree was granted.

- a. Upper division and graduate units from a recognized college or university--summer, on campus, or extension may be used for class movement on the salary schedule.
- b. College equivalent units shall be granted based on the Carnegie Standard (15 hours per unit of credit).
- c. For award of any additional types of units for salary purposes, please consult with the collective bargaining agreement.

SALARY GUIDES (continued)

E. Reports Required

None

F. Record Retention

Personnel file
Contract

G. Responsible Administrative Unit

Human Resources

H. Approved By

Assistant Superintendent for Human Resources

Regulation adopted:

HS BD: 11/20/85
EL BD: 7/6/82

Regulation Revised:

EL BD: 3/11/86
HS BD: 12/11/86
EL BD: 1/13/87
Joint Board: 4/22/97
TUSD: 8/11/98
3/28/00
12/6/01
9/28/04
10/23/07



BUSINESS SERVICES MEMORANDUM

To: James C. Franco, Superintendent
From: James Mousalimas, Assistant Superintendent of Human Resources *JM*
Date: May 30, 2008
Subject: Adopt Resolution 07-33 for a Reduction in Classified Staff Due to Lack of Work

BACKGROUND: Williams Middle School and Monte Vista Middle School are eliminating their 10 minute nutrition breaks to increase instructional minutes. Therefore, at the end of the 2007-2008 school year, the current (7) 3 hour/10 month Classified School Supervision Assistant positions at Williams Middle School will be reduced to a 2 hour School Supervision Assistant position due to lack of work. Monte Vista Middle School will be reducing the following School Supervision Assistant positions (1) 3 hour/10 month to a 2 hour School Supervision Assistant position; (1) 4 hour/10 month to a 3 hour School Supervision Assistant position and (1) 4 hour/10 month to a 2 hour School Supervision Assistant position. In order to implement this reduction, the attached resolution must be adopted.

RATIONALE: Reduction in Classified staff is needed due to lack of work.

RECOMMENDATION: Adopt Resolution 07-33 for a Reduction in Classified Staff Due to Lack of Work.

Prepared by: James Mousalimas, Assistant Superintendent of Human Resources.



**TRACY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 07-33**

**RESOLUTION FOR A REDUCTION IN CLASSIFIED STAFF DUE TO
LACK OF WORK**

WHEREAS, the Governing Board of the Tracy Unified School District has determined that it shall be necessary to reduce the following positions in the District not later than August 12, 2008 due to lack of work:

Williams Middle School

(7) 3 hour/10 month School Supervision Assistant positions reduced to a 2 hour School Supervision Assistant position

Monte Vista Middle School

(1) 3 hour/10 month School Supervision Assistant position reduced to a 2 hour School Supervision Assistant position

(1) 4 hour/10 month School Supervision Assistant position reduced to a 3 hour School Supervision Assistant position

(1) 4 hour/10 month School Supervision Assistant position reduced to a 2 hour School Supervision Assistant position

NOW, THEREFORE, BE IT RESOLVED that it shall be necessary to reduce the work day for Ten (10) classified employees as shown above, effective August 12, 2008 as a result of lack of work. The Superintendent or his designated representative is directed to take all appropriate action needed, including the sending of appropriate notices to all employees whose positions shall be affected by virtue of this action.

ADOPTED by the Governing Board of Tracy Unified School District on June 10, 2008 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

**James Vaughn, President
Board of Education
Tracy Unified School District**

**Bill Swenson, Clerk
Board of Education
Tracy Unified School District**



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent

FROM: James Mousalimas, Assistant Superintendent for Human Resources *JM*

DATE: June 2, 2008

SUBJECT: Approve Revised Job Description for the Secretary to the Principal of Community Day and Continuation Schools

BACKGROUND:

At the Board Meeting on May 28, 2008, the Board approved the CSEA reclassification of the Secretary to the Principal of Community Day and Continuation Schools. The reclassification was to include a revised job description for this position. The revised job description is attached.

RATIONALE:

Due to the reclassification of this position, it is necessary to develop a new job description that accurately reflects the essential functions of the position and salary placement.

FUNDING: n/a

STRATEGIC GOAL: #7 – Educational Leadership

RECOMMENDATION: Revise Job Descriptions for the Secretary to the Principal of Community Day and Continuation Schools

Prepared by: James Mousalimas, Assistant Superintendent for Human Resources

TRACY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

POSITION TITLE: Secretary to Principal of Community Day and Continuation Schools

DEPARTMENT/DIVISION: Willow Community Day School and Duncan-Russell Continuation High School

POSITION SUMMARY: Under general supervision of the Principal of the Community Day School and Continuation School or designee, the Secretary of Community Day and Continuation Schools performs a variety of complex and responsible secretarial and clerical services; relieves the administrator of routine administrative and clerical duties; coordinates other clerical personnel; and performs other related work as required.

ESSENTIAL FUNCTIONS:

1. Receives and screens office visitors and telephone callers, and answers questions concerning the school and/or educational programs offered at the school site, or refers persons to another source of information.
2. Serves as vital staff and public relations link through personal and telephone contact.
3. Manages the budget accounts, processes purchase orders and maintains monthly budget spreadsheets to comply with district requirements; resolves discrepancies with vendors or purchasing department.
4. Manages the ordering and distribution of materials, supplies, textbooks and other related materials.
5. Arranges, prepares for, and gives direction to certificated and classified substitutes.
6. Makes arrangements for School Site Council committee meetings; prepares and distributes written minutes to members and staff.
7. Creates the Master Schedule for all site programs and adjusts as needed each school year.
8. Processes transcripts for all students. Updates credits earned in the Student Information System for out-of-district students.
9. Requests, forwards and maintains student CUMs. Keeps an inventory log of all incoming and outgoing CUMs to ensure appropriate transition.
10. Processes student drops and prepares county referral packets. Updates discipline records to include expulsions for CBEDS reporting.
11. Prepares reinstatement packets for Student Services and ensures all requirements are met.
12. Maintains waiting lists, ensuring eligibility for both programs and confers with counselor's regarding referrals.
13. Schedules parent-teacher conferences.
14. Registers new students, issues transfers, maintains student records, compiles monthly ADA reports, and prepares class lists and enrollment reports.
15. Prepares and distributes report cards and progress reports.
16. Supervises students in the office.
17. Prepares, transcribes and/or composes letters, reports, newsletters, bulletins, etc., including materials of a confidential nature pertaining to students and personnel.
18. Coordinates school and community activities held at the site.
19. Maintains correspondence, confidential and other files.
20. Assists teachers in preparation and duplication of instructional materials and records.
21. Compiles and verifies data for complex State and Federal reports, such as RL30, ASAM and the OCR Reports.
22. Acts as the site coordinator for CELDT testing, compiles information and researches CUMs for data needed to complete test booklets.
23. Collects, reviews and maintains attendance records, time sheets, substitute teacher time sheets, certificated and classified overtime sheets, overage sheets, etc., then forwards these to Payroll and/or Human Resources with deadlines as assigned.
24. Works with administrator in revising student and teacher handbooks as well as site plans.
25. Maintains complete inventory of school equipment and machines.

POSITION TITLE: Secretary to Principal of Community Day and Continuation Schools

26. Fills out staff and student accident reports and administers minor first aid to students as needed. Contacts parents in cases of illness, injury or accident. Arranges emergency transportation if needed.
27. Responsible for logging in lunch sales and maintains a current file on free/reduced lunch students.
28. Works directly with high school counselors in order to keep them informed of student progress and arrange biannual semester registration appointments for counselors and students.
29. Processes travel, conference and transportation requests.
30. Issues student work permit applications.
31. Performs all duties and responsibilities in a confidential manner.
32. Maintains regular and prompt attendance in the workplace.
33. Performs other related duties as assigned.

EDUCATION AND EXPERIENCE:

Ability to carry out oral and written directions, read, write and speak at a level sufficient to fulfill the duties to be performed. High school diploma or equivalent required. Two years of increasingly responsible clerical and secretarial experience, preferably to include at least one year of secretarial experience in a school district.

SKILLS AND QUALIFICATIONS:

1. Ability to perform responsible secretarial work requiring independent judgment, problem analysis techniques, good judgment, and confidentiality with speed and accuracy.
2. Knowledge of English usage, spelling, grammar, punctuation and vocabulary.
3. Knowledge of District programs and procedures.
4. Knowledge of accepted office methods and practices, including filing systems, receptionist and telephone techniques.
5. Ability to take responsibility and use good judgment in recognizing scope of authority.
6. Ability to deal pleasantly and effectively with visitors, both in person and on the telephone.
7. Must have strong organizational skills.
8. Ability to interpret and apply policies, laws, rules, and regulations.
9. Ability to type accurately at a speed of 55 words per minute from clear copy.
10. Ability to prepare correspondence with minimum direction.
11. Knowledge of intermediate computer skills including, but not limited to, Microsoft Word and Excel.
12. Ability to operate standard office equipment.
13. Ability to maintain cooperative working relationships with those contacted in the course of work.

PHYSICAL REQUIREMENTS: Employees in this position must be/have the ability to:

1. Sit for extended periods of time.
2. Enter data into a computer terminal and operate standard office equipment for extended periods of time.
3. See and read a computer screen and printed matter with or without vision aids.
4. Speak so that others may understand at normal levels and on the telephone.
5. Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
6. Stand and/or walk on hard and/or uneven surfaces for extended periods of time.
7. Lift and/or carry up to 25 pounds at waist height for short distances.
8. Bend, squat, stoop and/or climb for extended periods of time.
9. Reach overhead, grasp, push/pull up to 25 pounds for short distances


WORK ENVIRONMENT: Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District and site staff, students, parents, and the public.

SALARY: Classified Range 36 **DAYS OF SERVICE:** 196



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent

FROM: James Mousalimas, Assistant Superintendent for Human Resources 

DATE: June 2, 2008

SUBJECT: Revise Job Descriptions for Administrative Secretaries to the Assistant/Associate Superintendents

BACKGROUND:

The job descriptions for the Administrative Secretaries that serve the Assistant/Associate Superintendents do not accurately reflect common job duties or responsibilities. In addition, each position is currently placed at a different salary range with different days of service.

The changes and additions to the attached job descriptions are being proposed to ensure uniformity and accurately reflect the essential functions of each position, as well as update the physical requirements of the jobs. In addition, the days of service and salary range for each position will be identical: LMH 14.

RATIONALE:

Currently, there are three different job descriptions and titles, with three different salary ranges, for the Administrative Secretary positions to the Assistant/Associate Superintendents. These positions have identical requirements for educational experience, skills and qualifications and physical requirements. As such, these positions should be placed at the same salary range.

FUNDING: Unrestricted general fund savings of approximately \$5630 to a cost of \$3730, depending upon placement of the new Administrative Secretary to the Associate Superintendent for Business Services.

STRATEGIC GOAL: #7 – Educational Leadership

RECOMMENDATION: Revise Job Descriptions and Salary Range for Administrative Secretaries to the Assistant/Associate Superintendents

Prepared by: James Mousalimas, Assistant Superintendent for Human Resources

TRACY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

POSITION TITLE: Human Resources Specialist Administrative Secretary to the Assistant Superintendent for Human Resources

DEPARTMENT/DIVISION: Human Resources

POSITION SUMMARY: Under general supervision of the Assistant Superintendent for Human Resources, performs a variety of duties relating to certificated/classified personnel. This position has been designated as a confidential position per SB 160. "Confidential Employee" means any employee who, in the regular course of his/her duties, has access to, or possesses information relating to, his/her employer's employer-employee relations.

ESSENTIAL FUNCTIONS:

1. Serves as confidential secretary to the Assistant Superintendent for Human Resources performing a variety of clerical and technical tasks.
2. Serves as a vital staff communications and public relations link through electronic, personal and telephone contact, frequently serving as liaison with staff and public.
3. Performs a variety of complex and specialized clerical personnel work in support of personnel programs and functions.
4. Composes correspondence, documents and reports from oral and written directions.
5. Composes meeting summaries after attendance at meetings and from oral and written directions.
6. Initiates confidential background reference checks on employees prior to employment.
7. Prepares analysis of legislation and other legal issues and distributes to District personnel on an as needed basis. Keeps informed on legislation and legal decisions affecting personnel procedures, as well as applicable laws and regulations, and recommends procedures to ensure compliance.
8. Organizes and prepares confidential materials related to certificated and classified personnel for presentation at meetings of the Board of Trustees
9. Obtains, interprets, and provides information to applicants and staff related to salaries and application procedures.
10. Determines and maintains evaluation schedule for all employees.
11. Computes class size overages for payment. Maintains annual overage report.
12. Assists in reviewing and revising as needed Human Resources division policies, regulations, and procedures. Prepares and distributes new and revised information from GAMUT to District personnel quarterly and on an as needed basis.
13. Coordinates and assists with employee recognition/awards programs.
14. Assists in implementing all aspects of the employee recruitment and selection process for classified, certificated, and management staff for the summer school and intersession programs.
15. Assists in implementing all aspects of the employee recruitment and selection of athletic coaches. Confirms administrators' recommendations to validate that appropriate Personnel procedures have been followed and completed. Maintains database of all coaches, including volunteer coaches.
16. Provides administrative support for community relations including informal and formal complaints and other matters related to human resources management.
17. Participates in the collective bargaining process and maintains confidentiality of sensitive negotiation and other personnel related information.
18. Provides administrative support for employer/employee labor relations including grievances, negotiations, progressive discipline and legal issues.
19. Assists in responding to procedural inquiries in matters relating to employee relations and in the interpretations and implementation of collective bargaining negotiations and agreements.
20. Gathers, reviews, and compiles information, prepares accurate and comprehensive reports and surveys for labor relations.
21. Updates administrators, supervisors and employees on various employment law and collective bargaining Master Agreement changes.
22. Promotes an effective and productive relationship with all levels of staff and with employee groups within the District.
23. Monitors the Peer Assistance and Review budget.
24. Provides management and other employees with technical advice and assistance.
25. Maintains and updates Human Resources Department website on a regular basis.
26. Maintains and updates employee salary schedules for publication.
27. Assists in training new administrators.
28. Assists with and implements Sexual Harassment Training.

30. Maintains regular and prompt attendance in the workplace.
31. Performs other related duties as assigned.

POSITION TITLE: ~~Human Resources Specialist~~ Administrative Secretary to the Assistant Superintendent for Human Resources

EDUCATION AND EXPERIENCE:

Ability to carry out oral and written directions, read, write, and speak at a level sufficient to fulfill the duties to be performed. High school diploma or equivalent required. ~~Two years of business college or two years of responsible clerical work, preferably in education. Must pass required district testing.~~ Five years of complex and responsible secretarial experience, including at least two years of secretarial experience in a school district is preferred.

SKILLS AND QUALIFICATIONS:

1. Knowledge of a high level of English usage, spelling, grammar, punctuation and vocabulary.
2. Knowledge of pertinent laws, rules and regulations governing school districts.
3. Knowledge of educational research methodology.
4. Knowledge of modern office methods, practices and procedures.
5. Ability to perform a variety of highly independent, complex and responsible secretarial, clerical and administrative support services requiring independent judgment with speed and accuracy.
6. Ability to complete projects and tasks with minimal supervision and direction.
7. Ability to deal pleasantly and effectively with visitors, both in person and on the telephone in a wide variety of situations.
8. Ability to learn and apply District rules, regulations, policies and procedures.
9. Must have strong organizational skills.
10. Advanced knowledge of a variety of computer programs, including word processing, data management, desktop publishing, graphics, and multi-media presentation programs.
11. Ability to type at a speed of 60 words per minute from clear copy.
- ~~12. Knowledge of intermediate computer skills.~~
- ~~13. Knowledge of laws and regulations of the Education Code.~~
- ~~14. Ability to operate standard office equipment.~~
15. Ability to communicate effectively, orally and in writing.
16. Strong interpersonal skills.
17. Ability to make independent decisions and accurately interpret laws and practices.
18. Ability to maintain cooperative working relationships with those contacted in the course of work.

PHYSICAL REQUIREMENTS:

Employees in this position must be/have the ability to:

1. Sit for extended periods of time.
2. Enter data into a computer terminal/typewriter and operate standard office equipment for extended periods of time.
3. See and read a computer screen and printed matter with or without vision aids.
4. Speak so that others may understand at normal levels and on the telephone.
5. Hear and understand at normal levels and on the telephone with or without hearing aids.
6. Stand and/or walk and bend over on hard and/or uneven surfaces for extended periods of time.
7. Reach overhead, grasp, push/pull up to 25 pounds for short distances.
8. Lift and/or carry up to 25 pounds at waist height for short distances.
9. Bend, squat, stoop and/or climb for extended periods of time.

WORK ENVIRONMENT: Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District office staff and the public.

SALARY: ~~Classified Confidential, Range 10~~ LMH 14

DAYS OF SERVICE: 230

Board Approved: H.S. 9/28/94 Elem. 9/28/94
Revised: TUSD 3/27/01

TRACY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

POSITION TITLE: Administrative Secretary to the Associate Superintendent for Business Services

DEPARTMENT/DIVISION: Business Services

POSITION SUMMARY:

Under general supervision of the Associate Superintendent for Business Services, performs a variety of duties relating to certificated/classified personnel. This position has been designated as a confidential position per SB 160. "Confidential Employee" means any employee who, in the regular course of his/her duties, has access to, or possesses information relating to, his/her employer's employer-employee relations.

ESSENTIAL FUNCTIONS:

1. Serves as confidential secretary to the Associate Superintendent for Business Services performing a variety of clerical and technical tasks.
2. Serves as a vital staff communications and public relations link through electronic, personal and telephone contact, frequently serving as liaison with staff and public.
3. Performs a variety of complex and specialized clerical work in support of business services programs and functions, particularly risk management, environmental compliance, energy management, purchasing, and financial services functions.
4. Composes correspondence, documents and reports from oral and written directions.
5. Composes meeting summaries after attendance at meetings and from oral and written directions.
6. Prepares analysis of legislation and other legal issues and distributes to District personnel on an as needed basis. Keeps informed on legislation and legal decisions affecting business services procedures, as well as applicable laws and regulations, and recommends procedures to ensure compliance.
7. Organizes and prepares confidential materials related to certificated and classified personnel for presentation at meetings of the Board of Trustees
8. Obtains, interprets, and provides information to staff and the public.
9. Assists in reviewing and revising as needed Business Services division policies, regulations, and procedures. Prepares and distributes new and revised information from GAMUT to District personnel quarterly and on an as needed basis.
10. Provides administrative support for community relations including informal and formal complaints and other matters related to business services management.
11. Provides administrative support for risk management, environmental compliance, energy management, purchasing, and financial services departments.
12. Assists in responding to procedural inquiries in matters relating to business services functions, and in the interpretations and implementation of risk management issues and legal claims.
13. Gathers, reviews, and compiles information, prepares accurate and comprehensive reports.
14. Updates administrators, supervisors and employees on various liability, legal, and compliance changes or concerns.
15. Promotes an effective and productive relationship with all levels of staff and with employee groups within the District.
16. Maintains regular and prompt attendance in the workplace.
17. Performs other related duties as assigned.

POSITION TITLE: Administrative Secretary to the Associate Superintendent for Business Services

ESSENTIAL FUNCTIONS: Continued

18. Provides management and other employees with technical advice and assistance.
19. Serves as a back-up for other Business Services and other District Education staff on an as-needed basis.
20. Maintains regular and prompt attendance in the workplace.
21. Performs other related duties as assigned.
22. Reviews and maintains files on all student and employee accident reports, monitors accident claims, and interfaces with attorneys and liability insurance representatives to manage claims.
23. Maintains files and documents, and prepares reports in support of compliance with local, county, state, and federal environmental compliance agencies.
24. Prepares, reviews, distributes, and corrects a variety of documents for accuracy and compliance with rules and regulations including payroll documents, travel claims, purchase orders, expenditure/revenue transfers, warrant cancellations, journal entries, deposit forms, etc.
25. Reviews, maintains, and processes fiscal/accounting records and transactions.

EDUCATION AND EXPERIENCE:

Ability to carry out oral and written directions, read, write, and speak at a level sufficient to fulfill the duties to be performed. High school diploma or equivalent required. ~~Two years of business college or two years of responsible clerical work, preferably in education. Must pass required district testing.~~ **Five years of complex and responsible secretarial experience, including at least two years of secretarial experience in a school district is preferred.**

SKILLS AND QUALIFICATIONS:

1. Knowledge of a high level of English usage, spelling, grammar, punctuation and vocabulary.
2. Knowledge of pertinent laws, rules and regulations governing school districts.
3. Knowledge of educational research methodology.
4. Knowledge of modern office methods, practices and procedures.
5. Ability to perform a variety of highly independent, complex and responsible secretarial, clerical and administrative support services requiring independent judgment with speed and accuracy.
6. Ability to complete projects and tasks with minimal supervision and direction.
7. Ability to deal pleasantly and effectively with visitors, both in person and on the telephone in a wide variety of situations.
8. Ability to learn and apply District rules, regulations, policies and procedures.
9. Must have strong organizational skills.
10. Advanced knowledge of a variety of computer programs, including word processing, data management, desktop publishing, graphics, and multi-media presentation programs.
11. Ability to type at a speed of 60 words per minute from clear copy.
- ~~12. Knowledge of intermediate computer skills.~~
- ~~13. Knowledge of laws and regulations of the Education Code.~~
14. Ability to operate standard office equipment.
15. Ability to communicate effectively, orally and in writing.
16. Strong interpersonal skills.
17. Ability to make independent decisions and accurately interpret laws and practices.
18. Ability to maintain cooperative working relationships with those contacted in the course of work.

POSITION TITLE: Administrative Secretary to the Associate Superintendent for Business Services

PHYSICAL REQUIREMENTS:

Employees in this position must be/have the ability to:

1. Sit for extended periods of time.
2. Enter data into a computer terminal/typewriter and operate standard office equipment for extended periods of time.
3. See and read a computer screen and printed matter with or without vision aids.
4. Speak so that others may understand at normal levels and on the telephone.
5. Hear and understand at normal levels and on the telephone with or without hearing aids.
6. Stand and/or walk and bend over on hard and/or uneven surfaces for extended periods of time.
7. Reach overhead, grasp, push/pull up to 25 pounds for short distances.
8. Lift and/or carry up to 25 pounds at waist height for short distances.
9. Bend, squat, stoop and/or climb for extended periods of time.

WORK ENVIRONMENT:

Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District office staff and the public.

SALARY: LMH, Range 13 14

WORK YEAR: 230 Days

Adopted:

H.S. Board 2/16/84

Elem. Board 2/14/84

Revised:

TUSD

TRACY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

POSITION: Administrative Secretary to the Assistant Superintendent for Educational Services

DEPARTMENT: Educational Services Department

POSITION SUMMARY: Under the general supervision of the Assistant Superintendent for Educational Services, the Administrative Secretary to the Assistant Superintendent performs a variety of complex and responsible secretarial services, clerical services, routine administrative functions and related work as required by the department. This position has been designated as a "confidential employee" position per SB160.

ESSENTIAL FUNCTIONS:

1. Serves as confidential secretary to the Assistant Superintendent for Educational Services performing a variety of clerical and technical tasks.
2. Serves as a vital staff communications and public relations link through electronic, personal and telephone contact, frequently serving as liaison with staff and public.
3. Performs a variety of complex and specialized clerical work in support of Educational Services programs and functions.
4. Composes correspondence, documents and reports from oral and written directions.
5. Composes meeting summaries after attendance at meetings and from oral and written directions.
6. Serves as the department receptionist, screens visitors, receives telephone calls and answers questions concerning the Assistant Superintendent for Educational Services' Office, district activities and policies.
7. Provides secretarial support for certificated staff, including appointment scheduling, correspondence typing, committee minutes preparation and distribution and maintenance of department files.
8. Utilizes the District's student information system, Excel, Microsoft Word, PowerPoint, Front Page and other computer programs for efficient and effective communication and record keeping.
9. Establishes, maintains and monitors accurate, neat and efficient electronic and manual filing systems.
10. Prepares correspondence, letters, meeting minutes, meeting agendas, memos, reports, surveys, newsletters, brochures, and other documents and communications as needed.
11. Transcribes, types and maintains a variety of materials, including special confidential correspondence and administrative files.
12. Maintains various data bases and produces appropriate reports for the department.
13. Composes correspondence independently or from brief verbal instructions.
14. Plans, coordinates, and prepares for meetings for curriculum committees, functions and operations of the Assistant Superintendent for Educational Services Office.
15. Directs the work of other designated clerical staff.
16. Coordinates the Assistant Superintendent for Educational Services' calendar; makes necessary arrangements for school visits, meetings, seminars, and oversees arrangements for conferences, workshops, etc., conducted by or attended by the Assistant Superintendent.
17. Routes to the Assistant Superintendent for Educational Services correspondence or communications warranting his/her attention and drafts replies for his/her review.
18. Maintains computerized budgets for multiple programs and completes necessary forms and reports; maintains district calendar, handles mail and orders supplies.
- ~~19. Serves as a vital communications link and liaison to district staff and the public through personal, telephone and electronic contact.~~
20. Performs all duties and responsibilities in a confidential manner.
21. Maintains regular and prompt attendance in the workplace.
22. Performs other related duties as assigned.

EDUCATION AND EXPERIENCE:

Ability to carry out oral and written directions, read, write and speak at a level sufficient to fulfill the duties to be performed. High school diploma or equivalent required. Five years of complex and responsible secretarial experience, including at least two years of secretarial experience in a school district is preferred. Experience working with budgets and ordering is desirable.

SKILLS AND QUALIFICATIONS:

1. Knowledge of a high level of English usage, spelling, grammar, punctuation and vocabulary.
2. Knowledge of pertinent laws, rules and regulations governing school districts.
3. Knowledge of educational research methodology.
4. Knowledge of modern office methods, practices and procedures.
5. Ability to communicate effectively, orally and in writing.
6. Ability to perform a variety of highly independent, complex and responsible secretarial, clerical and administrative support services requiring independent judgment with speed and accuracy.
7. Ability to complete projects and tasks with minimal supervision and direction.
8. Ability to deal pleasantly and effectively with visitors, both in person and on the telephone in a wide variety of situations.
9. Ability to learn and apply District rules, regulations, policies and procedures.
10. Ability to type accurately at a speed of 60 words per minute from clear copy.
11. Must have strong organizational skills.
12. Advanced knowledge of a variety of computer programs, including word processing, data management, desktop publishing, graphics, and multi-media presentation programs.
13. Ability to maintain cooperative working relationships with those contacted in the course of work.
14. Strong interpersonal skills.
15. Ability to make independent decisions and accurately interpret laws and practices.

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

1. Sit for extended periods of time.
2. Enter data into a computer terminal/typewriter and operate standard office equipment for extended periods of time.
3. See and read a computer screen and printed matter with or without vision aids.
4. Speak so that others may understand at normal levels and on the telephone.
5. Hear and understand at normal levels and on the telephone with or without hearing aids.
6. Stand and/or walk ~~and bend over~~ on hard and/or uneven surfaces for extended periods of time.
7. Reach overhead, grasp, push/pull up to 25 pounds for short distances.
8. Lift and/or carry up to 25 pounds at waist height for short distances.
9. Bend, squat, stoop and/or climb for extended periods of time.

WORK ENVIRONMENT:

Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District office staff and the public.

SALARY: ~~Classified Confidential, Range 11~~ LMH 14

DAYS OF SERVICE: 230

BOARD APPROVED: TUSD

