

**NOTICE**  
**REGULAR MEETING OF THE GOVERNING BOARD**  
**TRACY UNIFIED SCHOOL DISTRICT**

**DATE:** TUESDAY, March 26, 2013

**PLACE:** DISTRICT EDUCATION CENTER  
BOARD ROOM  
1875 W. 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** Pg. No.
2. **Roll Call – Establish Quorum**  
Board: J. Costa, G. Crandall, W. Gouveia, T. Guzman, K. Lewis, G. Silva, J. Vaughn  
Staff: J. Franco, C. Goodall, S. Harrison, 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.
  - 3.1 **Educational Services**
    - 3.1.1 Finding of Fact #12-13/60, 62, 64, 65, 66
    - 3.1.2 Application for Reinstatement - #12-13/#33
    - Action:** Motion\_\_\_; Second\_\_\_. Vote: Yes\_\_\_; No\_\_\_; Absent\_\_\_; Abstain \_\_\_
  - 3.2 **Human Resources**
    - 3.2.1 Consider Public Employee/Employment/Discipline/Dismissal/Release
    - Action:** Motion\_\_\_; Second\_\_\_. Vote: Yes\_\_\_; No\_\_\_; Absent\_\_\_; Abstain \_\_\_
    - 3.2.2 Conference with Labor Negotiator  
Agency Negotiator: Sheila Harrison  
Assistant Superintendent of Educational Services & Human Resources  
Employee Organization: CSEA, TEA
4. **Adjourn to Open Session**
5. **Call to Order and Pledge of Allegiance**
6. **Closed Session Issues:**
  - 6a Finding of Fact #12-13/60, 62, 64, 65, 66
  - Action:** Motion\_\_\_; Second\_\_\_. **Vote:** Yes\_\_\_; No\_\_\_; Absent\_\_\_; Abstain \_\_\_\_.

6b Report Out of Action Taken on Application for Reinstatement #12-13/ Application for Reinstatement - #12-13/#33

Action: Motion \_\_; Second \_\_. Vote: Yes \_\_; No \_\_; Absent \_\_; Abstain \_\_.

7. **Approve Regular Minutes of March 12, 2013.**

1-6

Action: Motion\_\_ ; Second \_\_. Vote: Yes \_\_; No \_\_; Absent \_\_; Abstain \_\_.

8. **Student Representative Reports:** Kimball High: Brianna Pekari; Tracy High: Ivan Diaz; West High: Natasha Bartolome; Stein High: Justin Chapman-Varela; North School: Anthony Johnson and Juan Mariscal; Poet-Christian School.

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

9.1 DR/Willow School Update

9.2 Stein High School Update

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 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. You may obtain copies of the policy from Human Resources, and staff will assist you.

11. **Information & Discussion Items:** An opportunity to present information or reports concerning items that maybe considered by Trustees at a future meeting.

11.1 **Administrative & Business Services:**

11.1.1 Receive Report from Tracy Unified School District Staff and Tracy Learning Center Board of Trustees 7

12. **PUBLIC HEARING:** None.

- 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 | Authorize the Director of Food Services to Solicit Bids for Food and Non-Food Items for the 2013/2014 School Year   | 8     |
| 13.1.2 | Ratify Measure E Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda   | 9-10  |
| 13.1.3 | Ratify Routine Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda   | 11-12 |
| 13.1.4 | Accept the Generous Donations From the Various Individuals, Businesses, and School Site Parent Teacher Associations Listed Herein With Thanks and Appreciation From the Staff and Students of the Tracy Unified School District | 13-14 |
- 13.2 Educational Services**
- |        |   |       |
|--------|---|-------|
| 13.2.1 | Approve Revised North School Plan for the Remainder of the 2012-13 School Year  | 15-46 |
| 13.2.2 | Ratify Agreement for Special Contract Services with Soul Shoppe to Provide Seven, One Day Workshop Sessions for Students, a One Day Meeting for Parents and a One Day Staff In-Service Training | 47-49 |
| 13.2.3 | Approve Funding and Overnight Travel for the West High Robotics Team to Compete in the VEX World Championship at the Anaheim Convention Center in Anaheim, CA from April 17-21, 2013            | 50    |
| 13.2.4 | Approve Overnight Travel for West High School Track Team to Attend the Arcadia Invitational Track Meet in Arcadia, California, April 4-7, 2013  | 51    |
| 13.2.5 | Approve Agreement for Special Contract Services with Capital World Language Project for the April 26, 2013 Buy Back Day   | 52-54 |
- 13.3 Human Resources**
- |        |  |       |
|--------|--|-------|
| 13.3.1 | Accept the Resignations/Retirements/Leaves of Absence for Certificated, Classified and/or Management Employees | 55    |
| 13.3.2 | Approve Classified, Certificated and/or Management Employment  | 56-57 |
- 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 Board Policy 1114, District-Sponsored Social Media (Second Reading)                    | 58-61 |
| <b>Action:</b> | Motion____; Second____. <b>Vote:</b> Yes__; No__; Absent__; Abstain__.                       |       |
| 14.1.2         | Acknowledge Administrative Regulation 1114, District-Sponsored Social Media (Second Reading) | 62-64 |
| <b>Action:</b> | Motion__; Second____. <b>Vote:</b> Yes__; No__; Absent__; Abstain__.                         |       |
| 14.1.3         | Adopt Resolution No. 12-22 to Excuse Meeting Absence of Board Member.                        | 65-66 |

**Action:** Motion\_\_\_; Second\_\_\_. **Vote:** Yes\_\_\_; No\_\_\_; Absent\_\_\_; Abstain\_\_\_. **Pg. No.**

**14.2 Educational Services:** None.

**14.3 Human Resources**

**14.3.1 Acknowledge Receipt of CSEA's Sunshine Proposal for the 2013-2014 School Year** **67-69**

**Action:** Motion\_\_\_; Second\_\_\_. **Vote:** Yes\_\_\_; No\_\_\_; Absent\_\_\_; Abstain\_\_.

**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 April 23, 2013**

**17.2 May 14, 2013**

**17.3 May 28, 2013**

**17.4 June 11, 2013**

**17.5 June 25, 2013**

**18. Upcoming Events:**

**18.1 March 29 – April 5, 2013** **No School, Spring Break**

**18.2 May 27, 2013** **No School, Memorial Day**

**18.3 June 1, 2013** **Graduation**

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  
Regular Meeting of the Governing Board  
For Tracy Unified School District  
Held on Tuesday, March 12, 2013

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

Roll Call: Board: W. Gouveia, T. Guzman, K. Lewis, G. Silva, J. Vaughn  
Absent: G. Crandall, J. Costa  
Staff: J. Franco, S. Harrison, C. Goodall, B. Etcheverry

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

Closed Session:

6a Finding of Fact #12-13/ #54, 56, 58, 59  
**Action:** Lewis, Gouveia **Vote:** Yes-5; No-0; Absent-2(Costa, Crandall)

6b Report Out of Action Taken on Application for Reinstatement #12-13/#32  
**Action: Vote:** Yes-4; No-0; Absent-3(Costa, Crandall, Vaughn)

6c Report Out of Action Taken on Application for PE Exemption: THS# 1018983  
**Action: Vote:** Yes-4; No-0; Absent-3(Costa, Crandall, Vaughn)

6d Report Out of Action Taken on Release Probationary Classified Employee #UCL-178  
**Action: Vote:** Yes-4; No-0; Absent-3(Costa, Crandall, Vaughn)

6e Report Out of Action Taken Consider Non-Paid Leave of Absence Request for Classified Employee #UCL-179, Pursuant to Article XXIII  
**Action:** Pulled. **Vote:** None.

Employees Present: C. Minter, J. Cardoza, R. Call, L. Nelson, J. Bussey, Susan O'Hara-Jones, J. Carter, C. Washington, J. Anderson, A. Harrison, J. Neunkirch, K. Gornito, B. Larson, B. Carter, T. Brown, B. Sawyer, D. Silveira, M. Percira, J. Juarez, V. Carrera, A. Nunez, R. Garcia, T. Khuon, B. Tavares, D. Arbogast, K. Koski, S. Bancroft

Press: D. Rizzo, Tracy Press

Visitors Present: N. Tran, S. Liao, B. Liu, C. & N. Dela Cruz

Minutes: 7. Approve Regular Minutes of February 26, 2013  
**Action:** Guzman, Vaughn.  
**Vote:** Yes-4; No-0; Absent-2(Crandall, Costa); Abstain-1(Gouveia)

Student Rep Reports: 8. None.

Recognition & Presentations: 9.1 McKinley School Update  
Principal, Carla Washington, and Karen Abney-Xuereb, a Kindergarten teacher and administrative designee, presented a power point on English Learners at

McKinley. Forty-nine percent of the students at McKinley are English Learners. It ranges from 38-70% EL students in each classroom. They were the only group that met all targets on the CELDT. Before school starts they have Rosetta Stone in the computer lab. Twelve of their parents come to learn English. They have a very supportive and diverse parent club. They use Nancy Fetzter strategies in the classrooms. McKinley received a national professional development grant. The goals are to address challenges to move English Learners forward by professional development. M. Abney-Xuereb spoke about training and academic vocabulary development for English Learners at their school. They use strategies, workbooks, student engagement and motivation. Coaches are coming in from the grant and teachers are going around and helping each other with suggestions to help both students and staff. In Kindergarten they use whiteboards and vocabulary words for 30 minutes every day. Every lesson has ELA, EL and common core standards. Best practice teacher video which presented McKinley teacher, Leslie Garcia, teaching which is reflective of all classrooms at McKinley. They use the Rule of 3 which is rehearse, analyze and produce power words.

## 9.2 Monte Vista School Update

Principal, Susan O'Hara-Jones, presented a power point which reviewed that 1 in 4 California students are English learners. Common core standards are more rigorous than our previous standards. Monte Vista is trying to stop the cycle. There are approximately 60% Hispanic/Latino students, of which 28% are English learners. She reviewed the key elements of an effective EL program. Newcomers of students whose CELDT scores are 1 and 2 are in an ELD class. LTEL is a student who has been with us for 6 or more years and not progressing adequately. ELD classes work during 2 periods per day on English language acquisition. The ALAS program is designed to help LTELs to acquire language to succeed on CELDT and CST tests. SDAIE is all English Learners who are progressing and put into mainstream classes. They also use Rosetta Stone software, extended day services for ELD: Data Works and EDI training for all teachers.

## 9.3 Recognize and Congratulate Monte Vista Middle School Students for Winning First Place at the Math Counts Competition

Assistant Superintendent of Educational Services and Human Resources, Dr. Sheila Harrison, recognized teacher, Dawn Arbogast, and her team who took First Place in the Math Counts Competition, which is a national competition consisting of 4 rounds. They will be competing at Stanford University on March 23<sup>rd</sup>. Certificates were presented to the students.

## 9.4 Recognize the Outstanding Employees of the Winter Term for the 2012-13 School Year

Assistant Superintendent of Educational Services and Human Resources, Dr. Sheila Harrison, recognized the following employees of the term: Mary Pereira K-5 classified, McKinley; Joan Juarez K-5 certificated, North; Virginia Carrera, 6-8 classified, North; Angelique Nunez and Rafael Garcia, 6-8 certificated, North;

Barbara Larson, Management, Curriculum & Behavior Specialist/Special Ed; and Ranvir Gill, 9-12 certified, Stein, who was unable to attend tonight. Certificates were presented.

**9.5 Recognize the Recipient of the Diversity & Equity Staff Recognition Award for the Winter Term of the 2012-13 School Year**

Assistant Superintendent of Educational Services and Human Resources, Dr. Sheila Harrison, recognized, Audrey Harrison, for receiving the Diversity & Equity award for the winter term. She has been the principal's secretary at West High since 2002 and the advisor for BSU. She volunteers with the annual MLK Breakfast and was the speaker at the last event. She is a mentor and role model for many. She was presented with a certificate.

Hearing of Delegations

None.

Information & Discussion Items:

**11.1 Administrative & Business Services:**

**11.1.1 Receive Report on District External Communications**

Communication Specialist, Jessica Cardoza, presented a power point Which focused on external communications which includes the students, parents, staff and media. She reviewed the home page links and information on our public website. We post any current crisis issues on the home page and have them updated with latest information. The Synre voice system is used for daily attendance calls, routine notifications, and emergency notifications. She prepares the SARCs (School Accountability Report Cards) and can be reviewed online. Board Briefs which is a summary of the board meetings are sent to internal and external stakeholders. She also reviewed future systems that we would like in place such as Facebook and Twitter which are free and widely used. These would be helpful especially during a time of crisis such as with the Kimball High threat. Students started tweeted rumors on Twitter. If the district had social media, we would have been able to get correct information to everyone quicker and help stop the rumors. She would like the district to use School Messenger in future. This tool will call, email and text our message out. You would have shorter staff training time and it would translate into the appropriate language and you would be able to send messages from anywhere. There is also an anonymous system called "Talk About It" where students can anonymously send information or ask for help.

Trustee Lewis commented that we should invest in these future systems and would like it to come back to the board as a vote. If we don't invest, we will fall behind again and go back to being a slow reactive group v. a pro-active quality communicator. He also felt we should have access to analytics to help us better understand the community.

Public Hearing:	12.1	<b>Public Hearing:</b> None.
Consent Items:	Action:	Amending item 13.1.2 and pulling item 13.3.2 Lewis, Vaughn. <b>Vote:</b> Yes-5; No-0; Absent-2(Costa, Crandall) On item 13.3.2: Lewis, Gouveia.
	Action:	<b>Vote:</b> Yes-4; No-0; Abstain-1(Guzman); Absent-2(Costa, Crandall)
	13.1	<b>Administrative &amp; Business Services:</b>
	13.1.1	Approve Assembly, Service, Business and Food Vendors
	13.1.2	Ratify Routine Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda
	13.1.3	Ratify Measure E Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda
	13.1.4	Ratify Measure S Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda
	13.2	<b>Educational Services:</b>
	13.2.1	Approve Overnight Travel for the Tracy High School Academic Decathlon Team to Attend the California Academic Decathlon State Finals in Sacramento, CA on March 14-17, 2013
	13.2.2	Ratify Overnight Travel for West High School Wrestlers to Attend the California Interscholastic Federation (CIF) State Wrestling Tournament in Bakersfield, CA on March 1 – 3, 2013
	13.2.3	Approve Overnight Travel for the Tracy High School Mock Trial Team and Advisors to Attend the CA State Mock Trial Finals in Riverside, CA on March 21-24, 2013
	13.2.4	Approve Overnight Travel for Tom Renner and Katrin Gutierrez to Attend the ACDA CA All-State Honor Choir in San Jose, CA on March 21-23, 2013
	13.3	<b>Human Resources:</b>
	13.3.1	Accept the Resignations/Retirements/Leaves of Absence for Certificated, Classified and/or Management Employees
	13.3.2	Approve Classified, Certificated and/or Management Employment
	13.3.3	Ratify Agreement for Special Contract Services for Assistant Softball Coach Ed Smith for the 2012-2013 Season
	13.3.4	Approve Agreement for Special Contract Services with Ink International Inc. for Manuel V. Scott to Present the Keynote Address at the District's Welcome Back Program and a Student Assembly at West High School on Monday, September 9, 2013
Action Items:	14.1	<b>Administrative &amp; Business Services:</b> None.
	14.1.1	Adopt Board Policy 1114, District-Sponsored Social Media (First Reading)
	Action:	Vaughn, Lewis. <b>Vote:</b> Yes-5; No-0; Absent-2(Costa, Crandall)
	14.1.2	Acknowledge Administrative Regulation 1114, District-Sponsored Social Media (First Reading)
	Action:	Guzman, Gouveia. <b>Vote:</b> Yes-5; No-0; Absent-2(Costa, Crandall)



- 14.1.3 Certify Corrective Actions to the 2011-12 Findings and Recommendations of the Independent Annual Financial Report  
**Action:** Gouveia, Vaughn. **Vote:** Yes-5; No-0; Absent-2(Costa, Crandall)
- 14.1.4 Certify 2012-2013 Fiscal Year Second Interim Report (Separate Cover Item)  
**Action:** Lewis, Guzman. **Vote:** Yes-5; No-0; Absent-2(Costa, Crandall)  
 Associate Superintendent of Business Services, Dr. Casey Goodall, presented a power point on the Second Interim Report. The Governor has proposed a new local control funding formula which would have different funding levels for different grade spans; focused funding for TK through 3<sup>rd</sup>, and focused funding for at risk groups. This will likely result in increased funding, possibly in 2014-15. There is considerable disagreement on how to calculate this. It is not projected to be fully funded for 7-10 years. The temporary sales tax expires in 2019. Democrats no longer have super majority and the state is likely to have a budget impasse. Federal sequestration is likely to impact TUSD in July. The 2013-14 assumes the existing funding model. The district is deficit spending approximately \$6.6 million per year. Critical budget issues are outdated classroom computers, implementation of smarter balance testing and required site and classroom materials. We will look for new information when the Governor revises the budget on May 20<sup>th</sup>. We will review our master schedule and staffing and May 31<sup>st</sup> and the district budget will come to the Board on June 25<sup>th</sup>. We also will have Mountain house High School scheduled to open in August of 2014, which will affect our enrollment.

#### **Board Reports:**

Trustee Lewis attended the County CTA dinner and the Sister City dinner. Both events were great. Trustee Gouveia apologize for not being at last meeting due to family illness. He reported that the Tracy Parks would like to work on a handball court at McDonald Park and update the lighting system at Tracy Ballpark. They are also planning a small dog park at Pescadero. Trustee Guzman had a few meetings with TLC committee and staff and they are working with them on facility use items and will be getting back to them. He attended the Hire Me First program and the presentations were great. There were approximately 135 businesses that were offering internships. He also attended the Jazz After Dark performance. The Tracy High jazz band does a great job and FEAST prepared the dinner. It was a nice turnout. Trustee Vaughn passed. Trustee Silva thanked John Anderson for inviting the board to the CTA dinner. It was a nice evening. He attended the luncheon with the group from the California Lutheran University. Their headquarters are in Thousand Oaks. They have made a decision to locate a campus in Northern California and the City of Tracy is trying to make its case to have the location here. The representatives seemed positive and impressed. He gave kudos to the city for putting that on and hopefully we can attract a 4-year university to this area that would benefit our community and students.

#### **Superintendent Report:**

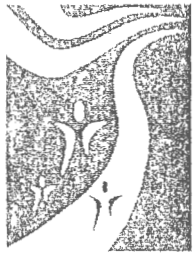
Dr. Franco attended Jazz After Dark which was a great event. He also went to the baseball game at the new complex. He gave kudos to Bonny and her work on that project. The grass and soil looks good. Chinese class is being offered on Saturdays. There is a community that goes to the Pleasanton area for their

training. We had a nice presentation tonight from Jessica regarding communications. We will need to come up with a long term plan to keep on track in technology. The situation and rumors at Kimball High can really throw you off kilter. This situation was similar to what happened in Modesto a few weeks ago. He thanked Chief Hampton and the Tracy Police Department for their cooperation and assistance. Jessica has done a great job of being our spokesperson.

9:40 p.m.

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Date



**TRACY**  
UNIFIED SCHOOL DISTRICT

# BUSINESS SERVICES MEMORANDUM

---

**TO:** Dr. James C. Franco, Superintendent  
**FROM:** Dr. Casey Goodall, Associate Superintendent for Business Services  
**DATE:** March 19, 2012  
**SUBJECT:** Receive Report from Tracy Unified School District Staff and Tracy Learning Center Board of Trustees

**BACKGROUND:** The Memorandum of Understanding (MOU) clarifying implementation of the Tracy Learning Center Charter has expired and is expected to be presented to the Board within the next month.

**RATIONALE:** A number of issues influencing elements of the MOU have changed since the document was last approved. This presentation is an opportunity to make the Board aware of some of those issues.

**FUNDING:** There is no specific cost associated with this presentation.

**RECOMMENDATION:** Receive Report from Tracy Unified School District Staff and Tracy Learning Center Board of Trustees.

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



# BUSINESS SERVICES MEMORANDUM

**TRACY**  
UNIFIED SCHOOL DISTRICT

**TO:** Dr. James Franco, Superintendent  
**FROM:** Valerie McDonald, Director of Food Services  
**DATE:** March 12, 2013  
**SUBJECT:** Authorize the Director of Food Services to solicit bids for Food and Non-Food Items for the 2013/2014 School Year.

**BACKGROUND:** Tracy Unified School District Food Services Department plans to purchase Food and Non-Food items valued at greater than \$150,000.00 for the 2013–2014 school year.

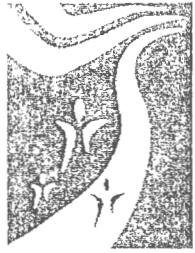
The Deadline for the bid opening is Tuesday, May 2<sup>nd</sup>, 2013 at 3:30 p.m. at the District Education Center.

**RATIONALE:** Approval of this agenda item gives authorization to the Director of Food Services to solicit bids for Food and Non-Food items to ensure best value, lowest prices, and that the Bid meets all State and Federal Guidelines.

**FUNDING:** Funding for purchases is made through the Food Services Departments budget, using the 4710 and 4300 accounts, for Food and Non-Food.

**RECOMMENDATION:** Authorize the Director of Food Services to Solicit Bids for Food and Non-Food Items for the 2013-2014 School Year.

**Prepared by:** Valerie McDonald, Director of Food Services



**TRACY**  
UNIFIED SCHOOL DISTRICT

# BUSINESS SERVICES MEMORANDUM

**TO:** Dr. James C. Franco, Superintendent  
**FROM:** Dr. Casey Goodall, Associate Superintendent for Business Services  
**DATE:** March 13, 2013  
**SUBJECT:** Ratify Measure E Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the 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 Measure E Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda

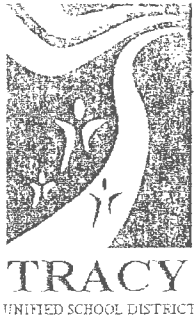
**Prepared by:** Dr. Casey Goodall, Associate Superintendent for Business Services.

BUSINESS SERVICES  
FACILITIES DEVELOPMENT DEPARTMENT  
MEASURE E BOND  
SUMMARY OF SERVICES

---

A. Vendor:	Rainforth Grau Architects
Site:	Tracy High School – Agricultural Building
Item:	Amendment #1 to Agreement
Services:	Additional cost for fire sprinkler engineering design services.
Cost:	\$5,100.00
Project Funding:	Measure E Bond Funds and State School Building Fund (SSBF) Savings

---



# BUSINESS SERVICES MEMORANDUM

**TO:** Dr. James C. Franco, Superintendent  
**FROM:** Dr. Casey Goodall, Associate Superintendent for Business Services  
**DATE:** March 13, 2013  
**SUBJECT:** Ratify Routine Expenditures and Notice of Completions Which Meet the Criteria for Placement on the 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 the Criteria for Placement on the Consent Agenda

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

BUSINESS SERVICES  
FACILITIES DEVELOPMENT DEPARTMENT  
SUMMARY OF SERVICES

---

A. Vendor: T-Mobile West LLC  
Site: Cell Tower, District Service Center  
Item: Memorandum of Understanding (MOU) - Ratify  
Services: MOU will ensure that T-Mobile is responsible for providing plans and specifications to DSA for review and approval and to ensure that T-Mobile is responsible for all costs incurred through closeout.  
Cost: \$0.00  
Project Funding: No Cost Implemented

---

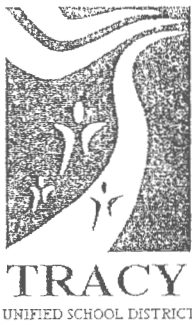
B. Vendor: Office of Administrative Hearings  
Site: District Education Center  
Item: Standard Agreement  
Services: Settlement Hearing, Mediations, and other Alternate Dispute Resolution Proceedings  
Cost: Not to Exceed \$48,000  
Project Funding: General Fund

---

C. Vendor: Jack Schreder & Associates  
Site: District Wide  
Item: Proposal/Agreement  
Services: Consultant to provide a justification study to levy developer fees as authorized by Government Code Section 65995.  
Cost: \$15,000 (Estimated)  
Project Funding: General Fund; General Fund -- Unrestricted Facilities Funds; Developer Fund; Mitigation Fund

---





# BUSINESS SERVICES MEMORANDUM

**TO:** Dr. James C. Franco, Superintendent  
**FROM:** Dr. Casey Goodall, Associate Superintendent for Business Services  
**DATE:** March 26, 2013  
**SUBJECT:** Accept the Generous Donations From the Various Individuals, Businesses, and School Site Parent Teacher Associations Listed Herein With Thanks and Appreciation From the Staff and Students of the Tracy Unified School District

**BACKGROUND:** In order to assist the various school sites and departments in the District with the continued effort to enhance the educational, technological, health, and environmental needs of our students and staff, the following funds, materials, and/or equipment are to be considered for acceptance as donations:

Tracy Unified School District:

1. Tracy Unified School District: From Chevrolet Local Marketing Association of Sacramento-Stockton in the amount of \$7,000.00 (ck. #22015031). This donation will benefit the Future Farmer of America programs at Tracy High School and West High School.
2. Tracy Unified School District: From Lawrence Livermore National Laboratory in the amount of \$10,000.00 (ck. #812556). This donation will be a benefit to the districts Science Departments

Hirsch Elementary School:

1. Tracy Unified School District/Hirsch Elementary School: From the Hirsch Parent Teacher Organization in the amount of \$1,150.00 (ck. #125). This donation will be used to cover Hirsch teacher copy expenses.
2. Tracy Unified School District/Hirsch Elementary School: From the Hirsch Parent Teacher Organization in the amount of \$650.00 (issued with two checks, ck. #125 for \$125.00 and ck. #130 for \$525.00). This donation will be used to cover Hirsch teacher copy expenses.

Kimball High School:

1. Tracy Unified School District/Kimball High School: From Keven and Tiffany Bennett. 1,145 t-shirts and 39 hats at a total value of \$4,190.77. This donation was made in January of 2012 and has been a benefit to Kimball High School's "student-run" Print Shop.
2. Tracy Unified School District/Kimball High School: From Josten's Inc. in the amount of \$1,800.00 (ck. #1745790). This donation will benefit Kimball High School's 2013 senior class and will help pay for a scheduled guest speaker.

3. Tracy Unified School District/Kimball High School: From the National Energy Education Development Project, in association with the Pacific Gas and Electric Company Solar Schools Program, for the amount of \$5,000.00 (ck. #49431). This donation will be used for Kimball High School Teachers to attend a summer institute related to renewable energy.

McKinley Elementary School:

1. Tracy Unified School District/McKinley Elementary School: From the Boys & Girls Clubs of Tracy in the amount of \$742.59 (ck. #11876). This donation will be used to purchase a Lenovo X131c ThinkPad for McKinley School.

**RATIONALE:** Acceptance is recommended in order to meet the District's strategic goals and to enhance and benefit the educational experiences of the students of the Tracy Unified School District.

This agenda item meets Strategic Goal #2 – Create a quality and effective learning environment for all students.

**FUNDING:** Sites and departments of the District will incur responsibilities and costs associated with (some) of the donations which include, but are not limited to, supplies, repairs, maintenance of equipment, disposal/recycling. All items accepted by the Board of Trustees of the Tracy Unified School District are directed to the District's warehouse through the Materials Management Department for inclusion on the inventory list, marking for distribution and identification prior to site or department use or placement. All items needing inspection prior to installation or use are scheduled through the Materials Management and Operations and/or the Facilities Developments and budgeted accordingly. All technology items are reviewed and approved by the Director of Information Services and Educational Technology, prior to Board presentation.

**RECOMMENDATION:** Accept the generous donations from the various individuals, businesses, and school site parent teacher associations listed herein with thanks and appreciation from the staff and students of the Tracy Unified School District.

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



# EDUCATIONAL SERVICES MEMORANDUM

**TO:** Dr. James C. Franco, Superintendent  
**FROM:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources  
**DATE:** March 12, 2013  
**SUBJECT:** Approve Revised North School Plan for the Remainder of the 2012-13 School Year

**BACKGROUND:** The North School Plan and Budget was approved at the December 11, 2012 Board Meeting. Since that time, several events occurred which require modification of the School Plan Budget. Originally, Mr. Allen was assigned as a full time Instructional Coach, funded through Title I. Recently, he accepted a teaching assignment at North School to fill the position of a resigned teacher (mid-year). This action requires reallocation of \$34,650 (Title I) to other school goals. Furthermore, in the original school plan, Title I funds were allocated to Counseling and More (CAM), to provide two Parent Project classes. However, early in the school year, North School received a Family Literacy Grant which paid for the Parent Project. As a result, the budget must be revised to reallocate \$5,300 to other school goals.

**RATIONALE:** Given the aforementioned events, School Site Council met on March 5, 2013 and unanimously approved Title I funds be reallocated to meet the technology and educational needs of North School students. For North students, the digital divide is real and greatly impacts students who have limited access to technology outside of the school environment. In order to close this aspect of the achievement gap, North has purchased school wide licenses with several educational resources including, Renaissance Learning, Brain Pop, Digital Frog, and Rosetta Stone. With the onset of the new Common Core State Standards, students will need to learn how to access relevant resources available on the internet and how to interface with other students, to obtain a global perspective. 32 Computers will be purchased and placed in the North School Library at a total cost of \$25,000 and 6 LCD Projectors will be purchased and placed in classrooms at a cost of \$4,564.

North School must also invest in training and provide equipment for teacher use. Effective use of technology can provide student learning data so that lesson plans can better meet the needs of students. Technology provides the teacher with a door to the world, where a class can interact with information from a variety of visual media. Ultimately, through the use of technology, student engagement will be maximized as teachers develop meaningful lessons designed to heighten student learning. This supports District Strategic Goals #2: Ensure that all students meet or exceed grade level standards and that the achievement gap between the identified student

subgroups is closed and District Strategic Goal #4: Utilize technology as a tool for improvement in instruction, and to increase efficiency in operations across the district.

**FUNDING:** The School plan reallocates approximately \$39,950 from Title I funding to meet the cost of our technology needs.

**RECOMMENDATION:** Approve Revised North School Plan for the Remainder of the 2012-13 School Year

**Prepared by:** Frederick A. Medina, Principal, North Elementary School

# *North Elementary*

*Tracy Unified School District*

*CDS: 39-75499-6042865*

*Principal: Frederick A. Medina*



*North School Roars!*

## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through ConApp, and ESEA Program Improvement into the *SPSA*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Frederick A Medina  
Position: Principal  
Telephone Number: 209-830-3350  
E-mail Address: fm Medina@tusd.net

SSC approval date: 10/29/2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	820	787	781
AFDC/Free & Reduced (%)	Oct CBEDS	72%	79%	78%
English Learners R-30 (%)	Mar R-30	46%	39%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	8%	16%	
Students redesignated to FEP (#)	Mar R-30	0	92	
Ethnicity: White (%)	Oct CBEDS	16%	13%	10%
Hispanic(%)	Oct CBEDS	67%	74%	76%
African American(%)	Oct CBEDS	7%	6%	7%
Asian(%)	Oct CBEDS	6%	5%	4%

North School's white population continues to decline steadily. Given that North School is a neighborhood school, the data is indicating that families are moving away from the area and moving to neighborhoods described to me by a parent where there are "American families." North School is primarily populated by Hispanic students and the neighborhood continues to struggle economically.

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	33	33
number and type of support certificated staff (including special education staff)	2 RSP Teachers 1 Teacher Coach	2 RSP 1 Teacher Coach 1 Speech Teacher
number of classified staff	19.5	16
Number/percent of NCLB highly qualified teachers	33/100%	33/100%
Number/percent of teachers with EL Certification	33/100%	33/100%

This school year we had the fewest number of changes since the beginning of the economic crisis. This should assist in building continuity, trust, and collaboration. We still have a significant number of teachers in PAR and teachers with yearly evaluations. In addition, absenteeism continues to impact North School. We had only one day last year when all staff were present. The principal is the only administrator with authority to evaluate, approve, sign documents, and reprimand on site. The need for an AP is critical to "nudge" the staff forward to increase student academic performance.

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

North School for the last three years has been rated as needing maintenance by the Williams Act Review Teams. Inadequate carpeting, poor plumbing and classroom lighting have been documented yet nothing has been done. These exercises in paper documentation are increasingly imposing on the little time site staff has to their job.

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$197,394
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$35,000
Total amount of state categorical funds allocated to this school	\$232,394

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$256,536
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$26,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$282,536
Total amount of state and federal categorical funds allocated to this school	\$514,930

## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3.5	
1.2	3.2	Vocabulary Development materials are used daily
1.3	1.5	Time and materials are lacking
1.4	3.5	
1.5	2	Schedule provides for 1-8 math intervention / materials ?
1.6 ES/MS	4	
<b>EPC #2 Instructional Time</b>		
2.1	3.3	
2.2	2.9	
2.3	4	
2.4	3	
2.5	3.5	
2.6	2.9	Schedule allows for only .5 year for grades 1-3
2.7	3	
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	2.9	District Pacing guide is an "option"
3.2	3	Trimester Assessments are in place but benchmark use varies
3.3 HS		
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	3	
4.2	1	Minimal training
4.3 ES	4	BIPs training and other has been invaluable
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	
5.2	4	
5.3	2.1	Need more training as teachers have changed grade assignments
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	3.1	
6.2	2.6	
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.2	
7.2	3.6	Math teams being district wide provide a varied perspective
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	3.5	
8.2	3.5	
<b>EPC #9 Fiscal Support</b>		
9.1	3.3	
9.2	3.1	

### Analysis of Data – Current Instructional Program (APS):

Most staff are in their 2nd-3<sup>rd</sup> year in the same assignment. Other than their grade level team they have had no formal training on the components associated with the curriculum, resulting in about 65% of the day students are participating in a rigorous, relevant, and coherent standards-based



curriculum that supports the achievement of academic standards. Staff training is on-going to increase the percentage and although the intentions of the site principal are well-meaning, the demands of 800 students and the social, economic and political challenges associated with families and staff, create a challenge for time management given all the duties expected.

### Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
School Total	37.2	39.8	37.9	N		34.3	39.3	34.1	N	
Sub-group #1 Hispanic or Latino	33.8	38.9	38.1	N		33.4	39	32.2	N	
Sub-Group #2 White not Hispanic	N/A	50	46.4	N		N/A	41.8	44.3	SH	
Sub-Group #3 Socioecon. Disad.	32.3	37.0	37	N		32.1	37.5	33	N	
Sub-group #4 ELL students	33.0	35.6	37.2	N		33.8	39.5	33.5	N	

### **Achievement Gap Data**

#### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	29.3	29.6	41.3	-11.7	-5.1	24.5	-17.7	11.9	-18.8	10.8
2009	46.0/44.5	39.8	39.7	44.8		-8.4		-5.8		-8.4	
2010	56.8/55.6	37.2	37.2	54.2		-24.2		-20.4		-21.9	
2011	67.6/66.7	39.8	39.8	50		-28.9		-11.1		-13	
2012	78.4/77.8	37.9	46.4	16.3	30.1	38.1	8.3	37	9.4	37.2	9.2
Change from 2008 - 2012					+18.4		-16.2		-2.5		-2.6

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

#### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	32.9	34.6	38.3	-3.7	30.2	-4.4	28.5	-6.1	29.7	-4.9
2009	47.5/43.5	41.3	48.3	34.1		39.8		39.3		40	
2010	58.0/54.8	34.3	33.7	35		33.4		32.1		33.8	
2011	68.5/66.1	39.3	41.8	34.2		39		37.5		39.5	
2012	79.0/77.4	34.1	44.3	16.3	+28	32.2	-12.1	33	-11.3	33.5	-10.8
Change from 2008 - 2012					+31.7		+7.8		+5.2		+5.9

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
School Total	100	Y	100	Y
Subgroup #1 Hispanic	100	Y	100	Y
Subgroup #2 White Not Hispanic	100	Y	100	Y
Subgroup #3 Socio-economically Disadvantaged	100	Y	100	Y
Subgroup #4 English Learners	100	Y	100	Y
Sub-group #5 Stu. w/ Disabilities	100	Y	100	Y

Program Improvement Status for 2012/13: \_\_\_\_ Not in PI    X in PI year 5

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

**ELA:** Data indicates that Hispanic students we are making progress in closing the achievement gap as compared to the white students, but all students at North are scoring significantly lower than comparative schools across the state or in the District.

**Math:** The same issues are apparent in the math scores. Interestingly, ELA is slightly higher than the math scores, but enough to question whether the strategies used in teaching math are adequately preparing students.

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
School Total	698	703	690	-8	N
Subgroup #1 Hispanic	700	705	690	-10	N
Subgroup #2 White Not Hispanic	705	710	721	16	Y
Subgroup #3 Socio-economically Disadvantaged	682	688	685	3	N
Subgroup #4 English Learners	690	696	685	-5	N

Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)

	School	White	Afr.Amer.	Hispanic	Low SES	EL	Stu w/Dis
	API	API	API Gap	API Gap	API Gap	API Gap	API Gap
2008	680	721	659 -64	650 -71	645 -76	680 -41	659 -64
2009	703	725	697	689	685	703	697
2010	670	796	NA	659	651	658	NA
2011	698	705	630	700	683	690	597
2012	690	721	604 117	690 31	685 36	685 36	569 152
Change 2008-2012			+53	-40	-40	-5	+88

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

Data indicates that students are not achieving academic standards. Subgroup data is deceiving due to the small sampling of students in some groups. Given that, as a whole North School must reinvent itself to meet the needs of its students.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)

b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
2009/2010	268	54.9%	53.1	Y	15.9%/45.5%	17.4/41.3	N
2010/2011	304	57.9%	54.6	Y	17.3%/51.4%	18.7/43.2	N
2011/2012	338	61.8%	56.0	Y	24.7%/48.9%	20.1/45.1	Y

**Analysis of Data – Student Achievement – Title III AMAOs**

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

English Learners are making progress as indicated by the results of AMAO1 and 2.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	63%	59.1%	N	Kinder	73%	71.8%	N
Grade 1	70%	70.9%	N	Grade 1	82%	83.6%	Y
Grade 2	57%	44.5%	N	Grade 2	62%	48.5%	N
Grade 3	44%	45.5%	N	Grade 3	78%	84.2%	Y
Grade 4	54%	51.0%	N	Grade 4	88%	84.5%	Y
Grade 5	41%	49.5%	N	Grade 5	63%	73.1%	N
Grade 6	34%	48.9%	N	Grade 6	89%	57.2%	N
Grade 7	33%	49.4%	N	Grade 7	58%	63.0%	N
Grade 8	28%	39.6%	N	Algebra	65%	56.6%	N
				Algebra Read	33%	55.6%	N

### Analysis of Data – Student Achievement – District Assessments

Data indicates grades 6-7-8 made significant gains in LA while grades K-5 scores continue within the same score range neither improving nor declining significantly. Math is strong in grades 1-3-4 and scores are consistent. 5<sup>th</sup> and 7<sup>th</sup> grade math continues to make steady gains toward 80% proficiency.

### C. School Safety

#### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	389/162	20	214/105	13%	.07	Y
Expulsions	6	.007	8	1%	.003	N

# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.

#### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	% Agree 2011	% Agree 2012
Parents	86.46	91.15
Staff - Cert.	86.21	97.50
Staff – Class.	71.43	71.44
Students	74.77	83.16
Total	79.72%	85.81
Met Goal (Y/N)	Y	Y

### D. School Climate and Leadership

#### 1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	% Agree 2011	% Agree 2012
Parents	91.02	88.40
Staff – Cert.	82.76	90.00
Staff – Class.	80.00	68.57
Students	70.68	75.52
Total	81.38	80.62
Met Goal (Y/N)	Y	Y

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	94.79	98%	-3.21	N
2009/2010	94.79	98%	-3.21	N
2010/2011	95.17	98%	-2.83	N
2011/2012	95.45	98%	-2.55	N

#### Analysis of Data – School Safety and Climate

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

Parents rate North School high in safety and climate. The results from teachers are positive even with the budget crisis. Student results have improved but classified staff results are a concern. Written comments by students and parents focus on one poor experience with a teacher or principal to taint their perspective of the overall educational experience. Staff interaction with students and families as well as staff / administration interaction is key to creating a climate of trust, safety, and professionalism.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting student achievement targets

#### Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

- a. English Learners
  - 1) Students were identified early in the year and teachers were aware of the EL students needing extra attention. Throughout the year ERMs were used as training to provide and share strategies to address the learning needs of ELs.
  - 2) The strategies provided grades K-3 provided by SJCOE Multilingual Dept. appear to have had an impact on students and teachers. The strategies emphasized oral language activities.
  - 3) To continue the growth pattern we are expanding our classroom skills for grades 4-6 and working on Academic Oral Language strategies with the SJCOE. We have added a consistent EL time using "Vocabulary" and "Santillana" materials. To address Long Term EL needs teachers in grades 6-8 have implemented and are participating in ALAS training.
- b. At Risk Students
  - 1) Suspensions dropped, especially in the area of acts of violence. Students with poor attendance were identified and interventions were pursued. Peacemakers and Point Break counseling was provided to provide social skills, intervene with students and family concerns.
  - 2) There were individual student successes, overall though the impact of these interventions were key to lowering suspensions and improved safety climate among students.
  - 3) Several changes are being made for this year. Point Break Counseling will be 2 days a week rather than 3 days and Peacemakers will expand hours from 4 hours to 8 hours and expand their role to as parent liaison to provide family intervention.
- c. STAR prep
  - 1) A variety of strategies were shared and used by teachers. Most noteworthy the Blue Print Map and Curriculum and Associates to measure progress.
  - 2) These efforts show some promise for grades 6-8 as indicated by the API scores, but it cannot be verified that maps and assessments are being used to drive instruction and planning by all teachers. Use of BIPS is sporadic and rigor is in question.
  - 3) We will continue to share strategies and review assessments which are part of the Professional Learning Community teams.
- d. Increasing Deployment of Best Instructional Practices
  - 1) The use of instructional tours involving staff as well as the PLC strategy of team lesson planning, observation, and analysis have increased best instructional strategies as well as developed trust, responsibility, and professionalism. More importantly the discussion among staff is rich and productive.
  - 2) Staff survey results regarding climate demonstrates the openness needed to change the educational process to focus on academic success for all students.
  - 3) We will continue our PLC strategies, review BIPs and identify teachers for staff demonstrations. We have included more planning, observation, analysis dates and will continue to create a climate of trust and cooperation. For all this to be successful the



principal must visit classrooms and provide feedback on what is observed in the classroom. A twice a year evaluation is not sufficient to move staff toward mastery or compliance.

c. Student Achievement in Mathematics (gr 6-12)

- 1) Math results in grade 6-7 improved. Curriculum Maps are used but the Math book still drives the instruction and not necessarily driven by State Blue Print Expectations or District Formative Assessments.
- 2) We need to revisit Math strategies in all grades and share out best practices as individual teachers are having success. This will come about as we develop our PLCs.
- 3) We will review the data and provide opportunities for teachers to observe math teachers who are improving student achievement.

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### **Evaluation of Plan for Goal 2:**

a. Increase Students' Average Daily Attendance

- 1) Students were recognized for good attendance and the SARB processed utilized to enforce attendance.
- 2) Our efforts were not successful in increasing attendance rates nor did they drop. At times the process seems futile as the mechanisms we have in place do little to enforce attendance.
- 3) We will continue our efforts and focus on kindergarten and 1<sup>st</sup> grade students who are showing signs of poor attendance. Our counselor, whom we have 3 days a week, will meet with identified students and parent contact will be initiated.

b. Increase Cultural Proficiency

- 1) Our Staff Diversity and Equity Team provided activities during ERM's for staff offering different perspectives regarding race.
- 2) Staff is more aware of the challenges our students face and continue to struggle with understanding the impact on academic success. I feel that we have made tremendous strides as the team took the initiative and our discussions were productive.
- 3) We will continue with our efforts and the diversity team will be the catalyst for this continued journey.

## **Goal #3 – Professional Development**

### **Evaluation of Plan for Goal 3:**

a. Articulated, sustained plan of professional development activities

- 1) ERM's were used to articulate the BIPs as well as Oral Academic strategies training for grades K-3 and ALAS for grades 6-8 designed to assist English Learners.
- 2) Instructional tour data indicates we are making progress and staff is making progress. A climate of trust is being established, not one of blame, and this takes time. The discussions at staff meetings, the number of teachers sharing during ERM's is increasing.
- 3) We will continue working with the SJCOE Multilingual Office to train teachers 4-6 on developing Academic Oral Language. We are continuing our mastery of BIPs as well as more team planning, observation, and analysis. Staff meetings will need frank, honest discussions which will create tension, but provide an avenue for reflective on our practices.

b. Increasing participation/attendance at ERM's

- 1) ERM attendance continues to be a challenge. A sign-in roster was used each meeting and lunch provided for staff who had excellent attendance.
- 2) Vital training is being provided for staff and their poor attendance affects not only their team but the entire school.
- 3) Rosters will continue, lunch provided, and fabulous raffle prizes will be used each meeting to try and stimulate staff to attend meetings.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) I had trimester meetings with parents as well as grade specific meetings to address parent concerns and open dialogue of school goals. School Site Council Meetings are held in the morning, 8:15-9:00 to encourage parent participation and Family Science Night, the Latino Literacy Project and Academic Success classes designed to assist parents with their child's education were provided.
- 2) General parent meetings were well attended as well as morning SSC meetings had a full quorum. Family Science Night was a hit and the programs designed to assist parents were well attended.
- 3) This year we will continue current programs as well as utilize the bilingual Peacemaker as parent liaison to assist parents.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) We continue to purchase licenses for BrainPop and Accelerated Reader. Specific ERMs were used to learn strategies for using the technology in the classroom.
- 2) The success can be measured in the fact staff wants to continue licenses. The internet, PC, LCD are becoming basic components for the classroom and can be seen being used in every classroom on a regular basis.
- 3) We will attempt to expand our tech skills as well as acquire more tech such as document cams and update our PC lab. We have also have put together a technology elective for grades 6-8 providing opportunities for student tech use with an emphasis on student products.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) The budget did not permit the opportunity to expand our library selection with our school budget. Fortunately we have a "Family Literacy Grant" that we used to purchase books for the library with the caveat of allowing parents to have a library card to check out books.
- 2) Parent use of the library was positive encouraging home reading for adults and children.
- 3) We plan to continue the process and reach out to more families to encourage home reading.

**Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

We have plenty of data on student progress but knowing where students are erring we struggle with delivery of level II interventions. Challenges present themselves from language and family issues (socioeconomics, immigration, lack of involvement) to District (staffing with RIF teachers, technology restrictions such as computer screen log off every 5 minutes) to teacher contracts that hinder instruction and meeting the needs of students. Lack of a systematic Academic Vocabulary program has made it difficult for teachers to grasp the connection of direct instruction strategies and language development particularly for English learners. Again the presence and review by the principal is essential to seeing that best instructional practices are being used. This effort has been dismissal as the principal has become an office manager rather than a leader. Efforts have to be directed toward classroom visits and feedback provided to staff.



School and student progress is done through Data Team meetings scheduled on a regularly basis by the District and Parents are updated each trimester at general evening meetings, SSC monthly revisits a portion of the plan and staff during ERM's. Data Teams has presented a challenge, it has reduced our review, training, and school collaboration time on ERM's. Two days a month (maybe) for 90 minutes is not enough time to adequately have a book read, review school data, witness model strategies from colleagues, or discuss site issues.

## SECTION IV: SCHOOL PLAN FOR 2011/2012

### A. School Governance and Planning Process

The 2012/2013 School Plan that follows was developed through the joint efforts of the staff, Site Council, parents, students, and Leadership Team composed of teachers wishing to take an active role at North School. Prior to the May 2012 Site Council meeting, beginning in February 2012, Leadership Team met to review the current data on student progress, including data related to discipline, parent participation, and the after school program. This information was presented to staff in March and April meetings as well as Site Council. Goals were identified and plans developed for 2012-13 school year. The School Plan and budget were approved by the School Site Council at the October 29, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Frederick A Medina	X				
Maria Godínez*				X	
Sandra Mena*				X	
Marlene Vásquez*				X	
Ana Garcia*				X	
Teodolo Mena*				X	
Chris Harvey		X			
Javette Stallworth			X		
Nathan Allen			X		
Lupita Morales			X		
Numbers of members of each category					
Total in each group	1	1	3	5	
	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: \_\_\_\_\_

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

**Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) North School must meet the needs of a diverse student population. We have a high percentage of Hispanic and English Learners who are significantly below AYP targets and not prepared to meet the challenges of middle school and high school. Math for all students falls short of expectations and is a vital skill in a consumer and technological society.

**Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(site) Our attendance has held steady at about 95%. Staff will continue their personal journeys regarding diversity and student leadership will develop activities that address culture, bullying, and other school challenges for the student body at North School.

**Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(Site) North School will continue with Academic Vocabulary strategies training and train a leadership team to build capacity within the school. **Revise school plan to reassign Teacher Coach, Nathan Allen to 6<sup>th</sup> grade vacant position.**

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site): Working with a variety of community partners such as, Peacemakers, Point Break and Boys and Girls Club we will continue to reach out and educate parents through ESL classes, the Parent Project, Parenting for Academic Success, and the Latino Literacy Project to build a partnership with the families of North School.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) For our students the digital divide is real. Access to technology is limited to televisions and maybe a cell phone. The internet is becoming the new collaborative model where students from around the world can work together. We must invest in training and equipment to level the playing field. **Revise school plan is to work with ISET to identify computer needs for the Library 32 station Lab and 34 classrooms.**

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

(site): We plan to continue working on improving the technology in the library, supporting AR and increase the number of Expository AR books at a wider range of interest and grade span. All of these goals are contingent on the budget.

## C. Activities for 2012/2013 School Plan

**Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

Outcomes (Data that will be collected and analyzed to measure progress towards the goal)

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessment
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

Rationale: (site) North School must meet the needs of a diverse student population. We have a high percentage of Hispanic and English Learners who are significantly below AYP targets and not prepared to meet the challenges of middle school and high school. Math for all students falls short of expectations and is a vital skill in a consumer and technological society.

### 1a.English Learner Instruction and Support

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1a.1 Personnel to support EL, Title I Students, All Day Kindergarten (4 paras @ 3 hours each day & 50% RSP Teacher)	Medina / Teachers	EIA/Title I	2012-13			
1a.2 Personnel for Student Testing and Data Support (para daily @ 3 hours)	Medina	EIA	2012-13			
1a.3 Resources to Support Student Achievement (eg Supplemental materials, Tech licenses, Additional Staff Hours)	Medina, Staff, Site Council	Title 1 / EIA	8/2012			
1a.4 Resources for Testing Support – Hours, Materials, Personnel	Medina	EIA	2012-13			
1a.5 Technology to Support Students – e.g. Licenses, Equipment	Medina /Staff	EIA /Title I	2012-13			
1a.6 Scheduled Daily ELD and Writing Time	Medina /Staff	EIA	2012-13			
1a.7 Support for Science Instruction: Materials, resources and community partners: e.g. TOPS, Livermore Lab, NASA	Medina /Science Staff	EIA/Title I	2012-13			

### 1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1b.1 After School Intervention for Student Success –Grade Recovery Class	Medina /8 <sup>th</sup> Grade Staff	EIA /Title I	09-2012-05/2013			
1b.2 After School Program Liaison	Medina / Harvey	EIA/Title I	08/2012-05/2013			
1b.3 Technology to Support Access for Students – e.g. PCs, Software license	Medina / Staff	EIA /Title I	08/2012-05/2013			
1b.4 RSP Teacher Provides 3 <sup>rd</sup> Grade Reading Intervention for Title 1 students	Medina / Waymire	Title I	09/2012-05/2013			
1b.5 Summer Program Liaison - Identify Students and provide academic intervention in coordination with Boys and Girls Club Program	Medina / Harvey	Title 1 /EIA	2/2013-8/2012			
1b.6 Identify Students by CST and CELDT Results and Monitor Progress	Medina /Staff		11/2012-4/2013			

<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Administration of Curriculum and Associates	Allen / Medina	EIA /Title I	08/2012-05/2013			
1c.2 Staff Collaboration	Allen /Staff		2012/13			
1c.3 Identify Bubble Students and Target Assistance	Medina /Staff	EIA/Title I	12/2012-4/2013			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Increase Classroom Visits	Medina		08/2012-05/2013			
1d.2 Staff Development –Partner with SJCOE Multilingual Dept. and Linda Ventriglia for Language Strategies	Medina / Allen	EIA /Title I	2012-13			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.1 Modify the schedule to provide math intervention	Medina / Staff	EIA /Title I	2012-13			
1e.2 Resources to Support Student Achievement (e.g. calculators, graphing paper, realia, technology)	Medina / Staff	EIA /Title I	2012-13			
1e.3 Resources for Testing Support – Hours and Materials	Medina / Staff	EIA /Title I	2012-13			
1e.4 Provide for an Accelerated Summer Math Program for identified 6 <sup>th</sup> Grade Students	Medina / Harvey	EIA /Title I	01/2013-7/2013			

34

Plan for providing ELD to English Learners in 2012/13:

Grade	Organization of Students	Frequency of ELD	Duration of ELD	Provided by	Materials used
K-6	Students identified as emerging and intermediate are grouped	Daily Monday-Friday	30 minutes	Identified teacher from grade team	Vocabulary and Santillana English 3-D, ALAS Strategies
K-3	Newcomers	Daily	40 minutes	Paraprofessional	Provided by teacher
4-8	Newcomers	Daily	2 hours	Para	Avenues (in place of Open Court/Holt
7-8	Long Term English Learners	Tuesday-Friday	50 minutes	Teacher	English 3-D, Write, (ALAS) strategies

### Goal 1 – Data Collection:

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

### Part A: District Assessments

#### District Assessments

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

Schoolwide % Proficient/Advanced		Quarter Trimester 1	Quarter 2/3 Trimester 2	Quarter 4 Trimester 3	Met Goal
ELA	2011/12	37.1 / 10	49 / 12	49 / 43	N
	2012/13	37			
MATHEMATICS	2011/12			68	N
	2012/13	70			

English Learners % Proficient/Advanced		Quarter Trimester 1	Quarter 2/3 Trimester 2	Quarter 4 Trimester 3	Met Goal
ELA	2011/12	31	43	43	N
	2012/13	32			
MATHEMATICS	2011/12			65	
	2012/13	60			

Students w/ Disabilities % Proficient/Advanced		Quarter Trimester 1	Quarter 2/3 Trimester 2	Quarter 4 Trimester 3	Met Goal
ELA	2011/12	31	43	43	N
	2012/13	20			
MATHEMATICS	2011/12			55	
	2012/13	63			

Hispanic % Proficient/Advanced		Quarter Trimester 1	Quarter 2/3 Trimester 2	Quarter 4 Trimester 3	Met Goal
ELA	2011/12	37	49	48	N
	2012/13	37			
MATHEMATICS	2011/12			68	
	2012/13	70			

African American % Proficient/Advanced		Quarter Trimester 1	Quarter 2/3 Trimester 2	Quarter 4 Trimester 3	Met Goal
ELA	2011/12	35	42	45	N
	2012/13	48			
MATHEMATICS	2011/12			60	
	2012/13	62			

## Part B: Instructional Tour Data

### 2011/12 Results

Percent of “partial” and “full” implementation for each identified strategy

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	81	47	67					
	part	14	27	20					
Checking for Understanding	full	25	40	53					
	part	38	14	33					
Learning Objective	full	43	47	60					
	part	43	33	27					
Non-Linguistic Representation	full	55	67	67					
	part	15	26	20					

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### 2012/13 Results

Percent of “partial” and “full” implementation for each identified strategy

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	53	<b>64</b>						
	part	20	<b>20</b>						
Checking for Understanding	full	33	<b>39</b>						
	part	7	<b>30</b>						
Learning Objective	full	60	<b>36</b>						
	part	0	<b>36</b>						
Non-Linguistic Representation	full	60	<b>36</b>						
	part	7	<b>28</b>						

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font



**Site Goal #2 – Provide a safe and equitable learning environment***District Goal #3: Provide a safe and equitable learning environment for all students and staff*Outcomes (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

Rationale: Our attendance has held steady at about 95%. Staff will continue their personal journeys regarding diversity and student leadership will develop activities that address culture, bullying, and other school challenges for the student body at North School.

<b>2a Increase Students' Average Daily Attendance</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Resources to Monitor and Identify At-Risk Students	Ruiz / Medina	Title I	2012-13			
2a.2 Parent and Student Contact regarding attendance	Ruiz / Medina	Title I	2012-13			
2a.3 Reward and acknowledge students for 98% Attendance	Ruiz/Medina	Parent Club	2012-13			
<b>2b Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b.1 Resources for the After School Program (Boys and Girls Club)	Medina/Liaison	EIA /Title I	2012-2013			
2b.2 Staff Diversity and Equity Training	Admin / D & E North Team	EIA /Title I	2012-2013			
2b.3 Point Break Services	Medina/Agent	EIA/ Title I	2012-2013			
2b.4 Peacemakers	Medina/Agent	EIA/ Title I	2012-2013			
2b.5 Additional Supervision Hours for Safety	Medina/Supervision Staff	MAA	2012-13			
2b.6 Maintain a Safe, Clean Campus	Medina/Custodial Staff	MAA	2012-13			
2b.7 Additional Office Time to maintain accurate student records	Medina /Office Staff	MAA	2012-13			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.55	96.91	96.17	95.72	94.17	94.21	94.59	94.86	95.55	94.96	95.45
2012-2013											
Difference +/-											

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

Outcomes (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM's

**Rationale:** North School will continue with Academic Vocabulary strategies training as well as parent involvement strategies to train a leadership team, which includes all staff, to build capacity within the school. **Revise plan to reassign Nathan Allen, Teacher Coach, to fill a 6<sup>th</sup> grade vacancy.**

3a. Staff Development						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 MOU with SJCOE Multilingual Dept	Medina	Title II	2012-13			
3a.2 Substitute Expenses for: PLC, trainings, observations	Allen /Medina	Title II /EIA/ Title I	2012-13			
<del>3a.3 Instructional Coach and materials for trainings</del>	<del>Allen</del>	<del>EIA / Title I</del>	<del>2012-13</del>			
9a.4 Tech Teacher: Our tech teacher reviews technology advances and works with staff on how to effectively use the technology in the classroom as well as necessary business components: Outlook, Aeries, Think Central, etc.	Mr. Johnson	EIA /Title I	2012-13			
3a.5 PLC Development-Grade level teachers will lesson plan, present, observe, and provide feedback on lessons two times this year. In addition teams will spend half the day reviewing and planning using their curriculum map.	Teachers / Allen	EIA/Title I/ Title II	2012-13			
3a.6 Conferences and Trainings for all staff on campus to improve leadership, lesson delivery and increase parent involvement	Medina / Staff	EIA/Title I	2012-13			
3a.7 <del>Instructional Coach for Kindergarten Team</del>	<del>Medina/K-Staff/Pepper</del>	<del>EIA/Title I</del>	<del>2012-13</del>			
3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Staff will sign in each meeting	Medina		2012-13			
3b.2 Fabulous Prizes will be provided for those in attendance	Medina	Medina	2012-13			
3b.3 Data Team Meetings leading to discussion on student progress and plans for addressing needs.	Teachers /Allen /Medina		2012-13			
3b.4 Principal will follow up with staff when absent	Medina		2012-13			



**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** Working with a variety of community partners such as, Peacemakers, Point Break and Boys and Girls Club we will continue to reach out and educate parents through ESL classes, the Parent Project, Parenting for Academic Success, and the Latino Literacy Project to build a partnership with the families of North School.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Resources to support parent bilingual communication	Office staff	Title I / EIA	2012-13			
4.2 Resources for Family Academic Nights	Medina /Staff	Title I / EIA	2012-13			
4.3 Bilingual Clerk TypistII – Parent, Student, Staff Communication	Medina	EIA	2012-13			
4.4 Parent Liaison through Point Break	Medina / PBRep	EIA /Title I	2012-13			
4.5 Parent Education Programs and Support through Community Partners	Medina	EIA /Title I	2012-13			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

Outcomes (Data that will be collected and analyzed to measure progress towards the goal):

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** For North students the digital divide is real. Access to technology is limited to televisions and maybe a cell phone (parent only). The internet is becoming the new collaborative model where students from around the world can work together. We must invest in training and equipment to level the playing field. **Revise plan to work with ISET to identify computer needs for the library 32 station lab and 34 classrooms.**

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Replace Outdated Technology-66 PCs	Medina/ISET	Title I/EIA	2012-13			
5.2 Classroom Support Technology-e.g. document cams / carts	Medina/ISET	Title I/EIA	2012-13			
5.3 Maintain performance of Technology	Medina/ISET	Title I /EIA	2012-13			
5.4 Purchase Necessary Tech Licenses	Medina/ISET	Title I/EIA	2012-13			
5.5 Train Staff on BIPs using Technology	Medina/ Johnson/Allen	Title I/EIA	2012-13			
5.6 Provide Tech Access at All areas of the school-classroom and PC lab	Medina/ Johnson/Allen	Title I/EIA	2012-13			

### Site Goal #6 – Improve School Libraries

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

#### Outcomes (Data that will be collected and analyzed to measure progress towards the goal)

- Purchase Books for Parent / Student Reading
- The number of parents checking out books
- Expository Books Purchased for Grades 3-8
- AR Data indicating increased reading in the content areas

**Rationale:** We plan to continue working on improving the technology in the library, supporting AR and increase the number of Expository AR books at a wider range of interest and grade span. All of these goals are contingent on the budget.

Improve School Libraries						
Action Steps (Plan)		Person Responsible	Resources	Timeline	Do	Study
6.1	Purchase Books for Grades K-2	Medina/ Riddle	Family Lit Grant	2012-13		
42 6.2	Purchase Expository Books Grades 3-8	Medina/ Riddle	Title I / EIA	2012-13		

## Centralized Services

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

Outcomes (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### Rationale:

Centralized Services			
Action Steps (Plan)	Person Responsible	Resources	Timeline
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		Total	Site	MAA	EIA	Title I	Title I- Additional Funds	Title II
	12/13 Estimated Allocations	\$ 430,819	\$ 15,388		\$ 182,895	\$ 149,467	\$ 77,069	\$ 6,000
	11/12 Carryover	\$ -				\$ -	\$ -	
	Sub-Total	\$ 430,819	\$ 15,388	\$ -	\$ 182,895	\$ 149,467	\$ 77,069	\$ 6,000
	Centralized Services	\$ 41,268			\$ 21,268	\$ -		\$ 20,000
	<b>TOTAL</b>	<b>\$ 472,087</b>	<b>\$ 15,388</b>	<b>\$ -</b>	<b>\$ 204,163</b>	<b>\$ 149,467</b>	<b>\$ 77,069</b>	<b>\$ 26,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 491,899</b>	<b>\$ 10,200</b>	<b>\$ 25,000</b>	<b>\$ 204,163</b>	<b>\$ 149,467</b>	<b>\$ 77,069</b>	<b>\$ 26,000</b>
Plan Ref	Action Steps (requiring funding)							
	<i>Goal #1: Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed.</i>							
			Site	MAA	EIA	Title I	Title I	Title II
	Provide direct support to students through centralized services.				\$ 21,268	\$ -		\$ 20,000
4a.1	Bilingual Para to administer CELDT, provide support services for EL students - Lupita Morales / 3 hours				\$ 8,710			
1a.2	Para to support technology and student testing. - Nancy Hobson / 3 hours				\$ 11,611			
1a.1	Para to administer CELDT, support students in class. - Elicia Reyes / 3 hours				\$ 11,555			
1a.1	Para to administer CELDT, support students in class. - Linda Lamberston / 3 hours				\$ 12,622			
1a.1	Para to administer CELDT, support students in class. - Tanya Zuniga / 3 hours				\$ 10,554			
1a.4	Resources for Testing Support - Hours & Materials (e.g. Curriculum and Associates, CELDT / IPT testing / District Assessments / Services Screening)				\$ 5,632			
1a.3	Resources to Support Student Achievement (e.g. realia, supplemental math and language material / Site License, additional personnel hours)				\$ 3,000		\$ 4,000	
1a.5	Technology to Support Academic Achievement in Math & Reading (e.g. Site Licenses (AR, IXL), PCs, document cams)		\$ 1,000		\$ 5,000		\$ 2,000	
1a.3	Additional Hours to Support All Day Kindergarten					\$ 3,805	\$ 3,195	
1b.2	After School Intervention for Student Success (e.g. Liaison for after school program & Grade Recovery)				\$ 2,534			
1e.4	Summer Accelerated Math Program					\$ 6,500		
1b.5	Summer Program Liaison / Coordinator				\$ 8,000			
1a.3	Teacher Classroom Supplies		\$ 5,000		\$ 9,300			



1a.7	Science Education - hands on projects, materials, realia, & Community Partners: e.g. TOPS, Lawrence Hall of Science RSP Teacher providing regular intervention services to Title I students.				\$ 1,000		\$ 5,000	
1b.4							\$ 39,098	
	<b>GOAL TOTALS</b>	\$ 6,000	\$ -	\$ 110,786	\$ 10,305	\$ 53,293	\$ 20,000	
	<b>Goal #2: Provide a safe and equitable learning environment</b>							
		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>	
2b.3	Point Break Services: Debby Polstra / 2 days / \$30 Hr			\$ 7,980	\$ 7,980			
2b.4	Peacemakers - Student Intervention Services			\$ 8,700				
2b.1	Resources and Support for the After School Program - Boys and Girls Club of North School			\$ 20,000	\$ 20,000			
	*Additional staff to accommodate the number of students participating in the after school program							
2b.5	Additional Supervision Hours for Safety		\$ 15,000					
2b.6	Additional Hours for Maintenance / Office		\$ 5,000					
2b.7	Additional Office hours to maintain accurate records		\$ 3,000					
	<b>GOAL TOTALS</b>	\$ -	\$ 23,000	\$ 36,680	\$ 27,980	\$ -	\$ -	
	<b>Goal #3: Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals. (Must spend \$ 33,980 from Title I)</b>							
		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>	
3a.3	Teacher Curriculum Leader: Nathan Allen				\$ 45,966			
3a.1	SJCOE Multilingual Department						\$ 5,000	
	Substitutes: Collaborative Teaching Days							
3a.2				\$ 5,000		\$ 1,000		
3a.3	Materials for Training: e.g. binders / copies						\$ 1,000	
3a.6	Workshops: e.g. EL Vocabulary/ CUE / Writing / Admin	\$ 1,500		\$ 2,500		\$ 1,000		
3a.7	Kindergarten Instructional Coach - Sherry Pepper			\$ 10,000	\$ 10,000			
	<b>GOAL TOTALS</b>	\$ 1,500	\$ -	\$ 17,500	\$ 55,966	\$ 2,000	\$ 6,000	
	<b>Goal #4: Parent Involvement: Strategies to encourage parent involvement and provide parent education. (Must spend \$22,654 from Title I)</b>							
		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>	
4.3	Bilingual clerk typist to provide bilingual newsletter, phone calls, all school and teacher communications as well as parent/teacher conferences. (Yolanda Villaseñor-4 Hrs)			\$ 13,614	\$ 4,480			
4.5	Peacemakers - Parent Out Reach Liaison				\$ 8,000	\$ 1,000		
4.5	Parent Project - CAM				\$ 6,935	\$ 1,635		
4.1	Office Machine leases / Materials for Parent Communications	\$ 2,000	\$ 500	\$ 4,000				
4.2	Family Nights: Science, Math, Literature	\$ 200	\$ 1,000					
4.1	Translation for Parent Meetings			\$ 500				
4.5	Child Supervision for Parent Events				\$ 1,651			
	<b>GOAL TOTALS</b>	\$ 2,200	\$ 1,500	\$ 18,114	\$ 21,066	\$ 2,635	\$ -	
	<b>Goal #5: Technology</b>							
		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>	
5.1	Replace 66 Classroom & Lab Computers / Technology: Library PC Lab and 34 Classrooms		\$ -	\$ 14,215	\$ 34,150	\$ 11,300		

5.2	Purchase Classroom Support Technology				\$ 6,368		\$ 5,632	
	Document Cams / Tech Carts							
	Printers / license							
5.3	Technology Repairs		\$ 500	\$ 500			\$ 1,500	
	<i>GOAL TOTALS</i>		\$ 500	\$ 500	\$ 20,583	\$ 34,150	\$ 18,432	\$ -
	<i>Goal #6: Improve the school libraries.</i>							
6.1			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Library Books Grades K-8				\$ 500		\$ 709	
	<i>GOAL TOTALS</i>		\$ -	\$ -	\$ 500	\$ -	\$ 709	\$ -



# EDUCATIONAL SERVICES MEMORANDUM

**TO:** Dr. James Franco, Superintendent  
**FROM:** Dr. Sheila Harrison, Assistant Superintendent for Educational Services and Human Resources  
**DATE:** March 20, 2013  
**SUBJECT:** Ratify Agreement for Special Contract Services with Soul Shoppe to Provide Seven, One Day Workshop Sessions for Students, a One Day Meeting for Parents and a One Day Staff In-Service Training

**BACKGROUND:** Bullying has become a problem of national focus. Tracy Unified has shown a commitment to preventing bullying behaviors and to increasing staff capabilities to address issues of bullying. In recognition of this, the School Site Council at Villalovoz Elementary School devoted a portion of the school site categorical budget to provide anti-bullying assemblies and presentations to students and staff. Parents will also benefit from an informational meeting. All Soul Shoppe programs will foster a positive environment for all, encourage acceptance of differences among individuals and develop a common language for addressing issues of bullying and harassment. Villalovoz began services with Soul Shoppe in September of 2012 with the knowledge that Soul Shoppe was a Board approved vendor on the Approved Vendor List. Recently, it was requested that the contract between Villalovoz and Soul Shoppe be Board Approved specifying the particulars of the contract. Therefore, this agenda item is seeking ratification.

**RATIONALE:** Soul Shoppe assemblies and workshops focus on fostering a positive environment for all students. The Soul Shoppe student presentation format provides teachers and staff with strategies and tools they can use at the school site to reinforce positive surroundings within our school. The Soul Shoppe parent informational meeting provides parents with relational techniques and anti-bullying strategies so they can assist their children at home. The information presented in the workshops for students and the in-service for teachers and staff will help develop a common language which will recognize the worth of others, develop tools for peaceful conflict resolution, and reinforce the Pillars of Character in peer interactions. These workshops support District Strategic Goal #3: Provide a safe and equitable learning environment for all students and staff, District Strategic Goal #6: Develop and support a high performing workforce, and District Strategic Goal #7: Develop and utilize partnerships to achieve District goals.

**FUNDING:** The cost for Soul Shoppe services will be \$7,000. These funds will be paid out of site categorical funds, EIA and Title I.

**RECOMMENDATION:** Ratify Agreement for Special Contract Services with Soul Shoppe to Provide Seven, One Day Workshop Sessions for Students, a One Day Meeting for Parents and a One Day Staff In-Service Training

**Prepared by:** Lisa Beeso, Principal, Villalovoz Elementary School

# 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 Soul Shoppe, 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: 7 workshop days \$900 each; 1 Parent morning meeting \$350; 1 Staff In-service meeting \$350
2. Contractor will provide the above services(s), as outlined in Paragraph 1, for a period of up to a total of 9 ( ) [ ] HOURS [✓] DAY(s), under the terms of this agreement at the following location Villalovoz.
3. In consideration of the services performed by Contractor, District shall pay Contractor according to the following fee schedule:
  - a. District shall pay \$7,000 per [ ] HOUR [ ] DAY [✓] FLAT RATE, not to exceed a total of \$7,000. 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 \$           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 September 2012, and shall terminate on May 2013.
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, Lisa Beeso at (209) 830-3331 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)

\_\_\_\_\_  
Social Security Number (2)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Tracy Unified School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
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.



**TRACY**  
UNIFIED SCHOOL DISTRICT

# EDUCATIONAL SERVICES MEMORANDUM

**TO:** Dr. James Franco, Superintendent  
**FROM:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources  
**DATE:** March 5, 2013  
**SUBJECT:** **Approve Funding and Overnight Travel for the West High Robotics Team to Compete in the VEX World Championship at the Anaheim Convention Center in Anaheim, CA from April 17-21, 2013**

**BACKGROUND:** The VEX Robotics World Championship is a gathering of the top robotics teams from around the world to celebrate their accomplishments and compete with the best of the best. This competition will include 400 top teams from regional VEX Robotics Competitions (September 2012 to March 2013). Team Beta of West High's Robotics Club qualified to attend the VEX Robotics Championship by earning a Design award at a regional competition in Tracy on March 2, 2013. The Vex World Championship is held in Anaheim, at the Anaheim Convention Center. Teacher/Advisor, Mr. Moehnke and Academy teacher, Ms. Bynum, will secure TUSD vans to provide necessary transportation between Tracy and Anaheim, and locally while in Anaheim. Mr. Moehnke and Mrs. Bynum will chaperone the students and meet the necessary insurance criteria for drivers prior to the trip. The team will leave Tracy on April 17 and return on April 21, 2013, missing three days of school, April 17<sup>th</sup> thru April 19<sup>th</sup>. Students and chaperones will enjoy an evening at Disneyland after the closing ceremonies of the convention. The 6 students will acquire homework from their teachers and will be given time to complete their work during the trip.

**RATIONALE:** The VEX Robotics Competition requires students to put engineering skills into action. The students must design, build, test and optimize a robot, as well as trouble shoot problems that arise along the way and work together as a team on all these points. This competition provides a direct application of many of the West High WASC Expected Student Learning Results, including: being a critical thinker, problem solver, and user of information, technology, and research; being an effective communicator; and being a responsible citizen and team member. The West High Robotics Club has gone to the World Championship the last four years and it has proven to be a fantastic learning experience for the students. This event is not only prestigious, but a great accomplishment for West High School and Tracy Unified School District. This meets District Strategic Goal #7: Develop and Utilize Partnerships that Contribute to the Achievement of District Goals.

**FUNDING:** There will be no cost to the District other than the cost of the substitutes, which will be paid by the Space & Engineering Academy budget. The total cost is approximately \$4,000.00. Fundraising activities have been conducted to raise funds for the trip as well as collecting donations.

**RECOMMENDATION:** Approve Funding and Overnight Travel for the West High Robotics Team to Compete in the VEX World Championship at the Anaheim Convention Center in Anaheim, CA from April 17-21, 2013

**Prepared by:** Troy Brown, Interim-Principal, West High School



# EDUCATIONAL SERVICES MEMORANDUM

**TO:** Dr. James Franco, Superintendent  
**FROM:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources  
**DATE:** February 28, 2013  
**SUBJECT:** Approve Overnight Travel for West High School Track Team to Attend the Arcadia Invitational Track Meet in Arcadia, California, April 4-7, 2013

**BACKGROUND:** The West High Track team qualified to compete at the Arcadia Invitational track meet based on their times and marks from competitions last year through March of 2013. Arcadia Invitational is one of the premier track meets in the country. College and Olympic coaches attend this meet scouting for talent to enhance their programs. As the Nation's top high school meet, this event gives Tracy Unified athletes exposure which could lead to an athletic scholarship. Coaches TJ Williams, Mitch Grady and Theresa James, will chaperone and transport 10 student athletes (5 girls and 5 boys), to the event in two district vans. The team will leave West High School on April 4 and return on April 7, 2013. Students will not miss school due to Spring Break. Students and chaperones will stay at the Radisson Suites in West Covina.

**RATIONALE:** The WHS Track Team works hard throughout the year going to various qualifying track meets. As they compete and win, they advance. The Arcadia Invitational Track meet is a very prestigious State competition and they are extremely honored to be a part of such an acknowledged and special event. This meets District Strategic Goal #7 - Develop and utilize partnerships that contribute to the achievement of District goals.

**FUNDING:** Costs are estimated at \$150.00 per person. The track team will host fundraising opportunities to cover the cost of their shared lodging and meals. The West High Athletic Department will pay and/or reimburse Entry fees, gas and track related expenses upon presentation of receipts for same. There will be no cost to Tracy Unified School District.

**RECOMMENDATION:** Approve Overnight Travel for West High School Track Team to Attend the Arcadia Invitational Track Meet in Arcadia, California, April 4-7, 2013

**PREPARED BY:** Troy Brown, Interim Principal, West High School





# EDUCATIONAL SERVICES MEMORANDUM

**TO:** Dr. James Franco, Superintendent  
**FROM:** Dr. Sheila Harrison, Assistant Superintendent for Educational Services & Human Resources  
**DATE:** March 18, 2013  
**SUBJECT:** Approve Agreement for Special Contract Services with Capital World Language Project for the April 20, 2013 Staff Development Buy-Back Day.

**BACKGROUND:** On the February 23, 2013 Staff Development Buy-Back Day the Capital World Language Project provided a workshop that targeted needs of Modern Language teachers. The Capital World Language Project is a community of K-16 world language educators which provides professional development opportunities for world language and ELD teachers in the regions of Sonoma (Region 1), North Central California (Region 2), Sacramento (Region 3), and Stockton (Region 6). This organization is affiliated with the California Foreign Language Project whose mission is to sponsor professional development programs aligned with the state-adopted foreign language standards and framework in order to deepen teachers' content knowledge, strengthen and expand language programs, and prepare participants to effectively use and teach language and cultural content at every level of California's educational system. The presenters will return to provide a follow-up workshop at the April 20, <sup>2013</sup> Staff Development Buy-Back Day.

**RATIONALE:** The Modern Language teachers are implementing a new curriculum this school year. This is the first new adoption of curriculum in twelve years. In order to support teachers in implementing the new curriculum, and to provide them with up-to-date professional development, it was recommended that we offer training that will specifically address their needs. The February 23 training received very positive evaluations so a continuation of this training is warranted. This supports District Strategic Goal #2: Ensure that all students meet or exceed grade level standards and that the achievement gap between the identified student subgroups is closed and District Strategic Goal #6: Develop and support a high performing workforce.

**FUNDING:** The cost of this one day workshop will not exceed \$1500.00, paid by Title II funds. The cost includes presenter fees for two presenters, mileage and material costs.

**RECOMMENDATION:** Approve Agreement for Special Contract Services with Capital World Language Project for the April 20, 2013 Staff Development Buy-Back Day.

**Prepared by:** Dr. 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 Capital World Language Project, 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 1 day inservice for Modern Language Teachers on Saturday, April 20, 2013.
2. Contractor will provide the above services(s), as outlined in Paragraph 1, for a period of up to a total of 1 Day(s) (circle one), under the terms of this agreement at the following location tbd in 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 \$1500 per HOUR/DAY/FLAT RATE (circle one), not to exceed a total of \$ 1500. 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 [ ☐ ] MONTHLY PROGRESS BASIS, [X] 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 April 1, 2013, and shall terminate on April 30, 2013
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.

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)

\_\_\_\_\_  
Tracy Unified School District

\_\_\_\_\_  
Social Security Number (2)

\_\_\_\_\_  
Date

July 5, 2012  
Date

Associate Superintendent of Business  
Title

Christine Lanphere, co-Site Director  
Title

Title II  
Account Number to be Charged

Capital World Language Project c/o University Enterprises, Inc.  
Address

\_\_\_\_\_  
Department/Site Approval

Hornet Bookstore, Suite 3400, 6000 J Street

\_\_\_\_\_  
Budget Approval

Sacramento, CA 95819-6111

\_\_\_\_\_  
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.

File: CntrctSrvcs.dot  
Disk: S:\shared



**TRACY**  
UNIFIED SCHOOL DISTRICT

# HUMAN RESOURCES MEMORANDUM

**TO:** Dr. James Franco, Superintendent  
**FROM:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources  
**DATE:** March 18, 2013  
**SUBJECT:** Accept Resignations/Retirements/Leave of Absence for Classified, Certificated, and/or Management Employment

**BACKGROUND:**

NAME/TITLE

SITE

**CLASSIFIED RESIGNATION**

EFFECTIVE  
DATE

REASON

Alvarado, Gerri  
Utility Person II

KHS

03/12/13

Accepted new School  
Security Person II position

Barba, Sandra  
Para Educator I

KHS

03/06/13

Accepted new Para Educator  
I position (6 hours per day)

Kinsey, Fay  
School Supervision Assist.

S/WP

03/08/13

Personal

**BACKGROUND:**

NAME/TITLE

SITE

**CLASSIFIED RETIREMENT**

EFFECTIVE  
DATE

Crivello, Lorraine  
Elementary Attendance Clerk Hirsch

06/10/13

**BACKGROUND:**

NAME/TITLE

SITE

**CLASSIFIED CONFIDENTIAL**

MANAGEMENT  
EFFECTIVE  
DATE

Torres, Mary  
Elementary School Secretary Hirsch

06/20/13

**RECOMMENDATION:** Accept Resignations/Retirements/Leave of Absence for Classified, Certificated, and/or Management Employment

**Prepared by:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources



# HUMAN RESOURCES MEMORANDUM

**TO:** Dr. James Franco, Superintendent  
**FROM:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources  
**DATE:** March 18, 2013  
**SUBJECT:** Approve Classified, Certificated, and/or Management Employment

## BACKGROUND:

Alvarado, Gerri

Arminguay-Martinez, Andrea

Barba, Sandra

Hong, Heyjoo

Kalia, Meenakshi

## CLASSIFIED

School Security Person II (New)  
\*Filled by current TUSD employee  
Kimball High School  
Range 35, Step E - \$19.47 per hour  
8 hours per day  
Funding: General Fund

Para Educator II (Replacement)  
District Wide  
Range 30, Step A - \$14.37 per hour  
3 hours per day  
Funding: Special Education

Para Educator I (New)  
\*Filled by current TUSD employee  
Kimball High School  
Range 24, Step C - \$13.73 per hour  
6 hours per day  
Funding: EIA

Para Educator II (Replacement)  
District Wide  
Range 30, Step A - \$14.37 per hour  
6 hours per day  
Funding: Special Education

I.E.P. Para Educator I (New)  
Tracy High School  
Range 24, Step A - \$12.51 per hour  
6 hours per day  
Funding: Special Education

Melgar, Carolina

Special Education Para Educator I (New)  
Stein Continuation High School  
Range 24, Step A - \$12.51 per hour  
6 hours per day  
Funding: Special Education

Rocha, Jennifer

High School Attendance Clerk (Replacement)  
Kimball High School  
Range 26, Step A - \$13.11 per hour  
8 hours per day  
Funding: General Fund

Toon, Matthew

School Supervision Assistant (Replacement)  
Monte Vista Middle School  
Range 21, Step A - \$11.69 per hour  
2 hours per day  
Funding: General Fund

**RECOMMENDATION:** Approve Classified, Certificated and/or Management Employment

**Prepared by:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources



# ADMINISTRATIVE SERVICES MEMORANDUM

**TO:** Board of Trustees  
**FROM:** Dr. James Franco, Superintendent  
**DATE:** March 18, 2013  
**SUBJECT:** Adopt Board Policy 1114, District-Sponsored Social Media (Second Reading)

**BACKGROUND:** The Tracy Unified School District has a business need to augment traditional communication methods with the use of social media channels. This need primarily stems from public demand and the rapid growth of social media use by other local, state and federal government entities as an indication that social media can be used effectively to enhance constituent communications. The use of social media presents opportunity and risk to individual schools and departments, as well as the District as a whole. In general, the District supports the use of social media technology to enhance communication, collaboration and information exchange to meet business mission and goals.

**RATIONALE:** The Governing Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

To minimize liability to the District, it is important that the District's social media policy clearly define the official social media platforms over which it has control and to specify the standards, guidelines, and protocols for their use. An "official district social media platform" is defined in the accompanying administrative regulation.

This board policy is in line with CSBA Community Relations Board Policy 1114, District-Sponsored Social Media.

**FUNDING:** None

**RECOMMENDATION:** Adopt Board Policy 1114, District-Sponsored Social Media (Second Reading)

**Prepared by:** Jessica Cardoza, Communications Specialist

## **DISTRICT SPONSORED SOCIAL MEDIA**

The Governing Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

The Superintendent or designee shall develop content guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

### **Guidelines for Content**

Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for reviewable public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

The Superintendent or designee shall ensure that the limited purpose of the official district social media platforms is clearly communicated to users. Each site shall contain a statement that specifies the site's purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts.

Official district social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content to District social media sites shall be subject to discipline in accordance with district policies and administrative regulations.

Users of official district social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner.

### **Privacy**

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms.



**DISTRICT SPONSORED SOCIAL MEDIA**

Board policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, shall also apply to official district social media platforms.

Social media and networking sites and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

**Legal Reference:**EDUCATION CODE

32261	School safety, definitions of bullying and electronic act
35182.5	Contracts for advertising
48900	Grounds for suspension and expulsion
48907	Exercise of free expression; rules and regulations
48950	Speech and other communication
49061	Definitions, directory information
49073	Release of directory information
60048	Commercial brand names, contracts or logos

GOVERNMENT CODE

3307.5	Publishing identity of public safety officers
6250-6270	Public Records Act, especially:
6254.21	Publishing addresses and phone numbers of officials
6254.24	Definition of public safety official
54952.2	Brown Act, definition of meeting

UNITED STATES CODE, TITLE 17

101-1101	Federal copyright law
----------	-----------------------

UNITED STATES CODE, TITLE 20

1232g	Federal Family Educational Rights and Privacy Act
-------	---

UNITED STATES CODE, TITLE 29

157	Employee rights to engage in concerted, protected activity
794	Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67	Family Educational Rights and Privacy
------------	---------------------------------------

COURT DECISIONS

TUSD Adopted



**DISTRICT SPONSORED SOCIAL MEDIA**

Page v. Lexington County School District, (2008, 4th Cir.) 531 F.3d 275  
Downs v. Los Angeles Unified School District, (2000) 228 F.3d 1003  
Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112  
Perry Education Association v. Perry Local Educators' Association, (1983) 460  
U.S. 37  
Board of Education, Island Trees Union Free School District, et.al. v. Pico, (1982)  
457 U.S. 853



# ADMINISTRATIVE SERVICES MEMORANDUM

**TO:** Board of Trustees  
**FROM:** Dr. James Franco, Superintendent  
**DATE:** March 18, 2013  
**SUBJECT:** Acknowledge Administrative Regulation 1114, District-Sponsored Social Media (Second Reading)

**BACKGROUND:** The Tracy Unified School District has a business need to augment traditional communication methods with the use of social media channels. This need primarily stems from public demand and the rapid growth of social media use by other local, state and federal government entities as an indication that social media can be used effectively to enhance constituent communications! The use of social media presents opportunity and risk to individual schools and departments, as well as the District as a whole. In general, the District supports the use of social media technology to enhance communication, collaboration and information exchange to meet business mission and goals.

**RATIONALE:** The Governing Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

To minimize liability to the District, it is important that the District's social media administrative regulation clearly define the official social media platforms over which it has control and to specify the standards, guidelines, and protocols for their use.

This administrative regulation is in line with CSBA Community Relations Administrative Regulation 1114, District-Sponsored Social Media.

**FUNDING:** None

**RECOMMENDATION:** Acknowledge Administrative Regulation 1114, District-Sponsored Social Media (Second Reading)

**Prepared by:** Jessica Cardoza, Communications Specialist

**DISTRICT-SPONSORED SOCIAL MEDIA****A. Definitions**

Social media means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn, or blogs.

Official district social media platform is a site authorized by the Superintendent or designee. Sites that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media platforms.

**B. Authorization for Official District Social Media Platforms**

The Superintendent or designee shall authorize the development of any official district social media platform.

**C. Guidelines for Content**

The Superintendent or designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms shall contain content that is appropriate for all audiences.

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official district social media platforms.

The Superintendent or designee shall ensure that official district social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

Each official district social media platform shall prominently display:

1. The purpose of the site along with a statement that users are expected to use the site only for those intended purposes.
2. Information on how to use the security settings of the social media platform.
3. A statement that the site is regularly monitored and that any inappropriate

**DISTRICT-SPONSORED SOCIAL MEDIA**

post will be promptly removed. Inappropriate posts include those that:

- a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation
  - b. Are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment
4. Protocols for users, including expectations that users will communicate in a respectful, courteous, and professional manner.
  5. A statement that users are personally responsible for the content of their posts and that the district is not responsible for the content of external online platforms.
  6. A disclaimer that the views and comments expressed on the site are those of the users and do not necessarily reflect the views of the district.
  7. A disclaimer that any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district.
  8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media platforms.

District employees who participate in official district social media platforms shall adhere to all applicable district policies and procedures, including, but not limited to, professional standards related to interactions with students.

A disclaimer stating that the views and opinions expressed by any and all employee personal account are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media platforms.



# ADMINISTRATIVE SERVICES MEMORANDUM

**TO:** Board of Education  
**FROM:** Dr. James C. Franco, Superintendent  
**DATE:** March 19, 2013  
**SUBJECT:** Adopt Resolution No. 12-22 to Excuse Meeting Absence of Board Member

**BACKGROUND:** Board Bylaw 9250 and Education Code §35120 provide that a Board "...member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting...the absence was due to a hardship deemed acceptable by the board;"

**RATIONALE:** Board of Education member Jill Costa was absent from the regular meeting held on March 12, 2013, due to illness. The Board of Education finds that Jill Costa's absence from the meeting of March 12, 2013, was due to hardship deemed acceptable by the Board of Education;

**FUNDING:** Unrestricted General Fund, Previously Budgeted.

**RECOMMENDATION:** Adopt Resolution No. 12-22 to Excuse Meeting Absence of Board Member.

**Prepared by:** Dr. James C. Franco, Superintendent



**TRACY UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 12-22  
Resolution to Excuse Meeting Absence of Board Member**

**WHEREAS**, Board Bylaw 9250 and Education Code §35120 provide that a Board "...member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting...the absence was due to a hardship deemed acceptable by the board;"

**WHEREAS**, Board of Education member Jill Costa was absent from the regular meeting held on March 12, 2013, due to illness.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education finds that Jill Costa's absence from the meeting of March 12, 2013, is due to hardship deemed acceptable by the Board of Education;

**BE IT FURTHER RESOLVED** that the Board of Education therefore determines that Ms. Costa shall be paid for her absence from the meeting March 12, 2013, and further directs that the adoption of this Resolution shall be recorded in the minutes of this meeting of March 26, 2013.

Resolved this 26<sup>th</sup> day of March, 2013, at a regular meeting of the Board of Education of the Tracy Unified School District by the following vote:

AYES:                      NOES:                      ABSENT:                      ABSTENTION:

\_\_\_\_\_  
PRESIDENT, BOARD OF EDUCATION  
TRACY UNIFIED SCHOOL DISTRICT

Attest:

I certify that the foregoing resolution was adopted by the Board of Education of the Tracy Unified School District, County of San Joaquin, on the date shown above.

\_\_\_\_\_  
Clerk  
Board of Education  
Tracy Unified School District



**TRACY**  
UNIFIED SCHOOL DISTRICT

# HUMAN RESOURCES MEMORANDUM

**TO:** Dr. James Franco, Superintendent  
**FROM:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources  
**DATE:** March 15, 2013  
**SUBJECT:** Acknowledge Receipt of CSEA's Sunshine Proposal for the 2013-2014 School Year

**BACKGROUND:** Pursuant to Article XLIV in the California School Employees Association (CSEA) Master Agreement, the Agreement shall be in full force and effect from July 1, 2011 through June 30, 2014, with two (2) re-openers each year, plus Article VIII, Pay and Allowances, and Article X, Fringe Benefits. The CSEA Master Agreement also has a provision for parties to meet and negotiate, if mutually agreed upon by both parties, with respect to any subject or matter whether referred to or covered in the CSEA Master Agreement or not. CSEA is requesting to meet and negotiate with the District for the Articles shown on the attached proposal.

This agenda item aligns with Strategic Goal #7: Develop and utilize partnerships that contribute to the achievement of District Goals

**FUNDING:** N/A

**RECOMMENDATION:** Acknowledge Receipt of CSEA's Sunshine Proposal for the 2013-2014 School Year

**Prepared by:** Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources



AFL-CIO

California  
School  
Employees  
Association

5375 West Lane  
Stockton, CA 95210

(209) 472-2170

(800) 757-4229

FAX: (209) 472-2089

[www.csea.com](http://www.csea.com)

Member of the AFL-CIO

*The nation's largest  
independent classified  
employee association*

*Member of the National  
Association of Classified  
School Employees  
(NACSE), representing  
independent public  
employees throughout  
the nation*



March 8, 2013

VIA FACSIMILE & U.S. MAIL

Dr. Sheila J. Harrison  
Assistant Superintendent, HR  
Tracy Unified School District  
1875 W. Lowell Avenue  
Tracy, CA 95376

RE: CSEA Initial Bargaining Proposal for Contract Reopener

Dear Dr. Harrison:

Pursuant to the agreement between the California School Employees Association and its Tracy Unified Chapter # 98 and the Tracy Unified School District which expires June 30, 2014, please find attached the initial proposal for amendments and modifications to the current collective bargaining agreement.

Please consider this document for the public notice provisions pursuant to Government Code Section 3547(a). The California School Employees Association and the Tracy Unified Chapter # 98 desire to commence negotiations as soon as possible after the completion of the public notice provisions.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Carol Black  
Labor Relations Representative

Enclosure

cc: Karen Gardener, Area Director; Rose Roach, Field Director RDFO;  
Dorsey McCowan, Regional Representative #42; Denise Cheeseman,  
President Chapter #98; File

*Our mission: To improve the lives of our members, students and community.*



**Tracy Unified #98  
Initial Proposal Summary**

**ARTICLE VIII – Pay and Allowances**

A salary increase to step and column (Appendix A)

Restoration of furlough days/positions

(NEW) A longevity increase given at the beginning of the employee's 29th year and each subsequent year.

**ARTICLE X – Fringe Benefits**

CSEA would like to discuss increased costs and contribution.

**ARTICLE XI– Hours and Overtime**

(New) Maintain a "maintenance and operations" department list which will rotate on a seniority basis.

**ARTICLE XLIII – Transportation**

CSEA would like to discuss the "trips" process.

