

NOTICE
REGULAR MEETING OF THE GOVERNING BOARD
TRACY UNIFIED SCHOOL DISTRICT

DATE: TUESDAY, JANUARY 24, 2012

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

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

A G E N D A

- 1. Call to Order**
- 2. Roll Call – Establish Quorum**
Board: J. Costa, G. Crandall, W. Gouveia, T. Guzman, G. Silva, B. Swenson, J. Vaughn.
Staff: J. Franco, C. Goodall, S. Harrison and B. Etcheverry.
- 3. Closed Session:** Opportunity to Address the Board Regarding Closed Session Items which follow. Closed session is limited to consideration of items specifically authorized under the Government Code and/or the Education Codes.
 - 3.1 Educational Services:**
 - 3.1.1** Finding of Fact #11-12/42, 43, 44, 45, 48, 50
 - 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 #11-12/42, 43, 44, 45, 48, 50
Action: Motion __; Second __. **Vote:** Yes __; No __; Absent __; Abstain __

7. Approve Regular Minutes of January 10, 2012.

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

8. Student Representative Reports: West High: Dustin Vang; Tracy High: Michelle Andrade; Stein: Zachary Washington; Kimball High: Aloukika Shah; Monte Vista Middle School; George Kelly School.

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

9.1 Williams Middle School Update on Staff Development Initiatives to Support Student Achievement

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 may be considered by Trustees at a future meeting.

11.1 Administrative & Business Services:

11.1.1 Receive Report on Governor's January 2012-13 Budget Proposal

9

11.2 Educational Services:

11.2.1 Receive Report on High School AP Biology Proposed Textbook Adoption

10-11

11.2.2 Receive Report on High School Modern Language Programs and Proposed Textbook Adoptions

12-13

11.2.3 Receive Update on California Academic Partnership Program (CAPP) Grant

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. **Pg. No.**
- Action:** Motion___; Second___. **Vote:** Yes___; No___; Absent___; Abstain__
- 13.1 Administrative & Business Services:**
- 13.1.1** 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 **14-15**
 - 13.1.2** Approve Assembly, Service, Business and Food Vendors **16-21**
 - 13.1.3** Ratify Routine Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda **22-23**
 - 13.1.4** Ratify Measure S Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda **24-25**
 - 13.1.5** Ratify Measure E Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda **26-27**
- 13.2 Educational Services:**
- 13.2.1** Receipt Update on Quarterly Williams/Valenzuela Uniform Complaint Reports for the Quarter Ending January 17, 2012 **28-29**
 - 13.2.2** Ratify Contract with Invo HealthCare Associates, Inc. for the 2011-2012 School Year **30-34**
 - 13.2.3** Approve Agreement for Special Contract Services with Dr. Edward Harris as Guest Conductor for the 2012 Tracy Unified School District Honor Band for a Total of Three Rehearsals and One Performance **35-39**
 - 13.2.4** Approve Overnight Travel for Kimball High School Cheerleaders to Attend the National Cheerleading Association Competition at Knott's Berry Farm in Buena Park, CA on March 16-18, 2012 **40**
 - 13.2.5** Ratify Agreement for Special Contract Services with Parent Institute for Quality Education (PIQE) to Provide Training for Parents at Villalovoz Elementary School **41-45**
 - 13.2.6** Approve Overnight Travel for Michael Costa, Lucas Colbert and Jack O'Brien to Attend the CBDA All-State Honor Band in Fresno, CA on February 16-19, 2012. **46**
 - 13.2.7** Approve Overnight Travel for Tracy High School Cheer Team and Coaches to Participate in the Jamz Spirit Nationals in Las Vegas on February 23-26, 2012. **47**
 - 13.2.8** Approve Agreement for Special Contract Services with Counseling and More (CAM) to Provide Training for Parents at Williams Middle School on February 7 – May 30, 2012. **48-52**
- 13.3 Human Resources:**
- 13.3.1** Approve Classified, Certificated and/or Management Employment **53-54**
 - 13.3.2** Accept Resignations/Retirements/Leaves of Absence for Classified, Certificated, and/or Management Employment **55**

- 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. **Pg. No.**
- 14.1 Administrative & Business Services:**
- 14.1.1** Accept the 2010-11 Independent Annual Financial Audit (Separate Cover Item) **56**
- Action:** Motion___; Second___. **Vote:** Yes ___; No ___; Absent___; Abstain ___.
- 14.1.2** Acknowledge Change to Administrative Regulation 3310.2 Purchasing Procedures (First Reading) **57-64**
- Action:** Motion___; Second___. **Vote:** Yes ___; No ___; Absent___; Abstain ___.
- 14.2 Educational Services:**
- 14.2.1** Acknowledge Revised Administrative Regulation 4112.22 Staff Teaching English Language Learners **65-69**
- Action:** Motion___; Second___. **Vote:** Yes ___; No ___; Absent___; Abstain ___.
- 14.2.2** Approve Title III Year 4 District Improvement Plan **70-83**
- Action:** Motion___; Second___. **Vote:** Yes ___; No ___; Absent___; Abstain ___.
- 14.2.3** Adopt Revised Board Policy 6174 and Acknowledge Revised Administrative Regulation 6174 Education for English Language Learners (1st Reading – Declare Intent to Adopt February 14, 2012) **84-97**
- Action:** Motion___; Second___. **Vote:** Yes ___; No ___; Absent___; Abstain ___.
- 14.3 Human Resources:**
- 14.3.1** Approve Revised Job Description for School Supervision Assistant **98-100**
- 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** February 14, 2012
- 17.2** February 28, 2012
- 17.3** March 13, 2012
- 17.4** March 27, 2012
- 18. Upcoming Events:**
- 18.1** February 13, 2012 **No School, Lincoln's Birthday**
- 18.2** February 20, 2012 **No School, Presidents' Day**
- 18.3** April 6-13, 2012 **No School, Spring Break**
- 18.4** May 28, 2012 **No School, Memorial Day**
- 18.5** June 1, 2012 **Last Day of School**

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 aid 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, January 10, 2012**

- 5:20 PM:** President Gouveia called the meeting to order and adjourned to closed session.
- Roll Call:** Board: J. Costa, G. Crandall (absent closed session), W. Gouveia, T. Guzman, G. Silva, B. Swenson, J. Vaughn (absent closed session)
Staff: J. Franco, S. Harrison, C. Goodall, B. Etcheverry
- 7:10 PM:** President Costa 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 #11-12/30, 32, 33, 36, 37, 38, 39, 40, 41
Action: Silva, Guzman. **Vote:** Yes-7; No-0.
6b Report Out of action Taken on Application for Reinstatement #11-12/40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66
Action: **Vote:** Yes-5; No-0; Absent-2(Crandall, Vaughn)
6c Report Out of Action Taken on Application for Enrollment #11-12/6, 7
Action: **Vote:** Yes-5; No-0; Absent-2(Crandall, Vaughn)
6d Report Out of Action Taken on Waiver of Expulsion #11-12/4
Action: **Vote:** Yes-5; No-0; Absent-2(Crandall, Vaughn)
6e Report Out of Action Taken on Consider Non-Paid Leave of Absence Request for Classified Employee #UCL-159, Pursuant to Article XXIII
Action: **Vote:** Yes-5; No-0; Absent-2(Crandall, Vaughn)
- Employees Present:** J. Cardoza, C. Minter, K. Alcorn, E. Lobaugh, J. Anderson, J. Noll, K. Thornton, D. Pickering, B. Carter, A. Continente, K. Brown, P. Hall, T. Brown, C. Domenichelli, T
- Press:** D. Rizzo, Tracy Press
- Visitors Present:** D. Lee, L. Arnaudo, Y. Throne, L. Gamino, J. Fay, A. Birdi, N. Uwaka, D. Green, J. Green, B. Hermle
- Minutes:** Approve Regular Minutes of December 13, 2011.
Action: Vaughn, Crandall. **Vote:** Yes-6; No-0; Abstain-1(Gouveia)
- Student Rep Reports:** None.
- Recognition & Presentations:** **9.1** Recognize and Congratulate Students Winners of the NCTE Achievement in Writing Awards for 2011

Assistant Superintendent of Educational Services and Human Resources; Dr. Sheila Harrison, recognized student winners, Allyssa DeLaTorre, Naomi Uwaka and Amy Chivers (who was unable to attend tonight), of the NCTE writing award.

The recipients were chosen from 1,649 students nominated in their junior year by their teachers, from the 50 states, the District of Columbia, Canada, the Virgin Islands, and American schools abroad. The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. Dr. Franco presented them with certificates.

9.2 Freiler School Update on Staff Development Initiatives to Support Student Achievement

Principal, Karen Alcorn, presented a power point which showed how they are using their staff development on professional learning communities, review of CST data, grade level meetings and ELA achievement. They have increased deployment of the big 4, have continuous improvement site coaches to train staff, address ELL needs, hiring ELL para's to support and monitor students and instructional tours. Their school is changing demographics which calls for increased cultural awareness for staff and students. The administrators are participating in LEADS workshop and formed a diversity and equity committee which makes presentations to all staff.

Assistant Principal, Eric Lobaugh introduced Freiler students Danielle Green, Kayla Goldsby and Asha Birdi. The students presented a power point. They spoke about their ASB program and leadership. They are busy recycling at Freiler and are saving juice pouches, plastic bottles and glue sticks and will get money for it. Each year 5th grade teacher has students working on native American projects and are assigned different tribes. They also participate in Passport to California. Students trace their ancestors to see how they got to California. They also have Christmas all around the world which shows how various parts of the world celebrate at Christmas time. They had anti-bullying events including a poster contest. They also have a lot of school spirit and student activities such as the annual walk-a-thon, science camp which they fundraise for. Once a month they have a special spirit day and ASB decides what the activity will be. Every Friday students wear their school spirit shirts. They participate in red ribbon week, anti-bullying month and the DARE program.

9.3 Duncan Russell/Willow Update on Staff Development Initiatives to Support Student Achievement

Principal, Dave Pickering, presented a power point on staff development. At the last board meeting he spoke about APEX learning digital curriculum. This year they will spend their funding on training the teachers on how to use this program. This will help at risk students and offers individualized instruction. Students can progress at their own pace. It gives students opportunities to make up credits. Staff training will begin in February and the cost is approximately \$8,000. This will train staff from Willow, Stein and independent studies.

Hearing of Delegations:

Bonny Haskell is a parent helper every Friday in 1st grade at Freiler. She has seen the style of teaching change 10 different times due to substitutes. She believes this class does not have capabilities in writing or math and is not consistent with other classrooms she has observed. They deserve to be successful and the

classroom is lacking. Freiler was a great school choice, but these students have been let down. After 9 subs, she wants these children to have 1 teacher for the remainder of the year. She is shocked that the union concentrates on teachers only.

Laura Jarboe is a concerned parent of the 1st grade class at Freiler. Her son has had to deal with constant change of substitutes. Every time the teacher changed so would the teaching and atmosphere. The students need consistency or will lose their desire to learn. Children need 1 teacher who can be a constant and have a constant routine.

Jorge Arambula is here also about Ms. Torres' class. His child has had 10 teachers. His child does not want to go back to school because there are too many different teachers. He would like to have one teacher for the rest of the year.

Terrilyn Bovell has a 1st grade daughter at Freiler. She is concerned that they have had 10 teachers since the start of the school year. She has sent emails, called the AP and got the same answer about contractual agreements with subs. She did receive communication from the Superintendent saying that someone has been identified. She has had no other communication.

Crystal Mangayao has a daughter in 1st grade at Freiler. She was already behind in kindergarten. This 1st grade year has been hard because she hasn't learned anything new. The teacher has been there 8 days. Hopefully the students can get caught up and not struggle through their 2nd grade year.

Trustee Costa: We appreciate the parents speaking to the Board. This issue is being worked on. We are sorry that this has happened. There are rules and guidelines that the school has to abide by. It is being worked on and we will communicate with you.

Dr. Franco: There is a teacher identified who started today and will be there until the end of year or until the regular teacher returns.

**Information &
Discussion Items:**

11.1 Administrative & Business Services:

11.1.1 Receive Report on Governor's January 2012-13 Budget Proposal

Associate Superintendent, Dr. Casey Goodall, reported that the Governor's budget was released early. The Governor believes that the economy is still weak but has started to rebound. His budget proposal assumes that the initiative will pass in November. If it fails, he will cut approximately 3 weeks to the school year.

In his proposal, there is no cost of living increase, home-to-school transportation funding will be eliminated; categorical monies will be distributed differently based on single formula; funding for Transitional Kindergarten will be eliminated, and they will reduce deferrals by 2.5 billion. Staff members will attend a seminar next week to learn more information in Sacramento.

- Public Hearing:**
- 12.1 Human Resources:**
12.1.1 Receive Public Comments Regarding Negotiations with the Tracy Educators Association (TEA) and the Tracy Unified School District (TUSD) for a Successor Agreement
- Opened public hearing at 8:05 p.m.
 No comments were made.
 Closed public hearing at 8:06 p.m.
- Consent Items:**
- Action:** Vaughn, Guzman. **Vote:** Yes-7; No-0.
- 13.1 Administrative & Business Services:**
13.1.1 Approve Monthly Budget Adjustment Report – June, July, 2011
13.1.2 Approve Monthly Budget Adjustment Report – August, September, 2011
13.1.3 Approve Revolving Cash Fund Reports for June, July, 2011
13.1.4 Approve Revolving Cash Fund Reports for August, September, 2011
13.1.5 Approve Payroll Reports for July, 2011
13.1.6 Approve Payroll Reports for August, September, 2011
13.1.7 Approve Accounts Payable Warrants Report for June, July, 2011 (Separate Cover Item)
13.1.8 Approve Accounts Payable Warrants Report for August, September, 2011 (Separate Cover Item)
13.1.9 Ratify Measure E Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda
13.1.10 Ratify Measure S Related Expenditures and Notice of Completions Which Meet the Criteria for Placement on the Consent Agenda
13.1.11 Approve Amendment to 2012 Committees to Include the Addition of Bill Swenson on CALSSD Committee
- 13.2 Educational Services:**
13.2.1 Ratify Contract with the Learning Fountain, Inc. for the 2011-2012 School Year
- 13.3 Human Resources:**
13.3.1 Approve Classified, Certificated and/or Management Employment
13.3.2 Accept Resignations/Retirements/Leaves of Absence for Classified, Certificated, and/or Management Employment
- Action Items:**
- 14.1 Administrative & Business Services:**
14.1.1 Adopt Revised Board Policy and Administrative Regulation 1330.1 Facility Use (Second Reading, Intent to Adopt)
Action: Guzman, Silva. **Vote:** Yes-7; No-0.
14.1.2 Consider Suggested Names for the Tracy High School Administration/Classroom Building
Action: To approve name of “James C. Franco” - Crandall, Vaughn.
Roll Call Vote:
 Yes-3(Crandall, Vaughn, Costa);
 No-4(Gouveia, Swenson, Guzman, Silva)

Action: To approve name of “Dr. Joseph F. West” – Swenson, Gouveia.

Roll Call Vote:

Yes-3(Gouveia, Swenson, Guzman);

No-4(Crandall, Vaughn, Silva, Costa)

Action: To table this item until the February 14th meeting – Swenson, Crandall.

Vote: Yes-7; No-0.

Associate Superintendent of Business Services, Dr. Casey Goodall, presented a power point which reviewed the background and timeline for naming the building. There is no need to change the policy in order to consider any names on the suggested list. A total of 16 names, including Dr. West and James Franco, were reviewed. The committee unanimously recommended that the building be named after Dr. Joseph West.

The board policy states that the building will retain that name as long as the building is used for instructional purposes by the district.

There are 3 theories as to why it’s known as the “West” building: 1) the school was originally called the West Side Union High School; 2) Dr. West was known as the father of the high school; and 3) the building was located on the west side of the campus.

The committee considered all 16 names and spent the majority of the meeting discussing the merits of Dr. West. A summary of rationale was given to the board and additional documents have been made available. The committee honored early history rather than contemporary. This item to “consider” names, gives the board authority to vote on any of the 16 names.

Comments:

Trustee Silva commented that the rule that a building should keep its name does not apply since the old building was torn down and this is a new building.

David Lee is a member of the West Side Pioneers and Tracy Historical Museum. He referred to the Tracy Press article about Dr. West and his role in forming the high school district. He believes that Building A, even in its new configuration, is still historically significant and thinks it’s appropriate to name it after Dr. Joseph West. He sent biographical information to school board members and also filled out a school naming form. He was asked to serve on the committee. Members of the community have presented a different idea, but they are sure that the school board will make an appropriate decision and asks that it not be postponed any longer.

Kristi Thornton commented that at the December 13th meeting, there were wonderful presentations to name Building A the James C. Franco Building. Tonight she would like to say with living in this community

she has been blessed for the past 20 years. She reflected that Dr. Franco first hired her to teach at Tracy High. She has worked at West and is currently at Kimball. Dr. Franco supported her children through their education. He was instrumental in passing the bonds and has always supported the development of new programs. She believes that this distinguished building should only be named after Jim Franco.

Hector Hernandez is a long time resident. He is against having the building named after Dr. Franco because of something that happened involving his son in 1996, however no further information was given. Mr. Hernandez started the Tracy Soccer in 1964. He has copies of information regarding this incident. If the Board wants to see what he is talking about he is glad to sit down and talk with them.

Larry Gamino is a local historian and has received degrees from San Jose State and UC Berkeley. He hopes the building will continue the name of Dr. West. He applauds what Dr. Franco has contributed to education however as a historian and 3rd generation Tracyite he would like it named after Dr. West. He was instrumental in spearheading the funding for Tracy Grammar School which kept Tracy students in Tracy. Dr. West fought in the Civil War. Besides being a doctor he dedicated his life to public education. Dr. West fought for the creation of a new K-6 grammar school. The top floor was for the 4 high school students established in 1912. It was San Joaquin County's 3rd high school. He knew that Tracy needed a high school. He was secretary of the board of trade which was the original high school board which organized as West Side Union High School. He was a strong advocate for public education. He was wheelchair bound and still fought for public education. He was a sailor in 1861. He lived in Virginia and then became a prisoner of war.

Trustee Vaughn commented that Dr. West fought on the Confederate side and would not name the building after him.

Trustee Swenson reminded everyone that at the entrance of the building it states West Side Union High School District. People have always called it the West Building. Tracy High School has had a rich history of naming buildings after people such as Emma Baumgardner, Mary Hawley, Ken Westlake and Joe Foster. On the East side of campus, Mr. Yamasaki brought in dirt and leveled it off and it became Yamasaki Plaza. Also the Peter B. Kyne Field which goes way back and recently added Wayne Schneider Stadium. He reminded the Board of a memo written by Jim which he made the following recommendation: *"Postponing the decision will only contribute to the divisive atmosphere that is already developing on this issue. I would like to recommend that the Board consider several options, with the first option being to name the Tracy High Administration Building after Dr. Joseph F. West, as recommended by the committee. While I am deeply honored with the outpouring of support for me, in my opinion,*

naming the building for Dr. West is the most appropriate response for the Board to take. Tracy High School is founded on a long history of tradition. Dr. West is a part of that long tradition, whereas my contributions go back only twenty years."

Trustee Gouveia has listened to all of the speakers and sees 6 different scenarios.

Trustee Crandall commented that we could always name another building after Dr. West. There was no definitive explanation provided as to a solid answer as to why it was called the West Building. Thinks the board is really agonizing over the last 3 or 4 months. It is a different building. Had it not been under the supervision of Dr. Franco we would not have that building.

Trustee Vaughn piggybacked on those comments. He has been on the Board since 2004. He remembers when Measure E was first being initiated and Dr. Franco made good on his promises. That measure passed because of the leadership of Dr. Franco.

Trustee Silva commented that he is torn on this. There are many great people that he respects and thinks highly of. Dr. Franco's contributions cannot be overstated. He believes it is a higher honor to have a school named after him.

Trustee Guzman thanked the community for giving us their perspective. We are so lucky to have Dr. Franco but also the history of Dr. West. This has been a tough process.

Trustee Costa appreciates the comments and opinions. Dr. Franco has done a marvelous job for the community and school district which is why we hold Dr. Franco in high esteem.

14.2 Educational Services:

14.2.1 Accept California Academic Partnership Program (CAPP) Grant: Using Formative Assessment Processes to Improve Algebra and Secondary Math Preparedness and Performance

Action: Crandall, Vaughn. **Vote:** Yes-7; No-0.

14.2.2 Approve Issuing and Requiring Tickets for the 2012 High School Graduation Ceremonies

Action: Crandall, Silva. **Vote:** Yes-7; No-0.

14.2.3 Update on Measure E Facilities Projects and Approve Moving Forward with the Priority 1 Project List

Director of Facilities, Bonny Carter gave a power point presentation which reviewed the Priority 1 list. She also reviewed the Priority 2 list which will be up for approval at a later meeting.

Action: Guzman, Gouveia. **Vote:** Yes-7; No-0.

14.3 Human Resources:

14.3.1 Adopt the District's Sunshine Proposal for the Tracy Educators Association (TEA) for a Successor Agreement

Action: Crandall, Vaughn. **Vote:** Yes-7; No-0.

Board Reports:

Trustee Gouveia thanked everyone who participated in the Tom Hawkins basketball tournament sponsored by the Lions Club. From the proceeds, West High and Tracy High received \$2100.00 each. Trustee Swenson passed. Trustee Guzman attended the Tracy v. West basketball game. It was fun and a good game. West is great with the flag running around the gym. He also attended the TLC board meeting. They are starting a programatic review. In athletics they are trying to get a girls' softball field and perhaps a football field. They have started a new parent club. Enrollment for 2012-13 is strong with a long waiting list. They are also thinking of starting a band and have hired an activities director. They are also looking at new facilities near Chrisman Road and 11th Street. He congratulated Walter for his award. Trustee Crandall passed. Trustee Vaughn wished everyone a Happy New Year. On Monday he invited everyone to attend the MLK Breakfast which is sponsored by the high schools' BSUs, the City of Tracy, Tracy Unified Schools and Tracy African American Association. Trustee Silva commented that the Home Field Advantage Surf and Turf dinner will be held on January 27th at 6:00 with no a host bar and dinner at 7:00 p.m. Tickets are \$35. Trustee Costa also congratulated Walter on his award. She wanted publicly thank Bobbie, Jessica and Cindy for being at every meeting. They are "go to" people when the board needs anything. She also thanked Casey and Sheila. She appreciates all they do.

Superintendent Report:

Dr. Franco congratulated Walter Gouveia who will be awarded the "Male Citizen of the Year". It is great that our community honors community service. The Tom Hawkins basketball tournament was won by Brookside and the boys' tournament was won by West High. Last week he attended the AP breakfast at West High. It was nice to see a whole cafeteria full of students taking these courses. The West High boys' soccer team won league and we will recognize them at a later meeting. At his church he listened to 2 students playing the violin and they were unbelievable. One attended Tracy High and one attended West High.

9:17PM:

Clerk _____

Date _____



BUSINESS SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: Dr. Casey Goodall, Associate Superintendent for Business Services
DATE: January 17, 2012
SUBJECT: Receive Report on Governor's January 2012-13 Budget Proposal

BACKGROUND: Governor Brown released his 2012-13 budget proposal. Staff made an initial report during the January 10th School Board Meeting.

RATIONALE: Since January 10th, staff members have been introduced to additional information, which will be presented on January 24th.

FUNDING: This report generates no cost.

RECOMMENDATION: Receive Report on Governor's January 2012-13 Budget Proposal.

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



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: January 11, 2012
RE: Receive Report on High School AP Biology Proposed Textbook Adoption.

BACKGROUND: The College Board has recently revised the Advanced Placement (AP) Biology Program. The changes to the AP Biology program will take effect in the 2012-13 academic year necessitating the immediate need to adopt a new program. New revisions produce a course that emphasizes scientific inquiry and reasoning, as well as shifting the focus from content to skill acquisition.

The current District-adopted textbook for the AP Biology class at Kimball and West High Schools does not adequately prepare students for the AP examination. It is the recommendation of the AP Biology Adoption Committee that the District adopt the new publication of *Campbell Biology AP Edition*, 9th edition, Jane Reece, et. al. ©2011.

RATIONALE: This report is being presented to increase Board and community awareness of the history and activities of the District AP Biology program, and to provide descriptions and rationale for the proposed textbook adoption. The recommended textbook, *Campbell Biology AP Edition*, supports student learning by providing a textbook that promotes inquiry-based learning of essential concepts and will help develop reasoning skills. The following are some of the attributes and the qualities of the text that support student understanding of the course:

- The textbook meets the College Board objectives for the course
- Challenges students to move beyond memorization and gain a deeper understanding of the different areas of biology
- Inspires students by demonstrating the relationship of biology research on their daily lives, the field of biology, and global problems
- End-of-chapter questions organized according to Bloom's Taxonomy to explain and encourage higher-level thinking beyond memorization
- The textbook diagrams and figures are clear and easy to interpret; they emphasize the order of information in a way that makes it easy for visual learners to make connections between the figures and text descriptions
- Offers online teacher resources
- New AP Preface includes a guide that correlates the text to the current AP Biology Exam, as well as study and test-taking tips for students

This agenda item meets Strategic Goal #1: Prepare all students for college and careers, and 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.

FUNDING: Funding for the purchase of recommended materials in the amount of \$41,000 will be provided by State instructional textbook funds.

RECOMMENDATION: Receive Report on High School AP Biology Proposed Textbook Adoption.

Prepared by: Dr. Donna Sonnenburg, Director of Instructional Media Services and Curriculum.



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: January 11, 2012
SUBJECT: Receive Report on High School Modern Language Programs and Proposed Textbook Adoptions.

BACKGROUND: The current District-adopted textbooks for the high school modern language courses were published in 1999. In addition to the content being outdated, the Spanish textbook is no longer available from the publisher. Therefore, we are unable to continue to meet the growth and replacement needs for modern language. Consequently, it is imperative that new textbooks be considered for adoption.

As part of the instructional materials adoption process, the Modern Language Adoption Committee has been engaged in evaluating textbooks. Criteria for evaluating instructional materials were developed and used to review Spanish and French programs. These teachers evaluated 31 different textbooks, participated in publishers' presentations and piloted four programs. Based on the feedback from pilot teachers, the Modern Language Adoption Committee is recommending the following textbooks for the Spanish courses:

Course	Text	Publisher	Author	Copyright
Spanish 1	<i>Avancemos</i> , Lv 1	Holt McDougal	Gahala, Carlin, Heining-Boynton	2013
Spanish 2	<i>Avancemos</i> , Lv 2	Holt McDougal	Gahala, Carlin, Heining-Boynton	2013
Spanish 3 PreAP/IB	<i>Avancemos</i> , Lv 3	Holt McDougal	Gahala, Carlin, Heining-Boynton	2013
Spanish 4 AP	<i>Imagina</i>	Vista Higher Learning	Blanco & Tocaimaza-Hatch	2011
Spanish 4 & 5 IB	<i>Avancemos</i> , Lv 4	Holt McDougal	Jarvis & Lebrede	2013
	<i>Manana</i>	Advance Materials	Contreras, Duranono, & Valentini	2011

For the French courses, they are recommending the following textbooks:

Course	Text	Publisher	Author	Copyright
French 1	<i>Bien dit!</i> Lv 1	Holt McDougal	Dimado, Champeny, Ponterio	2013
French 2	<i>Bien dit!</i> Lv 2	Holt McDougal	Dimado, Champeny, Ponterio	2013
French 3 PreAP/IB	<i>Bien dit!</i> Lv 3	Holt McDougal	Dimado, Champeny, Ponterio	2013
French 4 IB	<i>Le monde en francais</i>	Advance Materials	Abrioux, Chretien, & Fayaud	2011

RATIONALE: This report is being presented to increase Board and community awareness of the history and activities of the District modern language programs, and to provide descriptions and rationale for the proposed textbook adoption. The textbooks being recommended for adoption demonstrate the highest correlation to the following evaluation criteria:

- Alignment with course objectives
- Instructional planning and support

- Current and relevant attention to culture
- Technology
- Online teacher resources
- Reteaching activities
- Listening and speaking activities

This agenda item meets Strategic Goal #1: Prepare all students for college and careers, and 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.

FUNDING: Funding for the purchase of recommended materials in the amount of \$298,000 will be provided by State textbook funds.

RECOMMENDATION: Receive Report on High School Modern Language Programs and Proposed Textbook Adoptions.

Prepared by: Dr. Donna Sonnenburg, Director of Instructional Media Services and Curriculum.



BUSINESS SERVICES MEMORANDUM

TO: Dr. James C. Franco, Superintendent
FROM: Dr. Casey Goodall, Associate Superintendent for Business Services
DATE: January 13, 2012
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:

1. Tracy Unified School District/Central Elementary School: From: National Book Bank. The donation is 1037 books, with an estimated value of \$19,000.00. This donation will be distributed to Central School students.
2. Tracy Unified School District/Tracy High School ASB: From: The Hosmer Family. The donation is 3 Casio CTK-2080 Electric Keyboards, with an estimated value of \$300.00.
3. Tracy Unified School District/Tracy High School: From: Marsha McCray. The donation is a Grezen 300 Series Trumpet, with an estimated value of \$400.00.
4. Tracy Unified School District/Tracy High School ASB: From: Tracy Breakfast Lions. The donation is in the amount of \$500.00 (ch.#4205). This donation will be used by Tracy High School's FFA Chapter.
5. Tracy Unified School District/Kimball High School: From: All American Logistics. The donation is in the amount of \$1,000.00 (ch.#10465). This donation will be used by Mrs. Bond's science class.

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.



BUSINESS SERVICES MEMORANDUM

TO: James Franco, Superintendent
FROM: C. Goodall, Associate Superintendent for Business Services
DATE: January 13, 2012
SUBJECT: Approve Assembly, Service, Business and Food Vendors

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

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

To that end, the attached list of vendors has met all of the criteria to provide assemblies at TUSD sites, and their presentation has been deemed appropriate for TUSD students.

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

FUNDING: Per attached summary of requisitions.

RECOMMENDATIONS: Approve Assembly, Service, Business and Food Vendors

PREPARED BY: Cindy Everhart, Facility Use Secretary

Board Approved	Vendor	Insurance Expires
ADDING THE FOLLOWING VENDORS FOR BOARD APPROVAL:		
	Larry Fagg - Fundraising. larryfagg@fundraisinglarryfagg.com. Student Discovery Program- 90 volunteer speakers @ high schools/college scholarship. larryfagg@sjcdiscovery.org. 408-242-2733	12/15/2012
*FLAMES ARE PROHIBITED INDOORS ON DISTRICT PROPERTY - SEE BELOW		
↓ APPROVED LIST BELOW BY EXPIRATION DATE ↓		
1/25/11	Kaiser Permanente - Dean Starnes, dean.starnes@kp.org, 510-987-2223, www.Kp.org/etp/ncal, Programs "Community Troupe", PEACE Signs" "The Best Me", "Nightmare on Puberty ST." and "Secrets".	1/1/2012
11/9/10	Pacific Dental Services/Tracy Smiles/My Kids Dentist & Orthodontist-Meghan Stephens - 836-5441- stephensm@pacificdentalservices.com, Cammy Harvey - harveyc@pacificdentalservices.com. www.tracysmilesdental.com. 2600 S. Tracy Blvd. Ste. 160 & 170	1/1/2012
8/9/11	Graphic & Wear, Steve Lewis, gicts@sbcglobal.net, steve@gicgraphicwear.com, www:gicgraphicwear.com, 723-9817	1/9/2012
12/13/11	Pegleg Entertainment DJ Services - John Lau (510) 867-0755. peglegentertainment@gmail.com, www.peglegentertainment.com	1/16/2012
8/25/09	Soul Shoppe-Anti-Bullying Programs, Vicki Abadesco, 415.333.9347, info@soulshoppe.com. www.soulshoppe.com	2/1/2012
9/13/11	California Weekly Explorer, Inc. History Programs, Barry Hovis, 714-247-2250, barrycwe@aol.com, info@californiaweekly.com, www.californiaweekly.com	2/1/2012
10/11/11	Rumors Productions - Jenna Teyshak/Jon Tyner - 640-8000, jenna@rpcdj.com, www.rpcdj.com	2/1/2012
9/13/11	Family Resource & Referral Center, Mona Perez-461-2721. First 5 Info-Healthy Eating habits, activities to promote good health.	3/17/2012

Board Approved	Vendor	Insurance Expires
12/13/11	Rhythm Magic - Music Assembly. Michael Bayard - (916) 683-2575, bayard@rhythmmagic.com. Www.rhythmmagic.com	3/28/2012
11/8/11	Sounds in Motion-DJ and Sount -George or Jason (209) 522-5999, soundsinmotion@msn.com, www.soundsinmotiondj.com	4/22/2012
10/25/11	Mustard Seed Faith Christian Center-faith based organizations outreaches to community events. Paul Hall - 830-3280 or 59-707-7214. phall@mac@mac.com. Www.msfcc.mac@mac.com	4/30/2012
2/12/08	Sparkles the Clown, Terry Donaldson - 835-8383, www.sparklesdelight.com	5/1/2012
2/12/08	Ravioli the Clown - Denis Martinez - 835.3535, www.raviolitheclown.com	5/1/2012
5/10/11	DJ Ran Productions-Mobile Disc Jockey Services. djr@mail.com, www.djran-tracy.webs.com, 229-3802, djr@productions@live.com	5/1/2012
9/13/11	Youth for Christ - Point Break Adolescent Resources. Violence Prevention Services. Contact Joan Stone in Prevention Services 830-3218.	5/1/2012
9/13/11	Athletic Perfection - Cheer Routine choreography. Jennifer Moore 609-8736, jennwhip29@hotmail.com, julie@athleticperfectioncheer.com, www.athleticperfectioncheer.com	5/14/2012
8/28/07	Horizon Intertaiment - Teen Truth Anti Bully JC Pohl 818 755 8800 , jc@teentruthlive.com	5/18/2012
5/24/11	Café Art - Julie (925) 373-0222, admin@ceramic-cafeart.com, www.ceramic-cafeart.com	5/26/2012
9/13/11	Rachel's Challenge, Inc., Anti-Bulling, Character & Kindness Program. Tim Kiehne, 877-895-7060 x 709, tim@rachelschallenge.org, www.rachelschallenge.org	5/26/2012
10/11/11	City of Tracy Police Dept. "What not to bring to School" program. Irene Rose -831-4550	6/1/2012

Board Approved	Vendor	Insurance Expires
10/11/11	Main Street Music, Inc. - Ken Cefalo, 835-1125, kencefalo@yahoo.com, www.tracyrocks.com	6/3/2012
12/14/10	David Greenberg-Author-360-560-7766. fax # 503-842-1290. authilus@teleport.com. www.authorsillustrators.com/greenberg/greenberg.htm	6/18/2012
4/12/11	Marquis Entertainment - DJ (209) 951-1982, www.marquisentdjs.com, enmar3@yahoo.com	7/1/2012
4/12/11	Explorit Science Center - 530-756-0191, explorit@explorit.org, www.explorit.org	7/21/2012
4/12/11	LMG Attractions-Dave Tillman, DJ Services, www.lmgattractions.com, 275-0226	8/1/2012
11/13/07	Bureau of Lectures & Ancient Artifacts John Tacha or Terry Lyman 800.255.0084, (FIRE SHOW NOT ALLOWED) www.assemblyline.com/index.html bureau@assemblyline.com	8/20/2012
4/12/11	John Searle - Stage Workshops, johnsearles1@aol.com, www.johnsearlesfights.com/index.shtml	8/31/2012
3/8/11	Andrew Troisen, DDS. 833-1240	9/1/2012
9/27/11	Marcel Eiland- DJ Services - 408-667-7803, maen3wera@gmail.com	9/8/2012
10/25/11	Amos Productions-DJ Services. Nicole - 1800-693-5003 or 925-449-3847. nicole@amospro.com or info@amospro.com	9/16/2012
1/25/11	Sorren Bennick Productions - Power of One Anti-Bullying Program, Sorren Bennick 1-866-816-5808, sorenbenick@sorenbenick.com; To view a video clip of the show, go to www.sorenbenick.com; enter the Power of One section, click on the Principals Only field, and use the password: "impact" and the username: "impact".	9/18/2012
10/24/11	Adriana Ribeiro - After school music lessons for students, 836-4056, adriankr@prodigy.net	10/1/2012

Board Approved	Vendor	Insurance Expires
11/8/11	Famous Allstars - tumbling lessons. Michael Campos (209) 608-2476. famousallstars@gmail.com	10/28/2012
3/8/11	Peacemakers - Paul Hall -phall@tUSD.net or Kevin James -kev4jam@sbcglobal.net	11/1/2012
9/27/11	New Creation Bible Fellowship-Kevin James-408-595-5704, www.ncbfracy.org. Power Zone Camp	9/1/2013
12/13/11	Jumpstart Productions - Scott Greenburg Motivational speaker - (818) 785-7610, scott@scottgreenburg.com, www.scottgreenburg.com	9/24/2012
11/8/11	Fresh Entertainment - DJ/MC, Sound & Lighting Rental. Derek Mizuno 510-921-4373, derekmizuno@gmail.com	10/31/2012
8/28/07	Theater for Children, B Street Theater Programs, Lea Ladd, 916.443.5391 x112	12/1/2012
10/9/07	Mad Science, Danielle Mae Lee, danielle@madsciencesacto.com, 916-736-2924, Elena Michel elena@madsciencesacto.com (Fire & Ice Show not allowed)	12/1/2012
10/23/07	Lawrence Hall of Science, 510-642-1700, pfsreq@berkeley.edu, www.lawrencehallofscience.org	Indemnification approved, Tier 1
12/13/11	Stockton Ports Baseball By The Books - reading incentive program. Free of charge-chance to win free tickets. Margaret Sacchet-644-1900, msacchet@stocktonports.com, www.web.minorleaguebaseball.com/index.jsp?sid=t524	NO Charge, Tier 1
10/9/07	McDonalds Tammi Beck 916-962-1982	NO Charge, Tier 1
10/9/07	NASA Karin Costa 650-604-6077	NO Charge, Tier 1
10/9/07	Otto the Auto Wendy Sanchez 415-565-2676 wendy_sanchez@csaa.com	NO Charge, Tier 1
10/9/07	Sandia Labs Joel Lipkin - jlipkin@comcast.net	NO Charge, Tier 1
2/10/09	JOE FOSS Institute, 480.348.0316, www.jfiweb.org	NO Charge, Tier 1

Board Approved	Vendor	Insurance Expires
4/28/09	District 5 Dairy Princess, 639-1715	NO Charge, Tier 1
5/26/09	Get Real Behind The Wheel, Safe Driving Assembly targeted to 8th, 9th & 10th graders. Ken Ucci 209.601.6523 or Tom Simpson 612-4222. www.getrealbehindthewheel.org	NO Charge, Tier 1
5/26/09	Cowboys & Kids Reach Assembly, Penny Conway, www.reachkids.com, reachme@theriver.com	NO Charge, Tier 1
2/23/10	Boys Scouts - Civil War History presentation Preston Gilliam, 209-830-1870 or pgilliam@pacbell.net	NO Charge, Tier 1
*Section 308.3 Open Flame. A person shall not utilize or allow to be utilized, an open flame in		
Please remind your staff that candles, incense, cigarettes, or any item with an open flame are not		
not permitted.		
FOOD VENDORS:		
OUTDOORS ONLY - Make sure barbeques are 10 feet away from any building or structure. Place		
8/23/11	How Ya Bean-Paul Vogt-681-1790, paul_vogt@howyabean.com, coffee, espresso, smoothies	2/11/2012
5/24/11	American Dog - Ray Rhead, 834-1364, ameridogg@comcast.net	4/23/2012
10/13/09	Famous Dave's BBQ Catering: 866-408-7427 fax 833-9043 www.famousdaves.com	10/1/2012
10/25/11	Mi Esperanza Taqueria - Mexican food vendor. Omar Mendoza - 832-3020. 918 Central Ave.	10/15/2012
12/8/09	Texas Roadhouse- Tim Lund, 830-1133, store_tracy@texasroadhouse.com,	12/1/2012
*Section 308.3 Open Flame. A person shall not utilize or allow to be utilized, an open flame in		
Please remind your staff that candles, incense, cigarettes, or any item with an open flame are not		



BUSINESS SERVICES MEMORANDUM

TO: Dr. James C. Franco, Superintendent
FROM: Dr. Casey Goodall, Associate Superintendent for Business Services
DATE: January 13, 2012
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:	Mozingo Construction
Site:	Kimball High School
Item:	Estimate
Services:	Contractor to plug 4" and 8" sewer lines and decommission lift station (disconnect electrical) at the existing sewer pump station and replace slide gate on existing intake structure.
Cost:	\$19,719.54
Project Funding:	Developer Fees and State School Building Fund



BUSINESS SERVICES MEMORANDUM

TO: Dr. James C. Franco, Superintendent
FROM: Dr. Casey Goodall, Associate Superintendent for Business Services
DATE: January 13, 2012
SUBJECT: Ratify Measure S 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 S 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 S BOND
SUMMARY OF SERVICES**

A. Vendor: Tracy Signs, Inc.
Site: Multiple Schools – Cisco Security Surveillance Project
Item: Quote
Services: Video surveillance signs for all schools except Kimball High School.
Cost: \$4,925.38
Project Funding: Measure S Bond Funds

B. Vendor: Presido
Site: District Education Center – Server Project
Item: Quote
Services: Provide professional services for Networking and SPS2010 Services for all school sites.
Cost: \$79,000.00
Project Funding: Measure S Bond Funds

C. Vendor: Hewlett-Packard (HP)
Site: District Education Center – Server Project
Item: WSCA/NASPO Piggyback Agreement
Services: Server Project; HP server and associated materials and parts for all school sites.
Cost: \$103,513.20
Project Funding: Measure S Bond Funds



BUSINESS SERVICES MEMORANDUM

TO: Dr. James C. Franco, Superintendent
FROM: Dr. Casey Goodall, Associate Superintendent for Business Services
DATE: January 13, 2012
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:	Decotech
Site:	Tracy High School – Polevault System Project
Item:	Quote
Services:	Extron Speakers for the cafeteria.
Cost:	\$3,231.03
Project Funding:	Measure E Bond Funds



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: October 25, 2011
SUBJECT: Receive Update on Quarterly Williams/Valenzuela Uniform Complaint Reports for the Quarter Ending January 17, 2012.

BACKGROUND: Pursuant to the Williams Settlement, the Valenzuela Settlement, and California Education Code Section 35186, every school must provide 1) sufficient textbooks and instructional materials, 2) school facilities that are clean, safe, and maintained in good repair, 3) a properly credentialed teacher for every classroom and 4) intensive remediation for up to two years for students who have completed grade 12 but not passed the California High School Exit Exam. Education Code, EC 35186(d), requires that school districts shall report summarized data on the nature and resolution of all Williams/Valenzuela uniform complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records. There were no complaints filed under the Williams/Valenzuela settlements during the October 15, 2011 – January 17, 2012 reporting period.

RATIONALE: The quarterly report for the period of October 15, 2011 through January 17, 2012 has been submitted to the San Joaquin County Office of Education and must be reported to the local school board. The report summarizes the complaints received through the Williams Uniform Complaint Process as well as the resolution of each of those complaints. This report supports 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 Strategic Goal #3: Provide a safe and equitable learning environment for all students and staff.

FUNDING: No cost

RECOMMENDATION: Receive Update on Quarterly Williams/Valenzuela Uniform Complaint Reports for the Quarter Ending January 17, 2012.

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

San Joaquin County Office of Education
Valenzuela/CAHSEE Lawsuit Settlement
Quarterly Report on *Williams* Uniform Complaints
 [Education Code § 35186(d)]

District: Tracy Joint Unified School District

Person completing this form: Carol Anderson-Woo Title: Director of Curriculum,
Accountability and Continuous Improvement

Quarterly Report Submission Date: ☒ January 17, 2012
 (check one) ☐ April 16, 2012
☐ July 16, 2012
☐ October 15, 2012

Date for information to be reported publicly at governing board meeting: January 24, 2012

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
CAHSEE Intensive Instruction and Services			
TOTALS			

Dr. James Franco
 Print Name of District Superintendent

Signature of District Superintendent

Date



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~Dr. Sheila Harrison~~, Assistant Superintendent of Educational Services and Human Resources
DATE: January 11, 2012
SUBJECT: Ratify Contract with Invo HealthCare Associates, Inc. for the 2011-2012 School Year

BACKGROUND: Special Education students may require specialized instruction and support from outside service providers. One student currently receives Home/Hospital based instruction including occupational therapy services as stated in his IEP. Invo HealthCare Associates, Inc. has agreed to provide the needed and legally required occupational therapy services for the student. Ratification is necessary to prevent a lag in services, per State and Federal laws.

RATIONALE: School districts must offer a continuum of services including, when necessary, occupational therapy to students with exceptional needs. This request supports District Goal 3: Provide a safe and equitable learning environment for all students and staff, and District Goal 7: Develop and utilize partnerships to achieve District goals.

FUNDING: The contract rate is \$80.00 per hour, with the total not to exceed \$4,000.00 during the 2011-12 school year. Expenses are budgeted in account #01-6500-0-5770-1110-5800-800-2542.

RECOMMENDATION: Ratify Contract with Invo HealthCare Associates, Inc. for the 2011-2012 School Year

Prepared by: Dr. Janet Skulina, Director of Special Education.

Agreement

THIS AGREEMENT is made on this 17th day of November, 2011 (the "*Effective Date*") by and between *Invo HealthCare Associates, Inc.*, 1780 Kendarbren Drive, Jamison, PA 18929 (hereinafter referred to as "*IHC*") and Tracy Joint Unified School District, 1975 West Lowell Avenue, Tracy, CA 95376 (hereinafter referred to as "Agency").

THIS AGREEMENT contains the following:

- (A) Agency is an agency serving individuals with special needs.
- (B) Both parties wish to enter into an AGREEMENT in which *IHC* will contract with therapist (s) (hereinafter referred to as "therapist"), who will provide therapy services to the individuals of the Agency.

THE PARTIES agree to the following:

1. Services:

Both parties agree that the scope of *IHC's* responsibility, as set forth in the AGREEMENT, is limited to contracting with therapist(s) who will provide on an "as needed" basis hours of occupational therapy services for the clients of the Agency located in the state of California.

2. Duties of Therapist:

(a) The services provided by the therapist under this AGREEMENT will be consistent with the available facilities, the therapist's professional judgment and the standards established in the Agency's community.

(b) The therapist shall maintain adequate and current records, in the manner required by the Agency, for individuals who are provided with service.

(c) The therapist will furnish a professional liability insurance policy to cover herself/himself. This policy must be effective on or before the therapist's first day of work.

(d) The Agency understands and agrees that *IHC* and the therapist are acting and performing as independent contractors at all times. The professional duties of the therapist will be directed by the Agency. The Agency and the therapist must fully comply with all applicable provisions of law and other rules and regulations of any and all governmental authorities relating to licensure and the regulation of the therapist and the Agency.

(e) The therapist, under their contract, must comply with policies, rules, and regulations of the Agency.

3. Term:

This AGREEMENT shall be for a seven (7) month term beginning on or about November 28, 2011 and extending until June 30, 2012. However, if *IHC* does not present a qualified candidate for interview within thirty (30) days from the date on which this AGREEMENT is signed, then the Agency will have the option to terminate the AGREEMENT. Notice of termination will be delivered to *IHC* by Certified Mail with a return receipt.

4. Fees:

(a) *IHC* shall be compensated for services rendered.

(b) Since *IHC* incurs daily expenses, *IHC* will receive from the Agency a guaranteed income of eighty (\$80.00) dollars per hour for every hour of contracted occupational therapy services approved by the Agency.

The Agency shall make payment within thirty (30) days of receipt of a properly prepared and submitted invoice. If the payment is not postmarked from the Agency within thirty (30) days of the receipt of the invoice, the Agency agrees to pay an additional 1.5% interest per month on amounts not paid, such interest being calculated beginning day thirty-one (31) from receipt of invoice. Interest should be calculated in accordance with standard accounting procedures. *IHC* shall bill the Agency for the interest.

Failure by the Agency to pay appropriately submitted invoice within sixty (60) days of receipt may be considered a breach of contract.

For each subsequent contract renewal, the compensation for therapist's services will be negotiated approximately one month prior to the initiation of the next contract period.

5. Duties of Agency:

(a) The Agency will provide the therapist with adequate work areas and equipment, as deemed necessary by the Agency, for the therapist to perform her/his job.

(b) Agency will provide support services as needed.

6. Service of Notices:

Notices served on the Agency will be served by Certified Mail with a return receipt, to the **Tracy Joint Unified School District, 1975 West Lowell Avenue, Tracy, CA 95376**. Notices served on *IHC* will be served by Certified Mail with a return receipt, to *Invo HealthCare Associates, Inc.*, 1780 Kendarbren Drive, Jamison, PA 18929.

7. Law of State to Govern:

The validity, enforceability and interpretation of any of the clauses of this AGREEMENT will be determined and governed by the substantive and procedural laws of the commonwealth of Pennsylvania.

8. Scope of AGREEMENT:

This AGREEMENT constitutes the final, complete and entire contract between the parties and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions of the parties, whether written or oral. There are no representations or other agreements included. No supplemental modification or waiver of this AGREEMENT will be binding unless executed in writing by the parties to be bound thereby.

9. Amendments:

This AGREEMENT may be amended at any time by mutual agreement of the parties. However, before any amendment will be operative or valid, it must be reduced to writing and signed by both the Agency and *IHC*.

10. Non-Interference, Non-Solicitation, and Restrictive Covenant:

Agency agrees that it may not during the term of this Agreement and for two (2) years after the expiration or termination of this agreement, directly or indirectly, either as agent, partner, owner, investor, adviser or consultant or in any other capacity, employ or otherwise contract for services with the following:

- a). any therapist that any *IHC's* staff introduces to Agency, arranges for interview with Agency, or who has provided Services to Agency by or through *IHC*;
- b). any business entity (*i.e.* corporation, company partnership, association) that wishes to use any of *IHC* staff that has been introduced to Agency, had an arranged interview with Agency, or who has provided Services to Agency by or through *IHC*; and/or
- c). any current or former therapist of *IHC* who has provided Services to Agency under the terms of this Agreement and who is associated with an independent business entity as an employee, officer, agent, partner, owner, investor, lender, director, adviser or consultant or in any other capacity.

11. Default:

The Agency will be in default if any of the following happens:

- (a) The Agency fails to make any payment when due.

(b) The Agency breaks a promise it has made to *IHC*, or the Agency fails to perform promptly at the time and in the specified manner provided in this contract.

(c) The Agency makes any representation or statement to *IHC* that is false or misleading in any material respect.

12. Confidential Information:

Both parties agree they will not at any time during or after termination of this AGREEMENT use or disclose any confidential information or methods to any person or entity for any purpose whatsoever without the prior written consent of the Agency and *IHC*.

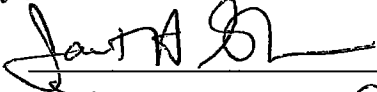
13. Termination:

This AGREEMENT may be terminated (i) immediately upon written notice of breach of any party by the other party, or (ii) by either party upon sixty (60) days prior written notice. Notice will be delivered to the other party by Certified Mail with a return receipt.

The validity or unenforceability of any particular provision or part of this AGREEMENT will not affect any other provisions. If any provision of this contract is held to any extent invalid by any competent tribunal, that provision will be modified to make it enforceable.

THE PARTIES execute this AGREEMENT on the _____ day of _____, 2011.

Tracy Joint Unified School District

By: 
Title: Director of Special Ed


Invo HealthCare Associates, Inc.

By: _____

Mary A.J. McClain, President



EDUCATIONAL SERVICES MEMORANDUM

To: Dr. Jim Franco, Superintendent
From:  Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
Date: January 10, 2012
Subject: **Approve Agreement for Special Contract Services with Dr. Edward C. Harris as Guest Conductor for the 2012 Tracy Unified School District Honor Band for a Total of Three Rehearsals and One Performance**

BACKGROUND: Every year students are selected to perform in the District Honor Band and have a guest conductor. This year there are approximately 60 students who will participate in the Honor Band. Three Honor Band rehearsals will be held on January 26, 27, and 28, 2012. The Honor Band will perform in concert on Saturday, January 28, 2012.

RATIONALE: It is important to have Dr. Edward C. Harris as a Guest Conductor of this year's Honor Band as he will provide an opportunity for our students to work with an accomplished State University band director who is a highly respected music educator, lecturer, and band conductor in the United States. Dr. Edward C. Harris is the Director of the School of Music & Dance and Director of Bands at San Jose State University. In addition to his university duties, he has served as President for the Western Division of the College Band Directors National Association and has been on the Board of Directors for the California Band Directors Association and the California Music Educators Association. Dr. Edward Harris has a broad knowledge of both traditional and contemporary wind band literature. He will provide new perspectives, skills and talents, which allow our students to grow and develop as young musicians. This meets 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.

FUNDING: The cost is a flat rate not to exceed a total of \$500.00. Funding will be provided by the District Visual and Performing Arts program.

RECOMMENDATION: Approve Agreement for Special Contract Services with Dr. Edward Harris as Guest Conductor for the 2012 Tracy Unified School District Honor Band for a Total of Three Rehearsals and One Performance

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

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 Dr. Edward Harris hereinafter referred to as "Contractor," is for consultant or special services to be performed by a non-employee of the District. District and Contractor, herein named, do mutually agree to the following terms and conditions:

1. Contractor shall perform the following duties: Dr. Harris will organize and conduct one rehearsal at Williams Middle School and two rehearsals and one concert at The Grand Theatre in Tracy, Ca.
2. Contractor will provide the above services(s), as outlined in Paragraph 1, for a period of up to a total of Three (3) HOURS(DAY(s))(circle one), under the terms of this agreement at the following location: Williams Middle School, 1600 Tennis Lane, Tracy, CA and The Grand Theatre, 715 Central Avenue, Tracy, Ca
3. In consideration of the services performed by Contractor, District shall pay Contractor according to the following fee schedule:
 - a. District shall pay \$500.00 per HOUR/DAY/FLAT RATE (circle one), not to exceed a total of \$ 500.00. Contractor shall only be paid for work completed to the satisfaction of District through the termination date of this agreement.
 - b. District [☐] SHALL; [X] SHALL NOT reimburse Contractor for out-of-pocket expenses incurred during Contractor's performance of the services, including: mileage, meals and lodging in the district rates not to exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed those currently in effect for employees of the District. Reimbursement of expenses 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 January 26, 2012, and shall terminate on January 28, 2012.
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) 830-3200 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 any act, neglect, default or omission, of Contractor, or any person, firm or corporation directly or indirectly employed by Contractor upon or in connection with this Agreement, or any of the participants arising out of or in the course of their term of this Agreement, and Contractor at his or her own cost, expense and risk, shall defend any and all actions, suits or other legal proceedings that may be instituted against District for any such claim or demand, and pay or satisfy any judgment that may be rendered against District in any such action, suit or legal proceedings or the result thereof. Nothing herein provided shall be construed to require Contractor to hold harmless or indemnify District for liability or damages resulting from the negligence or willful act, or omission of District or its officers, agents, or employees.

8. This Agreement is for the personal services of the Contractor and Contractor may not assign the performance of the services to any person or persons who are not parties to this Agreement except for employees of 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 of, and entitled to, exclusive possession of all records, documents, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other uses thereof will be permitted except by permission of the District. Proprietary materials will be exempted from this clause.

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

AGREED:


 Consultant Signature (1)

Social Security Number (2)

12/21/11

Date

Director

Title

Address

Pleasanton, CA 94588

Tracy Joint Union High School District

Date

Title

Account Number to be Charged

Department/Site Approval

Budget Approval

Date Approved by the Board

Send All Copies To The Business Office.

1 Whenever organizational names are used, the authorized signature must include company title, such as president.

2 Whenever organizational names are used, the employer IRS Identification Number must be used instead of a Social Security Number.

Dr. Edward C. Harris



Office: MUS 180 • Phone: 408 924-4677

Email: echarris@email.sjsu.edu

School of Music and Dance Director
Staff

Wind Ensemble Director

B.M., M.A., San Francisco State University
D.M.A., University of Northern Colorado

Dr. Edward C. Harris was appointed Director of the School of Music & Dance and the Director of Bands at San José State University in 2000.

Born and educated in Santa Monica, Dr. Harris received his Bachelor of Music degree in music education, and Master of Arts degree in clarinet performance from San Francisco State University. He received his Doctor of Arts degree in conducting and clarinet performance from the University of Northern Colorado where he studied under Eugene Corporon.

Before joining the San José faculty, Dr. Harris served in a similar capacity at California State University, Stanislaus, Humboldt State University, and at the University of Wisconsin, Platteville. Preceding these appointments he served as Director of Instrumental Music at Sequoia High School in Redwood City, California from 1971 to 1978.

Dr. Harris maintains an active schedule as guest conductor and lecturer throughout the United States. He has guest conducted honor groups and festivals in over eight states and has been selected to conduct both the California Community College All-State Honor Band in 1985, and the California All-State Honor Band in 1986, 1996, and 2004. Dr. Harris brings to his position a broad knowledge of both traditional and contemporary wind band literature.

In addition to his university duties, he has served as President for the Western Division of the College Band Directors National Association and has been on the Board of Directors for the California Band Directors Association and the California Music Educators Association. In 1995, Dr. Harris was honored to receive the "Stairway of the Stars" Award from the City of Santa Monica for distinguished contributions to the arts in California.

Dr. Harris will organize and conduct one rehearsal at Williams Middle School: 1600 Tennis Lane, Tracy, CA., and two rehearsals and one concert at the Grand Theatre: 715 Central Ave., Tracy, CA.

Thursday, January 26, 2012	6:45 pm – 9:00 pm	Rehearsal (Williams M.S.)
Friday, January 27, 2012	6:45 pm – 9:00 pm	Rehearsal (Grand Theatre)
Saturday, January 28, 2012	7:45 am – 12:00 pm	Rehearsal (Grand Theatre)
Saturday, January 28, 2012	3:00 pm	Concert (Grand Theatre)

Note:

1. Dr. Harris is welcome to attend or lead the January 21, 2012 honor band rehearsal (7:45 am – 12:00 pm at Williams Middle School). However, his attendance at this activity is not expected or required as part of this Agreement for Special Contract Services.
2. Dr. Harris is invited to conduct three one-hour band clinics, one at Tracy High School and one at West High School, and one at Kimball High School. However, his acceptance of this invitation is not expected or required as part of this Agreement for Special Contract Services.



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~Dr. James Franco~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: January 10, 2012
SUBJECT: Approve Overnight Travel for Kimball High School Cheerleaders to Attend the National Cheerleading Association Competition at Knott's Berry Farm in Buena Park, CA on March 16-18, 2012

BACKGROUND: The Kimball High cheerleaders have been invited by the National Cheerleading Association to attend a cheerleading competition at Knott's Berry Farm in Buena Park, CA on March 16-18, 2012. They would like to compete at the national level. Eighteen (18) students, one (1) advisor and two (2) assistant coaches will attend this event. They will travel to Buena Park, CA on Friday, March 16 after school and return home on Sunday, March 18. The parents will drive their own child. Supervision will be provided by the advisor, coaches and NCA event staff. Participants will be staying at the Radisson Hotel in Buena Park, CA.

RATIONALE: The Kimball High School Cheerleaders have worked very hard to make this competition. It will give them a great opportunity to represent Tracy at a national competition where they can demonstrate their team dynamics. They will also have an opportunity to meet and interact with cheerleaders from across California. This meets 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 Goal #7: Develop and utilize partnerships to achieve District goals.

FUNDING: There will be no cost to the District. The total cost, per member, will be \$350.00 and includes entry fees, entrance to the Knott's Berry Farm, lodging and meals. The funding for this trip will be paid by parent support and donations raised by the students and parents, for the girls electing to participate in this competition. The parents are driving their own cheerleaders to Buena Park, CA and staying for the competition, so no further chaperones are needed.

RECOMMENDATION: Approve Overnight Travel for Kimball High School Cheerleaders to Attend the National Cheerleading Association Competition at Knott's Berry Farm in Buena Park, CA on March 16-18, 2012.

Prepared by: Cheryl Domenichelli, Principal, Kimball High School.



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James C. Franco, Superintendent
FROM: ~~Mr.~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: January 13, 2012
SUBJECT: Ratify Agreement for Special Contract Services with Parent Institute for Quality Education (PIQE) to Provide Training for Parents at Villalovoz Elementary School.

BACKGROUND: Through discussions with the Villalovoz ELAC Committee and School Site Council, the parents have expressed a desire to have a professional parent organization assist them with developing the skills necessary to help their children be more successful in school. After researching different parent programs, the decision was made to select the Parent Institute for Quality Education (PIQE). The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-aged children. Every child can learn and deserves the opportunity to attend and complete a college education. Parents and teachers must work together to ensure the educational success of every child. It is necessary to ratify this agenda as the training began on January 17, 2012 and will continue through March 2012.

RATIONALE: Villalovoz became a Title 1 school in the 2009-2010 school year. For the 2010-2011 school year we offered PIQE classes to our English and Spanish speaking parents and we had over 50 parents who graduated from the program. The Villalovoz parents requested that PIQE year 2 be offered for 2011-2012 school year. Sustained parent involvement is linked to student achievement and staying in school. It is important to provide meaningful opportunities for parents/guardians to be involved in school activities. This supports Strategic Goal #7: Develop and utilize partnerships to achieve District goals.

FUNDING: The School Site shall pay \$5,000 for the first class (9 sessions), and \$2,000 for an additional class (9 sessions) running concurrently for a total of \$7,000. Expenses will be paid out of Site Categorical funding.

RECOMMENDATION: Ratify Agreement for Special Contract Services with Parent Institute for Quality Education (PIQE) to Provide Training for Parents at Villalovoz Elementary School.

Prepared by: Mrs. Lisa Beeso, Principal, Villalovoz Elementary School

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 Parent Institute for Quality Education (PIQE) hereinafter referred to as "Contractor," is for consultant or special services to be performed by a non-employee of the District. District and Contractor, herein named, do mutually agree to the following terms and conditions:

1. Contractor shall perform the following duties: Provide a parent training course for the parents of the children enrolled at Villalovoz Elementary School. The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-aged children.
2. Contractor will provide the ~~above~~ services(s), as outlined in Paragraph 1, for a period of up to a total of 9 sessions HOURS/DAY(s) (circle one), under the terms of this agreement at the following location: Villalovoz Elementary School.
3. In consideration of the services performed by Contractor, District shall pay Contractor according to the following fee schedule:
 - a. District shall pay \$ 5,000.00 per HOUR/DAY/FLAT RATE (circle one), not to exceed a total of \$ 7,000.00. Contractor shall only be paid for work completed to the satisfaction of District through the termination date of this agreement.
 - b. District [☐] ~~SHALL~~ [☒] ~~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 January 17th, 2012, and shall terminate on March 13th, 2012
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)/Tax ID #
_____ Date
_____ Title
_____ Address & Phone #

_____ Tracy Unified School District
_____ Date
_____ Title
_____ Account Number to be Charged
_____ Department/Site Approval
_____ Budget Approval
_____ Date Approved by the Board

Send all copies to the Business Office:

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

REF: G:\clyons\Forms\Contract Services Agreement 7 02.doc



SERVICES ACCEPTANCE MEMORANDUM OF UNDERSTANDING

To: Lisa Beeso, principal

From: Teresa Guerrero, Executive Director

Date: Aug 15, 2011

NOW, THEREFORE, in consideration of the recitals and mutual obligations of the parties herein expressed, The Parent Institute for Quality Education (PIQE) and Villalobos Elem agree as follow:

RECITALS

- A. Scope of Services: PIQE will provide a parent training course for the parents of the children enrolled in the school above mentioned. PIQE will recruit parents by phone, provide a needs-assessment session, a series of weekly training sessions for parents culminating in a graduation ceremony with certificates given to parents who attend four sessions or more. The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-aged children.
- B. Location: Villalobos Elem
- C. Period of Performance: JAN - 2012 - March 2012
- D. Compensation: \$5,000 for one class of 30 or less parent-graduates, \$2,000 for each additional class. Not to exceed \$7,000
- E. School funding from: School budget and or Title 1
- F. In addition, schools where the PIQE program is provided will make available babysitting services as well as any refreshment to be provide to the parents

I accept these services at Villalobos Elem under the terms and conditions noted.

Lisa Beeso
Principal

Aug 15, 2011
Date

Parent Institute Representative:

Teresa Guerrero
Teresa Guerrero, Executive Director PIQE

PARENT INSTITUTE FOR QUALITY EDUCATION
DIRECTORS
PROCEDURE CHECK LIST

Associate Director: Teresa Guerrero District: Tracy USD Quarter: Winter 2012

School Name: <u>Villa Lova 2 Elem</u>		Principal's Name: <u>Lisa Beeso</u>	
Address: <u>1550 Cypress Dr. Tracy</u>		Phone: <u>(209) 830-3331</u>	Fax: <u>(209) 830-3332</u>
Enrollment:	% Hispanic: <u> </u>	% Anglo: <u> </u>	Other: <u> </u>
Please Circle Day:	<u>Tuesday</u>	Wednesday	Thursday
Time AM:	<u>8:00-9:30 or</u> <u>8:30-10:00</u>	8:00-9:30 or 8:30-10:00	8:00-9:30 or 8:30-10:00
Time PM:	<u>6:00-7:30 or</u> <u>6:30-8:00</u>	6:00-7:30 or 6:30-8:00	6:00-7:30 or 6:30-8:00

Planning Session Date: JAN 17, 2012 Forum Date: MAR 6, 2012 Graduation Date: MAR 13

Indicate Any Combination of Sessions*.

Notebook Overview

Parent Meeting:	Date:	Time:
Faculty Meeting:	Date:	Time:
Number of Room:	A.M.: <u> </u>	P.M.: <u>Catereria</u> Other: <u> </u>
Roster Pick-Up Date:		
Memo of Understanding Due:		

Eleven Items the School Provides

- ☒ Budget and payment process (\$ 120.00 per parent graduate, 9 week program) speaker first class, 2000 add. not to exceed \$7000
- ☒ Refreshment, coffee, and cookies.
- ☒ Childcare for the morning and evening sessions.
- ☒ Classroom space for 35 - 45 parents per classroom. In some cases classes are conducted with less than 35 parents per classroom. The minimum number of parents to open a class in any language is 15.
- ☒ Provide the student enrollment roster, one month prior to the first class. The roster must include the name of the parents, student address and phone numbers in alphabetical order with primary language.
- ☒ Send to parents the attached letters approximately one week prior to the first class.
- ☒ School profile description of special programs the school offers and the accountability report card (SARC).
- ☒ Prepare and conduct the FORUM on week # 8
- ☒ Invite a graduation speaker (5 minute speech); provide graduation program and entertainment if available at the school.
- ☒ Fill out and fax school basic information.
- ☒ Consultant Agreement, Copy of Contract and PURCHASE ORDER number (If available).

Principal Signature: [Signature] PIQE/Representative Signature: [Signature]

Name of your school staff that will be assisting the Parent Institute:

Comments



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: *JS* Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: January 9, 2012
SUBJECT: Approve Overnight Travel for Michael Costa, Lucas Colbert and Jack O'Brien to Attend the CBDA All-State Honor Band in Fresno, CA on February 16-19, 2012.

BACKGROUND: Participation in the CBDA All-State Honor Band is a prestigious honor for those talented instrumental students, selected by rigorous audition. Lucas Colbert and Jack O'Brien students from Tracy High will be provided the grand opportunity to perform with this, the highest of honor ensembles, directed by world-class, renowned conductors. Mr. Michael Costa, Advisor, will transport the students to and from the event in a District vehicle. Additionally, Mr. Costa will act as chaperone during rehearsals and will remain with the students through lights out at 10:30 pm. The students will stay at the Radisson Hotel and Convention Center in Fresno, there was no room for Mr. Costa, so he will reside at the Hampton Inn and Suites in Fresno. CBDA will provide chaperones for all Honor Band students.

RATIONALE: It is goal of the THS Performing Arts Magnet to provide students with increased performance opportunities. Our students Lucas Colbert and Jack O'Brien are uniquely qualified to participate in this event and represent their own and Tracy High's dedication to music. They are recognized members of Tracy High School's Symphonic and Jazz Bands. This aligns with 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 Goal #3: Provide a safe and equitable learning environment for all students and staff.

FUNDING: The total will not exceed \$3,000. Expenses for the CBDA All-State Honor Band will be paid out of the Performing Arts Magnet account (substitute teacher), the ASB account, and students' family contributions. Fundraiser(s) will be available to pay for those students who are unable to fund their own trip.

RECOMMENDATION: Approve Overnight Travel for Michael Costa, Lucas Colbert and Jack O'Brien to attend the CBDA All-State Honor Band in Fresno, CA on February 16-19, 2012.

Prepared by: Jason Noll, Principal, Tracy High School



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James C. Franco, Superintendent
FROM: *SH* Dr. Sheila Harrison, Assistant Superintendent for Educational Services and Human Resources
DATE: January 11, 2012
SUBJECT: **Approve Overnight Travel for Tracy High School Cheer Team and Coaches to Participate in the Jamz Spirit Nationals in Las Vegas on February 23-26, 2012.**

BACKGROUND: The Tracy High Cheer Team has qualified and has been invited to attend the Jamz Spirit Nationals High School Cheer Competition in Las Vegas, Nevada on February 23-26, 2012. The Tracy High Cheer Team qualified for the National Competition by participating in a local competition. Fifteen students, two coaches, and six parent volunteers will attend this event. The team will be staying at the Gold Coast Hotel. The team will be transported to and from the event in private vehicles driven by District approved drivers. Supervision will be provided by the coaches, parent volunteers, and Jamz Spirit Nationals event staff.

RATIONALE: The team has worked very hard to earn placement to participate in this event. It will give the team a great opportunity to represent Tracy at the national competition. This aligns with 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 Goal #3: Provide a safe and equitable learning environment for all students and staff.

FUNDING: The approximate cost for each student is \$210.00. All funding for this trip will be paid through a combination of fundraising opportunities. There will be no cost to the District.

RECOMMENDATION: Approve Overnight Travel for Tracy High School Cheer Team and Coaches to Participate in the Jamz Spirit Nationals in Las Vegas on February 23-26, 2012.

PREPARED BY: Jason Noll, Principal, Tracy High School



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James C. Franco, Superintendent
FROM: ~~Dr. James C. Franco~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: January 6, 2012
SUBJECT: Approve Agreement for Special Contract Services with Counseling and More (CAM) to Provide Training for Parents at Williams Middle School on February 7 – May 30, 2012.

BACKGROUND: Through discussions with the Williams Middle School English Learner Advisory Committee (ELAC) and School Site Council, the Spanish-speaking parents have expressed a desire to have a professional parent organization assist them with developing the skills necessary to help their children be more successful in school. After researching different parent programs, the decision was made to select The Parent Project by Counseling and More (CAM). The Parent Project training is designed to teach parents prevention and intervention strategies for destructive behavior. Addressing this type of behavior will ultimately aid in improving their children's grades and attendance. The School Site Council and ELAC feel that obtaining training from CAM will help improve graduation rates and eliminate drop-outs. Other schools in the District have used The Parent Project program successfully.

RATIONALE: Williams Middle School parent involvement is a vital link to student achievement and staying in school. It is important to provide meaningful opportunities for parents/guardians to be involved in school activities. This supports Strategic Goal #7: Develop and utilize partnerships to achieve District goals.

FUNDING: The School Site shall pay \$3,565.00 for two classes running concurrently (12 sessions each) totaling 24 sessions. Both classes will be in Spanish and can accommodate up to 30 parents each. The costs will be paid by EIA funding.

RECOMMENDATION: Approve Agreement for Special Contract Services with Counseling and More (CAM) to Provide Training for Parents at Williams Middle School on February 7 – May 30, 2012.

Prepared by: Barbara Montgomery, Principal, Williams Middle School

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 Counseling and More (CAM), 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 The Parent Project for Spanish-speaking parents of the children enrolled at Williams Middle School. They will learn and practice specific prevention and intervention strategies for destructive behavior which will help them address the educational needs of their school-aged children. There will be 2 classes running concurrently (12 sessions each), totaling 24 sessions.

2. Contractor will provide the above services(s), as outlined in Paragraph 1, for a period of up to a total of 24 sessions SESSIONS/HOURS/DAY(s) (circle one), under the terms of this agreement at the following location Williams Middle School.

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

a. District shall pay \$ 3,565.00 per FLAT RATE (circle one), not to exceed a total of \$ 3,565.00. Contractor shall only be paid for work completed to the satisfaction of District through the termination date of this agreement.

b. District [] SHALL; [X] SHALL NOT reimburse Contractor for out-of-pocket expenses incurred during Contractor's performance of the services, including: mileage, meals and lodging in the district rates not to exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed those currently in effect for employees of the District. Reimbursement of expenses shall not exceed \$ N/A 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 February 7, 2012, and shall terminate on May 30, 2012.

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, Barbara Montgomery at (209) 830-3345 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

Date

Title

Lettie Ordone, LSCW Counseling & More

01-7090-0-1110-1000-5800-490-5304

Title

Account Number to be Charged

68 E 11th St. Suite 119, Tracy, CA 95376

Address

Department/Site Approval

209-640-4179 FAX 209-832-1094

Budget Approval

Email address lordonecam@yahoo.com

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.

The tougher it gets to be a kid... the tougher it gets to be a parent!

Gangs, Drugs, Alcohol, Family disintegration.

Our kids face unprecedented pressures and problems. No wonder so many of them have given up resisting society's ills and started reflecting them. While this may explain their difficult, defiant or destructive behavior. It doesn't excuse it. Parents need to learn effective prevention and intervention techniques in order to help their children swim against the tide and grow into safe and competent adults.

The Parent Project delivers results!

- Prevent (or stop) children from using alcohol, other drugs and tobacco.
- Stop parent-child arguments forever!
- Improve children's grades and school attendance.
- Recognize and prevent gang involvement.

Learn how to "out-will" a
strong-willed child!

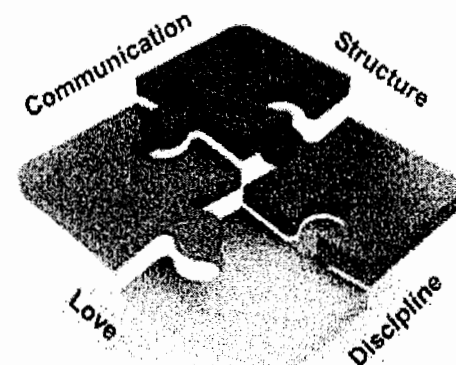
COUNSELING AND MORE

68 E. 11th Street
Suite 119
Tracy, Ca. 95376

Phone: 209-640-4179
email: lordonecam@yahoo.com
www.lordonecam.com



68 E. 11th Street
Suite 119
Tracy, Ca. 95376
lordonecam@yahoo.com
www.lordonecam.com



Empowering Parents

The Parent Project® was created specifically for parents with difficult or out-of-control adolescents.

Parents learn and practice specific prevention and Intervention strategies for destructive behaviors—truancy, alcohol and other drug use, gangs and other criminal behavior, running away, violence and suicide.

Parents are self-referred or can be referred to Parent Project classes by officers in the field, juvenile detectives, diversion programs, court systems, mental health professionals, and school officials.

PROVIDING PARENTS PROVEN METHODS:

- Preventing (stopping) alcohol, drug, and tobacco use
- Ending parent-child arguments FOREVER!
- Improving grades & school attendance
- Learning how to “out-will” a strong willed child!

What Parents Say:

We thought we had tried everything. We were wrong.

This program works!

Only six weeks and very positive change in my family. Looking forward to the support group!

By the Grace of God I go, and with a little help from The Parent Project!

It was terrific! I recommend this to everyone!

Why the Parent Project works?

The overwhelming majority of parents deeply love and care about their children. Unfortunately, for many high risk families, repeated frustrations and failures combined with the daily stresses of life often lead to feelings of helplessness. *Parents may have given up because they felt success was unattainable.*

The Parent Project® is an entirely new parent training model. It not only delivers new skills and insights, it rekindles hope. Parents attending **Parent Project®** classes have the opportunity to experience success at home within the first week.

The Parent Project® was developed over a ten year period while working with thousands of high-risk families. It is designed to revive parents desire, teach the skills and provide the practical and emotional support they need to change destructive adolescent behavior. It directly addresses some of the most serious questions we are asked again and again:

- My child refuses to go to school. How should I respond?
- What can I do when my child beats me up?
- How can I stop my son's gang involvement?
- My fourteen-year-old is addicted to crack and prostituting to support her habit. How can I get her back?

The Parent Project® offers concrete, no-nonsense solutions. The straightforward, step-by-step action plans presented in the curriculum allow parents to take immediate steps toward preventing or intervening in their children's negative choices.



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: Dr. Sheila Harrison, Assistant Superintendent of Educational Services & Human Resources
DATE: January 13, 2012
SUBJECT: Approve Classified, Certificated, and/or Management Employment

BACKGROUND:

Arribeno, Martha

Hunter, Shannon

Medeiros, Patricia

Pine, Molly

Randisi, Mechelle

CLASSIFIED

School Supervision Assistant (Replacement)
*Filled by current TUSD employee
Bohn Elementary School
Range 21, Step E - \$14.04 per hour
2 hours per day
Funding: General Fund

Food Service Worker (Replacement)
West High School
Range 22, Step C - \$13.11 per hour
6 hours per day
Funding: Child Nutrition-School Program

Utility Person II (New)
*Filled by current TUSD employee
Tracy High School
Range 35, Step B - \$16.93 per hour
5 hours per day
Funding: General Fund

Para Educator I (New)
McKinley Elementary School
Range 24, Step A - \$12.51 per hour
3 hours per day
Funding: EIA

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

BACKGROUND:

Hargraves, Delos

Hicks, Machone

Pombo, Jr., Richard

COACHES

Sophomore Softball
West High School
Stipend: \$3,896.19

Freshman Girls Basketball
Tracy High School
Stipend: \$3,245.36

Sophomore Baseball
West High School
Stipend: \$3,896.19

RECOMMENDATION: Approve Classified, Certificated and/or Management Employment

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



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~Dr.~~ Sheila Harrison, Assistant Superintendent of Educational Services
& Human Resources
DATE: January 13, 2012
SUBJECT: Accept Resignations/Retirements/Leave of Absence for Classified,
Certificated, and/or Management Employment

BACKGROUND:

CLASSIFIED RESIGNATION

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Arribeno, Martha School Supervision Assist.	Bohn	01/10/2012	Accepted a 2 hour School Supervision position
Tabaldi, Barbara School Supervision Assist.	Kelly	01/06/2012	Personal

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

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



BUSINESS SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: Dr. Casey Goodall, Associate Superintendent for Business Services
DATE: January 3, 2012
SUBJECT: Accept the 2010-11 Independent Annual Financial Audit

BACKGROUND: The district is required to hire an audit firm to conduct an annual independent financial audit. The audit for the 2010-11 fiscal year is complete and is being brought to the board for acceptance. These financial statements presented herein include all of the activities of the District using the integrated approach as presented by GASB Statement Number 34. The financial report states that in the auditor's independent opinion, the district's records represent fairly, in all material respects, the financial position of the Tracy Unified School District at June 30, 2011.

The audit confirms that the results of our operations and the cash flow of the district's funds for the year are in conformity with accounting principles generally accepted in the United States of America.

RATIONALE: An independent Financial Audit is an opportunity to improve the district's financial processes. The financial review and findings offered highlight areas in which the district can better control assets.

FUNDING: N/A

RECOMMENDATION: Accept the 2010-11 Independent Annual Financial Audit

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



BUSINESS SERVICES MEMORANDUM

TO: James Franco, Superintendent
FROM: Casey Goodall, Associate Superintendent for Business Services
DATE: January 17, 2012
SUBJECT: **Acknowledge Change to Administrative Regulation 3310.2 Purchasing Procedures**
(First Reading)

BACKGROUND: Each year an independent auditor review expenditures made by the District and makes recommendations for improved internal controls. The current audit recommended changes be made to existing purchasing procedures.

RATIONALE: The most recent insertions are bolded, deletions are marked with a strike through. Formatting will be corrected once changes are completed.

FUNDING: There is no cost for this change.

RECOMMENDATION: Acknowledge Change to Administrative Regulation 3310.2 Purchasing Procedures (First Reading)

PURCHASING PROCEDURES

A. Purpose and Scope

To establish procedures for expending funds and procuring goods and services, controlling the procurement process by maintaining documented procedures, and retaining appropriate records to satisfy requirements of the education code, other district policies, and the district strategic plan.

The procurement function is one of the major responsibilities of the superintendent or his/her designee.

These duties have been centralized by our governing board within the Materials Management Department.

The Materials Management Department staff is familiar with and performs all purchasing activities within the limitations prescribed by law, legal opinions, and in accordance with our governing board policies.

Four fundamental functions of the purchasing department are as follows:

1. Authorize the purchase of the proper product required.
2. Have the product available when needed.
3. Order the proper amount of the product.
4. Secure competitive pricing.

The Board of Education requires every transaction between a buyer and a seller involving transfer of property, equipment, supplies or services be by purchase order or formal contract. These purchase orders, and other purchase obligations, are to be signed by the superintendent or designee. The specified items to be procured will utilize a pre-numbered purchase order system in all transactions where a formal legal contract is not required. In addition, the district will continue enforcing the following purchasing practices:

PURCHASING PROCEDURES

B. General

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs and trade-in values shall be considered when determining the most economical purchase price.

The purchasing process exists in support of the following initiatives:

1. Compilation and processing of information to ensure timely delivery of goods, and monitoring and improving of supplier performance.
2. Purchasing of goods and services for the district which is intended to meet the needs of the person or department requesting them, yet will permit the efficient and effective use of public funds.
3. Setting customer service standards through surveys and to benchmark customer service performance against the best in the business.
4. Any purchase of supplies, equipment, services or any action that leads the district to be financially obligated and made by staff members without a purchase order approved by the business office may not be paid for by the district. Reimbursements are not an acceptable business practice for procurement of items needed by the district.
5. Any order delivered to the warehouse without a purchase order may not be accepted until a purchase order is issued.
6. Employees spending funds without proper authorization and who expect reimbursement must be aware that reimbursement will most likely be denied.

Every transaction between a buyer and a seller involving transfer of property, equipment, supplies or services shall be by Purchase Order, Travel and Conference Form, and/or by formal contract. These purchase orders, and other purchase obligations, are to be signed by the Superintendent or by a designee specified in writing and submitted to the San Joaquin County Office of Education. Except in the case of Travel and Conference expenditures, all materials and services items to be procured will utilize a pre-numbered purchase order system in all transactions where

PURCHASING PROCEDURES

a formal legal contract is not required. All services will supplement the requisition document with a formal contract.

In addition, the district will enforce the following purchasing practices:

1. Any purchase of supplies, equipment, services or any action that leads the district to be financially obligated and made by staff members without a purchase order approved by the business office may not be paid for by the district. Reimbursements are not an acceptable business practice for procurement of items needed by the district.
2. Any order delivered to the warehouse without a purchase order may not be accepted until a purchase order is issued.
3. Employees spending funds without proper authorization and who expect reimbursement must be aware that reimbursement will most likely be denied.
4. **Employees expending funds with legal or regulatory restrictions or special reporting requirements shall ensure the expenditure is made within the parameters of the limiting program.**

Recycled Materials

Whenever recycled products of equal fitness and quality are available at no more than the cost of recycled products, the district shall purchase recycled products. The district also may give preference to the suppliers of recycled products.

Preference for California Products

Price, fitness and quality being equal, the district shall give preference to supplies manufactured, grown or produced in California, and shall next prefer supplies partially manufactured, grown or produced in California.

Preference for Food Grown or Processed in the United States

When purchasing food, the district shall give preference to produce grown in the United States and/or processed in the United States insofar as this is economically feasible considering the total cost, quantity and quality of the food.

PURCHASING PROCEDURES

C. Forms Used and Additional References

- a. Attachment A: Purchasing Authorization Decision Flowchart
- b. Tracy Unified School District - Purchase Requisition
- c. San Joaquin County Schools - Purchase Order
- d. Warehouse Requisition
- e. Office Supply Stockless Form
- f. Procurement Card Handbook

D. Procedure

Expenditure Authorization

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. Yet, a number of variables govern the appropriate steps included in the approval process, and the ultimate process by which approval is granted.

Attachment A is a Purchasing Authorization Decision Flowchart which details the specific steps and the approval procedures given each set of variables. In general, the approval requirements vary according to the object code which describes the expenditure, and the value of the expenditure. Therefore, the board approval process will be met in several different ways.

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.

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.

Requisitions which do not meet the criteria detailed in Attachment A for approval by consent, will be approved as action items by the board.

PURCHASING PROCEDURES

Standard Forms

Employees of the district are not authorized to purchase goods or services without following standard procedures and obtaining standard documentation. All expenditures must be authorized by a signature on a standard district form, signed by an authorized budget manager.

There are four types of forms used to requisition materials, supplies, and services:

1. Warehouse Form for purchases from the District Warehouse Catalogue;
2. Stockless form for purchases from Office Depot;
3. Requisition form for general purchases.
4. Travel and Conference form.

All requisitions for materials or services less than bid limits, other than requests for travel and conference, shall be ordered by use of a district requisition form. In addition, requests for Dues and Membership shall be accompanied by subscription application documents. These shall be approved by the board as described in attachment A, and submitted to the Materials Management Department for processing.

Requests for Travel and Conference will be made by completing a Travel and Conference Form, submitted to the Financial Services Department.

When a scenario exists which does not match the definition of an Emergency described below, but in which case action is required to permit the continuance of existing classes, or to avoid danger to life or property, and if electrical or plumbing services or equipment rental is required:

Emergency Requisitions

Emergencies may exist which may preclude the district from taking routine purchasing steps. An "Emergency" is defined by Public Contract Code 1102, as a "sudden, unexpected occurrence that poses a clear and imminent danger requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or mitigate the loss or impairment of life, health, property, or essential public services.

In these rare occurrences, the Superintendent or his designee, may contact the San Joaquin County Office of Education Superintendent to obtain

PURCHASING PROCEDURES

permission to repair or replace a facility, take any directly related and immediate action required by that emergency, and procure the necessary equipment, services, and supplies for those purposes, without giving notice for bids to let contracts.

Regular purchasing steps will be taken if staff is available and time permits. Otherwise, minimal maintenance or construction purchases may be made within the constraints described in attachment A without a requisition. When this option is used, however, all normal requisition documents will be completed within 72 hours.

Bidding Requirements

As governed in Administrative Regulation 3310.3, Public Contract Code Section 20111(a) requires school district governing boards to competitively bid and award any contracts for expenditures described therein.

Open Purchase Orders

An open purchase order is a Purchase order which has been issued to a vendor, against which specified purchases may be made for a specified period of time. When repeated purchases of the same type of supply items are expected, multiple purchase requisitions may be eliminated by submitting one purchase requisition to establish a standing/open order.

Open purchase orders are issued for supply type items and services only and are approved may be approved by the Purchasing Department, provided they are sufficiently justified.

To ensure compliance with bid limitations, the value of an Open Purchase Order will not exceed bid limits.

- E. **Reports Required**
- F. **Record Retention**
Various
- G. **Responsible Administrative Unit**
Business Services
- H. **Approved By**

Assistant Superintendent for Business Services

Reviewed by Board January 10, 2006



EDUCATIONAL SERVICES MEMORANDUM

To: Dr. Jim Franco, Superintendent
From: ~~Dr. Jim Franco~~ Dr. Sheila Harrison, Assistant Superintendent of Educational Services & Human Resources
Date: January 10, 2012
Re: Acknowledge Revised Administrative Regulation 4112.22 Staff Teaching English Language Learners

Background: In accordance with Education and Government Codes, Boards of Education are required to maintain policies and regulations providing direction and oversight to the school District. The Administrative Regulation 4112.22 Staff Teaching English Language Learners needs to be revised and updated to accurately reflect changes.

Rationale: Periodically it is necessary to review and revise the District's policies and regulations maintaining them current with legislation, and education and government codes. In addition, at times it is necessary to revise policies and regulations to make language clearer, more precise and to make additions to existing policies. The Administrative Regulation 4112.22 Staff Teaching English Language Learners was last updated in 1997. This agenda item meets Strategic Goal #3: Provide a safe and equitable learning environment for all students and staff and Strategic Goal #6: Develop and Support a high performing workforce.

Funding: None

Recommendation: Acknowledge Revised Administrative Regulation 4112.22 Staff Teaching English Language Learners

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

**STAFF TEACHING ~~STUDENTS OF LIMITED ENGLISH PROFICIENCY~~
ENGLISH LANGUAGE LEARNERS**

A. Purpose and Scope

To provide guidance and direction for principals and/or other administrative personnel to ensure compliance with state staffing requirements for serving students ~~of limited English language learners. proficiency (LEP).~~

B. General

Appropriately credentialed teachers shall provide English language development and/or primary language instruction.

English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306)

Instruction for English language development (ELD) means instruction designed specifically for English learners to develop their listening, speaking, reading, and writing skills in English. (Education Code 44253.2)

Specially designed academic instruction in English (SDAIE) means instruction in a subject area, delivered in English, that is specially designed to meet the needs of English learners. (Education Code 44253.2)

Primary language instruction includes both primary language development designed to develop English learners' listening, speaking, reading, and writing skills in their primary language and content instruction delivered in the primary language in any subject area. (Education Code 44253.2)

C. Forms Used and Additional References

None

D. Procedure

The Superintendent or designee shall ensure that any teacher with one or more English learners in his/her class possesses an English learner authorization issued by the Commission on Teacher Credentialing (CTC) authorizing ELD and/or SDAIE, as appropriate. A teacher possessing a bilingual authorization may be assigned to provide ELD, SDAIE, and/or primary language instruction.

**STAFF TEACHING STUDENTS OF LIMITED ENGLISH PROFICIENCY
ENGLISH LANGUAGE LEARNERS**

A teacher with a designated subjects teaching credential or a service credential with a special class authorization may enroll in a CTC-approved staff development program and, upon successful completion, may apply to the CTC for a Certificate of Completion of Staff Development authorizing instruction in SDAIE. (Education Code 44253.11)

The Governing Board may, for the purpose of providing primary language instruction, hire bilingual teachers who are employed in public or private schools of a foreign country, state, territory, or possession, provided such teachers speak English fluently and hold the necessary sojourn credential issued by the CTC. After the initial two-year sojourn credential expires, the teacher may annually apply to the CTC for an extension for a total period of not more than five years. Any application for renewal shall include verification by the Superintendent or designee that termination of the employment would adversely affect an existing bilingual program and that attempts to secure the employment of a qualified certificated California teacher have been unsuccessful. (Education Code 44856)

~~A permanent teacher with a basic teaching credential shall be considered qualified to provide specially designed content instruction delivered in English if he/she has completed 45 hours of instruction in methods of specially designed content instruction in English prior to January 1, 2000. (Education Code 44253.10)~~

~~A teacher who has completed the above training may provide instruction for English language development in a self-contained classroom if he/she has either:~~

- ~~1. Completed an additional 45 hours of staff development, including English language development training; or~~
- ~~2. Taught for nine (9) years in California public schools, certified that he/she has had experience or training in teaching LEP students, and authorized verification of this by the District.~~

~~During the period when the teacher is pursuing training in instruction for English language development or specially designed content instruction delivered in English, he/she may be provisionally assigned to provide that instruction. (Education Code 44253.10)~~

E. Reports Required

None

**STAFF TEACHING STUDENTS OF LIMITED ENGLISH PROFICIENCY
ENGLISH LANGUAGE LEARNERS**

F. Record Retention

None

G. Responsible Administrative Unit

Human Resources

H. Approved By

Associate Superintendent of Assistant Superintendent of Educational Services and Human Resources

Legal Reference:

EDUCATION CODE

306	<i>Definition, English learner</i>
33050	Request for waiver of code provisions
44253.1-44253.11	Certification for bilingual-crosscultural competence
44258.9	<i>County superintendent review of teacher assignments</i>
44259.5	<i>Standards for teachers of all students, including English language learners</i>
44380-44386	<i>Alternative certification</i>
44856	<i>Employment of teachers from foreign countries</i>
52160-52178	Bilingual-Bicultural Act of 1976
52180-52186	Bilingual teacher training assistance program
62001-62005.5	Evaluation and sunseting of programs
99230-99242	<i>Mathematics and Reading Professional Development Program</i>

CODE OF REGULATIONS, TITLE 5

6100-6125	<i>Teacher qualifications, No Child Left Behind Act</i>
80015	<i>Requirements for the CLAD certification or English learner authorization</i>
80015.1-80015.4	<i>Requirements for CLAD, English learner authorization or bilingual authorization</i>
80021	<i>Short-Term Staff Permit</i>
80021.1	<i>Provisional Internship Program</i>
80024.7-80024.8	<i>Emergency CLAD and bilingual permits</i>
80680-80690.1	Staff development programs for teachers of English learners

UNITED STATES CODE, TITLE 20

1701-1704	Equal Educational Opportunities
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6319 *Highly qualified teachers*
6601-6651 *Training and recruiting high-quality teachers*
6801-7014 *Language instruction for English learners and immigrant students*
7801 *Definitions, highly qualified teacher*

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 *Highly qualified teachers*

COURT DECISIONS

Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698

TUSD Adopted: 1/28/97; revised 1/24/2012



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: *[Signature]* Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: January 11, 2012
SUBJECT: Approve Title III Year 4 District Improvement Plan

BACKGROUND: During the 2009-10 School Year the District entered Year 2 of Program Improvement under Title III. Title III of the No Child Left Behind Act relates to the education of English Learners. There are three accountability measures (AMAO – Annual Measurable Accountability Objective) under Title III. The first two AMAOs are derived from student performance on the CELDT (California English Language Development Test). Tracy Unified has met these two AMAOs each year and continues to meet these targets. The third AMAO is the AYP (Adequate Yearly Progress) of the English Learner subgroup which is a measure of academic achievement derived from the California Standards Test (CST) and the California High School Exit Exam (CAHSEE). While the achievement of English Learners has improved each year, the District has not met the achievement target. As a result the District has now been identified as Year 4 of Program Improvement under Title III. The District is required to conduct a needs assessment, including a detailed analysis of achievement for English Learners and to develop an Improvement Plan based on that needs assessment. The attached Title III Year 4 Improvement Plan has been developed with input from parents (District English Learner Advisory Committee), teachers (ELD Steering Committee), and site administrators. This plan is an 18 month plan and outlines improvement efforts to be implemented between now and June 2013. The implementation of the plan will be monitored quarterly by staff in the Ed Services division. Additionally a representative from the San Joaquin County Office of Education will meet with district staff every four to six months to monitor implementation of this plan.

RATIONAL: The Governing Board must approve the Title III Year 4 Improvement Plan and verification of this approval must be submitted to the California Department of Education along with the actual plan. This report supports Strategic Goal #1: Prepare all students for college and careers and 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.

FUNDING: There is no cost to the District to approve the plan. The implementation of the plan is funded with categorical funds (Title I \$35,000 and Title III \$707,375).

RECOMMENDATION: Approve Title III Year 4 District Improvement Plan

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

California Department of Education
Local Educational Agency
TITLE III YEAR 2 AND YEAR 4 PLAN ASSURANCE

Local Educational Agency (LEA) Plan Information:	
YEAR 2 (✓) _____	YEAR 4 (✓) <u>✓</u>

Name of LEA: Tracy Joint Unified School District

County District Code: 39-75499

Date of Local Governing Board Approval: January 24, 2012

Address: 1875 W. Lowell Ave. City: Tracy Zip Code: 95376

Contact Person:

Any inquiries concerning this plan should be directed to the attention of:

Carol Anderson-Woo Director of Accountability
Print Name Title

Phone: 209-830-3200 x 1502 Fax: 209-830-3209 E-mail: cwoo@tusd.net

Signatures:

On behalf of LEAs, participants included in the preparation of this Plan:

Signature of Superintendent

James Franco
Printed Name of Superintendent

Date

Signature of Board President

Jill Costa
Printed Name of Board President

Date

Signature of English Learner
Coordinator/Director

Carol Anderson-Woo
Printed Name of English Learner
Coordinator/Director

Date

Certification:

By submission of the local Title III Plan (in lieu of the original assurance page in hard copy), the LEA certifies that the plan original signed copies of the assurances are on file in the LEA. The certification reads:

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



Tracy Unified School District

Title III Year 4 Program Improvement

Action Plan Summary

*"The future belongs
to the educated"*

Background: As a result of not meeting AYP (Adequate Yearly Progress) targets for the English Learner subgroup, the District was required to complete a needs assessment and develop an improvement plan. This Title III Year 4 Program Improvement Action Plan is designed to improve the achievement of English Learner students in the district.

The goals for this plan are listed below and are consistent with the goal requirements of the California Department of Education for this Plan. Following the goals is a summary of the strategies and action steps included in this Plan. For more specifics on the goals, strategies and action steps, and the budget, please refer to the complete Title III Year 4 Program Improvement Action Plan.

Goals:

- Increase percent of EL students increasing one level on CELDT
- Increase percent of EL students scoring proficient on CELDT
- Increase percent of EL students scoring proficient on CST and CAHSEE
- Provide professional development to all teachers and administrators on effective language development and effective instruction for EL students
- Increase the number of EL parents trained in PIQE, Empowering Parents, and other parent education/parent advocacy programs
- Increase the graduation rate for EL students
- Decrease the drop-out rate for EL students
- Increase the enrollment of EL student in advanced (AP or IB) classes at high school

Improvement Strategies:

- Provide consistent, research based English Language Development for all English Learners.
 - Schedule regular ELD for all ELs gr. K-12
 - Provide supplemental materials for ELD
 - Annually monitor achievement of ELs and provide intervention as needed
- Develop differentiated program models for different typologies of English Learners.
 - Expand on pilot of Academic Language and Support for long term ELs and middle school and high school.
 - Explore options for extended learning time for ELs (e.g. summer school)
- Improve Academic Instruction for English Learners.
 - Implement academic vocabulary instruction at elementary and middle school levels

- Provide Academic Language Development training for all teachers
- Support ELs in Mathematics
- Refine Spanish for Native Speaker program at high schools
- Evaluate and improve Sheltered Content Classes (math, science, social studies) at high school
- Provide professional development.
 - For all teachers (language development/academic language)
 - With classroom coaching and collaboration
 - ALAS/ELD teachers
 - Sheltered content teachers
 - Spanish for Native Speakers teachers
 - For all administrators (effective instruction for ELs)
- Provide parent education/parent empowerment trainings through PIQE, Empowering Parents, etc.
- Work with counselors, teachers, and parents to increase the graduation rate of English Learners, reduce the dropout rate, and increase the number of English Learners enrolled in higher level (IB and AP) classes at high school.
 - Implement program improvements described previously
 - Clarify program options and placement criteria for English Learners
 - Identify barriers to reaching goals and develop plans to address barriers
 - Provide professional development to counselors and teachers on research-based programs that support EL student success

Budget:

The budget for the Title III Year 4 Improvement Plan is funded through state and federal categorical funds. The total cost of implementing the plan is \$742,375 with support from the following categorical programs:

Title I	\$ 35,000
Title III	\$ 707,375

For details on the budget, please see the complete plan.

Plan Monitoring:

The Title III Year 4 plan is an 18th month plan which will be monitored quarterly at the district level. Additionally a representative from the San Joaquin County Office of Education will meet with district staff every four to six months to monitor implementation of this Plan.

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English.

- By June 2013, the percentage of English learners learning English will increase from 56.2% to 70%, in order to move toward state defined growth expectations as measured by CELDT.

STRATEGY 1-English Language Development for all ELs

All English Learners will receive ELD instruction on a daily basis. ELD instruction will be tailored to meet the needs of EL students at different proficiency levels.

ACTION STEP 1.1 Ensure Appropriate Instr. Minutes for ELD

The LEA will ensure that all EL students receive ELD. Students in Kindergarten will receive an average of 15 minutes of ELD daily; Students in grades 1-5 will receive an average of 30 minutes of ELD daily; Students in grades 6-12 will receive at least 1 period of ELD daily.

1. ELD Schedules	In Progress	Due 11/1/2011
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As part of the SPSA (Single Plan for Student Achievement), principals will submit schedules for ELD including the time allocation, days taught, how students are organized, and who is providing the ELD.

2. ELD Services	Not Begun	Due 9/1/2012
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The District will review ELD schedules with principals to ensure that all EL students are receiving ELD as appropriate to their level of English.

ACTION STEP 1.2 ELD Materials will be Provided

All ELD instruction will be provided using district-adopted, standards based ELD materials. These materials will be selected to address the specific language needs of students based on their English levels.

1. Identify materials for ELD	Not Begun	Due 4/1/2012
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Evaluate existing ELD materials and determine list of district approved materials for each level of ELD

2. Inventory Materials	Not Begun	Due 5/1/2012
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Conduct an inventory of current materials compared to district list (developed in prior task step) and identify needs

3. Select additional ELD materials.	Not Begun	Due 6/15/2012
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Based on the inventory and identified needs, the ELD Steering Committee will identify and select additional ELD materials.

4. Purchase/Distribute ELD Materials	Not Begun	Due 8/1/2012
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Purchase identified materials for ELD and distribute to schools

Budgeted	\$40,000
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STRATEGY 2-Annual Monitoring of English Learners

ACTION STEP 2.1 Annual EL Monitoring

The LEA will ensure that all English Learner students are monitored annually each fall. Monitoring forms will be completed by both the Language Arts and Math teachers between November 1 - December 15 each year. The monitoring process and forms are outlined in the district's EL Master Plan.

1. Provide Monitoring Materials	Not Begun	Due 11/1/2012
The District will provide pre-printed monitoring forms as well as copies of the materials needed to complete the monitoring at each school		
2. Complete Annual Monitoring	Not Begun	Due 12/15/2012
Principals will ensure that teachers complete the annual monitoring forms each fall.		
3. Ongoing Monitoring for Plan for Overcoming Deficit	Not Begun	Due 6/1/2013
For those EL students who require a Plan for Overcoming Academic Deficits, academic achievement will continue to be monitored by the teacher each grading period to determine if the planned interventions are working.		
4. Develop Level 2 Intervention Plan	Not Begun	Due 6/1/2013
For students under a Plan for Overcoming Academic Deficits that are not making progress, a Level 2 Plan will be developed. These students may also be referred to the site Student Study Team		

ACTION STEP 2.2 Implement Catch-Up Plan for EL Students

A Plan for Overcoming Academic Deficits (Catch-up Plan) will be developed for any EL Students identified as not meeting the expected level of achievement during the annual EL monitoring. This plan will be developed by the English and/or Math teacher based on the areas the EL student is not meeting expected achievement targets. Student progress will be monitored as the plan is implemented

1. Complete Catch Up Plans	Not Begun	Due 12/15/2012
Teachers will complete a Plan for Overcoming Academic Deficits (Catch-Up Plan) for any EL students identified as not meeting the expected achievement during the annual EL monitoring process.		
2. Identify Potential Long Term ELs	Not Begun	Due 1/30/2013
Students at grades 4 and up that have been enrolled 4 or more years and are not meeting expected achievement targets will be identified as potential long term ELs (PLTEL)		
3. Monitor Catch Up Plans	Not Begun	Due 6/1/2012
Principals will ensure that teachers are monitoring student progress for those students who have Catch Up plans. Students are to be monitored at each grading period.		

GOAL Goal 2B: AMAO 2 - English Proficiency

An increasing percentage of English learners will attain English language proficiency annually.

- By June 2013, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 22.3% to 30%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.
- By June 2013, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 49.1% to 60%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

STRATEGY 1-Develop Pathways/Program Models by EL Typology

Develop program models/pathways to differentiate for different EL typologies (e.g. newcomers, long term ELs)

ACTION STEP 1.1 Contract with Laurie Olson as Consultant

Contract with Laurie Olson as a consultant to advise on program development/refinement and to provide professional development for teachers and/or administrators. Laurie Olson is a recognized expert on programs to address the needs of long term ELs.

Budgeted

75

\$20,000

ACTION STEP 1.2 Provide program for Long Term ELs in grades 6-12

Expand on the pilot of ALAS - Academic Language and Support to provide the program for all long term ELs at middle school and high school

Budgeted

\$47,750

1. Evaluate Pilot of ALAS

Not Begun

Due 3/1/2012

A pilot Academic Language and Support (ALAS) program was implemented in 2011-12 at 2 K-8 schools, 2 middle schools and 1 high school. Evaluate the implementation of this pilot and plan for 2012-13.

2. Identify EL Students by Typology

Not Begun

Due 2/1/2012

Identify all EL students at each MS/HS by typology. Use this information in program planning

3. Plan for Implementation

Not Begun

Due 3/1/2012

Meet with ALAS implementation team from each middle school and high school to modify implementation based on evaluation of pilot and plan for implementation at 2 remaining high schools.

4. Identify Teachers for ALAS classes

Not Begun

Due 5/1/2012

Based on Implementation plan at each school, identify the teachers that will teach the ALAS classes.

5. Purchase English 3D materials for ALAS classes

Not Begun

Due 4/2/2011

The English 3D curriculum (Scholastic) has been identified as the supplemental curriculum to be used in ALAS for academic language instruction.

6. Provide professional development

Not Begun

Due 4/2/2012

Arrange for professional development for ALAS teachers to be provided in summer and during the school year. Details on this provided in Goal 2D

ACTION STEP 1.3 Provide ELD for non-long term ELs

Evaluate current ELD program for newcomer and normally progressing students including ELD . Identify impact on program with implementation of ALAS for long term ELs. Develop plan to provide ELD for EL students that are not long term

1. Identify Students

Not Begun

Due 3/1/2012

Identify students for traditional ELD once Long Term ELs for ALAS have been identified.

2, Develop ELD Schedules

Not Begun

Due 3/1/2012

Develop schedule of ELD at each Middle School and High School based on number of students at each level

3. Evaluate ELD Programs

Not Begun

Due 2/1/2013

Evaluate effectiveness of modified ELD programs and identify additional modifications needed.

STRATEGY 2-Provide for Extended Learning Time for ELs

Provide additional learning time through after school or summer school programs

ACTION STEP 2.1 Explore options for Summer School

Identify options for providing summer school for English Learners. Work in conjunction with Migrant Education. Consider targeting long term ELs at MS/HS as well as potential long term ELs starting at grade 4.

Budgeted

\$18,500

ACTION STEP 2.1 Explore options for Summer School

1. Identify Students	Not Begun	Due 3/1/2012
Identify students for summer school program (migrant, LTEL, potential LTEL)		
2. Identify Curriculum	Not Begun	Due 5/1/2012
Identify curriculum components for summer school with focus on academic language, writing skills, and frontloading for ELA)		
3. Purchase materials	Not Begun	Due 5/1/2012
Purchase any materials needed for summer school program.		
4. Identify teachers and provide training	Not Begun	Due 5/1/2012
Identify teachers for summer school program and provide professional development as needed		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.

- By August 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 40.5% to 60%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.
- By August 2013, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By August 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 49.3% to 65%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- By August 2013, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

STRATEGY 1-Provide Academic Language Development

Focus on Academic Language Development in ELD, ELA and content area classes (math, science, social studies).

ACTION STEP 1.1 Implement Academic Vocabulary Instruction

1. Academic Vocabulary Training through SJCOE	Not Begun	Due 9/1/2012
Support Academic Vocabulary professional development offered through the Multilingual Office at San Joaquin County Office of Education. This is arranged by individual school sites and funded out of site allocations		
2. Pilot implementation: Interdisciplinary Vocab.	Not Begun	Due 6/1/2012
The Interdisciplinary Vocabulary Development program by Linda Ventriglia is being piloted at Central and McKinley Schools in January 2012. Evaluate implementation and consider expanding to other T1 schools with high EL populations		
3. Academic Language Training	Not Begun	Due 1/30/2012
Continue to provide academic language training to all teachers - at least annually, on district ERMs. In January 2012 the focus will be identifying academic language demands of textbooks.		

STRATEGY 2-Provide ALAS for Long Term ELs

ALAS is an Academic Language and Support class provided to long term ELs that are concurrently enrolled in College Prep English. This program was piloted at 5 schools in 2011-12 with plans to refine/expand to two additional high schools during 2012-13. See details under Programs for Long Term ELs in Goal 2B.

STRATEGY 3 - Support English Learners in Mathematics

Provide support to students and teachers with support in mathematics to increase the percent of students scoring proficient.

ACTION STEP 3.1 Academic Language Development

Math teachers will continue to receive professional development related to developing academic language in mathematics. Site administrators will be looking for academic language development as one aspect of the evaluation process.

ACTION STEP 3.2 Scaffolding Content Instruction in Mathematics

Math teachers will continue to participate in professional development related to structures and strategies to support ELs in math. This PD is provided through Math Cadre, the Tracy Math Conference (annual event) and through coaching of math teachers provided through grant funding.

STRATEGY 4 - Refine Native Speaker program

Review and refine the Spanish for Native Speakers program at the High Schools to align with recommendations for long term ELs.

ACTION STEP 4.1 Native Speaker Program Review

Review current Native Speaker program and identify challenges/areas for improvement. Develop a plan to address identified tasks.

ACTION STEP 4.2 Implement Revised Native Speaker Classes

Based on the evaluation of current Native Speaker classes develop and implement plan for revised Native Speaker program at all 3 high schools.

ACTION STEP 4.3 Calif. Foreign Language Project Support

Contract with the California Foreign Language Project to provide professional development and advisory support for Native Speaker teachers/program.

Budgeted \$12,000

ACTION STEP 4.4 Monitor and Evaluate Native Speaker Program

Monitor revisions to Native Speaker program. Provide ongoing professional development to teachers through Foreign Language Project and collaboration time provided on release days.

STRATEGY 5 - Provide Sheltered Content Classes

Review existing offerings for sheltered content classes (math, science, social studies) at the high schools and determine improvements to be made.

ACTION STEP 5.1 Identify Existing Sheltered Content Classes

Identify existing sheltered content classes for math, science, social studies at each of the 3 high schools including placement criteria, current enrollment demographics, materials used, and guidelines for student expectations based on CELDT level

ACTION STEP 5.2 Identify Needs for Sheltered Content Classes

Based on evaluation of existing offerings, identify needs for sheltered content classes and plan for implementation.

ACTION STEP 5.3 Establish Placement Criteria for Sheltered Classes

Establish consistent placement criteria for placement of students in sheltered content classes as well as expectations for student in those classes based on CELDT levels.

ACTION STEP 5.4 Identify Support Needed for Sheltered Classes

Identify support curriculum materials and professional development needed for teachers teaching sheltered content classes (see Goal 2D for Prof. Dev. Information)

GOAL Goal 2D: High Quality Professional Development

The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

- By June 2012, 90% of LEA teachers will receive professional development on research-based strategies designed to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment (academic language, content instruction, improving achievement of ELs and culturally diverse students).
- By June 2012, 100 % of LEA administrators will receive professional development on observing and monitoring use of research-based strategies designed to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By August 2012, 100% of teachers of English Language Development will be authorized to teach ELD.
- By August 2012, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

STRATEGY 1-Professional Development for Teaching ELs

Provide professional development for teachers and administrators related to a academic language (understanding academic language, identifying academic language demands in text materials, and teaching students the academic language required for academic proficiency), effective content instruction, primary language development, and other instructional strategies to support the achievement of English Learners.

ACTION STEP 1.1 Provide PD on Effective ELD for K-6 teachers

Multiple subject teachers provide ELD. This professional development would include effective instructional practices for ELD, how to use the adopted ELD materials, and how to best organize students to provide ELD.

Budgeted \$35,000

1. Curriculum Professional Development

Not Begun

Due 12/1/2012

Provide professional development to elementary teachers on use of Santillana materials for ELD

2. ELD Professional Development

Not Begun

Due 12/1/2012

Provide professional development to K-5 teachers on effective ELD strategies. Consider contracting with SJCOE for this training

ACTION STEP 1.2 Academic Language Development in Content Areas

All teachers need to understand how to support EL students in reading texts and writing academically across the content areas. At least one professional development training on a district Early Release Monday will focus on this topic for all teachers.

ACTION STEP 1.3 Training/Coaching for ALAS teachers

The teachers who teach the Academic Language and Support (ALAS) classes at grades 6-12 will participate in ongoing professional development during the summer and throughout the school year. They will also have a coach assigned to them who will provide feedback and support on a monthly basis

Budgeted \$111,625.00

1. WRITE Institute Training for ALAS teachers Not Begun Due 6/1/2013

Provide training and curriculum materials for ALAS teachers on 3 additional genres through WRITE Institute. (budgeted under goal 2B)

2. Scholastic English 3D training/coaching Not Begun Due 6/1/2013

Provide professional development through Scholastic for implementation of English 3D in ALAS classes. Training includes 3 days of training plus 2 days of coaching for each teacher

3. AVID Strategic Reading Training Not Begun Due 6/1/2013

Provide training on AVID Strategic Reading Strategies. This is 2 days of training. The pilot teachers were given 4 hours of training on a portion of these strategies during 2011-12

ACTION STEP 1.4 Train/Coach for Sheltered Content Teachers

The high school teachers identified to teach sections of content classes (math, science, social studies) targeted at EL students will be provided ongoing professional development related to making the content comprehensible and developing academic language. Additionally these teachers will be supported with a coach to provide them with feedback and support on a monthly basis.

Budgeted \$44,000

1. Sheltered Content Teacher Collaboration Not Begun Due 5/1/2013

Meet with sheltered content teachers to facilitate dialogue and collaboration related to teaching sheltered content. Schedule 2 meetings during 2012-13

2. Training for Sheltered Content Teachers Not Begun Due 5/1/2013

Provide training for sheltered content teachers on strategies to make content comprehensible for ELs as well as on developing academic language in the content areas. (e.g. SIOP)

3. Coaching for Sheltered Content Teachers Not Begun Due 5/1/2013

Provide on-going coaching for sheltered content teachers to provide feedback and support for implementing strategies from professional development. (see Action step 1.6)

ACTION STEP 1.5 Train/Coach Teachers of Native Speaker Classes

All three high schools currently have Spanish classes for native speakers. The teachers of these classes will participate in professional development through the Foreign Language Project. These teachers will also be assigned coaches to provide feedback and support on a monthly basis.

Budgeted \$6,000

1. Training for Native Speaker Teachers Not Begun Due 6/1/2013

Provide training for teachers of Spanish for Native Speakers through the foreign language project. (budgeted under goal 2B)

2. Coaching for Native Speaker Teachers Not Begun Due 6/1/2013

Provide coaching for teachers of Spanish for Native Speakers. (see action step 1.6)

ACTION STEP 1.6 Hire 4 Coaches to Coach Teachers on EL Strategies

Hire 4 full time teachers to be trained in coaching and in EL strategies, including those referenced in prior action steps. Use these coaches to provide in-classroom coaching and assistance to teachers.

Budgeted \$340,000.00

1. Develop job description Not Begun Due 3/1/2012

Develop job description for coaches on EL Strategies

2. Advertise/Hire Teachers Not Begun Due 6/1/2012

Advertise for and hire teachers to serve as coaches

3. Train Coaches Not Begun Due 9/1/2012

Provide coaching training and have coaches participate in professional development provided in the district related to teaching ELs

ACTION STEP 1.7 Training for Administrators

All site administrators will be provided ongoing professional development related to effective instruction for English Learners. This will include protocols for observing classrooms and identifying effective practices for making content comprehensible as well as for language development (with an emphasis on academic language development).

1. Implement Observation Tool Not Begun Due 6/1/2013

Principals will use district developed observational tool for effective EL instructional practices to collect monthly data on site implementation of effective practices.

2. Identify EL Strategies in CSTPs Not Begun Due 6/1/2013

Assist principals in identifying the EL strategies included in the CSTP (Calif. Standards for Teaching Profession) used as part of teacher evaluation.

ACTION STEP 1.8 Conferences/Institutes

Send teachers and administrators to conferences/institutes related to English Learner teaching.

Budgeted \$5,000.00

GOAL Goal 2E: Parent and Community Participation

The LEA will promote the involvement of parents and community members in the education of English learners.

- By June 2013 the LEA will increase the number of parents who have participated in parent education/empowerment training offered at school sites. [Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(c)(2)]

STRATEGY 1-Provide Parent Education/Empowerment Training

All schools will provide parent education/empowerment training with a focus on parents of English Learners and at-risk students. Programs such as PIQE, Empowering Parents and The Parent Project may be used.

ACTION STEP 1.1 Identify current programs and participation

Identify the parent education/empowerment programs used during the 2010-11 and 2011-12 school years. For each project identify the number of participants.

ACTION STEP 1.2 Identify Programs for Parent Education/Empowerment

Identify program options for Parent Education/Empowerment

ACTION STEP 1.3 Implement Parent Ed Program at all sites

Work with site principals to ensure that all sites have included a Parent Education/Empowerment program in their school site plans. Sites should draw from the list of suggested projects.

Budgeted \$35,000

GOAL Goal 5A: Increase Graduation Rates

- By September 2013, the graduation rate will increase from 80.6% (CDE report for class of 2009-10) to 90% (CDE report for class of 2011-12).
- By September 2013, the English learner graduation rate will increase from 62.7% (CDE report for class of 2009-10) to 75% (CDE report for class of 2011-12).

STRATEGY 1-English Language Development

English Learners will receive support for language development through ELD and ALAS, Long Term ELs will be enrolled in college prep English classes allowing them to meet criteria for graduation. See Goal 2A, 2B and 2C for details.

STRATEGY 2-Support for Content Classes

All content teachers will receive professional development related to academic language development. Teachers who teach designated sheltered content classes (math, science, social studies) will receive additional professional development and coaching. These strategies will result in students passing courses required for graduation. Details provided in goals 2B, 2C, 2D

STRATEGY 3-Increase Counselor Understanding of EL Needs

Work with HS Counselors to increase understanding of needs of different types of ELs and to support action steps in other goal areas so that EL students are more successful and remain in school through graduation.

STRATEGY 4-Parent Education Related to Graduation

Provide site based parent meetings to provide parents with information on graduation requirements, college applications, financial aid, specifically targeting parents of ELs and providing Spanish translation at all such meetings. Also see goal 2E.

GOAL Goal 5B: Decrease Dropout Rates

By June 2013, the dropout rate from 16.8% to 10%.

By June 2013, the English learner dropout rate will decrease from 33.6% to 20%.

STRATEGY 1-Implement Program Improvements in T3 Plan

Strategies to reduce the dropout rate are the same as those described in previous goals and referenced in Goal 5A related to increasing the graduation rate. Implementation of these strategies will result in increased achievement and thereby a reduction in the dropout rate.

STRATEGY 2-Provide Training to Counselors

Continue to provide training to High School counselors on research based programs that support EL student success. Include information on characteristics and needs of various EL Typologies.

STRATEGY 3-Develop Plan for English Learners

Counselors will be involved in developing a site plan for EL students including appropriate course offerings, criteria for student placement, success indicators, program evaluation, and process for monitoring of student progress towards graduation.

GOAL Goal 5C: Increase Enrollment in AP Courses

By June 2013 the percentage of students enrolled in AP or IB courses for the fall of 2013 will increase by 10%.

- By June 2013, the percentage of English learners and RFEP students enrolled in AP courses will increase by 10%. (Note that RFEP students were previously identified as English Learners).

By June 2013 the percentage of students meeting UC/CSU will increase from 32.2% (based on 2009-10 report from CDE) to 40% (2011-12 report on CDE).

By June 2013 the percentage of English learners and RFEP students meeting UC/CSU requirements will increase from by 10%. (Note that RFEP students were previously identified as English Learners).

STRATEGY 1-Identify Current Enrollment for EL/RFEP Students

Identify the number/percent of students enrolled in IB/AP courses including data for EL/RFEP students.
Identify number/percent of EL/RFEP students meeting UC/CSU requirements.

STRATEGY 2-Identify Barriers for EL/RFEP Students

Identify barriers that prevent EL/RFEP students from enrolling in IB/AP courses and/or in courses that meet UC/CSU requirements.

STRATEGY 3-Develop Plan for Increasing Enrollment

Develop a plan for increasing the enrollment of EL/RFEP students in IB/AP classes and in courses that meet UC/CSU requirements.



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. Jim Franco, Superintendent
FROM: Dr. Sheila Harrison, Assistant Superintendent of Educational Services and Human Resources
DATE: January 3, 2012
RE: **Adopt Revised Board Policy 6174 and Acknowledge Revised Administrative Regulation 6174 Education for English Language Learners (1st Reading- Declare Intent to Adopt February 14, 2012)**

BACKGROUND: As part of the Federal Program Monitoring for the District, specific board policies and administrative regulations are reviewed by the California Department of Education. In preparation for the review scheduled for April 2012, pertinent District policies are being reviewed and revised if needed. There is also a need to create new board policies and administrative regulations in specific areas. Revisions are indicated on the attached documents. Bold-faced type indicates new language. Language to be deleted is indicated with strikethrough font.

RATIONALE: Board Policy 6174 and Administrative Regulation 6174 were originally approved in September 1997. The Administrative Regulation 6174 was updated in March 2006. Both the Board Policy and Administrative Regulations need to be updated once again to ensure compliance with state and federal regulations. This supports Strategic Goal #5 - Continuously improve fiscal, facilities and operational processes.

FUNDING: Not Applicable

RECOMMENDATION: Adopt Revised Board Policy 6174 and Acknowledge Revised Administrative Regulation 6174 Education for English Language Learners (1st Reading- Declare Intent to Adopt February 14, 2012)

PREPARED BY: Dr. Carol Anderson-Woo, Director of Curriculum, Accountability and Continuous Improvement.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Governing Board intends to provide English language learners with a challenging core curriculum and instruction that develops proficiency in English ~~speaking, reading and writing~~ as **rapidly and effectively and efficiently** as possible **in order to assist students in accessing the full educational program and achieving the district's academic standards.**

~~When needed to provide equal opportunity for academic achievement and prevent any substantive academic deficits, English language learners may receive instruction in the core curriculum through any of the following:~~

- ~~1. The student's primary language~~
- ~~2. Specially designed academic instruction in English~~
- ~~3. Specially designed academic instruction in a combination of English and the student's primary language~~

The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners **can achieve results at the same academic level as their English-proficient peers in the regular course of study.**

~~As students progress in English proficiency, the amount and level of difficulty of instruction in English shall increase proportionately.~~

~~Instruction for English language learners shall be designed to promote positive self-concepts and cross-cultural understanding.~~

The Board encourages staff to exchange information with other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.

The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their re-designation based upon criteria ~~approved by the Governing Board~~ **adopted by the Board and specified in administrative regulations.**

~~To ensure that the district is using sound methods that effectively serve the needs of English language learners, the Superintendent or designee shall annually examine program results, including reports of the students' academic achievement and their progress towards proficiency in English.~~

To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the English language learners' academic achievement, their progress towards proficiency in English and the progress of students

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (Continued)

who have been redesignated as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Type of Instruction

Students who are English language learners shall be educated through "sheltered English immersion" or "structured English immersion" during a temporary transition period not normally intended to exceed one year. "Nearly all" of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

The district has defined the term "nearly all" as to provide that all classroom instruction be conducted in English. However, primary language support may be provided for clarification purposes and explanation of concepts as needed.

When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments and using other criteria developed by the district, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is "overwhelmingly" in English. (Education Code 305; 5 CCR 11301)

An English language learner has acquired a "reasonable level of English proficiency" when he/she has achieved an overall score of 4-Early Advanced or 5-Advanced on the California English Language Development Test (CELDT) and a score of 3-Intermediate or higher on all subscores (Listening, Speaking, Reading and Writing).

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)

Parental Exception Waivers

At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program.

Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation.

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (Continued)

parent/guardian may appeal the Superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

Legal Reference:

EDUCATION CODE

300-340	English language education for immigrant children
430-446	English Learner and Immigrant Pupil Federal Conformity Act
33308.5	CDE guidelines not binding
44253.5-44253.10	Certification for bilingual-cross-cultural competence
48985	Notices to parents in language other than English
51101	Rights of parents to information
51101.1	Rights for parents of English learners
52015	Components of school improvement plan
52130-52135	Impacted languages act of 1984
52160-52178	Bilingual Bicultural Act
52180-52186	Bilingual teacher training assistance program
54000-54028	Programs for disadvantaged children
60810-60812	Assessment of language development
62001-62005.5	Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

4320	Determination of funding to support program to overcome the linguistic difficulties of English learners
11300-11316	English Language Learner Education
11510-11516	California English Language Development Test

UNITED STATES CODE, TITLE 20

1701-1705	Equal Educational Opportunities Act
6312	Local education agency plans
6801-6871	Title III, Language instruction for limited English proficient and immigrant students

COURT DECISIONS

Valeria G. v. Wilson, (9th Circuit) 2002 U.S. App. Lexis 20956
California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
 Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
 Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989

**EDUCATION FOR ENGLISH LANGUAGE
LEARNERS (Continued)**

**ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)**

TUSD Adopted: 9/23/97; revised 1/24/2012

Education for English Language Learners

Definitions

English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a limited English proficient or LEP child. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessment

Purpose and Scope

~~The Governing Board intends to provide English language learners with a challenging core curriculum and instruction that develops proficiency in English speaking, reading and writing as effectively and efficiently as possible.~~

General

~~It is the goal of the district to develop English language proficiency for all students as quickly and efficiently as possible.~~

~~English language development programs used in Tracy shall be designed based upon sound educational theory and practices.~~

~~District policies, procedures, and programs shall be in compliance with state and federal regulations.~~

Forms Used And Additional References

Education for English Language Learners (Continued)

- ~~1. Home language survey~~
- ~~2. Notification to Parents~~
- ~~3. Student Profile form~~
- ~~4. Instructional Placement Profile~~
- ~~5. Individual Learning plan~~
- ~~6. Redesignation form~~

Procedures

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5 CCR 11511)

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

The district shall notify parents/guardians of their child's results on the CELDT within 30 calendar days. (5 CCR 11511.5)

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. Students in grades K-2 shall be assessed only in comprehension and speaking. **The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments (former EC 52164.1, 62002)**

~~The Superintendent or designee shall send a notification of the results of English proficiency assessments to all parents/guardians of students who are assessed, whether the student is designated fluent English proficient or limited English proficient.~~

Education for English Language Learners (Continued)

~~These notifications shall be written in English and in the student's primary language. In addition, the notice shall be given orally when staff have reason to believe that a written notice would not be understood.~~

~~Parents/guardians also shall be notified of the results of any reassessments~~

Before students are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified in law. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (EC 52173)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; P.L. 107-110, Section 1112 20 USC 6312)

1. The reason for the student's classification as English language learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
 - a. The manner in which the program will meet the educational strengths and needs of the student
 - b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
 - d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program
5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Education for English Language Learners (Continued)**Parents/guardians also shall be notified of the results of any reassessments**

~~English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. The Superintendent or designee shall provide subsequent monitoring and support of redesignated students. This proficiency shall be assessed by means of the following criteria:~~

- ~~a. Teacher evaluation of the student's English language proficiency and curriculum mastery~~
- ~~b. Objective assessment of the student's English comprehension, speaking proficiency and writing skills~~
- ~~c. Parental opinion during a redesignation interview~~
- ~~d. Objective data on the student's academic performance in English including student performance on the CELDT test and the English Language Arts portion of the California Standards Test.~~

5. Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program or bilingual program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11303)

A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))
2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))
3. Students with special needs: The student already has been placed, for a period of not less

Education for English Language Learners (Continued)

than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11303)

1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices
2. For a request for waiver pursuant to Education Code 311(c), notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Board-established guidelines

Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (5 CCR 11309)

~~The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) (Students with Special Needs) shall not be acted upon during the 30 day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30 day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11303)~~

When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English (~~students who already know English~~) and other waiver requests for those students

Education for English Language Learners (Continued)

for who standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311(c) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

The principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.

~~For all waiver requests, parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11303)~~

Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special need) shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)

Education for English Language Learners (Continued)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

In cases where a parental exception waiver **pursuant to Education Code 311(b) or (c)** is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and, ~~if relevant, any procedures that exist to~~ **advised that he/she may** appeal the decision to the Board **if the Board authorizes such an appeal or to the court.** (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

1. **Demonstrated English language proficiency comparable to that of the district's average native English language speakers**
2. **Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers**

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (EC 52164.6)

The following measures shall be used to determine whether an English language learner shall be reclassified as fluent English proficient: (5 CCR 11303)

1. **Assessment of English Proficiency:** A student must have an overall score of 4-Early Advanced or Higher on the CELDT test and a score of 3-Intermediate or higher on all subsections (Listening, Speaking, Reading and Writing).
2. **Performance in Basic Skills:** The student's California Standardized Test (CST) of English Language Arts and Math must be at least B = Basic with a scale score of 325 or higher (indicating they are at least strong Basic) For students in grades 11 or 12 a passing score on CAHSEE (ELA and Math) may be used in lieu of CST.

Education for English Language Learners (Continued)

3. **Teacher Evaluation of Student Performance:** The student should have scores of 3 = At Level or 4 = Above Level on at least 70% of the district Language Arts and Math Assessments (K-8). At grades 6-12, students should be receiving a "C" grade or higher in his/her core academic classes.
4. **Parent consultation:** Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. The parent's opinion, suggestions and agreements are part of the documentation.
 - a. ~~Teacher evaluation of the student's English language proficiency and curriculum mastery~~
 - b. ~~Objective assessment of the student's English comprehension, speaking proficiency and writing skills~~
 - c. ~~Parental opinion during a redesignation interview~~
 - d. ~~Objective data on the student's academic performance in English including student performance on the CELDT test and the English Language Arts portion of the California Standards Test.~~

The Superintendent or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Superintendent or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

Advisory Committees

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law.

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

Education for English Language Learners (Continued)

The district's English language advisory committee shall advise the Board on at least the following tasks:

1. The ~~timetable for~~ and development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment **on a school-by-school basis**
3. Establishment of a district program, goals and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the **annual** language census
6. Review of and comment on the district's reclassification procedures
7. Review of and comments on the written notification of ~~initial enrollment~~ as required **to be sent to parents/guardians pursuant to 5 CCR 11300-11316** ~~in 5 CCR 11303~~
8. ~~Review and comments on any related waiver request~~

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Reports Required

~~Schools shall keep accurate records on the Student Information System.~~

Records Retention

~~Schools shall keep a copy of each student's Individual Learning Plan in his/her cum folder.~~

Responsible Administrative Unit

Site Principals

Curriculum and Special Projects Office

Approved By

Assistant Superintendent of Educational Services

Regulation Acknowledged 9/23/97; Revised 3/28/2008; Revised 1/24/2012



HUMAN RESOURCES MEMORANDUM

TO: Dr. James Franco, Superintendent
FROM: ~~Dr. James Franco~~ Dr. Sheila Harrison, Assistant Superintendent for
Educational Services & Human Resources
DATE: January 13, 2012
SUBJECT: Approve Revised Job Description for School Supervision Assistant

BACKGROUND: Revising this job description will align the Education and Experience requirements to similar classifications of District positions. Also, the District continues the process of updating job descriptions to ensure that they accurately reflect current essential functions of the position, district requirements and any Federal or California Department of Education requirements. In addition, the Human Resources Department has established as one of its priorities, to review and revise outdated job descriptions.

RATIONALE: This revised job description accurately reflects the essential functions, education and experience, skills and qualifications, physical requirements and work environment for the position of School Supervision Assistant. This agenda item meets District Strategic Goal #6: Develop and support a high performing workforce.

FUNDING: None.

RECOMMENDATION: Approve Revised Job Description for School Supervision Assistant

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

TRACY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

POSITION TITLE: School Supervision Assistant

DEPARTMENT/DIVISION: Education

POSITION SUMMARY: Under general supervision, assists site staff and teachers ~~in~~ to ensure the safety and well being of students. Supervises students in assigned areas such as the cafeteria, indoor and outdoor assembly areas, halls, restrooms, playgrounds, and in buses or other vehicles. Through meaningful site supervision enables students to safely enjoy group interaction and exercise during noon-time eating and recess/break activities. Assists site staff with other related work as required.

ESSENTIAL FUNCTIONS:

1. Supervises pupils on the school ground, in the lunch room, and in such other areas or locations assigned.
2. Assures the health and safety of students by following **District** health and safety practices and regulations.
3. Provides clerical assistance for the classroom and site office including the duplication and organization of materials, filing and cataloging of materials and preparation of educational materials.
4. Applies school site discipline policy and student conduct code, provides examples of proper behavior, and assists students by resolving minor conflicts on the playground and in assigned areas.
5. Assists with housekeeping chores.
6. May be assigned to assist the classroom teacher by performing routine classroom activities.
7. Performs related duties as assigned.

EDUCATION AND EXPERIENCE:

1. High School diploma or equivalent **preferred**.
2. The ability to carry out oral and written directions.
3. Read, write and speak at a level sufficient to fulfill the duties to be performed.
4. Experience in the care and supervision of children is desirable.

SKILLS AND QUALIFICATIONS:

1. Knowledge of proper English usage.
2. Knowledge of student's recreational and lunch time activities, **site** and playground safety rules.

3. Knowledge of proper procedures for assisting at student drop-off and pick up times.
4. Ability to assist with supervising pupils on field trips and other events outside of classroom activities.
5. Ability to work independently on own initiative.
6. Ability to understand and carry out oral and written instructions and communicate effectively with students, staff and parents.
7. Ability to establish and maintain cooperative working relationships with students, parents, and staff.
8. Additional qualifications may be required dependent upon program requirements (e.g. bilingual).

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

1. Sit for extended periods of time.
2. Stand and/or walk on hard and/or uneven surfaces for extended periods of time.
3. Bend, squat, stoop and/or climb for extended periods of time.
4. Run short distances.
5. Reach overhead; grasp, push/pull up to 25 pounds for short distances.
6. Lift and/or carry up to 25 pounds at waist height for short distances.
7. Speak so that others may understand at normal levels and on the telephone.
8. Hear and understand speech at normal levels and on the telephone, with or without hearing aids.

WORK ENVIRONMENT:

Employees in this position will be required to work indoors and outdoors under various weather conditions and temperatures during the course of the required schedule, including inclement weather conditions. While performing their job duties, employees in this position work in several environments including indoor and outdoor, classroom, and on or near student playground equipment.

ADOPTED:

H.S. BOARD:	8/78
ELEM BOARD:	8/78

REVISED:

H.S. BOARD:	6/28/88
ELEM BOARD:	6/13/88
TUSD:	2/10/09