TENTATIVE AGREEMENT
Between
TRACY EDUCATORS ASSOCIATION
And
TRACY UNIFIED SCHOOL DISTRICT
May 8, 2026

This is a tentative agreement between the Tracy Unified School District ("TUSD") and Tracy Educators Association ("TEA") (together referred to as "parties") reached on May 8, 2026.

1. This Tentative Agreement completes reopener negotiations for the 2025 - 2026 school year. There will be no additional reopener negotiations for the 2025 - 2026 school year.

2. The parties previously reached Tentative Agreements on the following for the 2025 - 2026 school year:

ARTICLE VI, HOURS – Tentative Agreement signed on May 8, 2026 (See attached)

ARTICLE VII, DUTIES - Tentative Agreement signed on March 4, 2026 (See attached)

ARTICLE XIV, FRINGE BENEFITS – Tentative Agreement signed on September 17, 2025 (See attached)

ARTICLE XVII, EVALUATION AND CORRESPONDING APPENDIX G ITEMS – Tentative Agreement signed on May 8, 2026 (See attached)

ARTICLE XXXIX, TEACHER ASSIGNED TO INDEPENDENT CHARTER - Tentative Agreement signed on September 17, 2025 (See attached)

APPENDIX F - Tentative Agreement signed on March 4, 2026 (See attached)

This Agreement and the attached Tentative Agreements are subject to ratification by TEA and the District's Governing Board of Trustees and shall become effective upon ratification.

Agreed to this 8th day of May, 2026.

Tammy Jalique, Associate Superintendent
Of Human Resources

John Moss, TEA
Negotiations Chair

Anthony Irizarry, TEA President

TENTATIVE AGREEMENT
BETWEEN
Tracy Educators Association
And
Tracy Unified School District

The Tracy Educators Association ("TEA") and Tracy Unified School District ("District") have negotiated and agreed to the following changes to contract language:

ARTICLE VI
HOURS

A. ANNUAL CALENDAR

1. The number of working days for the term of this Agreement shall be one hundred eighty-four (184), of which one hundred eighty (180) will be instructional and four (4) will be mandatory staff development days. One of the two non-instructional days prior to the beginning of the new school year will be reserved for site-based planning and preparation as directed by the principal. At least 3 ½ continuous hours, which does not include lunch time, of that workday will be reserved for unencumbered teacher classroom preparation.

   With respect to the two non-instructional days prior to the beginning of the school year, the first non-instructional day will be a District day, and the second day will be for site-based planning and preparation.

2. The contract year for first year unit members will include an additional two (2) days of district staff development during the school year for a total of one hundred eighty-six (186) days. In addition, first year unit members shall be required to attend an additional four (4) days of district staff development paid at their per diem rate.

   First Year Teachers

	Days	Mandatory	Pay
Instructional Days	180	yes	contract year
Staff Development	4	yes	contract year
TTIP* Staff Devel	2	yes	contract year
TTIP* Staff Devel	4	yes	per diem with attendance
	190		

   *TTIP – Tracy Teacher Induction Program

3. Contingent upon receiving funding from the state, an additional two days will be designated as voluntary staff development buy-back days for all unit members. Contingent upon receiving funding from the state, unit members will be paid $249 for each voluntary staff development day at which they are present. If the amount of the state funding changes, the teams for TEA and the district will meet to determine the daily rate. Unit members who choose not to attend the voluntary staff development days shall not be held accountable for specific content presented on those days. However, unit members are responsible for maintaining and improving their professional skills and implementing district and site goals and objectives and state mandates.

   The second voluntary day will be designated as an unencumbered Classroom Work Day. The intent of this Classroom Work Day is to provide teachers with one-half day room prep on a designated

date at the beginning of the year and one-half day room closure on a designated date after the end of the contract year. Alternately, a unit member may use the full day on the designated date prior to contract year or the full day on the designated date after the contract year. These seven-and-a half hours (7.5) will be paid at the Buy Back rate (timesheet) of $124.50 (half day) or $249 (full day).

Beginning the 2025-2026 school year, the previously offered third day of voluntary staff development shall be converted into a mandatory day of attendance for all unit members, compensated at the unit member's per diem rate. A portion of this day, but not less than 3.5 continuous hours, shall be allocated for the purpose of mandated compliance training. Should the hours of mandated training increase, the District acknowledges TEA's right to request to meet and confer regarding the change. Unit members signed to contract beginning the 2025-2026 school year shall have their contract reflect 184 days of service as noted in section A.1. Unit members under contract prior to the 2025-26 school year shall have their annual salary adjusted to reflect the additional day of service (184 days as noted in A.1). In addition, the salary schedules contained in Appendix A and Appendix B shall be adjusted to reflect 184 days of service as "base compensation".

A staff development advisory committee will be formed annually and begin to meet no later than the end of March to evaluate the current year's staff development activities and develop recommendations to the District for staff development activities for the following school year. The committee will be comprised of Association unit member representatives appointed by TEA from the following areas: K-5, K-8, 6-8, 9-12, YRE, and Special Education (e.g., RSP, SDC, APE and/or SLP unit members), as well as District and site administrators.

4. TEA/TUSD will jointly develop and submit one or more years of recommended calendars to the Board on or before November 1 in the year prior to the expiration of the last board approved calendar. If TEA/TUSD cannot reach an agreement by the due date (Nov. 1), then the parties will recommend to the Board the adoption of the last board approved calendar for the following school year, with minor adjustments. Adjustments shall be limited to ensure contract days occur on weekdays and that holidays are taken on generally accepted days.

B. LENGTH OF DAY

1. The length of the unit members' on-campus workday, including preparation time, lunch, release periods and time required before and after school, shall be for seven (7) hours thirty (30) minutes. The required starting time for unit members shall be no earlier than 7:30 a.m., and, unless otherwise stipulated in this contract, the required ending time no later than 4:15 p.m. The normal workday for the unit member will begin no less than ten (10) minutes before the start of the first period. Unit members may, by mutual consent with the site administration, agree to a flexible workday schedule that will not exceed the seven (7) hour thirty (30) minutes workday, but may begin before 7:30 a.m.

2. Unit members shall notify the office of the principal when leaving the school premises upon completion of their last scheduled class according to the following provisions:

   a. Upon 24 hours' notice whenever possible, unit members shall notify the office of the principal for committee meetings or for the following reasons:

      i. Death or serious illness of a member of his/her immediate family

ii. Accident, involving his/her person or property or the person or property of a member of his/her immediate family

iii. Religious observances for recognized and established holy days

iv. Legal meetings or appearances with an attorney and/or appearance in a court of law except when such appearance is for reasons brought about through misconduct of the unit member

v. Urgent personal family business which necessitates the unit member's immediate attention during normal business working hours

vi. Attendance at a funeral of a close personal friend. The District reserves the right to require the unit member to provide verification of the funeral before or after the actual date of the funeral

vii. Medical appointment

b. Unit members may request permission from the principal/designee to leave work early for other related school business or other personal reasons.

c. The principal/designee may require unit members to remain on campus in case of site or District emergency.

C. MEETINGS

1. Early release Mondays are held for the purpose of district and site staff development, grade level meetings, curricular planning, site improvement plans, inter-site collaboration, etc. On all early release Mondays, the District and sites will set the agenda with input from the teachers. Each Monday's designation will be set and made available to unit members prior to the first early release Monday of the school year.

   Unit members shall not be required to attend more than one (1) program meeting (a program is established by the District, approved by the Board of Trustees, incorporated into the school plan, serves specific groups of students and may vary from site to site) per month for each program in which they are involved. Examples of programs include, but are not limited to, G.A.T.E., Title I, E.L.L., AVID, I.B., A.P. and Special Education. Department Chair meetings may be held on any workday. Department Chair meetings shall be concluded by 5:00 p.m. unless extended by mutual agreement between the principal/designee and the department chairs.

2. There will be no District meetings requiring unit member attendance on the first and third **working** Tuesday of each month as these are reserved for Association meetings. Unit members on extended hour contracts shall be released for these meetings.

3. Part-time unit members, defined as a unit member employed less than 100% of an FTE who is not sharing a position with another unit member (i.e. job share), shall attend the following meetings:

   a. Mandatory Meetings
      i. Regular staff meetings or make-up meetings
      ii. Back-to-School Night
      iii. Open House at applicable grade levels
      iv. Parent/Teacher conferences, in accordance with Article VII,

v. IEPs and SSTs, in accordance with Article VII, H, 2(b)
vi. Two non-instructional days before school starts

b. Pro-rated Duties
i. Adjunct duties

c. Optional Meetings
i. District meetings on Early Release Mondays
ii. Collaboration Days on Early Release Mondays
iii. High School Site Meetings on Early Release Mondays

4. Full time (1.0 FTE) unit members who teach zero period may be required to attend regular staff meetings up to 4:20, if necessary, and shall be compensated on a prorated basis for time beyond 3:20 at the hourly rate.

D. BREAKS/LUNCH

1. All unit members shall have one (1) duty-free lunch period of not less than thirty (30) minutes per day. K-5 unit members shall have one (1) lunch period per day of not less than forty (40) minutes, 30 minutes of which shall be duty free. Except in cases of emergency, unit members shall not be required to perform supervision duties during their one lunch period.

2. At each K-5 and K-8 site, a plan shall be developed to meet the personal break needs of unit members.

3. High School unit members shall have a ten (10) minute relief period after the unit member's last assigned class per day.

4. TUSD will make a good faith effort to provide a scheduled 60-minute lunch for unit members attending all day Professional Meetings or Professional Development on a TUSD instructional day, providing a break room when a 60- minute lunch is not possible.

E. PREPS (see Article XXXV for K – 8 Schools)

1. Fourth and fifth grade unit members shall have a continuous thirty (30) minute preparation period within the teaching day. Kindergarten through third grade unit members shall have a continuous thirty (30) minute preparation time within the contract day. Modifications to the schedule may be made by the administration after prior consultation with those K-5 unit members affected. The K-5 unit members and principal at each school site have the option of making adjustments within the time span allocated at that school. K-5 unit members who would otherwise lose their prep on early release days will be given 30 minutes, for the purpose of preparation, after the last scheduled class and prior to the beginning of early release activities. K-5 unit members will not be given the thirty (30) minutes of preparation on District days when travel is required. K-5 unit members will not lose their thirty (30) minutes of preparation due to travel more than one time per month.

2. High School and Middle School unit members who are full-time classroom unit members shall have one (1) uninterrupted period per day for preparation and planning which shall be the same length as a regular classroom period.

3. Unit members shall use their planning and preparation time for planning, preparation, student activities, parent conferencing, or other professional school-related activities.

4. No 7th – 12th grade unit member shall be assigned more than three (3) preparations per day without his/her consent. A preparation is defined as one prescribed curriculum which may be presented within one (1) instructional period. A preparation includes one course description, as well as significant curriculum development, lesson planning/preparation, student assessment and instruction to students.

5. Continuation, Opportunity, ~~Individualized Learning Centers~~, **Charter and Adult School**, and other specialized programs ~~dealing with~~ **which support** at risk students, are exempt from this definition of a preparation as described in E.4.

6. For the term of this contract, no High School or Middle School unit member shall be required to teach more than twenty-five (25) periods per week.

7. The District shall not implement more than a six period day structure (separate from advisement) that adds additional preparations for the unit members without first negotiating this with the Association.

8. In addition, all unit members shall be entitled to utilize the remainder of the normal on-campus workday following the last regular classroom period for preparation and planning unless the District requires them to attend a meeting or perform other adjunct duties.

9. Unit members with split assignments, as defined in Article VIII, D.1.a, shall have their prep period scheduled between their split assignments and contiguous to nutrition break or lunch as applicable. These unit members shall have the flexibility of leaving campus following their last scheduled class (for students). Unit members shall have an assigned parking place in as close proximity as possible to their main teaching station at school sites.

10. The District shall provide four release days, two in the Fall semester, and two in the Spring semester for RSP, SDC, APE and SLP unit members to complete Special Education related paperwork. These ~~two (2)~~ release days must be taken on a Tuesday, Wednesday, or Thursday, and worked at a TUSD site. The unit member is responsible for entering each release day as "school business" in the absence reporting system to obtain a substitute. When no substitute is available, internal coverage shall be arranged by the school site.

Agreed to this 8th day of May, 2026.

Tammy Jalique, Associate Superintendent
Of Human Resources

John Moss, TEA
Negotiations Chair

Anthony Irizarry, TEA President

TENTATIVE AGREEMENT
between
TRACY EDUCATORS ASSOCIATION
And
Tracy Unified School District

The Tracy Educators Association ("TEA") and Tracy Unified School District ("District") have negotiated and agreed to the following changes to contract language:

ARTICLE VII
DUTIES

A. ASSIGNMENT OF SUBSTITUTES

1. For a reported absence of less than a half day, unit members may, if they choose to do so, attempt to obtain a preferred teacher (or teachers) to substitute for them from within their same subject matter or grade level. In such a case, the procedure is as follows:

   a. Upon successfully obtaining a preferred teacher (or teachers), the unit member shall make a good faith effort to notify the site administration or designee of the teacher (or teachers) providing the coverage.

   b. In the case that a unit member is unsuccessful in obtaining a preferred teacher (or teachers), the unit member shall notify the site administration or designee.

2. In the event a District substitute is unavailable, the administration shall cover the vacancy in order of priority as follows:

   a. A unit member may voluntarily sign up to substitute during his/her preparation period or volunteer to take on additional students during their instructional day. These unit members will be asked, on a rotational basis, to substitute during their prep time or take on additional students on a school wide basis.

   b. In the absence of volunteers, K-12 unit members may be required, on a rotational basis, to substitute or take on additional students twice during the first 90 instructional days of the school year and twice during the second 90 instructional days of the school year.

   c. Unit members may be required to substitute or take on additional students more than twice in a 90-day period in case of emergency. During an emergency, unit members will be assigned to cover a vacancy or take on additional students on a rotational basis. The definition of an emergency is when a situation exists where a class is unavoidably uncovered, a District substitute is unavailable, and the District has attempted to recall to their classrooms, when feasible, teachers who are out on school business.

B. COMPENSATION FOR COVERAGE

1. Unit members who substitute during their preparation period shall be compensated at the Class Coverage pay rate, shown on Appendix B, in the following manner:

   - If the unit member works less than 30% of the period, the unit member shall receive 1/3 of the class coverage pay rate shown on Appendix B.

   - If the unit member works 30% or more of the period, the unit member shall receive compensation for a full class period.

2. K-12 unit members shall be compensated 1/30th of the District's Class Coverage pay rate as shown on Appendix B per hour, or portion thereof, for each student assigned to his/her class because a substitute is unavailable. Compensation will be based on the amount of time that the student(s) is under the direct supervision of the unit member.

3. The District Class Coverage pay rate shall be increased annually by the same percentage as the regular salary schedule for the duration of this contract. Unit members shall be compensated monthly within the Supplemental Pay System.

4. 4th and 5th grade teachers will be paid for the loss of prep when the music or PE teacher is unavailable and there is no sub. The unit member will be compensated at the class coverage rate identified in Appendix B.

5. Unit members teaching a combo class at grades TK through 5 excluding SDC, RSP, and other Special Ed classes or other specialized programs will receive a stipend located in Appendix A and B.

C. COMPENSATION FOR VOLUNTARY ACTIVITIES

1. Unit members who are assigned and perform duties at the following activities will be compensated at the hourly rate shown on Appendix D.

   a. High school Saturday graduation

   b. Interviews/Recruitment outside contract hours at the hourly rate as shown on Appendix D.

   c. W.A.S.C. accreditation time spent in meetings held on non-contract days will be compensated at the hourly rate shown on Appendix D for the time spent with the visiting committee, and with a minimum of 4 hours of compensation regardless of the time spent with the visiting committee. If the assignment exceeds 4 hours, the unit member will be compensated at the hourly rate shown on Appendix D for actual hours worked.

D. 8th GRADE PROMOTION

1. Participation at 8th grade promotion during the normal contract day may be mandatory for unit members assigned promotion duties and shall be considered part of the normal contract day for compensation purposes. As determined by the site administrator, participation at 8th grade promotion outside of the normal contract day may be

   a. voluntary, and unit members will not be compensated

   b. scheduled as one of the three school-wide education activities which occur outside the normal contract day, and unit members will not be compensated

   c. mandated, but if not one of the three school-wide education activities which occur outside the normal contract day, unit members will be compensated according to Appendix D, Hourly Salary Schedule

E. PROFESSIONAL DUTIES

1. In addition to assigned classroom teaching (or support service) duties, unit members shall continue to perform other reasonable professional duties, many of which may occur outside the normal on-site duty obligation. Such duties include but are not limited to: conferring and counseling with pupils, parents, staff, and administrators. K-8 unit members shall not be required to perform more than three (3) school-wide educational activities which occur outside of the regular contract day and high school unit members shall not be required to perform more than two (2) school-wide educational activities outside of the regular contract day. Such school-wide activities shall be identified by each school site at the beginning of each school year and shall conclude no later than 8:00 p.m. School sites may continue to hold program meetings after 8:00 p.m. if mutually agreed upon by the unit member(s) and site administration.

   a. An annual flexible workday, not to exceed 7 ½ hours nor scheduled to conclude later than 7:30 p.m., may be implemented for parent/teacher conferences. Elementary unit members shall conduct parent/teacher conferences at each site. The conferences will be flexibly scheduled between teacher/parent.

   b. Unit members will be given adequate time during the regular contract hours to maintain and update student cumulative folders.

   c. When a unit member leaves campus or returns to campus during their lunch, or when a unit member leaves campus or returns to campus during their prep period for school business, if that time falls during a period when students are present on campus during school hours, the unit member shall make a good faith effort to use an acceptable form of notification to notify their site administration or designee.

Any of the following three (3) options qualify as an acceptable form of notification:

- Sign In/Out Log in the site administration office or other designated location
- Email to site administrator or designee
- Phone call to site administrator or designee

Sites may develop additional acceptable forms of notification.

F. SUPERVISION

1. The unit members of this District agree to continue to assist the administration in supervising students outside of the classroom as long as the administration shall support the unit members in performing such duties. The unit members and administrators of this District recognize that an efficient and successful school system requires supervision and discipline of students when students are outside the classroom. The District recognizes that the unit members of this District are professional educators, whose primary responsibility is the education and supervision of their students in and outside the classroom. Supervision and discipline are the responsibility of unit members and administrators. Supervision duties associated with night football, night basketball, and night dances shall be paid voluntary assignments.

2. Unit members at the middle schools shall not be required to perform supervision during the nutrition break, except in cases of emergency. Unit members teaching transitional kindergarten through 8th grade shall not be required to perform more than one (1) scheduled supervision duty per day unless mutually agreed upon between the unit member and their site administrator or designee, except in cases of emergency.

3. Unit members who travel during nutrition break shall be excluded from duties during nutrition break.

4. The District shall make a good faith effort to provide unit members with proper communication and safety equipment prior to performing supervision duties outside the classroom and while supervising students during in-house suspension.

G. SATURDAY SCHOOL

1. Unit members may volunteer for Saturday School by submitting a letter or e-mail request to the Principal of a participating site by the Friday of the third week of the start of each school year. The unit member will remain on the list until a new list has been established for the succeeding school year or requests to be removed from the list.

2. Assignment to Saturday School shall be voluntary and implemented on a rotational basis. For each Saturday School session, priority assignment will be given to unit members assigned to the site or sites at which the student attendees are enrolled. The rotation of these unit members will be assigned by the site principal or designee. If none of the volunteers from the participating schools are available on any given Saturday, assignments may be offered to interested unit members from other sites.

3. At each site where Saturday School is held, a minimum of two (2) certificated employees will be assigned, at least one of which must be a unit member.

4. Unit members assigned to Saturday School shall be compensated at the unit member's hourly per diem rate of pay. (Appendix H)

H. CONFERENCES

1. Dates for First Quarter/Trimester Parent Conferences and Annual IEP Reviews shall be scheduled in advance by the District.

2. The scheduling of other conference dates and times which may begin or end after the regular contract day, including IEP, 504, SST meetings and regular education parent conferences shall be scheduled within any legal parameters and/or District established timelines as follows:

   a. Regular education parent conferences shall be scheduled by mutual consent of all parties. When mutual consent is not reached, unit members shall be notified at least five (5) days in advance and the meeting shall be held subsequent to that notification. Parent conferences shall normally be scheduled within regular contract hours.

   b. IEP, SST and 504 meetings will be scheduled by the case manager or designated chairperson of the meeting and shall normally be scheduled within regular contract hours. The case manager or chairperson shall provide written notification at least five (5) days in advance and the meetings shall be held subsequent to that notification. General education teachers, as required by state and federal law, will participate in IEP meetings. Anticipated absences from IEP meetings due to compelling reasons must be cleared three (3) days in advance by the unit member's supervisor. If the administrator and the unit member cannot agree upon the reason as being compelling, the Assistant Superintendent for Human Resources will make the final decision. If the unit member's absence from the meeting is approved by his/her supervisor, then he/she shall provide a written progress report prior to the meeting being held. If the meeting is to exceed one (1) hour past the contract day, the unit member will be asked if they are willing to stay with hourly compensation **as noted in Appendix D for any time beyond one hour past the contract day** or wish to have the meeting rescheduled. If the unit member cannot stay, then the unit member will either be excused or the meeting will be rescheduled.

3. In the event of an emergency, the site administrator will schedule **and facilitate** a parent/teacher conference to take place as soon as possible after making a good faith effort to notify the unit member in advance.

I. CRISIS SITUATIONS

1. In a crisis situation, all certificated personnel shall be utilized in a cooperative effort to maintain safety and security on the campus. This shall be done in an effort to maintain a normal educational program. Under these conditions, assignments shall

not be made which are unsafe to any unit member. A crisis situation, for the purpose of this paragraph, is defined as a clear and present danger of physical harm to students and staff.

J. ADJUNCT DUTIES

1. All unit members are required to perform site-based adjunct duties as part of their professional responsibilities. Adjunct duties are defined as those additional duties and responsibilities that are determined by school staff to be necessary to the operation of the school and District and/or enrich the school learning experience for students beyond the classroom. Adjunct duties, by definition, may vary from site to site.

2. The principal and unit members at each elementary and middle school site shall meet annually to jointly determine adjunct duties and the procedure to be used for distributing them among unit members on an equitable basis, to the extent possible. These decisions shall be confirmed by a majority vote. Individual sites may deem that extenuating circumstances exist for specific individuals when distributing adjunct duties on an equitable basis.

3. Adjunct duties at the high school level will be determined and assigned at each high school site in the District by an Adjunct Duty Committee.

   a. An Adjunct Duty Committee will be comprised of one unit member representative per fifteen (15) or part of fifteen, unit members at each respective school site, plus three (3) site administrators.

   b. Request for volunteers will go out on or before February 1. Should the ratio 1:15 not be established by February 15, the ratio will change to 1:20. The site Adjunct Duty Committee formation and decision-making process shall begin after February 1st of each school year and shall not extend beyond May 15th.

   c. The Adjunct Duty Committee will meet each school year. Its sole function is to determine the list of site adjunct duties, their weighted equity, and the process for assigning those duties to the staff. The committee shall make its decisions by consensus. Consensus is defined as everyone being able to live with that decision.

   d. Once the committee has reached a consensus, it will be reported to the faculty and put to a majority vote for approval. If approved, the site's adjunct duties will be implemented for the following school year. If the plan fails to receive a majority vote, it goes back to the committee (see section g).

   e. Should a consensus not be reached, the committee's work to date shall also be reported to the faculty for review and input. The committee shall reconvene to deliberate and attempt to reach a consensus.

   f. If the committee is successful in reaching consensus upon a second attempt, the process of faculty decision-making and implementation shall take place upon a majority approval (see section e above).

g. Should a consensus not be reached by the committee upon a second attempt, this work to date will be reported to the faculty and the previous year's list of adjunct duties and the process for implementation shall be enacted for the following school year.

h. Should a majority vote for approval fail on the second attempt, or, if the May 15th site decision-making deadline is not met, then the previous year's list and process for implementation shall be enacted for the following school year.

4. Adjunct duties shall not include duties that are paid or that are related to association activities.

K. STUDENT PROGRESS REPORTS

1. All high school and middle school unit members shall complete a mid-quarter, computer generated, student progress report for each student currently enrolled in their respective courses. This report shall be transmitted by the District to the parents or guardian of each student. A site administrator may require more frequent student progress updates based on student educational requirements in IEP's, SST's, or 504's.

2. The progress report shall be on a District approved form which will include, but not be limited to, the following information:

   a. Current letter grades
   b. Request for a parent conference, if necessary.
   c. Positive comments if applicable.
   d. Classroom behavior.

3. Each high school and middle school unit member shall be provided a computer-generated printout of all quarterly progress reports.

4. Any unit member who is required to submit progress or grade reports electronically for any student shall be provided access to a grading program that will electronically transmit all grades to the District for the purpose of issuing progress and grade reports.

5. Middle school unit members shall complete and submit student grade reports within three (3) working days of the end of the first three quarters.

6. High school unit members shall complete and submit student grade reports within three (3) working days of the end of the first and third quarters and within four (4) working days of the second quarter. If the first student day after the first semester is a Monday, then the early release Monday will be set aside for teachers to complete grades.

7. K-12 unit members shall be provided a minimum day at the end of each grading period to complete student grade reports.

8. The District will continue to make a good faith effort to provide K-12 unit members access to a computer grading program for the purpose of issuing progress and grade reports.

9. All 6-12 unit members shall update grades every 2 weeks using the District provided grade reporting software to ensure parents and students access to current progress information. All TK-5 unit members shall update assessed standard scores within 2 weeks of administering a standards based assessment using the District provided grade reporting software to ensure parents and students access to current progress information.

L. ASSESSMENTS

District assessments are for the purpose of determining student academic progress and guiding instruction. The District will assist unit members in administering District assessments. The District and TEA will form a committee to review assessment impacts and make recommendations to the negotiating teams for consideration.

1. **If an assessment requires administration in a language other than English, the District will solicit volunteers for the required language(s) from all unit members.**

2. **If there are not sufficient volunteers, the administrator may assign appropriately credentialed unit members who have confirmed having the appropriate language skills to the required training and assessment process during contract hours.**

M. INCLUSION

A unit member may voluntarily sign up by March 15 to co-teach for the next year. The District will make a good faith effort to create common preps for inclusion teachers.

N. EXTRA SECTIONS

Any 9th grade through 12th grade unit member interested in teaching extra class sections for the following school year may submit a written request to the principal at his/her site by February 1. The site administration shall consider all requests, along with other unit members at the site, prior to additional teaching sections being assigned. The Principal retains the right to assign extra class sections.

O. DEPARTMENT CHAIRS

Any 9th grade through 12th grade unit member interested in serving as a department chair when there is a vacancy for department chair for the following school year may submit a written request to the principal at his/her site by February 1. The Principal shall electronically share the submitted names, and any other candidates' names, to department members. The department members may provide written feedback to the Principal prior to February 28. The site administration shall consider all requests, along with other unit members at the site, prior to department chair positions being assigned. The Principal retains the right to select the department chair.

P. SPLIT ASSIGNMENTS

Should a unit member be assigned to a teaching assignment which encompasses differing grades spans noted in the master agreement (for example, assigned to both a middle school and a high school or to an elementary school and a middle school), the parties agree to negotiate the impacts of this split assignment.

Agreed to this 4th day of March, 2026

Tammy Jalique, Associate Superintendent for Human Resources

Anthony Irizarry, TEA President

John Moss, TEA Negotiations Chair

TENTATIVE AGREEMENT
Between
TRACY EDUCATORS ASSOCIATION
And
TRACY UNIFIED SCHOOL DISTRICT

The parties acknowledge the changes to benefits are not retroactive and would go into effect upon ratification by both parties.

ARTICLE XIV
FRINGE BENEFITS

A. The maximum health benefit CAP shall be $11,007. (This increase goes into effect upon ratification by both parties and is not retroactive)

B. OPT OUT OPTION

1. TEA and the District agree that the cap percentage established by the plan administrator shall be maintained.

2. TEA and the District acknowledge that more than the established cap percentage of the bargaining unit may wish to take advantage of the opt-out option; as such, the parties agree to the following:

   a. TEA members must adhere to the plan administrator's guidelines including annual submission of required documentation.
   b. Once the above items have been furnished, all members who have submitted their documents will be entered into a lottery to determine which unit members shall be granted opt-out privileges.
      i. If the cap percentage is not met, all qualified unit members requesting the opt-out benefit will be granted the benefit.
      ii. If more than the cap percentage wish to pursue this option a lottery will then be in effect to determine which unit members will be eligible to utilize the opt-out option. Only applications for those unit members selected in the top cap percentage of applicants shall be submitted to the plan administrator.
      iii. Any applicant whose qualifications are not met according to the plan administrator will be replaced by applicants who are not in the cap percentage, as described in 3c below.

3. TEA and the District agree the lottery shall be conducted as follows:

   a. Names will be drawn randomly and assigned a number based upon the order in which they were drawn.
   b. The numbers representing the cap percentage of TEA membership shall be granted the opt-out benefit.
   c. Those numbers representing all unit members above the cap percentage shall be placed on the waiting list, in number order, should any of the unit members in the cap percentage be determined by the plan administrator to not qualify for the benefit. Names will then be moved forward based on place on the waiting list.
   d. Names drawn during the lottery will be drawn in the presence of a TEA and a District representative.

4. TEA and the District agree that the above lottery and associated opt-out benefit shall only be offered during the open enrollment period.

5. TEA and the District agree that new employees hired after the open enrollment, cannot elect to enroll in the opt-out option if the opt-out cap percentage has been met. If the cap percentage has not been met, then the new employee can elect the opt-out option.

6. If the cap percentage has not been met by the established deadline, current unit members may continue to submit the appropriate documentation to be considered for opt out approval by the plan administrator on a first come first serve basis.
7. All Qualifying documents must be submitted to Human Resources by 5:00pm on the established deadline.

8. TUSD and TEA will jointly determine the date upon which to conduct a lottery if needed.

C. EARLY RETIREMENT BENEFITS

The District will provide health benefits at District expense for certificated unit members and dependent(s) when applicable, who retire after attaining age fifty-five (55) and prior to age sixty-five (65) and who have ten (10) or more full years of service in the District or the equivalent of ten (10) or more full years.

1. To be eligible for this program, the unit member must:

   a. Have completed ten (10) consecutive years of full-time service in the district or the equivalent of (10) or more years of consecutive service in the District immediately prior to retirement

   b. Have reached the age of fifty-five (55), but not reached their sixty-fifth (65^{th}) birthday on the effective date of retirement as requested by the unit member.

   c. ~~Unit members shall have reached at least Class V (B.A. + 60) on the salary schedule, Appendix B. Adult School full time unit members shall have at least a vocational credential with BA or BA + 45 or MA, Appendix C.~~

2. For the purpose of this plan only, any leave provided for in the Master Contract or District approved leave shall not be considered a break in full-time service.

3. The unit member will be eligible for the District paid health benefits during early retirement only between the ages of fifty-five (55) and his/her sixty-fifth (65th) birthday. Benefits provided by the District will terminate at death or at the end of the month in which the retiree becomes sixty-five (65), whichever occurs first.

4. Unit members who retire after June 30, 2008, shall be eligible to receive the same coverage as is provided to active unit members. The District shall contribute the same amount to the insurance provider as it contributes for active unit members. Such retirees shall make arrangements for payment to the insurance provider for any additional cost beyond the District benefit CAP for active unit members.

5. The District agrees to allow retired unit members and their spouses to pay the full cost of health premiums if permitted by the District's Insurance Carrier until the employees' death so long as the District doesn't incur any additional expenses.

D. SURVIVOR BENEFITS UNDER DISTRICT EARLY RETIREMENT PROGRAM

Eligible currently enrolled dependents of a deceased retired unit member, who were participating in the District Early Retirement Program at the time of death, are eligible upon application to receive the District Medical Care benefits under the same conditions and for the same duration as the deceased early retiree, as long as the premium costs are paid by the survivor. Application to continue to receive Medical Care benefits must be made to the health plan Administrator within thirty-one (31) days after the death of the retiree. Quarterly payments shall be made by the survivor to the health plan Administrator.

E. UNIT MEMBER PAID RETIREMENT BENEFITS

Unit members participating in the early retirement program or unit members retiring at age 65, but not later than age 69 may, for one year, continue health benefit coverage not specifically prohibited by the carrier in accordance with District policy relating to active unit members. Premium cost will be borne by the unit member with payment made to the payroll Department each month in advance.

F. PSYCHOLOGICAL SERVICES

Unit members may utilize psychological services as provided by the Health Benefit Plan adopted through Central Valley Trust (CVT) for Health Benefits. Any costs associated with these services which extend beyond the services provided through (CVT) shall be assumed by the unit member utilizing the services.

Agreed to this 17th day of September, 2025.

Tammy Jalique, Associate Superintendent
Of Human Resources

John Moss, TEA
Negotiations Chair

TENTATIVE AGREEMENT
between
TRACY EDUCATORS ASSOCIATION
And
TRACY UNIFIED SCHOOL DISTRICT

The Tracy Educators Association ("TEA") and Tracy Unified School District ("District") have negotiated and agreed to the following changes to contract language regarding Article XVII, Evaluation, and the related Appendix G items:

ARTICLE XVII
EVALUATION

A. PURPOSE

The purpose of evaluation is the improvement of instruction and a better educational program through professional growth of staff. The identification of unit member strengths and weaknesses is the basis for assistance towards growth and the correction of any deficiencies. The observations and appraisals also provide a sound basis for administrative decisions on continued employment.

Nothing in Article XVII, Evaluation, waives the rights of the District or unit member under Education Code, Section 44664.

B. JURISDICTION

1. The District retains sole responsibility for the evaluation and assessment of performance of each unit member, subject only to the following procedural requirements.

2. Accordingly, no grievance shall contest the judgment of the evaluator or content of the evaluation. Grievances relating to evaluation shall be limited to claims that the following evaluation procedures have been violated.

3. It shall be the evaluatee's responsibility to comply and cooperate with the evaluation procedure as implemented by the evaluator.

C. TERMS AND PROCEDURES:

The Standard Formal Evaluation Process consists of an Evaluation Notification Conference and Pre-Evaluation Conference, at least two Formal Evaluations, as many Informal Evaluations as deemed necessary by the evaluator, and a Final Evaluation.

a. Evaluation Notification Conference: shall occur by ~~October 15th~~ **September 15th** for all unit members whose first day of service is no later than the first instructional day. For

those unit members hired after the first instructional day, the notification conference shall be held within a reasonable period of time from date of hire.

i. The unit member shall be furnished a copy of the evaluation procedures, evaluation standards, evaluation rubric, rating process of the evaluations and notified of the identified evaluator. In addition, the unit member shall receive links to the District applicable benchmarks and have access to applicable state frameworks as needed.

ii. Notification of the District's two chosen California Standards for the Teaching Profession (CSTP's) as District-wide standards of focus to be rated will be identified during the conference. The unit member will be responsible for choosing one additional California Standards for the Teaching Profession (CSTP's) focus to be rated.

iii. Probationary (non-tenured) employees shall be evaluated on all California Standards for the Teaching Profession (CSTP's).

b. Pre-Evaluation Conference: The unit member being evaluated, and the evaluator shall meet to discuss:

i. The District will choose two California Standards for the Teaching Profession (CSTP's) as District-wide standards of focus to be rated. The unit member will choose one additional California Standards for the Teaching Profession (CSTP's) focus to be rated. As noted in a. iii. above, probationary (non-tenured) teachers will be evaluated on all California Standards for the Teaching Profession (CSTP's). For those unit members on year three of the 5-year evaluation cycle the standard which addresses lesson planning, currently Standard IV of the evaluation rubric, may not be chosen as the additional standard for evaluation as lesson planning is evaluated through pre-conference which does not take place with an informal evaluation.

~~ii. For Special Education unit members at least one of the mutually agreed upon formal scheduled observations will include the observation of classroom instruction as well as observation of an IEP meeting facilitated and/or contributed to by the unit member. The observation of instruction and IEP do not have to occur on the same day. The timeline for post-conference as referenced in Section C. 1. c. shall begin upon completion of either the lesson observation or observation of IEP meeting, based on whichever occurs later.~~

ii. For Special Education unit members, IEP performance will be evaluated using the CSTP rubric found in Appendix G.

iii. Objectives to be achieved during the evaluation period.

iv. Techniques for assessing whether those objectives and standards of performance have been achieved which techniques may include, but are not necessarily limited to, formal evaluations and informal observations, anecdotal records, conferences and the completion of reports by the evaluatee relating to objectives and standards of performance;

v. A tentative schedule of evaluations, conferences, and a final evaluation date.

vi. The unit member is responsible to identify, develop and write acceptable performance objectives which shall be discussed during the conference with the evaluator. Approval of written objectives does not prohibit the administrator from conducting evaluations, observations, or final evaluation assessments on the selected standards for the given year.

c. A Formal Evaluation consists of an Observation of classroom instruction with subsequent reduction to writing and post-conference. The first formal evaluation will occur no later than December 1 for unit members whose first day of service is no later than the first instructional day. A Formal Evaluation includes a meeting prior to the observation. The scheduled Observation shall be made known to the unit member at least two (2) working days prior to the occurrence. The Observation shall be followed by a conference within seven (7) working days and reduced to writing on the present evaluation form currently being used as shown in Appendix G within seven (7) working days.

d. An Informal Evaluation is an observation of classroom instruction which does not require advanced notification to the unit member. When referenced as part of the Formal Evaluation Process, the Observation shall be followed by a conference within seven (7) working days and reduced in writing on the evaluation form in Appendix G-1 within seven (7) working days. The number of informal evaluations shall be determined as needed by the District.

e. A Final Evaluation is the culminating document (Appendix G-2) of the Formal Evaluation Process and is based upon documents generated from at least two Formal Evaluations (one Formal Evaluation for the 5-year Formal Evaluation Cycle) and as many Informal Evaluations as deemed necessary by the District.

2. FREQUENCY

Probationary (non-tenured) and temporary unit members shall be evaluated each school year through the standard Formal Evaluation Process.

Permanent unit members not on a 5-year Formal Evaluation Cycle shall be evaluated at least every other school year through the standard Formal Evaluation Process.

Permanent unit members who are on a 5-year Formal Evaluation Cycle shall be evaluated at least every five (5) years according to the Five (5) Year Formal Evaluation Cycle.

If a unit member is scheduled to be evaluated during a particular school year but is granted a leave of absence for one (1) semester or longer, such evaluation shall take place during the first year following his/her return to duty.

When a unit member is involuntarily transferred or voluntarily transferred, they will remain on their current evaluation cycle.

If a permanent unit member receives a negative evaluation, the unit member will be evaluated annually until a rating above Unsatisfactory is achieved, or he/she is separated from the District.

a. Initial Qualifications for Being Placed on a Five (5) Year Formal Evaluation Cycle:

A 5-year Formal Evaluation Cycle shall be established for permanent unit members who apply and meet the following criteria:

i. He/She is a permanent unit member and has been employed as a certificated employee at least 10 years in the Tracy Unified School District

ii. He/she is highly qualified as defined in 20 USC Section 7801

iii. He/she has received all satisfactory (Developing/Meets Expectations/Exceeds Expectations) ratings on his/her two (2) most recent final evaluations, the most recent of which must have been conducted during the year prior to the commencement of the 5-year Formal Evaluation Cycle.

iv. He/She has received no more than one (1) letter of discipline (either a Letter of Concern or a Letter of Warning) and no Letters of Reprimand or Letters of Suspension Without Pay within the last 24-month period preceding the beginning of the 5-year evaluation cycle.

v. **Application for the 5 Year Formal Evaluation Cycle must be submitted to Human Resources by the end of contract day on the last day of school of the year prior to commencing the 5 Year Cycle.**

b. Qualifications for Remaining on a 5-Year Formal Evaluation Cycle

i. For those unit members currently on the 5-year Formal Evaluation Cycle, during the 3rd year of the 5-year Formal Evaluation Cycle, the site administrator will conduct at least one Informal Observation. The Observation shall be followed by a conference within ~~five (5)~~ **seven (7)** working days and reduced to writing on the evaluation form currently being used as shown in Appendix G-1 within ~~ten (10)~~ **seven (7)** working days.

~~For those unit members on year three of the 5-year evaluation cycle the standard which addresses lesson planning, currently Standard IV of the evaluation rubric, may not be chosen as the additional standard for evaluation as lesson planning is evaluated though pre-conference which does not take place with an informal evaluation.~~

If a unit member receives a negative rating (U) on any 3rd year Informal Observation, the unit member will be removed from the 5-year Formal Evaluation Cycle and will be evaluated annually using the Standard Formal Evaluation Process until a rating above Unsatisfactory is achieved or he/she is separated from the District. The unit member may reapply to be placed on a 5-year Formal Evaluation Cycle when he/she meets the criteria established in Section C.2.a of this Article.

When a unit member is involuntarily transferred or voluntarily transferred, they will remain on their current evaluation cycle.

ii. During the 5th year of the first and subsequent 5-year Formal Evaluation Cycles, there will be an evaluation process which consists of a Pre-Evaluation Conference, one Formal Evaluation, at least one Informal Observation, and a Final Evaluation.

If there is a U on the Final Evaluation, the unit member shall be evaluated in accordance with Article XVII, Sections C and G, and then returned to the evaluation schedule for permanent employees not on a 5-year Formal Evaluation Cycle. Unit members who successfully complete a 5-year Formal Evaluation Cycle ~~may reapply to participate in a subsequent~~ **will automatically continue on the** 5-year Formal Evaluation Cycle. Unit members who have been removed from a 5-year Formal Evaluation Cycle may reapply to participate in a subsequent 5-year Formal Evaluation Cycle in accordance with Article XVII, section C.2.a. **by the end of contract day on the last day of school of the year prior to commencing the 5 Year Cycle.**

iii. The unit member will be removed from the 5-year Formal Evaluation Cycle if he/she receives more than one (1) Letter of Concern or Letter of Warning during their time on the 5-year cycle. If a unit member receives a Letter of Reprimand or higher during their time on the 5-year cycle, the unit member will be removed from the 5-year cycle.

D. EVALUATION STANDARDS

Unit member performance shall be evaluated and assessed as it ~~reasonably~~ relates to **the California Standards for the Teaching Profession (CSTPs).**

~~1. Engaging & supporting all students in learning~~

~~2. Creating & maintaining an effective environment for learning~~

~~3. Understanding & organizing subject knowledge~~

~~4. Planning designing & delivering learning experiences for all students~~

~~5. Assessing student learning~~

~~6. Developing as a professional~~

Appendix G performance descriptors will mirror CSTP descriptors with the addition of the descriptor category of "Unsatisfactory" when little or no evidence of performance trait is observed. Should the CSTPs be modified to include an "Unsatisfactory" category of performance, TEA and the District shall meet to negotiate potential revisions to the "Unsatisfactory" category.

The District shall establish and define job responsibilities for those certificated non-instructional personnel whose duties and responsibilities the District believes cannot be appropriately evaluated using the evaluation standards in this section. The Association shall be consulted prior to a change in a bargaining unit member's job description. The District shall evaluate and assess

the competency of such unit members as it reasonably relates to the fulfillment of those responsibilities.

E. MODIFICATION OF OBJECTIVES:

During the course of the evaluation period, circumstances may change which require modification of the original objectives. The unit member may request a change of these objectives in the manner prescribed in section C.1.~~a.iv~~.**b.vi** above.

F. CONFERENCES

1. An evaluation conference shall be held with the unit member to discuss the final evaluation report which is a summary of the unit member's performance for the school year. The evaluation report shall be reduced to writing on the evaluation form currently being used as shown in Appendix G, and a copy provided to the unit member no later than 30 calendar days before the last school day scheduled on the school calendar adopted by the governing board for the school year in which the evaluation takes place. A copy of the evaluation report shall be placed in the unit member's personnel file.

2. Any evaluation which contains an unsatisfactory rating of any unit member's performance shall include, but is not limited to:

a. A mandated referral to the PAR Program for an Unsatisfactory rating on the final evaluation on any of the evaluation standards 1 through 5 as indicated in Evaluation Article XVII, section D for a permanent unit member.

b. A recommendation to volunteer to participate in the PAR Program for an Unsatisfactory rating on any evaluation-on-evaluation standards 1 through 5 as indicated in Evaluation Article XVII, section D for a permanent unit member

c. Specific recommendations for improvement

d. Direct assistance to implement such recommendations

e. The requirement that the unit member shall, as deemed necessary by the District, participate in a program designed to improve appropriate areas of the unit member's performance.

f. Assignment of an instructional assistance team by mutual agreement between any unit member who is not a PAR Program participant and the administrator.

3. In addition to the foregoing, the evaluator shall also be responsible for providing certain assistance to the unit member being evaluated. If, at any time during the evaluation period, the evaluator determines through formal evaluations or informal evaluations or other performance assessments that the unit member needs to show improvement to meet the stated objectives, standards of performance, or other areas of evaluation, he/she shall inform the unit member in writing of such fact and describe such performance that is less than Developing. The evaluator

shall thereafter confer with the unit member making specific recommendations as to areas of improvement in the unit member's performance and endeavor to assist the unit member in such performance. Such recommendations shall not be reduced to writing on the unit member's evaluations. (Forms contained in Appendix G.1 and G.2)

G. FORMAL/INFORMAL EVALUATION RATING PROCESS:

a. The evaluator shall determine the overall rating for each of the identified standards by utilizing a ~~four~~-**six** point scale as follows:

Element Title	Numeric Value
Unsatisfactory	**1**
Emerging	**2**
Exploring	**3**
Applying	**4**
Integrating	**5**
Innovating	**6**

~~Element Title~~	~~Numeric Value~~
~~Unsatisfactory~~	~~1~~
~~Developing~~	~~2~~
~~Meets Expectations~~	~~3~~
~~Exceeds Expectations~~	~~4~~
~~Not rated~~	~~N/R- no numerical value~~

b. Other standards will not be reduced to writing on the Appendix form G.1. (Appendix G.1 will only include evidence and ratings from the identified standards to be evaluated).

~~c. The overall standard score will be obtained by the averaging all of the rated sub-elements and rounded to three decimal places. (add all the numerical values received within that standard and divide by the amount of rated sub-elements. Unobserved sub-elements will not receive a numeric score and will be left blank.)~~

~~d. The overall standard score shall be assigned by the following scale:~~

~~Standard Descriptor~~	~~Numeric Range~~
~~Unsatisfactory~~	~~1.000 - 1.749~~
~~Developing~~	~~1.750 - 2.499~~
~~Meets Expectations~~	~~2.500 - 3.499~~
~~Exceeds Expectations~~	~~3.500 - 4.000~~

H. FINAL EVALUATION:

1. The final rating for each standard shall be the average of the numeric ratings received for each particular standard during the evaluation process for the year. Example: (Standard I Rating = Evaluation A rating+ Evaluation B rating + Evaluation C rating divided by number of evaluations conducted for Standard I will equate to the final evaluation rating.) **The final evaluation rating score shall be assigned using the following scale:**

Element Title	Numeric Value
Unsatisfactory	**1-1.75**
Emerging	**1.76-2.5**
Exploring	**2.51-3.5**
Applying	**3.51-4.5**
Integrating	**4.51-5.5**
Innovating	**5.51-6**

2. When an evaluation standard(s) is documented as an Unsatisfactory rating, the unit member shall be evaluated using the Standard Formal Evaluation Process in accordance with Article XVII, section D and Appendix G the following year, only on the evaluation standard(s) affected by the noted Unsatisfactory rating(s).

3. The unit member shall sign the evaluation report at or following the evaluation post-conference. The signature does not necessarily indicate that the unit member endorses or agrees with the contents of the report. Within fifteen (15) working days after receiving the written evaluation report, the unit member may submit a written response to the evaluation report which may include conditions which the unit member believes are beyond his/her control. The written response shall be attached to the evaluation report and become a permanent attachment to the unit member's personnel file.

Agreed to this 8th day of May, 2026.

Tammy Jalique, Associate Superintendent
Of Human Resources

John Moss, TEA
Negotiations Chair

Anthony Irizarry, TEA President

Standard 1: Engaging and Supporting All Students in Learning

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 1.1 Using knowledge of students to engage them in learning.			
Ineffectively uses information about student skills, language proficiency, or special needs.	Uses limited data from formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.
Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests			
Does not gather information about students' prior knowledge, culture, backgrounds, life experience, and interests to support student learning.	Uses limited information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Uses school resources and family contacts to expand understanding of students' prior knowledge cultural backgrounds, life experiences, and interests to connect to student learning.	Integrates broad knowledge of students and their cultural background, life experiences and interests to inform instruction.
Element 1.3 Connecting subject matter to meaningful real life contexts.			
Uses no real-life connections to subject matter as identified in curriculum.	Explores and applies limited real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Actively engages students in making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.
Element 1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.			
Uses limited instructional strategies. Strategies are poorly carried out or are inappropriate to the needs of the students. No adjustments are made to respond to student needs.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, integrate, and refines a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.
Element 1.5 Promoting critical thinking through use of questioning, problem solving; and reflection.			
Questions are limited to factual knowledge and comprehension and provide no opportunities for students to recall, interpret, and think critically, aligned to student learning objective/content standard.	Explores some strategies that guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.	Facilitates opportunities for students to apply critical thinking by designing structured inquiries into complex problems.
Element 1.6 Monitoring student learning and making adjustments to instruction while teaching			
Implementation of lessons is inconsistent with curriculum guidelines. Teacher makes no adjustments and/or clarifications to instruction based on observations of student engagement and does not check for understanding.	Implements lessons following curriculum guidelines. Seeks to clarify instructions and learning activities to support student understanding.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge, and provides assistance to students in mastering the content.

Standard 2: Creating and Maintaining an Effective Environment for Learning

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly			
Expectations for fair and respectful behavior needed to support differences in opinions, ideas, cultures, or learning needs are unclear or inconsistent.	Demonstrates fairness and respect in communications with students about language and behavior. Models and communicates those expectations. Seeks to understand cultural perceptions of a caring community.	Reinforces positive, responsible, and respectful student interactions. Assists students in resolving conflicts. Incorporates cultural awareness to develop a positive classroom climate.	Develops shared responsibility with students for resolving conflict and facilitates student leadership and self reflection in maintaining ongoing improvement of the caring community based on respect, fairness, and the value of all members.
Element 2.2 Creating physical or virtual environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.			
Makes little or no attempt to create physical and/or virtual learning environments that support student learning and diversity. Opportunities for interactions between students are limited.	Experiments with adapting the physical and/or virtual learning environments that support student learning and diversity. Structures/procedures for student interactions are taught in single lessons or sequence of lessons to support student learning.	Develops physical and/or virtual learning environments that reflect student diversity and provides a range of resources for learning. Utilizes a variety of structures/procedures for student interactions during learning activities that focus on completion of learning tasks.	Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning for the full range of students and reflects diversity within and beyond the classroom.
Element 2.3 Establish and maintain learning environments that are physically, intellectually and emotionally safe.			
Does not adhere to site, district, and/or state laws regarding safety of students and materials. Teacher does not address student interactions that are inappropriate.	Adheres to policies and laws regarding safety that are required by the site, district and state. Responds to behaviors that impact student safety as they arise including issues related to materials, student interactions, and the organization of the learning environments. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning model and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	Provides opportunities for students to take risks and offers respectful opinions about divergent viewpoints. Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.
Element 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.			
Activities, assignments, and classroom interactions are inconsistent in maintaining high expectations and a rigorous learning environment for students.	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.
Element 2.5 Developing, communicating and maintaining high standards for individual and group behavior.			
Expectations, rules, and consequences for individual and group behavior are not clearly established. Response to behavior is inconsistent or inappropriate.	Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior. Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.	Uses multiple positive behavior strategies to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior and during individual and group work.	Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. Facilitates and supports students to self assess, monitor, and set goals for individual and/or group behavior and participation.
Element 2.6 Establishes classroom routines, procedures, norms and promotes positive behavior to ensure a climate in which all students can learn.			
Classroom procedures, routines, and/or behavioral expectations are not	Establishes procedures, routines, or norms for single lessons to support student learning. Seeks to promote	Classroom climate integrates school standards and culturally relevant norms. Promotes	Engages and facilitates students in monitoring and reflecting on routines, procedures, and norms in

clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time.	positive behavior. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	positive behaviors and established preventions and a positive classroom climate that eliminate most disruptive behavior.	ways that are culturally responsible and build on student strengths. Promotes positive behaviors and consistently prevents or refocuses disruptive behaviors to maximize the learning climate.
Element 2.7 Using instructional time to optimize learning.			
Pacing and time spent on learning activities is either rushed or too long. Transitions are confusing, resulting in loss of instructional time. There is no effective opening or temporary closure to the lesson.	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.	Paces instruction for students to provide adequate time for instruction, checking for understanding, completion of learning activities and a closure to the lesson.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of their use of instructional time. Paces, adjusts, and fluidly facilitates instruction and daily activities.

Standard 3: Understanding and Organizing Subject Knowledge

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 3.1 Demonstrating knowledge of subject matter academic content standards.			
Displays no understanding of content being taught and does not use academic language during instruction that is connected to the content standard being taught.	Demonstrates foundational knowledge of subject matter, related academic language and academic content standards.	Understands and explains the relationships between concepts, academic language, and academic content standards, during instruction in ways that ensure clear connections and relevance to students.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.
Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of the subject matter.			
Lacks basic knowledge of student stages of development and differences in students' understanding of subject matter. Is not consistent in teaching subject-specific state standards.	Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language. Occasionally provides explicit teaching of essential content vocabulary and associated academic language. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.	Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures opportunities for understanding of subject matter academic language, by consistently providing explicit teaching of specific vocabulary, idioms, key words with multiple meanings, and academic language of text or learning activities in ways that engage students and ensures equitable access to the full range of student language levels and abilities.	Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language. Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using strategies that provide a deep understanding of subject matter.
Element 3.3 Organizing curriculum to facilitate student understanding of the subject matter.			
The curriculum is not organized, and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	Examines and follows organization of curriculum as provided by site and district to support student understanding of subject matter. Considers adjustments in single lessons to support understanding of subject matter.	Uses and integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student readiness and ensure opportunities for student understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension by facilitating student articulation about what they do and don't understand.
Element 3.4 Utilizing instructional strategies that are appropriate to the subject matter.			
Instructional strategies are not connected appropriately to subject matter content, concepts or students'	Uses instructional strategies that are connected to the curriculum. Gathers and uses additional instructional strategies in single lessons to increase student	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to	Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of

understanding of the academic language.	understanding of academic language appropriate to subject matter.	subject matter and that address students' diverse learning needs.	students towards a deep knowledge of subject matter.
Element 3.5 Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.			
Instructional materials, resources and technologies are either not used or used inappropriately to make subject matter accessible to all students.	Uses available materials, resources and technologies for specific lessons to make subject matter accessible to students. Identifies technological resources needed and explores how to make these resources available to all students.	Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter. Guides students to use available instructional materials, electronics, and/or online subject matter resources based on individual needs.	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.
Element 3.6 Addressing the needs of students with special needs and/or English Learners to provide equitable access to the content.			
Is unaware of the full range of students identified with special needs and/or English Learners even though data is provided by the school. Rarely attends meetings with resource personnel and families. Little or no attempt to scaffold instruction using visuals, models, or graphic organizers. Teacher does not inquire about a student of concern in their classroom.	Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons. Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals. Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral. Is aware of students' primary language and English language proficiencies based on available assessment data. Provides adapted material to help English Learners access content. Uses some measures of assessing English learner' performance to identify gaps in English language development. Attempts to scaffold content using visuals, models, and graphic organizers.	Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction. Communicates regularly with resource personnel and para-educators to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral. Identifies language proficiencies and English learner strengths in the study of language content. Differentiates instruction using one or more components of English language development to support English learners. Creates and implements scaffolds to support standards-based instruction using literacy strategies and content level English language development in order for students to improve language proficiencies and understand content.	Integrates accommodations, adaptions, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge. Communicates and collaborates with colleagues, support staff, and families to ensure consistent instruction. Supports families in navigating school procedures and policies. Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum. Guides and supports the full range of students with special needs to actively engage in assessments, and monitor their own strengths, learning needs, and achievements in accessing content. Integrates knowledge of English language development and English learner's strengths and assessed needs into English language and content instruction. Develops and adapts instruction to provide a wide range of scaffolds to support standards-based instruction for language and content for the full range of English learners.

Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 4.1 Using knowledge of students' academic readiness, language, proficiency cultural background, and individual development to plan instruction.			
Daily lessons are not guided by assessment information on student academic readiness, language, cultural background, or individual development.	Plans daily lessons using available data on student academic readiness, assessments, language, cultural background, and individual development. Is aware of potential areas of bias and seeks to learn about responsive pedagogy.	Plans differentiated instruction based on knowledge of students' academic readiness, language, cultural background, and individual cognitive, social development and physical development to meet their individual needs. Examines potential sources of bias and stereotyping when planning lessons.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information of students. Uses culturally responsive pedagogy in planning. Engages students in the analysis of basis, stereotyping, and assumptions.
Element 4.2 Establishing and articulating goals for student learning.			
Does not establish clear instructional learning objectives or align goals with standards. Expectations for students are usually low or unrealistic.	Establishes and communicates learning objectives for lessons to students based on content standards and available curriculum guides.	Establishes and communicates to students clear learning goals for content that are assessable, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates comprehensive short and long-term learning goals for students. Assists students to articulate and monitor individual learning goals.
Element 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.			
Lesson plans are not linked to long and short-term content standards or subject matter concepts.	Uses curriculum guidelines aligned to content standards for daily, short-term, and long-term plans. Begins to plan curriculum units that include a series of connected lessons that are linked to long-term planning to support student learning.	Establishes and refines short and long-term curriculum plans to reflect integration of content standards with assessed instructional needs of students to ensure high levels of learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short- term instructional plans to ensure high level of learning.
Element 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.			
Lesson plans incorporate limited strategies and do not address the various learning needs of the full range of learners in the class.	Plans instruction that incorporates strategies suggested by curriculum guidelines. Selects strategies for lessons that respond to students' diverse learning needs.	Incorporates differentiated instructional strategies into ongoing planning to provide appropriate support and challenge for students. Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.
Element 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.			
Instructional plans are inconsistently modified, adapted, or differentiated in spite of evidence that modifications would improve student learning.	Begins to adapt plans and materials in a single lesson or sequence of lessons to address students' learning needs.	Makes adjustments and adaptations to differentiated instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Anticipates and plans for wide range of adaptations to lessons based on in-depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

Standard 5: Assessing Student Learning

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.			
Unclear understanding of the purpose of various types of assessments and how these assessments provide information about the range of learning needs of students in the class.	Is aware of the purposes and characteristics of formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress and proficiency.	Utilizes assessments and identifies skills to be addressed to support student learning based on a clear understanding of the purposes and characteristics of pre-assessments, formative and summative assessments.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.
Element 5.2 Collecting and analyzing assessment data from a variety of source to inform instruction.			
Uses little or no appropriate data or strategies to monitor and assess student learning and make adjustments to current or future lessons.	Uses data from assessments to assess student learning. Makes adjustments in planning for lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses data analysis from a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	Integrates assessments strategically and systematically throughout instruction appropriate for the range of learning needs. Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.
Element 5.3 Reviewing data, both individually and with colleagues, to monitor student learning.			
Little or no attempt is made to review available assessment data either individually or with colleagues. Little or no awareness of needs of the students in the class.	Reviews and monitors available assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Facilitates collaborative work and fosters colleagues' ability to analyze student thinking and identify underlying causes for trends and patterns.
Element 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.			
Rarely or inconsistently uses data from assessments to set learning goals for the class.	Uses data from assessments to establish content based learning goals for class and individual students in lessons. Plans adjustments in instruction to address learning needs of individual students.	Uses a broad range of assessment data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.
Element 5.5 Involving all students in self-assessment, goal setting, and monitoring progress.			
Does not consistently communicate to students the lesson objectives, outcomes, or summative assessment results. Does not include opportunities for students to set goals and reflect/monitor their own progress.	Communicates to students the lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors and records student progress.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Regularly guides and provides time for students to monitor and reflect on their progress towards class or individual goals.	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
Element 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.			
Does not use available technologies and/or is not using results of assessments to analyze data as a means of informing instruction and/or to communicate assessment results. Information	Uses available technologies to implement individual assessments, record results, and communicate with administration, colleagues and families about student	Uses technologies to design and implement assessments, record and analyze results, and communication about student learning with administration, colleagues, families and students. Communicates	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student. Provides for in-depth and

and communication to students and families is limited or unavailable. Does not attempt to provide communication to those who lack access to technology.	learning. Attempts to provide communication to those who lack access to technology.	through alternative formats for those who lack access to technology.	ongoing communication regarding student learning.
Element 5.7 Using assessment information to share timely and comprehensible feedback with students and their families.			
Does not provide students with feedback based on assessed work and required summative assessments. Teacher does not use school-mandated procedures to notify families of student proficiencies, challenges, or behavior issues.	Provides students with assessment feedback in ways they can understand. Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.	Provides students with clear and timely information about strengths, needs, and strategies for increasing learning and improving academic achievement. Provides opportunities for timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. Provides ongoing communication with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.

Standard 6: Developing as a Professional

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 6.1 Reflecting on teaching practice in support of student learning.			
Teacher does not reflect on specific problems or areas of concern in his/her teaching practice to address the needs of all students and rarely uses reflection to assess personal professional growth over time.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Maintains ongoing reflective practice and applies research in supporting student learning and raising the level of academic achievement.
Element 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.			
Professional goals are not established to guide practice. The teacher does not pursue opportunities to develop new knowledge or skills, or to participate in professional learning.	Sets goals connected to the CSTP through required processes and district protocols. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in professional learning.	Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment. Aligns personal goals with school and district goals, and focuses on improving student learning. Selects and engages in professional development based on needs identified in professional goals.	Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.
Element 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.			
Does not collaborate with colleagues to improve student learning or improve his/her own professional knowledge.	Attends staff, grade level, department, and other required meetings. Identifies student and teacher resources at the school and district level.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Works to ensure the broadest positive impacts possible on instructional practice and student achievement at school and district levels and for the profession. Initiates and develops professional learning opportunities with colleagues and/or the broader professional community focused on student achievement.
Element 6.4 Working with families to support student learning.			
Does not communicate with families or interactions with students' families are not conducted in a professional manner.	Communication with the families is inconsistent and interactions are sometimes conducted in an unprofessional manner.	Communication with the families is consistent and conducted in a professional manner.	Communication with the families extends to opportunities for parental involvement/leadership beyond the classroom. Interactions with students' families are conducted professionally.
Element 6.5 Engages local communities in support of instructional curriculum.			
Little or no inquiry about community/district resources	Seeks available community/district resources. Includes	Uses a variety of community/district resources to support the curriculum.	Draws from understanding of community to improve and enrich the instructional program.

to support students' needs and/or the curriculum.	references or connections to communities in lessons.		
Element 6.6 Manages professional responsibilities to maintain motivation and commitment to all students.			
Basic contractual responsibilities are not addressed. There is little or no commitment to student learning.	Maintains contractual responsibilities and seeks support as needed. Demonstrates commitment by exploring ways to address student learning.	Fulfills contractual responsibilities and utilizes support when needed. Pursues ways to support students' diverse learning and fosters the belief that all students can learn.	Models professionalism and fulfills contractual responsibilities effectively. Supports colleagues to maintain motivation and commitment to all students.
Element 6.7 Demonstrating professional responsibility, integrity and ethical conduct.			
Does not follow any or all of the following: state codes, legal requirements, board approved district policies, contractual agreements, and ethical responsibilities. Interactions with staff are not conducted in a professional manner.	Inconsistently follows all state codes, legal, requirements, district and site policies, contractual agreements, and ethical responsibilities. Attends professional learning communities.	Follows all state codes, legal, requirements, district and site policies, contractual agreements, and ethical responsibilities. Participates in professional learning communities.	Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes positively to professional learning communities. Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement,

connection, and sense of belonging.

1 - Unsatisfactory	2 - Emerging	3 - Exploring	4 - Applying	5 - Integrating	6 - Innovating
Little or no evidence of emerging traits is demonstrated.	The teacher collects information about each student to support and activate a learning approach reinforcing their participation, engagement, connection, and sense of belonging.	The teacher explores the use of information about each student to support and activate a learning approach that reinforces their participation, engagement, connection, and sense of belonging.	The teacher applies information about each student to support and activate learning approaches that strengthen and reinforce their participation, engagement, connection, and sense of belonging.	The teacher integrates a variety of information about each student into the supports and learning approaches that strengthen and reinforce their participation, engagement, connection, and sense of belonging.	The teacher designs and implements innovative learning approaches based on analyzing diverse information about every student, maximizing participation, engagement, connection, and a deep sense of belonging.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

1 - Unsatisfactory	2 - Emerging	3 - Exploring	4 - Applying	5 - Integrating	6 - Innovating
Little or no evidence of emerging traits is demonstrated.	The teacher creates a safe and caring environment that supports students' learning and is developmentally appropriate.	The teacher uses a variety of approaches to create a safe, inclusive, and caring environment that supports students' learning and affirms identity	The teacher maintains a safe, caring, and intellectually stimulating environment that supports students' learning and promotes equity and inclusivity.	The teacher consistently maintains, adjusts, and responds to student needs within the learning environment to advance equity, inclusivity, and student agency.	The teacher shares responsibility with students in maintaining a mutually respectful, supportive, and challenging learning environment that empowers students as co-creators and promotes equity on a broad scale.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engage and challenge

students to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.

1 - Unsatisfactory	2 - Emerging	3 - Exploring	4 - Applying	5 - Integrating	6 - Innovating
Little or no evidence of emerging traits is demonstrated.	The teacher demonstrates a basic understanding of standards and frameworks and begins to gather and organize resources to support content, processes, and materials.	The teacher begins to explore standards and frameworks to incorporate content, processes, materials, and resources into curricula to engage students in learning.	The teacher consistently addresses standards and frameworks to facilitate learning using culturally and linguistically responsive practices and resources that engage and challenge students to develop academic, linguistic, and social-emotional skills.	The teacher integrates various culturally and linguistically responsive curricula, instructional strategies, assessment methods, and student support systems to foster students' learning, critical thinking, and development.	The teacher extends and innovates the curricula by collaborating with students to incorporate culturally and linguistically sustaining practices, materials, and resources that empower students to become self-directed, competent, and resourceful learners who can thrive in diverse environments.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.

1 - Unsatisfactory	2 - Emerging	3 - Exploring	4 - Applying	5 - Integrating	6 - Innovating
Little or no evidence of emerging traits is demonstrated.	The teacher demonstrates a basic understanding of the need to set and follow a purposeful direction for instruction and plans learning experiences that foster student development.	The teacher begins to intentionally plan and enact learning activities that build on student strengths and experiences and support students' academic, linguistic, and social-emotional development.	The teacher consistently sets a purposeful direction for instruction and learning activities that build on student strengths with accessible, challenging, and relevant learning experiences that foster each student's academic, linguistic, and social-emotional development.	The teacher monitors and adjusts instruction and assessment methods to create a comprehensive, accessible learning environment where students are challenged with relevant experiences that support and promote their academic, linguistic, and	The teacher refines and extends the learning experience by incorporating student-centered practices, materials, and resources that empower students to become self-directed learners who set purposeful goals and pursue challenging and relevant learning experiences that foster their academic, linguistic, and social–emotional development.

				social-emotional growth.	

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.

1 - Unsatisfactory	2 - Emerging	3 - Exploring	4 - Applying	5 - Integrating	6 - Innovating
Little or no evidence of emerging traits is demonstrated.	The teacher develops routines utilizing limited assessment strategies that provide insight into students' skills, interests, and learning needs to inform instruction.	The teacher employs diverse formative and summative assessments to understand student progress and interests, using this data to guide instruction and improve learning outcomes, though the impact is still developing.	The teacher employs diverse, equitable assessment methods, uses data to tailor instruction, encourages students in self-evaluation, collaborates with colleagues to support all learners, and maintains comprehensive progress records.	The teacher integrates multiple assessment measures, engages students in self-assessment, and collaborates with colleagues to analyze data and improve equitable learning outcomes.	The teacher collaborates in schoolwide assessment and data practices, advocates for equity and cultural responsiveness, models effective strategies, and partners with interest holders to promote student growth and continuous improvement while empowering families as data partners.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers

to support each student to learn and thrive.

1 - Unsatisfactory	2 - Emerging	3 - Exploring	4 - Applying	5 - Integrating	6 - Innovating
Little or no evidence of emerging traits is demonstrated.	The teacher demonstrates awareness of professional reflection, participates in growth activities, complies with standards, and has an emerging understanding of equity and positive learning environments.	The teacher integrates professional learning into practice, fosters a collaborative environment, responds to feedback, and prepares for leadership roles to enhance student learning.	The teacher actively implements professional learning, sets goals, models reflection, and individualizes instruction to improve teaching effectiveness and to meet student needs.	The teacher models professionalism, promotes equity and compliance, integrates research to improve outcomes, balances self-care with professional growth, and contributes positively to the professional community while supporting others' development.	The teacher models reflective practice, ethical behavior, and continuous growth. The teacher leads equity initiative collaboration and professional development. The teacher advocates for students' needs and rights. The teacher supports colleagues in improving their practices and leveraging diverse expertise to enhance student learning and well-being.

TRACY UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL OBSERVATION

☐ INFORMAL OBSERVATION ☐ FORMAL INTERIM EVALUATION

Evaluatee _____ Position _____ School _____

Observation Date _____ Peer Assistance and Review (PAR) Program ☐ Yes ☐ No

Status: ☐ Intern ☐ Temporary ☐ Emergency ☐ Probationary I ☐ Probationary II ☐ Permanent

Evaluator _____ Position _____ School Year _____

Ratings: *U = Unsatisfactory (1) D = Developing (2) M = Meets Expectations (3) E = Exceeds Expectations (4)*
Overall "Rating for Standard": *Unsatisfactory = 1 1.749; Developing = 1.750-2.499; Meets Expectations = 2.500-3.49; Exceeds Expectations = 3.500-4.*

STANDARD I Engaging & Supporting All Students in Learning		
STANDARD ELEMENT	**RATING (numeric value)**	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
1.1 Using knowledge of students to engage them in learning.		
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests.		
1.3 Connecting subject matter to meaningful, real life contexts.		
1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.		
1.5 Promoting critical thinking through use of questioning, problem solving, and reflection.		
1.6 Monitoring student learning and making adjustments to instruction while teaching.		
RATING FOR STANDARD		**RATING FOR STANDARD**

(Numeric Average of Elements)		(Category based on Numeric Average):

Ratings: U = Unsatisfactory (1) D = Developing (2) M = Meets Expectations (3) E = Exceeds Expectations (4)
Overall "Rating for Standard": Unsatisfactory = 1 1.749; Developing = 1.750 2.499; Meets Expectations = 2.500 3.49; Exceeds Expectations = 3.500 4.

STANDARD II Creating and Maintaining an Effective Environment for Learning		
STANDARD ELEMENT	**RATING (numeric value)**	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly.;		
2.2 Creating physical or virtual environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.		
2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe.		
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.		
2.5 Developing, communicating, and maintaining high standards for individual and group behavior.		
2.6 Establishes classroom routines, procedures, norms and promotes positive behavior to ensure a climate in which all students can learn.		
2.7 Using instructional time to optimize learning		
RATING FOR STANDARD (Numeric Average of Elements)		**RATING FOR STANDARD (Category based on Numeric Average):**

Ratings: U = Unsatisfactory (1) D = Developing (2) M = Meets Expectations (3) E = Exceeds Expectations (4)
Overall "Rating for Standard": Unsatisfactory = 1 1.749; Developing = 1.750 2.499; Meets Expectations = 2.500 3.49; Exceeds Expectations = 3.500 4.

STANDARD III Understanding and Organizing Subject Knowledge		
STANDARD ELEMENT	**RATING (numeric value)**	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
3.1 Demonstrating knowledge of subject matter academic content standards.		
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of the subject matter.		
3.3 Organizing curriculum to facilitate student understanding of the subject matter.		
3.4 Utilizing instructional strategies that are appropriate to the subject matter.		
3.5 Using and adopting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students.		
3.6 Addressing the needs of students with special needs and/or English Learners to provide equitable access to the content.		
RATING FOR STANDARD (Numeric Average of Elements)		**RATING FOR STANDARD (Category based on Numeric Average):**

Ratings: U = Unsatisfactory (1) D = Developing (2) M = Meets Expectations (3) E = Exceeds Expectations (4)
Overall "Rating for Standard": Unsatisfactory = 1 1.749; Developing = 1.750 2.499; Meets Expectations = 2.500 3.49; Exceeds Expectations = 3.500 4.

STANDARD IV: Planning, Designing and Delivering Learning Experiences for All Students		
STANDARD ELEMENT	**RATING (numeric value)**	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
4.1 Using knowledge of students' academic readiness, language, proficiency cultural background, and individual development to plan instruction.		
4.2 Establishing and articulating goals for student learning.		
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.		
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.		
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.		
RATING FOR STANDARD (Numeric Average of Elements)		**RATING FOR STANDARD (Category based on Numeric Average):**

Ratings: U = Unsatisfactory (1) D = Developing (2) M = Meets Expectations (3) E = Exceeds Expectations (4)
Overall "Rating for Standard": Unsatisfactory = 1 - 1.749; Developing = 1.750-2.499; Meets Expectations = 2.500-3.49; Exceeds Expectations = 3.500-4.

STANDARD V: Assessing Student Learning		
STANDARD ELEMENT	**RATING (numeric value)**	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.		
5.2 Collecting and analyzing assessment data from a variety of source to inform instruction.		
5.3 Reviewing data, both individually and with colleagues, to monitor student learning.		
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.		
5.5 Involving all students in self-assessment, goal setting, and monitoring progress		
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.		
5.7 Using assessment information to share timely and comprehensible feedback with students and their families.		
RATING FOR STANDARD (Numeric Average of Elements)		**RATING FOR STANDARD (Category based on Numeric Average):**

Ratings: U = Unsatisfactory (1) D = Developing (2) M = Meets Expectations (3) E = Exceeds Expectations (4)
Overall "Rating for Standard": Unsatisfactory = 1 1.749; Developing = 1.750-2.499; Meets Expectations = 2.500-3.49; Exceeds Expectations = 3.500-4.

STANDARD VI: Developing as a Professional		
STANDARD ELEMENT	**RATING (numeric value)**	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
6.1 Reflecting on teaching practice in support of student learning		
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.		
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.		
6.4 Working with families to support student learning.		
6.5 Engages local communities in support of instructional curriculum.		
6.6 Manages professional responsibilities to maintain motivation and commitment to all students.		
6.7 Demonstrating professional responsibility, integrity and ethical conduct.		
RATING FOR STANDARD (Numeric Average of Elements)		**RATING FOR STANDARD (Category based on Numeric Average):**

Evaluatee's Signature Date Evaluator's Signature Date

TRACY UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL OBSERVATION

☐ INFORMAL OBSERVATION ☐ FORMAL INTERIM EVALUATION

Evaluatee _____ Position _____ School _____

Observation Date _____ Peer Assistance and Review (PAR) Program ☐ Yes ☐ No

Status: ☐ Intern **Prob 0** ☐ Temporary ☐ **PIP/STSP Prob 0** ☐ Probationary I ☐ Probationary II ☐ Permanent

If Evaluatee is on 5-year cycle, please indicate year on cycle **Year 3** ☐ **Year 5** ☐

Evaluator _____ Position _____ School Year _____

Ratings: ***Unsatisfactory = 1*** ***Emerging = 2;*** ***Exploring = 3;*** ***Applying = 4;*** ***Integrating = 5;*** ***Innovating = 6***

STANDARD I – Engaging and Supporting All Students in Learning: Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

STANDARD ELEMENT	COMMENDATIONS/RECOMMENDATIONS/EVIDENCE
A. Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning. B. Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning. C. Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning. D. Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	

Evaluatee Name_____ Year_____

NUMERIC RATING FOR STANDARD	CATEGORY BASED ON NUMERIC RATING

Ratings: *Unsatisfactory = 1* *Emerging = 2;* *Exploring = 3;* *Applying = 4;* *Integrating = 5;* *Innovating = 6*

STANDARD II - Creating and Maintaining Effective Environments for Student Learning: Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

STANDARD ELEMENT	COMMENDATIONS/RECOMMENDATIONS/EVIDENCE
A. Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth. B. Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive. C. Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive. D. Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.	
NUMERIC RATING FOR STANDARD	**CATEGORY BASED ON NUMERIC RATING**

Ratings: *Unsatisfactory = 1* *Emerging = 2;* *Exploring = 3;* *Applying = 4;* *Integrating = 5;* *Innovating = 6*

STANDARD III - Understanding and Organizing Subject Matter for Student Learning: Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Evaluatee Name_____ Year_____

STANDARD ELEMENT	COMMENDATIONS/RECOMMENDATIONS/EVIDENCE
A. Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development. B. Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful. C. Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth. D. Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter. E. Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	
NUMERIC RATING FOR STANDARD	**CATEGORY BASED ON NUMERIC RATING**

Evaluatee Name_____ Year_____

Ratings: *Unsatisfactory = 1* *Emerging = 2;* *Exploring = 3;* *Applying = 4;* *Integrating = 5;* *Innovating = 6*

STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students: Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.	
STANDARD ELEMENT	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
A. Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests. B. Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach. C. Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy. D. Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	
NUMERIC RATING FOR STANDARD	**CATEGORY BASED ON NUMERIC RATING**

Evaluatee Name_____ Year_____

Ratings: *Unsatisfactory = 1* *Emerging = 2;* *Exploring = 3;* *Applying = 4;* *Integrating = 5;* *Innovating = 6*

STANDARD V - Assessing Students for Learning: Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.	
STANDARD ELEMENT	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
A. Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being. B. Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning. C. Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress. D. Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	
NUMERIC RATING FOR STANDARD	**CATEGORY BASED ON NUMERIC RATING**

Evaluatee Name_____ Year_____

Ratings: ***Unsatisfactory = 1*** ***Emerging = 2;*** ***Exploring = 3;*** ***Applying = 4;*** ***Integrating = 5;*** ***Innovating = 6***

STANDARD VI – Developing as a Professional Educator: Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.	
STANDARD ELEMENT	**COMMENDATIONS/RECOMMENDATIONS/EVIDENCE**
A. Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness. B. Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals. C. Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs. D. Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being. E. Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being. F. Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive. G. Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	
NUMERIC RATING FOR STANDARD	**CATEGORY BASED ON**

Evaluatee Name_____ Year_____

	NUMERIC RATING

_____ _____

Evaluatee's Signature Date Evaluator's Signature Date

OBSERVATION FORM
TRACY UNIFIED SCHOOL DISTRICT

DATE: _____ TEACHER: _____

TIME: _____ SCHOOL: _____

OBSERVATION DATA

APPENDIX G.2

TRACY UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
FINAL EVALUATION

Evaluatee _____ Position _____ School _____

Currently participating in Peer Assistance and Review (PAR) Program ☐ Yes ☐ No

Status: ☐ Intern **Prob 0** ☐ Temporary ☐ ~~Emergency~~ **PIP/STSP Prob 0** ☐ Probationary I ☐ Probationary II ☐ Permanent

If Evaluatee is on 5-year cycle, please indicate year on cycle **Year 3** ☐ **Year 5** ☐

Evaluator Position School Year

Ratings: *U = Unsatisfactory EM = Emerging EX = Exploring A = Applying INT = Integrating INN = Innovating* ~~*D = Developing M = Meets Expectations E = Exceeds Expectations*~~

Final rating is determined by calculating the average of the rating received in each standard for all evaluations in the given year.

Unsatisfactory = 1 – ~~1.749~~ 1.75; Emerging = 1.76 – 2.5; Exploring = 2.51-3.5; Applying = 3.51-4.5; Integrating = 4.51-5.5; Innovating = 5.51-6

~~***Developing = 1.750-2.499; Meets Expectations = 2.500-3.499; Exceeds Expectations = 3.500-4.***~~

STANDARD	**Rating**	**Commendations/Recommendations/Evidence**
I – Engaging and Supporting All Students in Learning		
II – Creating and Maintaining ~~an~~ Effective Environments for **Student** Learning		
III – Understanding and Organizing Subject ~~Knowledge~~ **Matter for Student Learning**		
IV – Planning **Instruction and**~~,~~ Designing ~~and Delivering~~ Learning Experiences for All Students		
V – Assessing Students **for** Learning		
VI – Developing as a Professional **Educator**		

Interim Evaluation #1 (date): _____ Interim Evaluation #2 (date): _____ Informal Observation date/s): _____

_____ _____

Evaluatee's Signature Date Evaluator's Signature Date

FINAL EVALUATION RECOMMENDATION:

Continued Services: Recommended _____ Recommended with Reservation _____ Not Recommended _____

TENTATIVE AGREEMENT
between
TRACY EDUCATORS ASSOCIATION
And
Tracy Unified School District

The Tracy Educators Association ("TEA") and Tracy Unified School District ("District") have negotiated and agreed to the following changes to contract language:

ARTICLE XXXIX
TEACHERS ASSIGNED
TO INDEPENDENT CHARTER

Unless otherwise noted as an exception below, all provisions of the master agreement between TEA and TUSD apply to unit members assigned to Independent Charter School.

A. WORK HOURS AND SCHEDULES

1. **Unit members assigned to Tracy Independent Study Charter School shall follow the instructional and work-year calendar for grades 6-12, currently designated as the M3 calendar.** The length of day for a charter school unit member is 7.5 hours as noted in Article VI Hours, Section B. Length of Day.

2. Daily schedules prepared by charter school unit members must include a daily lunch in accordance with Article VI, Hours, Section D, Breaks and Lunches.

3. Daily schedule must include a preparation period in accordance with Article VI, Section E, Preps. In addition, Independent Charter School unit members are exempt from the number of preparations noted in Article VI Hours, Section E.4, due to the nature of Independent Charter instruction.

4. Schedules must also align with District Early Release Monday scheduling in accordance with Article VI, Section C, Meetings. ERM attendance will be in accordance with Section C, at a site determined by the Charter School administrator.

5. All unit member prepared schedules must be approved by Charter School administration prior to implementation.

6. **Unit members assigned to Tracy Independent Study Charter School shall conduct parent conferences to be held during the conference week designated on the TUSD traditional (instructional) calendar. These conferences shall be flexibly scheduled to accommodate the availability and preferences of both the teacher and the parent. Conferences may occur during or outside of the regular instructional day and shall be collaboratively arranged to ensure meaningful communication and engagement with families. Conferences may be held virtually or in person.**

B. SUPERVISION AND ADJUNCT DUTIES

1. Unit members assigned to Independent Charter School and whose class of assignment is not on the Charter School campus (ie: at a traditional school site), shall be exempt from supervision duties unless required by emergency or safety needs of the campus.

2. Determination of adjunct duties will follow the process for elementary and middle schools as described in Article VII, Duties, Section J.2.

C. SALARIES (COMPENSATION)

1. Independent Charter is considered a specialized program. Therefore, unit members assigned to Independent Charter will not be entitled to stipends for combo classes noted in salary schedules Appendix A and B, as well as Article XIII, Salaries (Compensation) Section H, Stipends, Item 1.1.

Agreed to this 17th day of September, 2025.

Tammy Jalique, Associate Superintendent
Of Human Resources

John Moss, TEA
Negotiations Chair

Anthony Irizarry, TEA President

TENTATIVE AGREEMENT
between
TRACY EDUCATORS ASSOCIATION
And
Tracy Unified School District

The Tracy Educators Association ("TEA") and Tracy Unified School District ("District") have negotiated and agreed to the following changes to contract language in Appendix F

~~Special Olympics Coordinator 11.07%~~

Special Education District Wide Activities

Special Olympics Coordinator (one district-wide position per year) 5.535%

Special Education Prom Coordinator (one district-wide position per year) 5.535%

In the event two or more unit members mutually agree to perform these tasks, the above stipend(s) shall be shared equally among the unit members performing the associated duties. Events require prior district approval.

Agreed to this 4th day of March, 2026

Tammy Jalique, Associate Superintendent for Human Resources

Anthony Irizarry, TEA President

John Moss, TEA Negotiations Chair