

Tracy Unified School District
Tracy Educators Association
TENTATIVE AGREEMENT
March 13, 2019

This is a tentative agreement between the Tracy Unified School District (“TUSD”) and Tracy Educators Association (“TEA”) (together referred to as the “parties”) reached on March 1, 2019.

1. This Tentative Agreement completes negotiations for the 2019-2020 school year. There will be no additional reopen negotiations for the 2019-2020 school year.
2. All articles that are currently open will be closed upon ratification of this tentative agreement and remain as status quo for the 2019-2020 school year, with the exception of those items listed in number 3 below.
3. The parties previously reached Tentative Agreements on the following for the 2019-2020 school year:

ARTICLE VI – HOURS – Change section A.3, AND A.4. – Revised Tentative Agreement signed on February 22, 2019. (See attached)

ARTICLE VII – DUTIES – Status Quo – Tentative Agreement signed on February 20, 2019. (See attached)

ARTICLE XIII SALARIES (COMPENSATION) - Change Section A AND C– Tentative Agreement signed on February 20, 2019. (See attached)

ARTICLE XIV – FRINGE BENEFITS –Status Quo – Tentative Agreement signed on February 20, 2019. (See attached)

ARTICLE XII – CLASS SIZE – Add Section F, Change Section G, H, I – Tentative Agreement signed on February 22, 2019. (See attached)

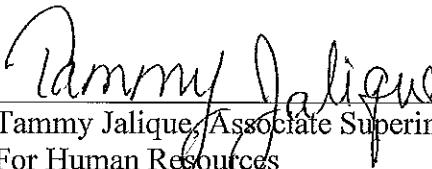
APPENDIX G – signed on February 22, 2019. (See attached)

ARTICLE XVII – EVALUATION – Change section C.1, C.2, D, F.1, F.2, F.3, G, H.1, H.2, H.3 - Tentative Agreement signed on February 20, 2019. (See attached)

ARTICLE XXXVIII – TEACHERS ON SPECIAL ASSIGNMENT – Change Section C.4, C.5, C.6, D.2 AND Remove D.8. Tentative Agreement signed on March 13, 2019. (See attached)

4. 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.

Tentatively agreed to this 13th day of March, 2019 in Tracy California.



Tammy Jalique, Associate Superintendent
For Human Resources



Marco Marchini, TEA Representative

Tracy Unified School District
Tracy Educators Association
TENTATIVE AGREEMENT
March 11, 2019

This is a tentative agreement between the Tracy Unified School District (“TUSD”) and Tracy Educators Association (“TEA”) (together referred to as the “parties”) reached on March 1, 2019.

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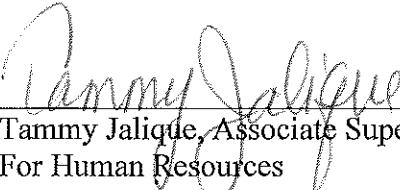
ARTICLE XII – CLASS SIZE – Add Section F, Change Section G, H, I – Tentative Agreement signed on February 22, 2019. (See attached)

APPENDIX G – signed on February 22, 2019. (See attached)

ARTICLE XVII – EVALUATION – Change section C.1, C.2, D, F.1, F.2, F.3, G, H.1, H.2, H.3 - Tentative Agreement signed on February 20, 2019. (See attached)

4. 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.

Tentatively agreed to this 11th day of March, 2019 in Tracy California.



Tammy Jalique, Associate Superintendent
For Human Resources



Marco Marchini, TEA Representative

**TENTATIVE
AGREEMENT**

ARTICLE VI HOURS

February 22, 2019

The Tracy Educators Association (hereafter "TEA") and the Tracy Unified School District (hereafter "District") do hereby agree to the following:

ARTICLE VI
HOURS

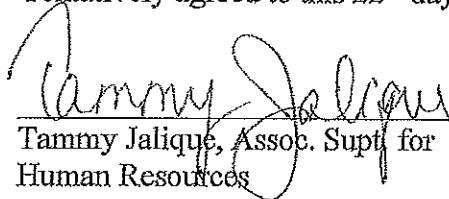
1. Remove from Section A3 the following paragraph:

~~For the 2010-2011 and 2011-2012 school years only, the three voluntary staff development buy back days provided for below in the current collective bargaining agreement between the parties shall be suspended as permitted by law.~~

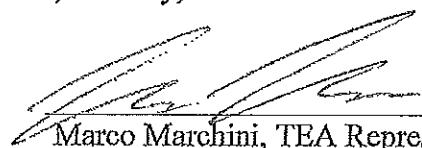
2. Revise paragraph A4 as follows:

TEA/TUSD will jointly develop and submit one or more years of recommended calendars to the Board on or before February 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 (Feb. 1), then the parties will recommend to the Board the adoption of the last board approved-current year 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.

Tentatively agreed to this 22nd day of February, 2019, in Tracy, California,



Tammy Jalique, Assoc. Supt. for Human Resources



Marco Marchini, TEA Representative

**TENTATIVE
AGREEMENT**

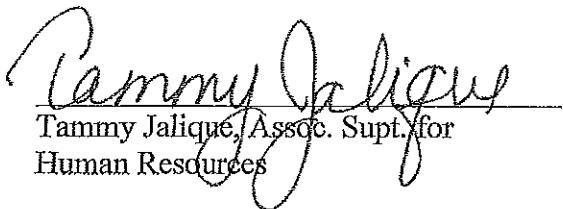
ARTICLE VII - DUTIES

February 20, 2019

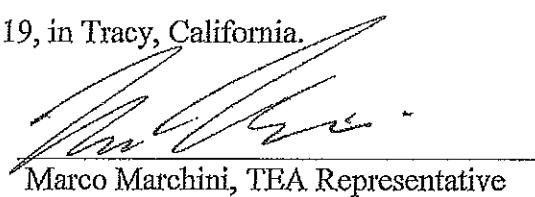
The Tracy Educators Association (hereafter "TEA") and the Tracy Unified School District (hereafter "District") do hereby agree to status quo on the following Article:

**ARTICLE VII
DUTIES**

Tentatively agreed to this 20th day of February, 2019, in Tracy, California.



Tammy Jalique
Tammy Jalique, Assoc. Supt. for
Human Resources



Marco Marchini
Marco Marchini, TEA Representative

**TENTATIVE
AGREEMENT**

**ARTICLE XIII - SALARIES (COMPENSATION)
AND ARTICLE XIV FRINGE BENEFITS**

February 20, 2019

The Tracy Educators Association (hereafter "TEA") and the Tracy Unified School District (hereafter "District") do hereby agree to the following:

**ARTICLE XIII
SALARIES**

A. DURATION (See note at bottom of proposal)

1. There will be a percentage increase to the salary schedule equal to the funded Cost of Living Adjustment (COLA) percentage included in the Governor's final, approved and signed state budget (estimated in January, 2019 to be 3.46%):
 - Appendix A Certificated Salary Schedule A
 - Appendix B Certificated Salary Schedule B
 - ~~Appendix C Tracy Adult School Salary Schedule Full-Time Unit Members~~
 - Appendix C.1 Tracy Adult School Salary Schedule Part-Time Unit Members
 - Appendix D Hourly Salary Schedule
 - Appendix E Supplemental Instruction

Contingency:

This settlement proposal is contingent on an approved State 2019-2020 budget that:

- a. does not alter the LCFF funding allocation process; and
- b. no deficit is applied to LCFF funding calculation. The increase shall be based on funded allocations received by the District from the State.
- c. If the percentage increase to the 2018-2019 base grant per ADA differs by one percent or more from the proposed 3.46%, this salary compensation agreement shall be nullified, and the parties shall meet and continue to negotiate.

B. HOURLY SALARY SCHEDULE

Refer to Appendix D

C. FULL-TIME ADULT SCHOOL SALARY SCHEDULE

Refer to Appendices A and B.

D. PART-TIME ADULT SCHOOL SALARY SCHEDULE

Refer to Appendix C.1

E. SUPPLEMENTAL INSTRUCTION-HOURLY RATE

Refer to Appendix E.

F. COACHING AND SPECIAL ASSIGNMENTS PAY
Refer to Appendix F.

G. COMPENSATION FOR ADDITIONAL TEACHING PERIODS

Unit members shall be compensated at the rate of one fifth (1/5) of the full time equivalent salary schedule placement for each additional period of instruction for which they are assigned. Additional periods of instruction shall be determined on an annual basis and shall not be permanent assignments unless so identified prior to the commencement of the additional period of instruction.

H. IN-SERVICE TRAINING/STAFF DEVELOPMENT RATE

1. Teachers in the new teacher induction program (TTIP) will be compensated in accordance with Article VI A. 2.
2. If unit members provide a district approved in-service or staff development outside the regular contractual day, they will receive the hourly rate on Appendix D.
3. If a unit member is required to attend a district in-service staff development or committee meeting, they will receive the hourly rate of Appendix D. This does not preclude a unit member from also receiving site adjunct duty credit for attending such meetings.

I. STIPENDS

1. A 3.69% stipend of Class III, Step 1 of the non-adjusted salary schedule B shall be awarded for each of the following:
 - a. Doctorate Degree
 - b. Masters Degree
 - c. Special Education unit members
 - d. Alternative Education Unit members
 - e. ESL Unit members
 - f. Designated ELD classroom unit members
 - g. Resource unit members
 - h. Reading Specialists
 - i. Unit members possessing a bilingual competency certificate or the equivalent and teaching in a District identified Bilingual classroom
 - j. Technology Support Advisors
 - k. Support Room teachers (shall teach at least 60% in that assignment to receive a prorated share of the stipend)
 - l. Please see Appendix F for additional stipends
2. Coaches of District-sponsored Elementary and Middle School teams shall receive a 1.85% stipend of Class III, Step 1 of the non-adjusted salary schedule B for each team coached.

NOTE: The two negotiating teams have agreed that the final test for the increase will be based on the following background, definitions and examples of contingency

calculations. The items contained in the note area are not intended to be contract language and are provided for clarification purposes only.

Background:

In his January budget proposal, Governor Newsom proposed:

- a. continuation of the Local Control Funding Formula (LCFF) established by Governor Brown; and
- b. a 3.46% increase to the base grant to each local educational agency per unit of average daily attendance (ADA).

Definitions:

2018-19 Base Grant Per ADA is defined as \$7,459 for each Kindergarten through 3rd grade ADA, \$7,571 for each 4th grade through sixth grade ADA, \$7,796 for each 7th through 8th grade ADA, and \$9,034 per ADA.

2019-20 Funded Base Grant Per ADA is defined as the non-deficited corollary to each of the grade spans defined in the 2018-19 Base Grant Per ADA. The percentage increase will be equal to:

$$\frac{2019/20 \text{ Funded K-3 Base Grant per ADA} - 2018/19 \text{ Funded K-3 Base Grant per ADA}}{2018-19 \text{ Funded K-3 Base Grant per ADA}} = \text{Negotiated percentage increase to salary schedules A, B, C, etc.}$$

- K-3 grade span is an example. The same calculation would hold true for each of the grade spans.

Examples of Contingency Calculations:

Given the background and contingency limitations stated above, each salary schedule shall be increased by a percentage equal to the difference between the 2019-2020 funded percentage increase received by the District and the 2018-2019 base grant per ADA received by the District and defined in the California Local Control Funding Formula. This increase shall be applied to the following salary schedules as noted in "A" above.

Given the 2018-19 funded K-3 base grant per ADA = \$7,459...

Example 1: assuming the 2019-20 funded K-3 base grant per ADA = \$7,717,

$$\text{then: } \frac{(7,717 - 7,459)}{7,459} = \frac{258}{7,459} = .03458 = 3.46\%$$

Example 2: assuming the 2019-20 funded K-3 base grant per ADA = \$7,790,

$$\text{then: } \frac{(7,790 - 7,459)}{7,459} = \frac{331}{7,459} = .04438 = 4.44\%$$

Example 3: assuming the 2019-20 funded K-3 base grant per ADA = \$7,644,

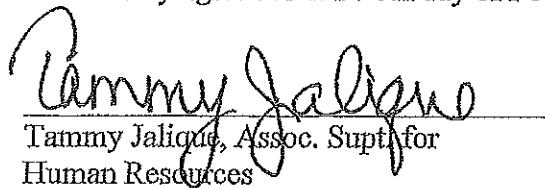
$$\text{then: } \frac{(7,644 - 7,459)}{7,459} = \frac{185}{7,459} = .024802 = 2.48\%$$

Example 4: assuming the 2019-20 funded K-3 base grant per ADA = \$7,644,
then: $\frac{(7,550 - 7,459)}{7,459} = \frac{91}{7,459} = .012200 =$
1.228%, therefore the parties would meet and continue to negotiate.

ARTICLE XIV FRINGE BENEFITS

TUSD proposes status quo.

Tentatively agreed to this 20th day of February, 2019, in Tracy, California.



Tammy Jalique, Assoc. Supt for
Human Resources



Marco Marchini, TEA Representative

**TENTATIVE
AGREEMENT**

ARTICLE XII CLASS SIZE

February 22, 2019

The Tracy Educators Association (hereafter "TEA") and the Tracy Unified School District (hereafter "District") do hereby agree to the following:

**ARTICLE XII
CLASS SIZE**

1. Add the following paragraph as section F. This language will also be included in the Special Education, Appendix I of the Master Agreement:

F. All TUSD SDC classes shall have a maximum enrollment of eighteen (18) students, with the exception of high school and adult education moderate/severe which will have a maximum enrollment of sixteen (16) students.

GF. COMPENSATION FOR EXCEEDING CLASS SIZE LIMITS

The District maintains the right to exceed class size limits. When the District exceeds class size limits, the following shall apply:

1. Class size is defined as the number of students listed on the class roster and physically present at least once.
2. At the beginning of the school year, the District will have thirteen (13) instructional days to make adjustments to comply with class size limits as defined in C & E.1. Beginning with the fourteenth day, class size compensation payments shall be calculated retroactive to the first day of the overage.
3. At the beginning of the second semester, the District will have ten (10) instructional days to make adjustments to comply with class size limits as defined in C and E.1. Beginning on the eleventh day, class size compensation payments shall be calculated retroactive to the first day of the overage.
4. At any other times of the year, the District will have eight (8) instructional days to make adjustments to comply with class size limits as defined in C and E.1. Beginning on the ninth (9th) day, class size compensation payments shall be calculated retroactive to the first day of the overage.
5. Unit members shall be compensated by the District at the rate of 2.5% of their per diem salary per student, per day for each student in their class that exceeds the maximum class size. Unit members shall be paid monthly on a regularly scheduled District payroll which normally falls on the tenth of each month.
6. Any unit member eligible for compensation for exceeding class size limits and who is on leave exceeding ten (10) consecutive days shall only be entitled to overage compensation for the first ten (10) days of the period of leave. Compensation for

eligible class size overages will be reinstated on the first day of the unit member's return from leave.

7. The 4th/5th full-time P.E. and music prep unit members shall receive a stipend of .1% (1/10%) of their salary per each four (4) week ADA cycle, excluding the 1st four (4) week cycle when their average session exceeds 46 students by each additional two (2) students. The 4th/5th full-time P.E. and Music prep units members shall receive said compensation as a one-time payment after ADA registers are submitted to the District at the conclusion of the school year.

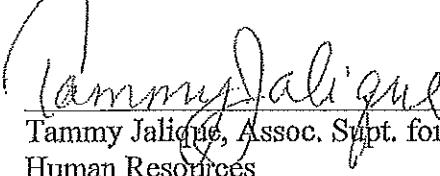
HG. VOLUNTEERING TO EXCEED CLASS SIZE LIMITS

The unit member may request enrollment of students to exceed class size limits. If so, no class size compensation will be provided. Unit members volunteering to exceed class size limits may do so by completing the Agreement to Exceed Class Size Form. This form must be approved by the principal. If implemented, the agreement remains in effect until the end of the school year. The District shall not coerce or pressure unit members to volunteer to accept class size overages.

- III. The District and the Association recognize that reducing class size may result in unit members having to rove. A roving unit member is defined as a 6-12 unit member who makes two or more moves per day, to a scheduled place of instruction for more than 30 student contact days of a school year. For the purpose of this article, movement is not intended to include such activities as the holding of office hours or special program needs such as ROP, Fine Arts, Voc. Ed, PE, RSP, Speech, work experience etc. Nor is it intended for other courses which require specialized facilities for curricular purposes. This shall not include the sharing of classrooms resulting from YRE track changes.

Roving teachers shall receive a stipend of 2.21% of Class III, Step 1 of the non-adjusted salary schedule B. Payment will be approved by the site principal by May 1 of each year for unit members who are qualified to receive an annual stipend. Payment for qualified unit members shall normally be issued during the June supplemental pay period.

Tentatively agreed to this 22nd day of February, 2019, in Tracy, California.



Tammy Jalique, Assoc. Supt. for Human Resources



Marco Marchini, TEA Representative

**TENTATIVE
AGREEMENT**

APPENDIX G

February 22, 2019

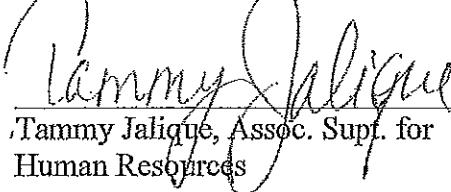
The Tracy Educators Association (hereafter "TEA") and the Tracy Unified School District (hereafter "District") do hereby agree to the following:

APPENDIX G

1. Remove the current APPENDIX G, APPENDIX G.1 and APPENDIX G.2 from the Master Agreement.
2. Replace with the new APPENDIX G, APPENDIX G.1 and APPENDIX G.2 attached.
3. Add the sample documents APPENDIX G.1a and APPENDIX G.2a attached.

In addition to the proposed changes to APPENDIX G, by signing this tentative agreement the Tracy Educators Association (TEA) agrees to withdraw its unfair labor practice charge (PERB Case No. SA-CE-2878-E) within ten (10) days of ratification by the Tracy Educators Association (TEA).

Tentatively agreed to this 22nd day of February, 2019, in Tracy, California.



Tammy Jalique, Assoc. Supl. for
Human Resources



Marco Marchini, TEA Representative

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	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during	Actively engages students in making connections to relevant, meaningful, and real-life contexts

	support student understanding.	instruction to engage students in relating to subject matter.	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, integrates, 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.	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.	<p>Adheres to policies and laws regarding safety that are required by the site, district and state.</p> <p>Responds to behaviors that impact student safety as they arise including issues related to materials, student interactions, and the organization of the learning environments.</p> <p>Explores strategies to establish intellectual and emotional safety in the classroom.</p>	<p>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.</p>	<p>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.</p>

<p>Element 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.</p> <p>Activities, assignments, and classroom interactions are inconsistent in maintaining high expectations and a rigorous learning environment for students.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Element 2.5 Developing, communicating and maintaining high standards for individual and group behavior.</p> <p>Expectations, rules, and consequences for individual and group behavior are not clearly established. Response to behavior is inconsistent or inappropriate.</p>	<p>Develops expectations with some student involvement.</p>	<p>Uses multiple positive behavior strategies to develop and maintain high standards for individual and group behavior.</p>	<p>Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.</p>

<p>Element 2.6 Establishes classroom routines, procedures, norms and promotes positive behavior to ensure a climate in which all students can learn.</p> <p>Classroom procedures, routines, and/or behavioral expectations are not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time.</p>	<p>Establishes procedures, routines, or norms for single lessons to support student learning. Seeks to promote positive behavior. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.</p> <p>Engages and facilitates students in monitoring and reflecting on routines, procedures, and norms in 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.</p>
<p>Element 2.7 Using instructional time to optimize learning.</p> <p>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.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p> <p>Paces instruction to provide adequate time for instruction, checking for understanding, completion of learning activities and a closure to the lesson.</p>

Standard 3: Understanding and Organizing Subject Knowledge

APPENDIX G

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.	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	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

Element 3.3 Organizing curriculum to facilitate student understanding of the subject matter.			
Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.	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.	strategies that provide a deep understanding of subject matter.	
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' understanding of the academic language.	Uses instructional strategies that are connected to the curriculum. Gathers and uses additional instructional strategies in single lessons to increase student understanding of	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, metacognitive abilities, and support and challenge the full range of students towards a deep

	academic language appropriate to subject matter.	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.
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.	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,	Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in
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.		
Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge. Communicates		

APPENDIX G

<p>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.</p>	<p>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.</p> <p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted material to help English Learners access content. Uses some measures of assessing English learner's performance to identify gaps in English language development. Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Instruction. Communicates regularly with resource personnel and para-educators to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p> <p>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.</p>	<p>and collaborates with colleagues, support staff, and families to ensure consistent instruction. Supports families in navigating school procedures and policies.</p> <p>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.</p> <p>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</p>
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APPENDIX G

	language proficiencies and understand content.	support standards-based instruction for language and content for the full range of English learners.
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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 cultural responsive pedagogy in planning. Engages students in the analysis of bias, 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.	<p>Lesson plans are not linked to long and short-term content standards or subject matter concepts.</p> <p>Uses curriculum guidelines aligned to content standards for daily, short-term, and long-term plans.</p> <p>Begins to plan curriculum units that include a series of connected lessons that are linked to long-term planning to support student learning.</p>	<p>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.</p>
Element 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.	<p>Lesson plans incorporate limited strategies and do not address the various learning needs of the full range of learners in the class.</p>	<p>Plans instruction that incorporates strategies suggested by curriculum guidelines. Selects strategies for lessons that respond to students' diverse learning needs.</p> <p>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.</p>

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.	Make 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.

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.

<p>Element 5.3 Reviewing data, both individually and with colleagues, to monitor student learning.</p> <p>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.</p>	<p>Reviews and monitors available assessment data individually and with colleagues and identifies learning needs of individual students.</p>	<p>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</p>	<p>Facilitates collaborative work and fosters colleagues' ability to analyze student thinking and identify underlying causes for trends and patterns.</p>
<p>Element 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</p> <p>Rarely or inconsistently uses data from assessments to set learning goals for the class.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Element 5.5 Involving all students in self-assessment, goal setting, and monitoring progress.</p> <p>Does not consistently communicate to students the lesson objectives, outcomes, or summative assessment results. Does not include opportunities for students to set goals</p>	<p>Communicates to students the lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors</p>	<p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development.</p>	<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing</p>

and reflect/monitor their own progress.	and records student progress.	monitor and reflect on their progress towards class or individual goals.	progress and refining goals towards high levels of academic achievement.
Element 5.6 Using available technologies to assist in assessment, analysis, and communication.			
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 and communication to students and families is limited or unavailable. Does not attempt to provide communication to those who lack access to technology.	Uses available technologies to implement individual assessments, record results, and communicate with administration, colleagues and families about student learning. Attempts to provide communication to those who lack access to technology.	Uses technologies to design and implement assessments, record and analyze results, and communication about student learning with administration, colleagues, families and students. Communicates through alternative formats for those who lack access to technology.	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student. Provides for in-depth and 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	Provides students with assessment feedback in ways they can understand. Communicates with families about student	Provides students with clear and timely information about strengths, needs, and strategies for increasing learning and improving academic achievement.	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. Provides

APPENDIX G

<p>procedures to notify families of student proficiencies, challenges, or behavior issues.</p>	<p>progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.</p>	<p>Provides opportunities for timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.</p>	<p>ongoing communication with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.</p>
<p>Standard 6: Developing as a Professional</p>			
<p>Element 6.1 Reflecting on teaching practice in support of student learning.</p>	<p>UNSATISFACTORY</p>	<p>DEVELOPING</p>	<p>MEETING EXPECTATIONS</p>
<p>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.</p>	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p>	<p>Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.</p>	<p>Maintains ongoing reflective practice and applies research in supporting student learning and raising the level of academic achievement.</p>

<p>Element 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.</p>	<p>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.</p> <p>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.</p> <p>Identified in professional goals.</p>	<p>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.</p> <p>Selects and engages in professional development based on needs identified in professional goals.</p>	<p>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.</p>	<p>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.</p> <p>Pursues a variety of additional opportunities to learn professionally.</p>
<p>Element 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.</p>	<p>Does not collaborate with colleagues to improve student learning or improve his/her own professional knowledge.</p>	<p>Attends staff, grade level, department, and other required meetings.</p> <p>Identifies student and teacher resources at the school and district level.</p>	<p>Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.</p>	<p>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.</p>

Element 6.4 Working with families to support student learning.	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 to support students' needs and/or the curriculum.	Seeks available community/district resources. Includes references or connections to communities in lessons.	Uses a variety of community/district resources to support the curriculum. Draws from understanding of community to improve and enrich the instructional program.
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,	Inconsistently follows all state codes, legal,	Follows all state codes, legal, requirements, district and Maintains a high standard of personal

APPENDIX G

codes, legal requirements, board approved district policies, contractual agreements, and ethical responsibilities.	requirements, site policies, contractual agreements, and ethical responsibilities.	site policies, contractual agreements, and ethical responsibilities. Attends professional learning communities.	site policies, contractual agreements, and ethical responsibilities. Participates in professional learning communities.	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.

TRACY UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL OBSERVATION

INFORMAL OBSERVATION FORMAL INTERIM EVALUATION

Evaluatee _____	Observation Date _____	Position _____	School _____
Status: <input type="checkbox"/> Intern <input type="checkbox"/> Temporary <input type="checkbox"/> Emergency	Peer Assistance and Review (PAR) Program		<input type="checkbox"/> Yes <input type="checkbox"/> No
Evaluator _____	Position _____	Position _____	School Year _____

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

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):

Evaluatee Name _____ Year _____

Ratings: U = Unsatisfactory (1) D = Developing (2)
 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):

Evaluatee Name _____ 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 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):

Evaluatee Name _____ 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 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 VII: 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 Name _____

Year _____

Evaluator's Signature _____

Date _____

Evaluator's Signature _____

Date _____

OBSERVATION FORM
TRACY UNIFIED SCHOOL DISTRICT

DATE: _____

TEACHER: _____

TIME: _____

SCHOOL: _____

OBSERVATION DATA

TRACY UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL OBSERVATION

INFORMAL OBSERVATION FORMAL INTERIM EVALUATION

Evaluatee _____	Observation Date _____	Position _____	School _____
Status: <input type="checkbox"/> Intern <input type="checkbox"/> Temporary <input type="checkbox"/> Emergency	Peer Assistance and Review (PAR) Program	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Evaluator _____	Position _____	Probationary I <input type="checkbox"/> Probationary II <input type="checkbox"/> Permanent	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)	RECOMMENDATIONS/RECOMMENDATIONS/EVIDENCE
1.1 Using knowledge of students to engage them in learning.	3	
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests.	3	
1.3 Connecting subject matter to meaningful, real-life contexts.	3	
1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.	3	
1.5 Promoting critical thinking through use of questioning, problem solving, and reflection.	3	
1.6 Monitoring student learning and making adjustments to instruction while teaching.	2	
RATING FOR STANDARD	2.833	RATING FOR STANDARD
(Numeric Average of Elements)		(Category based on Numeric Average): <i>Meets Expectations</i>

Evaluatee Name _____ 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 = 2.500-3.499; Exceeds Expectations = 3.500-4.

STANDARD II – Creating and Maintaining an Effective Environment for Learning

STANDARD ELEMENT	RATING (numeric value)	RECOMMENDATIONS/RECOMMENDATIONS/EVIDENCE
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly.	2	The overall rating for Standard calculation is obtained by adding all of the subelement scores, for which a numeric rating was issued and dividing the sum by the number of elements rated. Example below: $2+2+2+2+2+1=11$ 11 divided by 6 rated subelements = 1.833
2.2 Creating physical or virtual environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	2	
2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe.	2	
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.	2	
2.5 Developing, communicating, and maintaining high standards for individual and group behavior.	2	
2.6 Establishes classroom routines, procedures, norms and promotes positive behavior to ensure a climate in which all students can learn.	2	
2.7 Using instructional time to optimize learning	1	
RATING FOR STANDARD (Numeric Average of Elements)	1.833	RATING FOR STANDARD (Category based on Numeric Average): Developing

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

TRACY UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
FINAL EVALUATION

APPENDIX G.2

Evaluatee _____	Position _____	School _____
Currently participating in Peer Assistance and Review (PAR) Program		
Status: <input type="checkbox"/> Intern <input type="checkbox"/> Temporary	<input type="checkbox"/> Probationary I <input type="checkbox"/> Probationary II	<input type="checkbox"/> Yes <input type="checkbox"/> No
Evaluator _____	Position _____	School Year _____
Ratings: <i>U = Unsatisfactory</i> <i>D = Developing</i> <i>M = Meets Expectations</i> <i>E = Exceeds Expectations</i> <i>Final rating is determined by calculating the average of the rating received in each standard for all evaluations</i> <i>in the given year.</i> <i>Unsatisfactory = 1 - 1.749; Developing = 1.750-2.499; Meets Expectations = 2.500-3.49; Exceeds Expectations = 3.500-4.</i>		
STANDARD		
I – Engaging and Supporting All Students in Learning	Rating _____	Recommendations/Recommendations/Evidence _____
II – Creating and Maintaining an Effective Environment for Learning		
III – Understanding and Organizing Subject Knowledge		
IV – Planning, Designing and Delivering Learning Experiences for All Students		
V – Assessing Student Learning		
VI – Developing as a Professional		
Interim Evaluation #1 (date): _____	Interim Evaluation #2 (date): _____	Informal Observation date(s): _____
Evaluatee's Signature _____	Date _____	Evaluator's Signature _____
FINAL EVALUATION RECOMMENDATION: Recommended _____ Recommended with Reservation _____ Not Recommended _____ Date _____		
Continued Services: _____		

**TRACY UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
FINAL EVALUATION**

APPENDIX G 2.a

Evaluatee _____	Position _____	School _____
Currently participating in Peer Assistance and Review (PAR) Program		
Status: <input type="checkbox"/> Intern <input type="checkbox"/> Temporary	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Evaluator _____	<input type="checkbox"/> Probationary I <input type="checkbox"/> Probationary II	<input type="checkbox"/> Permanent
Ratings:	<i>U = Unsatisfactory</i>	<i>M = Meets Expectations</i>
<i>D = Developing</i>		
<i>E = Exceeds Expectations</i>		
<i>Final rating is determined by calculating the average of the rating received in each standard for all evaluations in the given year.</i>		
<i>Unsatisfactory = 1 - 1.749; Developing = 1.750-2.499; Meets Expectations = 2.500-3.49; Exceeds Expectations = 3.500-4.</i>		
STANDARD		
Rating	Comments/Recommendations/Evidence	
I – Engaging and Supporting All Students in Learning	2.33	Evaluation 1 Rating = 3 + Evaluation 2 Rating = 3 + Evaluation 3 Rating = 1. Sum is 7 divided by 3 ratings = 2.33, which equals Developing
II – Creating and Maintaining an Effective Environment for Learning	D	
III – Understanding and Organizing Subject Knowledge		
IV – Planning, Designing and Delivering Learning Experiences for All Students		
V – Assessing Student Learning		
VI – Developing as a Professional		
Interim Evaluation #1 (date): _____	Interim Evaluation #2 (date): _____	Informal Observation date/s): _____
Evaluatee's Signature _____	Date _____	Evaluator's Signature _____
FINAL EVALUATION RECOMMENDATION		
Continued Services: Recommended _____	Recommended with Reservation _____	Not Recommended _____
		Date _____

**TENTATIVE
AGREEMENT**

ARTICLE XVII - EVALUATION

February 20, 2019

The Tracy Educators Association (hereafter "TEA") and the Tracy Unified School District (hereafter "District") do hereby agree to the following Article:

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:

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

a. Evaluation Notification Conference:

- 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. The 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 notified 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 shall be furnished a copy of the evaluation procedures, evaluation standards, evaluation rubric, and notified of the identified evaluator. In addition, the unit member shall receive the District applicable benchmarks and have access to applicable state frameworks as needed. 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).
 - ii. Objectives to be achieved during the evaluation period;
 - iii. 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;
 - iv. A tentative schedule of interim evaluations, conferences and a final evaluation date.
 - v. The unit member is responsible to identify, develop and write acceptable performance objectives which shall be discussed during the conference with the evaluator. Conference schedule and Approval of written objectives does not prohibit the administrator from conducting interim evaluations, observations or final evaluation assessments on the selected standards for the given year any and all evaluation criteria.
- c. A Formal Interim Evaluation consists of an Observation of classroom instruction with subsequent reduction to writing and a post-conference. A

Formal Interim Evaluation may 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 five (5) working days and reduced to writing on the present evaluation form currently being used as shown in Appendix G within twenty (20 10) calendar working days.

- d. An Informal Observation 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 five (5) working days and reduced to writing on the evaluation form in Appendix G-1 within twenty ten (20 10) calendar working days. The number of informal observations 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 Interim Evaluations (one Formal Interim Evaluation for the 5-year Formal Evaluation Cycle) and as many Informal Observations Evaluations as deemed necessary by the evaluator 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-satisfactory evaluation 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.

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) working days and reduced to writing on the evaluation form currently being used as shown in Appendix G-1 within twenty (20) calendar ten (10) working days.

If a unit member receives a negative rating (RJ or 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** ~~satisfactory evaluation~~ 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.

~~If the unit member is reassigned/transferred, an additional Informal Observation may be conducted during the year of the reassignment/transfer.~~

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 Interim Evaluation, at least one Informal Observation, and a Final Evaluation.

If there is an RI or 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 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.

iii. ~~The unit member will be removed from the 5-year Formal Evaluation Cycle if he/she receives a letter of concern or higher after being placed on a 5-year Formal Evaluation Cycle.~~

~~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:

1. Engaging & supporting all students in learning
2. Creating & maintaining an effective environments for student learning
3. Understanding & organizing subject knowledge matter for student learning
4. Planning instruction & designing & delivering learning experiences for all students
5. Assessing students learning
6. Developing as a professional educator
7. Professional conduct

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 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 interim 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 observations 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 satisfactory 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 point scale system as follows: the majority rating of the sub-elements. If no majority exists, the standard may not be rated as Satisfactory (S) or the negotiated equivalent rating. If there are an even number of sub-elements, and the assigned sub-element ratings are shared equally between two ratings, the lower rating shall be assigned as the overall standard rating.

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

- a.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.)
- b.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
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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 Overall Rating = Evaluation A + Evaluation B + Evaluation C divided by number of evaluations conducted for Standard I will equate to the final evaluation rating.)

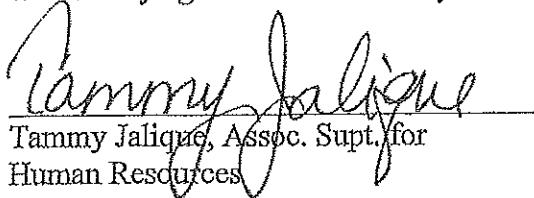
Ratings which are negative shall normally not be made unless there are at least two separate references to negative ratings in a single evaluation standard on either formal evaluations or informal classroom observations or other performance assessments (identified in section D, 1-7 of this Article.)

2. When an -negative evaluation standard(s) is documented as an Unsatisfactory rating based upon a single deficiency, 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) single deficiency(ies).

When a negative evaluation is based upon more than one deficiency, the unit member shall be evaluated the following year in all evaluation standards using the Standard Formal Evaluation Process

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 the evaluation conference 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.

Tentatively agreed to this 20th day of February, 2019, in Tracy, California.



Tammy Jalique, Assoc. Supt. for
Human Resources



Marco Marchini, TEA Representative

**TENTATIVE
AGREEMENT**

ARTICLE XXXVIII
TEACHERS ON SPECIAL ASSIGNMENT

March 13, 2019

The Tracy Educators Association (hereafter "TEA") and the Tracy Unified School District (hereafter "District") do hereby agree to the following:

ARTICLE XXXVIII
TEACHERS ON SPECIAL ASSIGNMENT

A. DEFINITION

A Teacher On Special Assignment (TOSA) shall be defined as a unit member released from his/her classroom or assigned in a TOSA position in lieu of the classroom for at least 50% of his/her teaching assignment for the purpose of filling a District assignment outside of the normal classroom environment, as part of a District-wide program.

B. WORKING DAYS, HOURS AND COMPENSATION

1. The starting and ending time of the work day may vary based on the duties and responsibilities associated with the TOSA position.
2. The TOSA shall work 183 days plus a maximum of 17 additional days paid at the TOSA's per diem rate. The per diem rate shall be based on the TOSA's normal placement on the TEA Certificated Salary Schedule. The number of additional days shall be determined by the TOSA's supervisor. A work calendar shall be jointly developed by the supervisor and the TOSA on an annual basis, in writing.
3. Any additional stipend shall be determined jointly by the District and the Association for each TOSA position.
4. Any TOSA who is working less than full time will receive a pro rata stipend depending on the percentage of his/her assignment.

C. TOSA POSITIONS

1. The District shall create a job description, including work hours and any stipend, for each TOSA position and negotiate its approval with the Association.
2. Openings for TOSA positions shall be posted and filled following the same procedures used for filling all other certificated positions in the District.
3. TOSAs shall not evaluate other unit members.
4. **TOSAs will provide a menu of support services for teachers who choose to receive such support on a voluntary basis.**

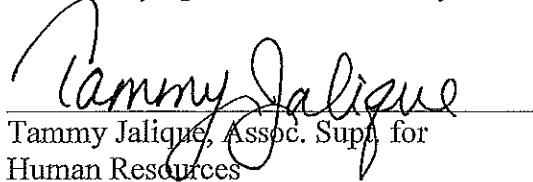
54. A TOSA wishing to return to the classroom may be assigned to any location, and assigned such classes as he or she may be credentialed to teach. However, the District will make a reasonable effort to assign the unit member to the same school and the same assignment that that unit member held before becoming a TOSA.
65. Normally, TOSA positions are filled on an annual basis. The District has the right to return a TOSA to a teaching position for which he/she is credentialed to teach.

D. The following is a list of stipends for possible TOSA positions:

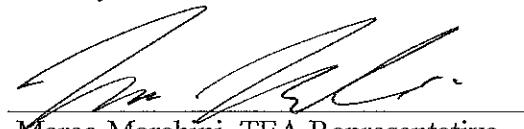
1. Full-time Curriculum Specialists--14.76% stipend of Class III, Step I non-adjusted Salary Schedule B.
2. Full-time **BTSAs Induction** Support Providers-- No stipend.
3. Full-time Staff Development Specialist--14.76% stipend of Class III, Step I non-adjusted salary schedule B.
4. Character Education Coordinator--14.76% stipend of Class III, Step I non-adjusted salary schedule B.
5. English Language Learning Program Specialist--No stipend.
6. Special Education Inclusion Specialist--14.76% stipend of Class III, Step I non-adjusted salary schedule B.
7. Special Education Curriculum/Behavioral Specialist--14.76% stipend of Class III, Step I non-adjusted salary schedule B.
8. Language, Speech and Hearing Specialists--14.76% stipend of Class III, Step I non-adjusted salary schedule B.

By affixing their signatures on this agreement, the signatories warrant that they have the express authority of their respective bodies to approve and execute this agreement.

Tentatively agreed to this 13th day of March, 2019, in Tracy, California.



Tammy Jalique, Assoc. Supt. for
Human Resources



Marco Marchini, TEA Representative