



# DISTRICT DIGEST

## TRACY UNIFIED SCHOOL DISTRICT

March, 2019

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*March 1, Staff BBD*

### SUPERINTENDENT'S MESSAGE

Dear Colleagues,

March is the Arts in Education Month in TUSD! The district office walls will be displaying student artwork so please stop by and check out the talent that is in Tracy Unified. On Thursday, March 7, the All District Music Festival will take place in the gym at West High School. This is one of my favorite nights of each school year and is not to be missed! You will be amazed at the wonderful music that our students produce. March 15th will be the Festival of Cultures. This popular event will be held in the Grand Theater for the first time as it has outgrown our district facilities. The festival starts at 6:30 so get there early to grab a seat. I want to thank our wonderful staff for their efforts in supporting the arts for our students.

Last week, TEA and TUSD reached a tentative agreement to close the negotiations for the 2019-20 school year. The agreement includes a salary increase equal to the funded COLA in the adopted budget this June, which currently is projected at 3.46%. Additionally, after nearly a decade of dialogue on developing a new evaluation article a new article has been tentatively agreed upon which will recognize the outstanding teachers that we have here in Tracy Unified. This agreement is historic in that no one in the district office can recall negotiations settled before the new school year even begins. I want to express my appreciation to both the district and TEA negotiating teams for their efforts to reach this successful conclusion. I also want to express my appreciation to TEA President, Jacqui Nott, for her leadership and willingness to see negotiations resolved quickly. It will be the intention of the district to offer the adopted funded COLA to both CSEA and TSMA as soon as possible. When I read of other districts in our state who are in turmoil because of difficult negotiations I am honored to be at TUSD as we demonstrate what is possible

when both sides approach an issue honestly and with an open mind.

Last year in West Virginia, the "Red for Ed" movement began and has now worked its way across our country. Sadly, too often it is resulting in an employee versus district confrontation when the real issue is inadequate funding for education. California is 43rd out of 50 states in pupil funding and ranks 50th in the number of adults to student ratio. Every politician claims to value education however providing districts the COLA each year is not supporting education but rather a band-aid to keep schools in their current state of inadequate funding. Real support for schools means providing additional funding above the COLA so that more counselors can be hired, and so grades other than K-3 can have class size reduction. When becoming a teacher is as difficult as it is to become a medical doctor and teachers are paid accordingly only then in my opinion can politicians claim to be supporters of education. Providing schools nothing, more than the COLA just does not cut it anymore.

A couple of weeks ago, I had the opportunity to attend the *Every Student Succeeds* program at SJCOE, sponsored by the Association for California School Administrators. This event honors students who have achieved academic success despite experiencing terrible tragedies in their lives. What some of our students have overcome is really beyond words. It was difficult sitting through the presentations and not become emotional. Each of us face challenging times in our positions however I hope that we can keep these students in our mind and recognize that on our worst day at work that many of the students that we serve have far worse days when they leave our doors and return home.

As the weather warms, I hope that you have a great spring. Please do not hesitate to reach to me if I can be of assistance to you. Best wishes for the rest of the school year.

**Brian Stephens, Ed.D., Superintendent**

### ***LCAP Stakeholder Engagement Opportunities***

On March 6<sup>th</sup> from 6-7:30 pm we will host our third LCAP Community Engagement Meeting in the board room to provide community members information on the CA School Dashboard TUSD data, targeted student programs, and opportunities for participants to provide input and ask questions about TUSD LCAP programs and services. The meeting topics include Social Emotional Learning (SEL) Curriculum and support services for our students in TUSD, LCAP action services to support SEL, TUSD Suspension and Chronic Absenteeism CA Dashboard data, and an opportunity to ask questions and provide input. The focus is on LCAP Goal 2: Provide a safe and equitable learning environment for all students and staff.

Future Stakeholder LCAP Opportunities:

Community Stakeholder Engagement Meetings:

Time: 6:00 PM - 7:30 PM

Dates: 3/6/19, 5/1/19

Location: TUSD Board Room

1875 W. Lowell Avenue

Tracy, CA 95376

Title 1 Parent Advisory Committee:

Time: 8:30am-10:00am

Dates: 10/16, 11/14, 1/17, 3/6, 5/7

Location: District Office

DSC Window Rm

District English Learner Advisory Committee:

Time: 3:00pm-4:30pm

Dates: 10/25, 12/6, 3/14, 5/16

Location: District Office Board Rm

**Julianna Stocking, Department of Continuous Improvement, State and Federal Programs**

### ***AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society***

3-2-1 Strategy: This strategy provides a structure for students to record their own comprehension and summarize their learning to support Rigor, Relevance, and Engagement. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.

#### **How to Use**

- 1 Three -After the lesson, have each student record three things he or she learned from the lesson.
2. Two -Next, have students record two things that they found interesting and that they'd like to learn more about.
3. One -Then, have students record one question they still have about the material.
4. Review -Finally, the most important step is to review the students' responses. You can use this information to help develop future lessons and determine if some of the material needs to be taught again.

\*For Primary Grades PK-1, this strategy should be used in whole-group rather than as an independent task, with the teacher charting ideas. Of course, since many children will want to participate, there might be more than 3-2-1 ideas/questions in each section.

#### **When to Use**

Use Three-Two-One at any time during a lesson to encourage students to think about their learning:

- As a Check for Understanding during any portion of the lesson
- During class discussions as a way for students to record their thoughts
- As a closing activity so that students can review what was learned in the lesson
- As an exit ticket at the end of the class period
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#### **Variations**

##### **Compare and Contrast 3-2-1**

As a way to compare and contrast, have students record three similarities between two items, two differences, and one question they still have about them.

### **Reading 3-2-1**

When reading, have students record three of the most important ideas from the text, two supporting details for each of the ideas, and one question they have about each of the ideas.

### **Pyramid 3-2-1**

Have the students create a triangle and divide it into three sections horizontally. In the bottom section, the students record three things they learned for the day. In the middle section, the students record two questions they have. In the top section, the students describe how the information learned is applicable to their everyday lives.

### **Academic Vocabulary 3-2-1**

To increase comprehension and use of academic language, ask students to explore a concept through 3-2-1. First, have them speak with a partner. Provide the structure for 3 minutes of conversation using targeted academic language. Then, ask students to write 2 sentences using the language. Finally, have students read 1 paragraph which contains the targeted vocabulary.

**Dave Brown, TUSD AVID Coordinator**

## ***English Learner Program and Services***

EL Program Services continues to monitor English Learners by aligning the services they receive to the District Master Plan for Services to English Learners. Some of the activities that are coming up align to section V: Staffing and Professional Development. These activities will include trainings for staff on Content Specific Critical Thinking, Academic Language and Literacy, and California English Language Development Standards Institute. In addition, the ELD Steering Committee members provided an ELD Workshop on Interactive Read Aloud for teachers in grades K-2. More trainings will be provided on Interactive Read Aloud due to teacher request. Instructional support continues to be provided to teachers on lesson planning and lesson delivery, which aligns to section VI: Instructional Services. This support targets ELD instruction as a combination of Designated and Integrated ELD to address the CA ELD Standards.

The next District English Learner Advisory Committee (DELAC) will take place on March 14, 2019 at 3:30 in the District Office Boardroom.

**Maria Salazar, English Learner Coordinator**

## ***LTEL Counselor***

The month of February moved very quickly, as placement of EL students for the 2019-20 year continued. Placement of students in the correct level class has been a process, and we are thankful to site staff for working closely with us and helping to make it as smooth as possible. As consistent Designated ELD services are implemented district wide, our team will be available to provide ongoing support to sites.

ELPAC testing is wrapping up, and feedback from students has *mostly* been positive. They feel confident and I am eager to see the results. Once scores are received, placement lists will be updated, allowing site counselors to make necessary adjustments to students' schedules prior to the start of school.

Meetings with our Parent Liaisons are in the works, as I collaborate with them on ways I will provide additional services to parents of our LTEL students. I recognize that they are most often the first point of contact for parents and I want to be available to serve as an additional resource.

The year is moving very fast and with each day that passes, excitement grows about next year. I am enthusiastically working on the continued development of a counseling program that will meet our LTEL student and parent needs. Please do not hesitate to reach out to me with any questions, concerns, and/or thoughts.

**Jessica Escobedo, LTEL Counselor**

## ***School Readiness***

Our school readiness programs are getting ready to begin enrollment on March 4 for the 2019-2020 school year. Please direct families to pick up interest forms from either one of our school readiness clerks (North preschool or South West Park office).

Our summer 2019 Kindergarten Bridge program will also begin enrolling children on March 4. The Kindergarten Bridge program runs for 10 days, June 3 to June 14. The purpose of the bridge program is to help children with the transition from home to school and prepare them with school readiness skills. Our priority is to enroll children who have had no to limited preschool experience.

Our school readiness programs will be hosting a "Kindergarten Registration Night" on March 14 6:00 to 7:30 pm at South West Park. We will have staff present to be able to assist families with the online kindergarten/TK registration process. If you know of a family that could use help registering their child, please share this event with them.



Our preschool students at North participated in Dr. Seuss' week! Students from Mrs. Reading's third grade class came over to visit their preschool friends and brought with them Dr. Seuss books to share. Our third grade friends shared their love of reading with the preschool students.

**Rocio Garcia, School Readiness Program Specialist**

### ***Transitional Kindergarten***

We are happy to announce that Transitional Kindergarten Registrations for 2019-2020 and beyond will now be accepted online, following the example of all other District new-student enrollments.

To register a student for Transitional Kindergarten, Parents will use our New AIR Online Enrollment Form found at <https://www.tracy.k12.ca.us/AIR/SitePages/Home.aspx> or may visit our District Website <https://www.tracy.k12.ca.us> and navigate to the Parent tab. Parents must have a valid e-mail address to complete this process.

We are excited to have TK Registrations now able to be completed in the on-line registration process, which will hopefully be more convenient for our new TK parents. Parents can register their student anywhere they have a computer or mobile phone! The process is nearly the same as all other District Registrations, so if a TK parent comes to your school for assistance, please ask your office staffs share their wonderful knowledge of the process.

TK Registrations for the 2019-2020 school year will begin **Monday, March 11**, and will again be handled at the District Office through a collaborative effort between Student Services and Continuous Improvement, State and Federal Programs. The Continuous Improvement Department will be responsible for actual placement of the students. The required paperwork that is the final part of the registration process is to be returned to the District Office, as in the past.

We would like to send out a HUGE Thank You to Leigh Anne and Jen in ISET for all their efforts in making this happen.

Below is a helpful chart of specific age requirements for all of our Preschool, Transitional Kindergarten and Kindergarten Programs:

<p><b>Enroll In</b> <b>PRESCHOOL</b></p> <p>If birthdate is from</p> <p><b>December 3, 2014 to</b> <b>September 1, 2015</b></p>	<p><b>Enroll In</b> <b>TRANSITIONAL</b> <b>KINDERGARTEN</b></p> <p>If birthdate is from</p> <p><b>September 2, 2014 to</b> <b>December 2, 2014</b></p>	<p><b>Enroll In</b> <b>KINDERGARTEN</b></p> <p>If birthdate is from</p> <p><b>September 2, 2013</b> <b>to</b> <b>September 1, 2014</b></p>
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If you have any questions at all, please do not hesitate to contact the **Continuous Improvement Department, or Student Services.**

## ***Festival of Cultures***

It is that time of year! Our sixth annual Festival of Cultures will be held on Wednesday, March 13, 2019. This year's event will be held at The Grand Theater from 6:30 – 8:00 PM. The Diversity and Equity team has been working to coordinate another wonderful program to display the Diversity within Tracy Unified. The performances will feature an expose' of student talent from within our district. The Diversity and Equity Committee will be hosting rehearsals at Kimball High Theater on March 10, 2019 from 1:00PM – 3:00 PM.

**Rob Pecot, Director of Student Services and Curriculum**

## ***Facilities Update***

### **Central Renovation:**

#### Building A and B: Multipurpose, Kindergarten and Administration:

Interior finishes are nearing completion. Cabinetry is mostly installed. Contractor is working on low-voltage systems (fire alarm, intrusion alarm, data). Exterior finishes are in progress.

#### Building C: Two Story Classroom Wing:

Interior finishes are in progress throughout the first and second floor. Low voltage systems in in progress. Exterior finishes are mostly complete with the exception of a few windows.

#### Site:

Site work continues, the contractor is forming and pouring concrete flatwork in the interior courtyard. The shade structure install has just begun. Landscape will begin this summer.

### **Tracy HS Parking Lot Expansion:**

The demolition of existing buildings was awarded by the Board at the 2/12 Board meeting. We are currently awaiting signed contract documents from the contractor. Demolition is expected to start once documents are received and be completed within 60 calendar days.

Once demolition is complete, the architect will have the site surveyed and begin construction documents for the parking lot.



**Central School: Administration/Lobby**



**Central School, Classroom**



**Central School: Interior Courtyard**



**Central School: Kitchen**



**Central School: North Elevation**



**Central School: West Elevation includes existing building**

### ***Civil Rights Data Collection***

Greetings from the Assessment and Accountability Department. March is a busy month with several important projects underway.

The Assessment and Accountability Department is currently working on submitting the Civil Rights Data Collection (CRDC) for the 2017-18 school year. The CRDC is a mandatory data collection, authorized under the statutes and regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and under the Department of Education Organization Act. The purpose of the U.S. Department of Education (ED) Civil Rights Data Collection (CRDC) is to obtain data related to the nation's public school districts and elementary and secondary schools' obligation to provide equal educational opportunity. To fulfill this goal, the CRDC collects a variety of information, including student enrollment and educational programs and services data that are disaggregated by race/ethnicity, sex, English learner (EL), and disability. The CRDC is a longstanding and important aspect of ED's Office for Civil Rights overall strategy for administering and enforcing the civil rights statutes for which it is responsible. This information is also used by other ED offices as well as policymakers and researchers outside of education. Information reported on this survey becomes available to the public by going to <https://ocrdata.ed.gov>.

**Tania Salinas, Director of Assessment and Accountability**

### ***SBAC Testing***

SBAC testing is underway in grades 3rd -8th and 11th grade. The Smarter Balanced Summative Assessments, which are delivered by computer, consist of two sections: a computer adaptive test and a performance task (PT) based on the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics. The computer adaptive section includes a range of item types, such as selected response, constructed response, table, fill-in, graphing, and so forth. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. The results of this assessment determine several indicators on the California Dashboard including academic performance for ELA, Math and College and Career Readiness.

**Tania Salinas, Director of Assessment and Accountability**

### ***New this year California Science Test (CAST)***

The CAST test is given in 5th grade, 8th grade and once in High School. The CAST is aligned with the California Next Generation Science Standards (CA NGSS). The State Board of Education adopted the CA NGSS in September 2013. The 2017 administration of the CAST was a census pilot test; the 2018 CAST was a census field test; and the 2019 CAST will be

the first operational administration of the test. For more information on CAST please visit

<https://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp>

**Tania Salinas, Director of Assessment and Accountability**

### ***Summative ELPAC Testing is Underway***

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. Summative Testing should be wrapped up for our nearly 3,700 EL students by Spring Break!

**Tania Salinas, Director of Assessment and Accountability**

### ***K-1 Dyslexia Screening for Trimester 2***

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Assembly Bill (AB) 1369, Statutes of 2015, requires the Superintendent of Public Instruction to develop and to complete in time for use no later than the beginning of the 2017-18 academic year, program guidelines for dyslexia. The guidelines will be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services to pupils with dyslexia.

TUSD has developed a Dyslexia Screener, which is completed in the 2nd and 3rd trimester for kinder students and 1st, 2nd and 3rd trimester for 1st grade students. Second trimester screening forms will be populated and sent to each site in early March.

Please let us know if there is any support the Assessment and Accountability Department can provide.

**Tania Salinas, Director of Assessment and Accountability**

### ***Inter/Intra District Transfers***

Student Services is currently processing all intra-district and inter-district transfer requests for the 2019/20 school year. As a reminder an intra-district transfer is a transfer within Tracy Unified School District from one school to another. An inter-district transfer is a transfer from one school district to another school district. While processing applications, Student Services is doing so with the goal of keeping as many students in TUSD as possible. Tracy Unified School District continues to have declining enrollment, which makes keeping students who are zoned for TUSD in our schools imperative. As enrollment continues to decline so too does the total funding for TUSD. Pursuant to Board Policy 5116.1 and 5117 Student Services will site declining enrollment as a reason for denying transfer requests out of the district. In regards to intra-district transfers, Student Services is currently in the process of reviewing enrollment numbers so that we can accurately determine which transfers to grant and to deny. Please keep in mind that it is the goal of the district to keep all students in their zoned areas. This practice will be applied while processing all intra-district transfer requests.

**Rob Pecot, Director of Student Services and Curriculum**

### ***Professional Development for Tracy Teachers***

This Friday, March 1, 2019 is the third and final Staff Development Buy-back Day for this school year! Buy-back days are full days of professional learning for teachers. TUSD is committed to supporting, developing, and training educators to ensure all students graduate college and career ready. These workshops are being hosted by each school site to further support improving instructional practices. Sites are hosting sessions that help educators explore the concept of collaborative teams through professional learning communities, PLC; sessions that build teachers understanding of the NGSS standards; and sessions on highly-effective instructional strategies. Additionally, there will be a few District hosted workshops for Visual and Performing Arts, Career and Technical Education, and Special Education teachers. The PK-5 curriculum and design teams for the PK-12 STEM pathway will be meeting for their kick-off training and design session.

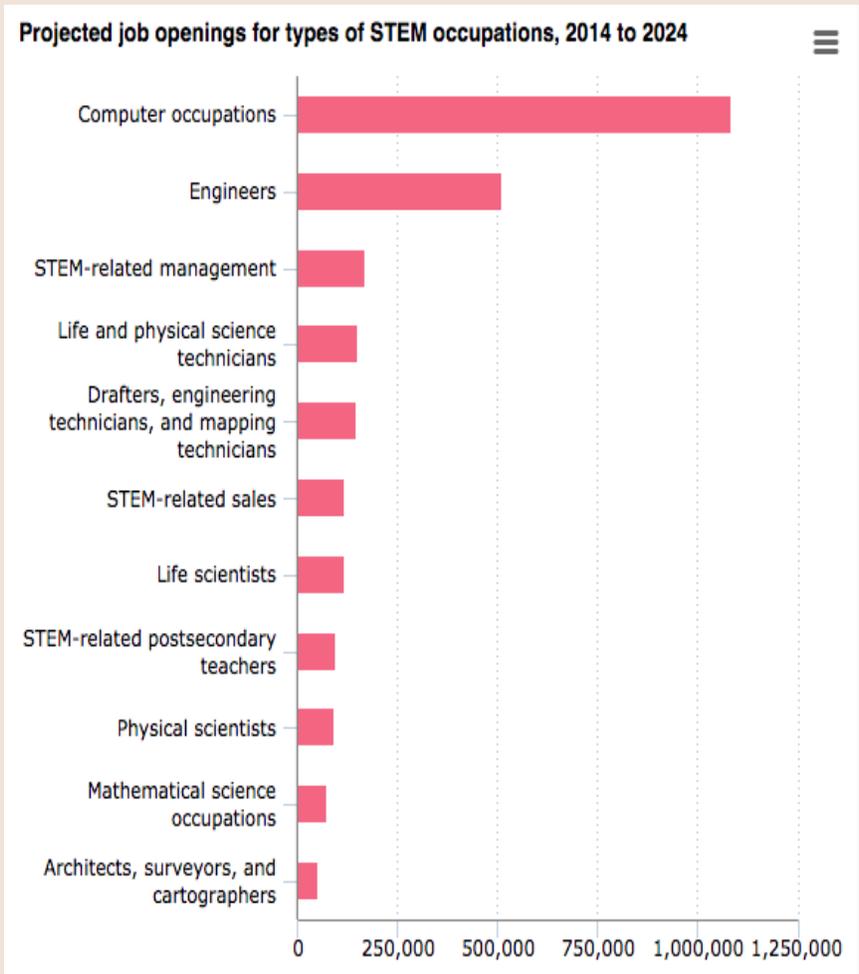
For details on workshop offerings visit our GSMU registration website at <https://staffdevtUSD.gosignmeup.com>

**For more information contact Melissa Beattie, Director of Professional Learning & Curriculum**

### ***PreK-12 STEM: Why STEM in TUSD?***

In October 2018, TUSD received a \$4 million, 5-year grant from the US Department of Education to create and implement a PreK-12 STEM pathway, with a focus on engineering and computer science, for *all* students in TUSD. Why STEM?

STEM occupations account for more than 50% of the employment in major industries. Engineering and computer science make up the largest occupation groups in STEM and those with the most growth prospects. America has an urgent need for STEM competence.



Preparing TUSD students for college and career means making them STEM-competent. The U.S. Bureau of Labor Statistics projects higher growth for STEM-employment over non-STEM employment.

### Growth and Projected Growth for STEM vs. non-STEM Employment

2005:Q3 - 2015:Q3



2015:Q3 - 2025:Q3



Source: Bureau of Labor Statistics, JobsEQ®

It is not expected that all TUSD graduates will enter STEM careers, but that all will be STEM-competent, that is, able to apply the necessary knowledge and skills to make sense of STEM and all its implications in their society and the world. Being college- and career-ready means applying deep learning to real world contexts, to communicate, collaborate, lead, and strategize effectively.

TUSD is working with the Community Training and Assistance Center (CTAC) who will provide technical assistance to manage the grant and its national dissemination as well as support for the development and evaluation of our project's implementation and outcomes.

Preparing every student for a STEM future necessitates rethinking the school curriculum, teaching methods, and partnerships with the employer community. In upcoming District Digests, I'll explain in more detail about how school sites and their stakeholders will be supported to begin this implementation and continue over the next 5 years. Until then, you can find out more at the [TUSD Libraries YouTube channel](#).

**Debra Schneider, Ph.D., Director of Instructional Media Services and Curriculum**

### **Staffing**

The reductions in Particular Kinds of Service (PKS) were approved at the February 26, 2019, school board meeting. While a total reduction of 10.2 FTE across 12 grade levels and/or content areas was approved at that meeting, resignations, retirements, and utilization of teachers' supplemental authorizations and additional credentials are all reviewed to minimize the issuance of any associated layoff notices to the greatest extent possible. Human Resources would like to thank those teachers who have submitted their notice of retirement and/or resignation at the end of this year as that has been a great help in this process.

We anticipate having all known openings for the 2019-2020 school year posted within the next two weeks.

**Tammy Jalique, Associate Superintendent for Human Resources**

### **CSEA Negotiations**

On February 7, the District and CSEA reached tentative agreement on closure of the 2017-2018 and 2018-2019 contract years. The agreement was ratified by CSEA on February 21 and by the board during the February 26, 2019, board meeting. As with other bargaining units, CSEA employees will be provided:

- A 1.56% increase to the salary schedule for the 2017-2018 school year retroactive to July 1, 2017;
- A 3.44% increase to the salary schedule for the 2018-2019 school year retroactive to July 1, 2018;
- An increase to the health benefits cap to a new cap amount of \$9,732, effective March 1.

The payroll department will be processing the retroactive payments through the County Office. Employees are scheduled to receive this payment May 20.

The District would like to thank the members of the TUSD and CSEA negotiations teams for their hard work in bringing closure to this two-year agreement.

**Tammy Jalique, Associate Superintendent for Human Resources**



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