



DISTRICT DIGEST

TRACY UNIFIED SCHOOL DISTRICT

May, 2019

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Last Day of School
May 24, 2019

First Day of 2019-2020
August 6, 2019

SUPERINTENDENT'S MESSAGE

Dear Colleagues,

It is hard to believe that this will be the final edition of the District Digest for the 2018-19 school year. The school year has gone by in a snap. Thank you for the tremendous work that each of you do to make our district a place where students can be successful. None of our student success happens without each of us doing our part.

As you are aware, the attempt by TEA, CSEA and the district to move to another medical insurance provider is not going to happen. I am extremely disappointed that no change is going to take place. Last August, TEA, CSEA and the district began working together to earnestly address some of the issues associated with health insurance. Along with wanting to get the best prices and services possible, all three groups wanted to get the claims information that CVT would not provide so that in the future all options would be available to us as we move forward. After much work, our insurance broker Brown & Brown brought forth a plan that reduced tier rates, had an increase in composite rates and importantly, full claims information. Additionally, unlike CVT, which still charges the district and members to opt out of the medical insurance plan, the new proposal by Brown & Brown required no contribution from the district or employee to opt-out of medical coverage. This was a big win for everyone.

On March 20, the district proposed a Memorandum of Understanding (MOU) to both bargaining groups that was four years in length. The eventual proposed MOU pledged that for the first two years 100% of the district's opt-out savings would be divided equally among participating members to reduce the employee's monthly insurance premium. This would have resulted in about \$600 of savings for every participant in the district's medical insurance plan. In year three, 75% of the savings would be used to reduce premium costs and in year four, 60% of the savings would be used to reduce premium costs. Because of future fiscal uncertainty, the district was unable to commit to a sharing of the

opt-out savings beyond the proposed four-year length of the MOU. The district had no obligation to share these savings but in an effort to move forward wanted to show its commitment to the work that had been done by all parties.

March 27 was the agreed upon drop-dead date by all parties to make a decision regarding pursuing a new insurance provider. On that date, all parties agreed that the final MOU would need to be settled in keeping with the established deadline. CSEA had verbally stated for the district to work out the MOU with TEA and that they would be following what TEA had done. The final MOU was provided to CSEA around 3:00 on the 27th for their consideration. To the surprise of the district, CSEA requested to have until Friday, March 29 to review and sign the MOU. While this was two days beyond the agreed upon drop-dead date, recognizing how close we were to reaching an agreement, the district felt that it had no choice but to agree to the two-day extension.

On Friday, March 29 at approximately 11:45, Tammy Jalique, Associated Superintendent for Human Resources, received an email from the CSEA regional representative indicating that CSEA was not willing to sign an MOU in a length of more than two years. The reason provided was that the MOU could not be a length greater than the length of their collective bargaining agreement (CBA). This completely baffled us and caught us by surprise. A MOU is purposely outside the CBA so legally; the length of one should not impact the length of the other. To receive this notice, nine days after the initial MOU of four years in length was proposed and two days after the agreed upon drop-dead date, we were left scrambling as to our next step. I immediately contacted Jacqui Nott, TEA President, to get her thoughts on the matter. After an in-depth discussion, we both concluded that with the timelines in front of us and the work necessary to change plans, that to meet to

re-negotiate the MOU was not feasible. It was disappointing to us that the hours that everyone had committed to this work was now for nothing. While I disagree with CSEA's reasoning for not being able to sign the four-year MOU and would have appreciated knowing their opposition to the length of the MOU sooner than nine days after it was presented, we all need to respect their right to make the decision that they did. The end result is that we are now at the mercy of CVT and I believe can expect to see some hefty increases moving forward. I appreciate the efforts of everyone in trying to make the move to another insurance provider.

Please enjoy the many end-of-year events at your site and in the district. Again, thank you for another outstanding year at Tracy Unified. Enjoy your summer!

Brian Stephens, Ed.D., Superintendent

Facilities

After two years of construction work, the new buildings at Central Elementary School successfully opened on April 29th. Staff members have expressed pleasure with their new classrooms. Students and staff will operate in the new buildings while construction workers demolish the old buildings. Demolition is expected to be completed by early summer, at which time landscaping will begin. A new turf and play court area will be installed. We hope to have the entire campus landscaped by the time school begins in the fall.





Now that the Central School modernization is nearing completion, the Facilities Department will turn their attention in earnest to North School, the last of our major projects funded by the general obligation bonds approved by the voters of Tracy in 2006 (Measure E), 2008 (Measure S), and 2014 (Measure B). Pending approval by state agencies, work is tentatively planned to begin at North School during Winter Break of the 2019-20 School year.

Jaime Quintana, Director of Facilities Planning

Staffing

May has been one of our busiest months in Human Resources. To date, we have completed contracts with new hires in the areas of Social Science, Special Education, English, Music, Agricultural Science and Multiple Subject credentialing. We have 26 positions for which contracts are pending and we are continuing to schedule interviews and attend job fairs to fill our vacancies for the 2019-2020 school year.

During our May 6 recognition event, we will be recognizing staff for their years of service to the District, our Employees of the Term and of the Year, and our retirees. This year the District has 27 retirees who have a combined total of **618 years of service** to the District! We have over 100 employees who will be recognized for their years of service with the District. On behalf of the staff, students, and community of Tracy Unified School District, we thank these employees for their contributions and commitment to the success of our students. We wish our retirees the best in their retirement.

Tammy Jalique, Associate Superintendent for Human Resources

LCAP

This year has been an amazing success with stakeholder involvement in the development and feedback of our TUSD LCAP. Staff, parents, and students actively looked at district and school data on the California School Dashboard and provided feedback on how TUSD can continue to positively support college and career readiness for all students and a safe and equitable learning environment. The LCAP will go to the TUSD School Board for approval on June 25th and to the San Joaquin County Office July 1st. Thank you to all the participants that provided feedback and continue to support implementation of our LCAP action services for our students, parents, and staff.

Julianna Stocking, Director of Continuous Improvement

High School Bridge

Summer Bridge: For the 2018-19 school year Summer Bridge was a great success. All three high school tailored their resources to meet the needs of their Bridge Program Students. A sincere thank you to all of our High School Bridge staff and additional staff who have assisted our students!!!

WHS: Developed a comprehensive afterschool tutorial to serve up 100 students twice a week. On Tuesday and Thursday and average of 30-40 students attended regularly. Students who attended regularly demonstrated an increase in academics and grades. Bridge Staff worked collaboratively to recruit staff in Math, English, Science, Social Studies, and Foreign Language to support the needs of students. Quarterly celebrations were coordinated in which student success, and commitment to attendance to afterschool tutorial were commended.

THS and KHS: Bridge staff worked collaboratively with AVID teachers to check in with Bridge Students and discuss grades and attendance to Learning Labs for after school tutorial support.

All 3 High Schools took 9th graders on college fieldtrips to introduce college to students at the beginning of their high school experience to better plan and prepare for the requirements of college.

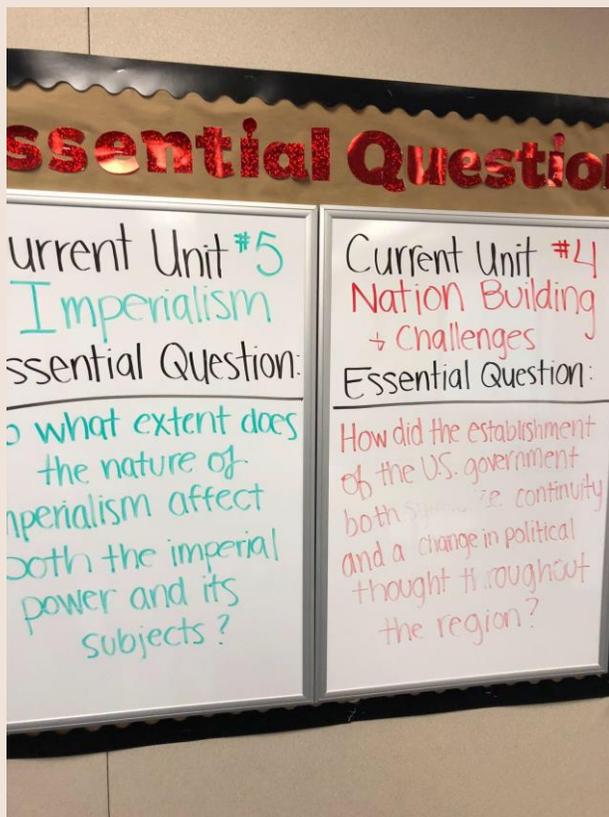
Summer Bride will take place June 3-June 14th at all 3 Comprehensive High Schools and we are excited to welcome a new group of incoming 9th graders.

Julianna Stocking, Director of Continuous Improvement

AVID

All of our AVID schools have been working hard going through their final certification process. AVID is currently in year two of utilizing the Coaching and Certification Instrument (CCI). Schools have been gathering and organizing evidence which showcases the wonderful things that are going on related to Instruction, Systems, Leadership, and Culture. All site coordinators and elective teachers deserve a huge round of applause for all of their efforts into making instruction relevant and meaningful to students.





As we wind down the year take a moment to reflect on the successes you have shared with your students. AVID is proud to have had some amazing moments this year which include:

- An increased number of acceptances into our high schools
- MVMS AVID co-sponsored math night and created some awesome t-shirts
- WHS took on the Pringles challenge and ALL 25 AVID seniors are going to college!!
- THS rocked it with essential questions
- WMS set up an amazing evidence room for certification and provided professional learning onsite
- KHS held their 1st Annual Community Egg Hunt

Dave Brown, TUSD AVID District Coordinator

English Learner Program and Services

The year has gone by so fast and in a few weeks, the school year 2018-2019 will end. However, The Department of Continuous Improvement will continue to provide professional development opportunities to staff to support implementation of Designated ELD and Instructional Strategies. The last week of May, some of our K- 5 teachers will

participate in GLAD Training for 2 days. In June, some of our high school teachers will be participating in the CA ELD Standards Institute at San Joaquin County Office of Education. In July, another group of 30 teachers will be participating in the CA ELD Standards Institute hosted by Tracy Unified School District.

I would like to thank the members of our District ELD Steering Committee for their commitment and hard work this year. Several of them had an opportunity to facilitate workshops on Interactive Read Aloud and Text Reconstruction.

The last District English Learner Advisory Committee (DELAC) is scheduled for **Tuesday, May 7, 2019 at 3:30 in the district boardroom.**

Maria Salazar, TUSD EL Coordinator

English Learner Program and Services

This time of year brings lots of checks and double checks, making sure things are in place and ready for the 2019-20 year. With changes to placement procedures for our EL students, we want to ensure that students are properly placed. It has been so great, working with site counselors and providing support as new procedures are implemented.

Plans are well underway for next year's LTEL Counseling Program and I am excited about strategic changes and implementation of ideas that have developed throughout the year. I especially am looking forward to continuing to build relationships with our EL families and assisting them as they support their students.

Have an amazing summer break!

Jessica Escobedo, TUSD Long Term EL Counselor

PreK-12 STEM: How will sites be supported?

In October 2018, TUSD received a \$4 million, 5-year grant from the US Department of Education to create and implement PreK-12 core instruction in STEM, with a focus on engineering and computer science, for all students in TUSD. How will school sites be supported to begin this implementation and carry it out over the next five years—and beyond?

Making the move to more STEM in every student's day can be done most effectively if TUSD makes use of systems and processes already in place. Principals and their leadership teams drive school improvement, based on that school's data, needs and goals. Those leadership teams monitor the implementation of core instruction, for example, data analyses related to state, district, and site assessments in ELA, Math, and Science (as well as other data). Teams do walkthroughs with the Rigor, Relevance, and Engagement (RRE) rubrics, then use what they learn to support staff needs, supported by the site and district.

As STEM becomes TUSD's core instruction, the leadership teams will continue their work and use a STEM lens to

- document STEM implementation using data analyses of state and district assessments
- observe and document implementation with walkthroughs using RRE rubrics
- support the implementation of STEM, and
- reach out for additional support from the District Implementation Team.

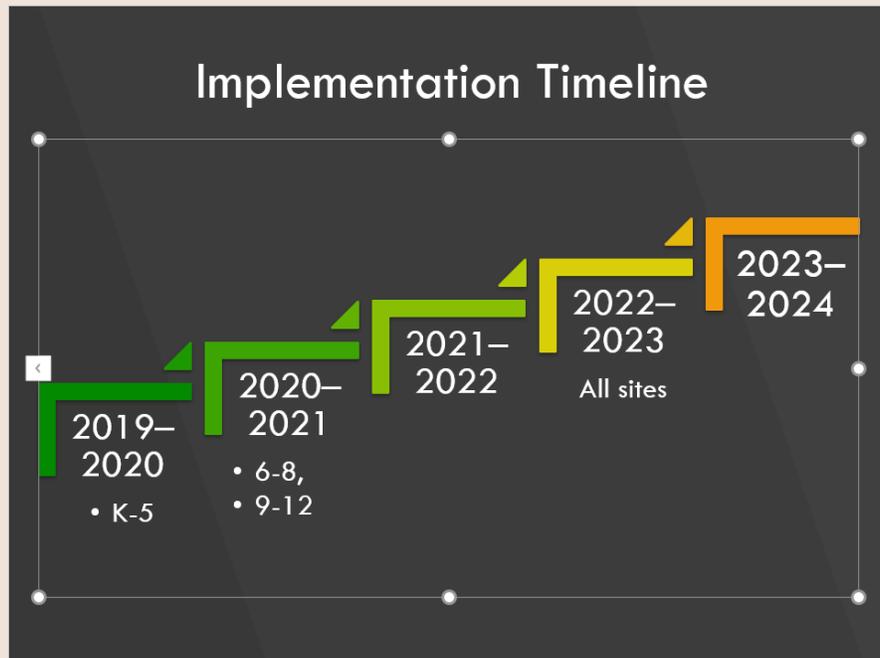
The District Implementation Team includes directors in Educational Services, TOSAs from the Professional Learning Department, facilitators of the four district-sponsored Early Release Monday meetings, and the collective capacity of the many teacher-leaders TUSD has supported over the last five years of the Early Implementation Initiative grant.

The District Implementation Team will

- take feedback about implementation from Site Implementation Teams to the Leadership Council of PreK-12 STEM
- provide requested support and training to sites and grade levels, and
- support site teacher-leaders to build and sustain STEM implementation capacity

You can find out more about STEM in TUSD at the [TUSD Libraries YouTube channel](#).

Please find the implementation timeline below.



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

Hello from the Assessment & Accountability Department

We know that May is a very busy time of year as we all wrap up for summer and start planning for the 2019-20 school year. Below is an update on many projects that are underway. We hope you finish the year strong and have a wonderful summer break to relax and rejuvenate.

SBAC and Summative ELPAC:

- Both SBAC testing and Summative ELPAC testing are wrapping up for the year. There is a slight change on how scores will be reported to parents. SBAC and ELPAC scores will no longer be mailed home to parents. The state will not be sending districts paper copies of scores. Parents will receive an electronic score report which will be in the Aeries Parent Portal. We will be sending an auto dialer to parents with this information and posting a letter on district and site websites in May. We anticipate student scores to start rolling in at the end of May and into June. The Assessment & Accountability Department will load student scores in EADMS and Aeries once we receive the score report from the state so that teachers will be able to access and analyze these scores when they return in August.

Seal of Biliteracy

- Tracy Unified School District had nearly 150 students receive the State Seal of Biliteracy this year! The State Seal of Biliteracy (SSB) is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The celebration to honor these students is May 2nd at 6:30p.m. at SJCOE if you would like to attend. Students will also be recognized at each of their high schools during the end of the year awards ceremony. Thank you to our World Language Teachers for preparing our students to receive this honor.

EADMS

- Thank you to everyone who continues to enter their ELA and Math Scores into EADMS in a timely manner. The amount and quality of the data that we have received this year has increased substantially from the prior years. Please make sure to enter all end of the year RCD assessment data into EADMS before leaving for the summer. We are continuing our work with the Data Insight Project and the assessment data is very valuable to the project and District as staff plans for the 2019-20 school year. Thank you again!

Summer School 2019

- TUSD is pleased to be able to offer a variety of summer school opportunities this summer to our students needing summer intervention. Villalovos Elementary School will host the Kinder bridge program for incoming kinders, Title I summer school for k-4 students and extended year special education for k-3rd grade students. William's Middle School will host the 4th-8th grade Title I summer school program, 4th-8th extended school year special education program and several High School courses such as Algebra, Biology English, and Cyber High. Each of the 3

comprehensive high schools will host a 2-week Summer Bridge Program for incoming 9th grade students. Adult School will also be offering summer school. Staffing notification and student acceptance letters will be sent out in early May. Thank you to staff who has applied to work at summer school. We could not offer such great opportunities to our students without you.

Tania Salinas, Director of Assessment and Accountability

Special Education Teacher Residency Comes to TUSD for 2019-2020!

Professional Learning and the Special Education Department are proud to announce the receipt of another grant aimed at addressing the Special Education teacher shortage in California. We have received \$120,000 from the state to start a Residency program with our partner Notre Dame de Namur University (NDNU) here in Tracy. Teacher Residents will learn alongside TUSD Mentor/Master teachers during a 13-month intensive credential program. Starting this summer, Residents will be placed in our summer schools to begin their full K-12 experience. Then, Residents will participate in TTIP before starting their school year placement. Both Residents and Mentor/Master teachers will receive an honorarium for their participation in the Residency. There are five school sites included in the grant: West High School, Tracy High School, Kimball High School, Williams Middle School, and Jacobson Elementary School. Some NDNU courses will be co-taught by TUSD Mentor/Master teachers on the West High School campus. Once Residents earn their credentials, they will have a four-year service obligation. Residencies are research proven to produce strong new teachers who are more likely to remain in the profession. This is an exciting time for new teachers in our district!

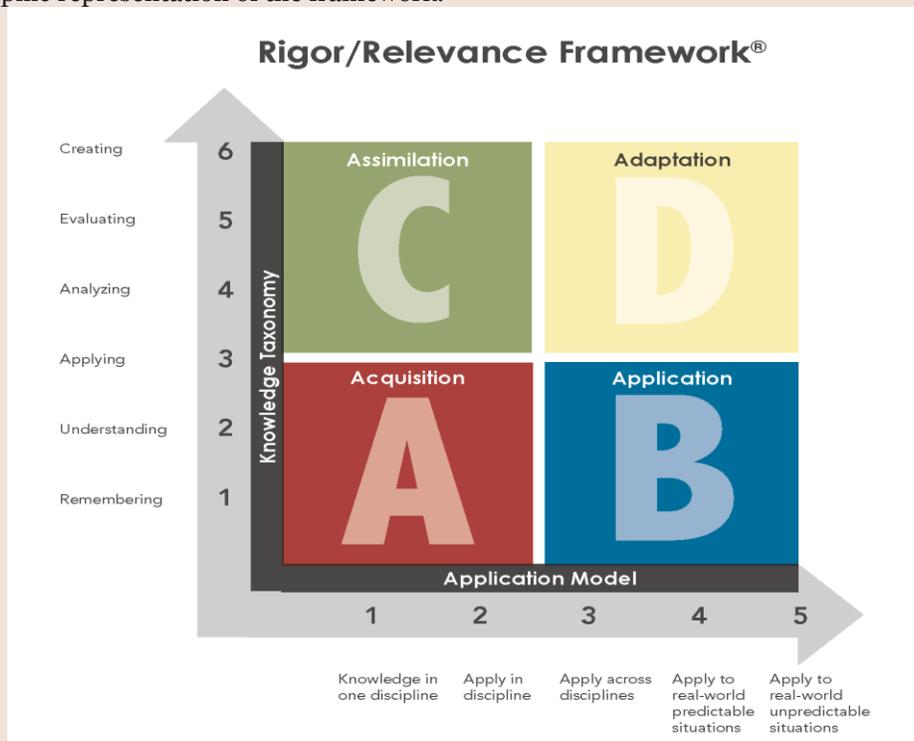
Bond Cashmere, Program Administrator of Professional Learning & Curriculum

The Rigor/Relevance Framework Implementation in TUSD

The District is in year 2 of a 3-year plan to implement the Rigor/Relevance Framework in our classrooms with the goal of improving instruction and student outcomes. The Rigor/Relevance Framework is a tool developed by the International Center for Leadership in Education to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement. It offers a common language with which to express the notion of a more rigorous and relevant curriculum. The framework is versatile; it can be used in the development of both instruction and assessment. In addition, teachers can measure their progress in adding rigor and relevance to instruction and select appropriate instructional strategies to meet learner needs and higher achievement goals.

The framework is a powerful tool that assists educators to understand, plan, implement and evaluate curriculum, instruction and assessment. Learners achieve their fullest potential when academic rigor is high and combined with an equally high level of relevance. Relevance makes rigor possible. In addition, relevance and rigor require and assume that learning takes place in an environment that values and nurtures strong relationships. The framework assists educators to establish a common language and understanding about what rigor and relevance mean in their school.

The following is a graphic representation of the framework:



Retrieved from the International Center for Leadership in Education, a division of Houghton Mifflin Harcourt (2016)

The framework is organized along two scales: the vertical Knowledge Taxonomy and the horizontal Application Model. The vertical Knowledge Taxonomy describes the increasingly complex ways in which we think and is based on the six levels of the revised Bloom's Taxonomy. The Application Model on the horizontal continuum is about taking action with knowledge and the ability to apply cognitive skills and knowledge to solve problems in the real world. The Rigor/Relevance Framework is divided into four quadrants that represent the types of learning that result based on information presented and the expectations educators have for students to internalize, integrate and apply skills and information.

There are many examples of implementation of the Framework across District schools such as an increase in rigorous instruction including high-level questioning and academic discussion. An increase in student engagement and active participation during lessons has also been observed. I wanted to take this opportunity to convey my deep appreciation and thank you to all the teachers and administrators in the district that have been working diligently all year to implement the Rigor/Relevance Framework in order to improve instruction and outcomes for students. Classrooms at all school sites across the district are showing significant improvements in instruction. In addition, staff across the district is developing a common language for instruction through the implementation of the Rigor/Relevance Framework. Further, there has been a concerted effort to build upon and strengthen the relationships between staff, students and families in our school community. I am very proud of the focus and work done to date by all staff to implement the Rigor/Relevance Framework and I am really looking forward to continuing this work in the district during the 2019-2020 school year.

Sheila Harrison, Ed.D., Associate Superintendent of Educational Services

Gladys Poet Christian School Named a 2019 Model School

The Tracy Unified School District is very pleased and proud to recognize Gladys Poet Christian School for being selected and named a 2019 Model School by the International Center for Leadership in Education. The school is being recognized for the work they have done to implement Rigor, Relevance and Relationships for instructional improvement at their school over the past 2 years. Model schools are high performing or have made rapid improvements in the past few years. The schools' practices are exemplary and are shared with other educators. Model School presentation sessions feature highly successful practices of a specific school and/or program. Poet Christian Principal Bill Maslyar, Lead Teachers: Renee Garcia, Heidi Preece and June Yasemsky will present their Rigor, Relevance and Relationship journey to improve instruction and student outcomes at the Model Schools Conference June 23-26, 2019 in Washington, D.C. Congratulations Gladys Poet Christian School!

Sheila Harrison, Ed.D., Associate Superintendent of Educational Services

School Attendance Review Board (SARB)

The School Attendance Review Board (SARB) for the 2018/2019 school year has been an extremely busy and productive one. The SARB board heard over 100 cases. Those 100 cases had various results based on the student and family situation. Students were placed on a SARB contract and allowed to return to their schools, students had a change of placement to Willow Community School, San Joaquin County Continuation School, or Home Hospital, in some cases, parents were cited into Superior Court by the Tracy Police Department.

The SARB Board Members also offered many types of resources and accommodations to students. In most cases, the results were that the student's attendance improved and their overall educational experience benefited. Student Services would like to thank the site Attendance Secretaries and Administrators who tracked student's attendance and conducted the Pre SARB meetings. The goal of the SARB process is a reduction in truancy, additional ADA and TUSD students becoming more successful in their education.

Robert Pecot, Director of Student Services and Curriculum

Intradistrict and Interdistrict Transfers

The Tracy Unified School District Student Services Department is finishing up processing the Intradistrict and Interdistrict Transfer requests and mailing notifications to families. An Intradistrict Transfer is school to school within the district, an Interdistrict Transfer is a request to attend a Tracy Unified School District School from outside the district, or to leave Tracy Unified School District to attend a neighboring district. At this time there are a few outstanding kindergarten Intradistrict Transfer Requests that are in the process of being reviewed. For the 2019/20 school year Student Services has received 248 Intradistrict Transfer Requests. Student Services has processed 653 Interdistrict Transfer Requests. These requests were made up of continuing students, new requests to attend a school with a sibling, or due to parent employment within the requested district boundaries. The Student Services Department has defended 11 denied Interdistrict Transfer Requests to leave Tracy Unified School District, with the San Joaquin County Board of Education. It is imperative that we educate the students who live within our boundaries as there is a decline in enrollment in the district.

Robert Pecot, Director of Student Services and Curriculum

Diversity & Equity Committee

In the 2018/2019 school year the Diversity and Equity Committee worked together to effectively organize district wide events that promoted diversity and equity throughout Tracy Unified School District. The committee creatively worked together to have each site participate in a Peace Walk on September 21, 2018 at 9:21 a.m. On March 13, 2019 the committee hosted the 6th annual Festival of Cultures at The Grand Theater. Planning has already begun for the 2019/2020 school year with some exciting new ideas to continue to grow and recognize the diversity and equity that is represented within our District.

Robert Pecot, Director of Student Services and Curriculum

Anti-Bullying Committee

The Anti-Bullying Committee held their annual Red Carpet Award Ceremony on November 14, 2018 at Kimball High School. The theme for the 2018/2019 school year was “Kindness Counts, It Starts With Me!”. An Anti-Bullying Poster Contest was held district wide with 167 participants and finalists recognized at the ceremony. We encourage everyone to attend our 2019/2020 event, Alone We Can Do So Little, Together We Can Do So Much, as we are working to bring some exciting new elements to the program. The Anti-Bullying Committee is actively working to educate our student’s on some of the activities that students are “bullied” to participate in. At the start of the 2019/2020 school year all 6th grade and 9th grade students will participate in a Vape Awareness assembly with School Resource Officers.

Robert Pecot, Director of Student Services and Curriculum

Learning by Doing – Lesson Study in Action!

Aristotle wrote,

“For the things we have to learn before we can do them, we learn by doing them.”

Lesson study provides the opportunity for teachers to learn by doing. The goal of lesson study is to define intended learning outcomes for students, then backward map classroom experiences and teacher actions to achieve those outcomes. Through collaboration, teachers anticipate student challenges and scaffold discovery opportunities that provide access points for students, while not sacrificing their thinking.

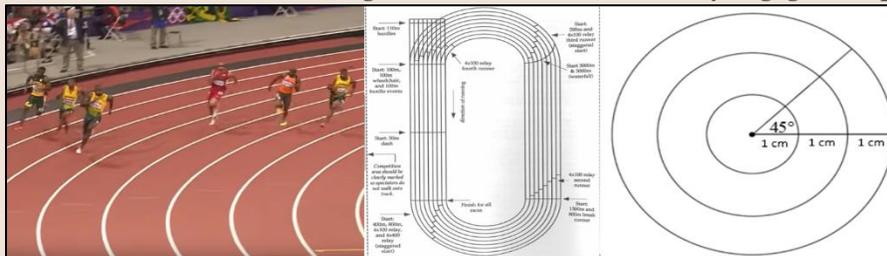
The lesson study protocol is unique because it provides both planning and implementation time with a focus on analysis of student evidence to refine the lesson and try it again with a second group of students.

Here are two examples of lessons developed this year:

Our Monte Vista 8th grade team developed a lesson in which students discover how scale factor works during dilations by expanding images with different combinations of knotted rubber bands. During the lesson, one student explained to the class, “You know it isn’t a rigid transformation because the heart got bigger.”

During a lesson study in 7th grade at Williams, students discovered the relationship between the diameter of an object and its circumference, π , by measuring common household objects. One student asked, “If the diameter lets us find the circumference, then why do we need the radius?”

Questions like these unlock real learning for our students because they engage in inquiry.



WHS Algebra 2 Lesson Study – Students discover the relationship between degrees and radians by investigating the staggered starting positions of runners on a track.



8th Grade Lesson Study – Students use rubber bands to discover the relationship between the pre-image and an image during a dilation.

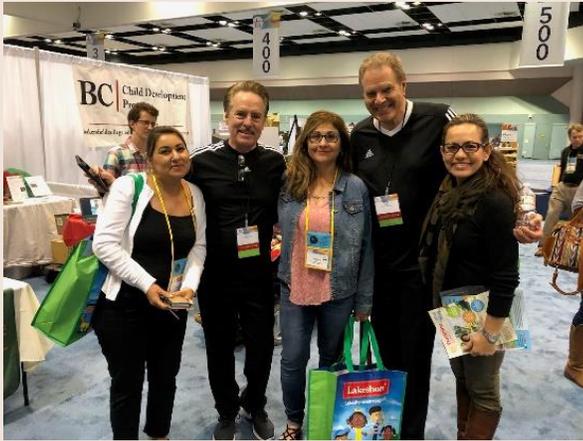
I would like to extend a heartfelt thank you to this year’s teams from Monte Vista, Williams, Kimball High, Tracy High, and West High for engaging in the lesson study process. Their professionalism while developing intended student outcomes, reflecting on their own practice, and working to align the classroom experiences to serve all students, resulted in highly

engaging lessons focused on discovery and inquiry. Next year, we are expanding our lesson study offerings to include all 6-12 math teachers. Please let me know if you would like to participate!

Richard Newton, M.Ed., Coordinator of Mathematics

TUSD Preschool

In April, our preschool staff attended the California Association for the Education of Young Children (CAEYC) conference in Santa Clara. Teachers participated in a variety of professional development topics including science, art and math. Teachers were eager to return to their classroom and put their new learnings into action.



TUSD preschool teachers with Greg & Steve



Science and Art activity. North Preschool PM Class

A big thank you to our TUSD preschool teachers and the special education team! Our School Readiness department has been working closely with the TUSD Special Education department to have our students with language and developmental concerns assessed. We have been able to provide early intervention for several of our students. We have also had the opportunity to have a counselor at our preschool programs once a week. Our counselor, Jen Schrottenboer has provided services to children who are struggling socially and who are dealing with family changes. Jen has provided one on one and group counseling in the classrooms. In addition, she has met with families to provide strategies to support the child in their home environment. Having a counselor in our preschool program has made an impact on the lives of our students.

Rocio Garcia, School Readiness Program Specialist

Retirement Parties

Please remember if you would like to advertise a retirement party, send in your announcement and we will post it to the staff portal under retirements: <https://staff.tusd.net/sites/Retirements/Pages/default.aspx>
Send announcement to betchevery@tusd.net



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