

# TUSD 2018-2019 LCAP

**Goal 1: Curriculum & Instruction: Provide guaranteed and viable learning, using effective instructional practices, from highly qualified teachers who have the necessary resources to implement CCSS successfully. (p.54)**

## **Action 1 (p.57)**

Attract & retain highly qualified & professional staff members:

- A. Continue early recruitment of staff, utilizing local educator fairs for early recruitment.
- B. Utilize Peer Assistance Review (PAR), when necessary.
- C. Maintain TUSD Teacher Induction Program and the Coordinator of Induction position, including a video platform for required observations.
- D. Maintain additional 1.0 FTE for PE Teacher at DMS.
- E. Maintain expansion of Dual Immersion and middle school model at DMS with the following positions: Campus Supervisor Coordinator, Health Technician, Dean of Students.

## **Action 2 (p.59)**

Provide EL students with appropriate, standards-based ELD instruction until redesignation (daily designated/integrated ELD instruction):

- A. Maintain Director of C&I
- B. Eliminate Coordinator of EL Support position and merge responsibilities with Director of ELs, Assessment & Special Programs.
- C. Maintain THS Newcomer ELD Academy & PHS EL Support Periods: THS - .60, PHS - .60 FTE increase, Reserve - .80 FTE; research District-wide EL Newcomer Academy
- D. Continue providing SDAIE College-Prep Courses with ELs strategically grouped.
- E. Research EL summer School Academy
- F. Hire ELD teachers for five sites with the highest number of immigrant students.

## **Action 3 (p.61)**

- A. Maintain current coaching positions:
  - Reading Specialist/Early Literacy (7)
  - ELA/ELD (5)
  - Math (3)
  - Science (2)
  - Health & Fitness (1)
  - Special Education (1)
  - Dual Immersion (1)
- B. Hire a District Literacy Coach to focus on professional development at other grade levels.

## **Action 4 (p.63)**

District-wide PD opportunities and/or trainings for TK-12:

- A. 2 PD days for staff
- B. CA new standards
- C. PLCs
- D. SCOE PD, including KSEP training
- E. Dual Immersion expansion
- F. Literacy/writing
- G. Technology
- H. English Learner support
- I. GATE & College Board AP 3-year rotation (new courses, course changes, new teachers)
- J. Equity/cultural awareness

- K. SPED-specific
- L. CSU Stanislaus (formal partnerships)
- M. Best Practices
- N. Site Theme-Based Focus for learning
- O. Academic guidance, achievement, & college transitions - academic counselors

### **Action 5 (p.64)**

Maintain all classrooms with 21st century technology to support effective teaching & CCSS implementation that include a balance of teacher instructional tools & student engagement resources:

- A. Develop plan/schedule to ensure 60% purposeful, authentic engagement of student's daily use.
- B. Maintain Google Apps for Education.
- C. Phase out GATE Tablet/Collaboration Project (Cunningham & Julien 6th grade).
- D. Maintain Lego Robotics for 6th graders at all sites.
- E. Support STEM-specific tech devices @ comprehensive high schools.
- F. Maintain Chromebooks in 9th & 10th grade ELA classes & World History classes; provide Chromebooks to embed college/career tech skills in all 11th grade ELA, U.S. History, & Science classes.
- G. Provide additional Chromebook Carts to provide equity and increase student to device ratio of 2:1 at all TK-6 sites, and 1:1 in ELA/History & 2.5:1 in Math/Science at DMS & TJHS.

### **Action 6 (p.66)**

Maintain tech positions/stipends:

- A. Tech Coach for instructional support
- B. Lead Tech Teachers at all sites (allow for autonomy at sites for additional LTT stipends)
- C. Application Specialist
- D. Tech Support Specialist/Help Desk
- E. A-V Technician
- F. Add a Network Engineer position

### **Action 7 (p.67)**

Continue consistent collaboration time at all sites to monitor eligible student achievement with focus on DuFour's Four Critical Questions of PLCs for student learning:

- A. PLC Lead Stipends
- B. Additional Site Collaboration Time/Funding
- C. Weekly Wednesday PLCs/Part-time Teacher compensation
- D. State/Federal Program Reviews & Mandates (accommodations, duplication, subs)

### **Action 8 (68)**

Establish committees of qualified stakeholders to review & select CCSS instructional materials for purchases:

- A. Material costs (*Eureka Math; MVP; Wonders, SpringBoard, Adelante*)
- B. Reviews/adoptions (9-12 ELA; NGSS)

**Goal 2: *Safety & Security: Provide and maintain consistent policies, procedures, and facilities that reflect a safe, secure environment & culture. (p.70)***

### **Action 1 (p.72)**

Maintain facilities in good repair by improving & implementing a District-standard for facilities, including continued implementation of a site-based custodial model, that is consistently applied on all campuses to support annual facility inspections.

**Action 2 (p.73)**

Provide training to site & District administrator & site emergency response personnel to expand & improve understanding of facility maintenance & safety/security procedures & expectations, including scheduled & unscheduled security visits.

- A. Keenan Mandatory trainings
- B. Active shooter training
- C. Campus security

**Action 3 (p.74)**

Continue with the following maintenance, improvement, & security projects at all sites:

- A. Asphalt work to provide safe pathways
- B. Roofing replacement
- C. Fencing to decrease access points and vulnerable areas

**Action 4 (p.75)**

Continue with the Osborn Relief Plan to include the following:

- A. Develop plans with architect to complete expansion of parking lot & drop-off/pick up zone to adjust flow of traffic
- B. Land acquisition efforts

**Action 5 (p.76)**

Project completed in 2017-18.

**Action 6 (p.77)**

Maintain School Resource Officers to support & increase campus security & safety at both comprehensive sites while being available for emergency responses to all sites in TUSD.

**Action 7 (p.78)**

- A. Maintain increased funding to allow for additional hours of campus supervision at all sites to increase security.
- B. Hire an additional 3.75 hour campus supervisor at TJHS to support increased supervision.

**Action 8 (p.79)**

Fully implement the School Watch Program/Partnership at school sites.

**Action 9 (p.80)**

Provide Security Training (SB1626) for security personnel who are in excess of 15 hours; site responsible for 14 hours & less, including safety training for classified staff in June.

**Action 10 (p.81)**

Maintain a Project Manager to oversee facility development & renovations with the passing of TUSD's bonds.

**Action 11 (p.82)**

Maintain partnerships to improve emergency & response procedures to include public relation & communications:

- A. School Messenger contribution
- B. City/University/District Quarterly Collaborative Meetings
- C. City Manager/Superintendent/University President Quarterly Meetings
- D. City/University/District emergency response communication system

**Action 12 (p.84)**

Purchase additional chairs as needed for District/site events.

### **Action 13 (p.84)**

Add security cameras at Brown, Crowell, Cunningham, Earl, Julien, Medeiros, Osborn, Roselawn, TJHS, Wakefield, and Walnut.

***Goal 3: Academic Achievement: Increase student academic achievement and utilize a multi-tiered system of supports to promote college and career readiness among all students. (p.86)***

### **Action 1 (p.89)**

Maintain, expand, & improve pathways for grades 7-12 to promote college & career readiness, including instructional materials & equipment, as well as the development of articulated/apprentice programs, to prepare & transition students for work readiness in specific industries with potential grants:

- A. Increase CTE Courses
- B. Increase 2+2 Articulation Agreements, including dual credit opportunities with community colleges
- C. Maintain restructured CTE & Adult School administration positions.
- D. Expand Business partnerships & recognitions.

### **Action 2 (p.91)**

Maintain a TUSD Multi-Tiered System of Supports focused on inclusion, rotation, or both, in ELA/ELD & mathematics to meet the needs of every student:

- A. Site-based Online Math Programs
- B. Site Math Intervention: TJHS-.67; DMS- .33; THS- .40; PHS-.40 FTE increase
- C. Site-based Interventions: PHS's embedded intervention program (software) & THS's intervention model (Saturday quarterly Intervention Boot-Camp)

### **Action 3 (p.92)**

Expand & improve before & after school tutoring programs that are consistent among sites & include organizing District tutoring teams to travel/place in different, accessible locations throughout the city.

### **Action 4 (p.93)**

Expand opportunities within & outside the school day to provide academic interventions and/or enrichment, including credit recovery, for all students that occur at home and/or school:

- A. Summer School, including excessive credit recovery & enrichment
- B. SPED Summer School
- C. Credit Recovery with Edgenuity
- D. Online Learning (e.g. Edgenuity)
- E. Extended-Day TK/K (space available—Wakefield & Crowell)
- F. Kinder Academy
- G. R.A.M. Pumpkin Study Trip (Grades TK/ K)
- H. TUSD Farm Study Trip (Grade 1)
- I. Great Valley Museum (Grade 2)
- J. AgAdventure Study Trip (Grade 3)
- K. Walk Through California (Grade 4)
- L. Walk Through American Revolution (Grade 5)
- M. Lego Robotics (Grade 6)
- N. Living History: Renaissance (Grade 7)
- O. Living History: Civil War (Grade 8)
- P. AP Exam Fee Offset
- Q. SCOE Seal of Multi-Lingual Proficiency
- R. State Seal of Bi-literacy
- S. LimPETS

- T. Future City
- U. Odyssey of the Mind
- V. Math Blast
- W. Science Olympiad

#### **Action 5 (p.96)**

Maintain & expand the following in regards to STEM:

- A. STEM Pathway to include 7<sup>th</sup>-post high school (CSU/UC Merced), including PD.
- B. STEM hybrid elective course at TJHS for eligible students in grades 7-8 who do not participate in the formal STEM program.
- C. Scholarships for 30 eligible students in grades 6-8 to CSUS Math/Science Academy.
- D. STEM enrichment through CSUS partnership and Saturday/winter & spring break programs.

#### **Action 6 (p.98)**

Maintain & expand Early College Program with CSU, Stanislaus for 2 semesters at PHS & THS to include instructor & material expenses; eliminate RHS & seek to accommodate through Community College.

#### **Action 7 (p.99)**

- A. Maintain expanded & improved music education for all students while increasing instrument inventory, including maintenance, repair, transportation, & PD.
- B. Maintain additional K-6 music teacher.

#### **Action 8 (p.100)**

Maintain use of School City with PD to increase feedback & data related to student achievement on State, District, & Site assessments.

#### **Action 9 (p.101)**

- Eliminate BRIDGE 9
- Expand BRIDGE program to accommodate 7-8 TJHS's students in need of additional support

#### **Action 10 (p.102)**

Implement an improved formalized process of data entry/record keeping:

- A. Training to improve accuracy and volume of student enrollment, data entry, & record keeping.
- B. Use of *Aeries Analytic System*, & related PD, to provide all-inclusive data related to academic achievement & deficiencies, discipline, & attendance to target at-risk students, track interventions, & provide immediate support.
- C. Implementation of additional flexible hours to provide for specific, uninterrupted time for data entry.

#### **Action 11 (p.104)**

Increase and/or maintain transportation funding, specifically for study trips, including college visits & those CTE industry-aligned.

#### **Action 12 (p.105)**

Participate in "Stanislaus Futures" consortium with CSUS, MJC, SCOE, & 6 participating school districts—Turlock, Ceres, Modesto, Riverbank, Waterford, & Patterson—to promote/support vertical articulation for a college-going focus.

#### **Action 13 (p.106)**

Develop & maintain formal/informal partnerships with CSU Stanislaus that support student enrichment.

**Action 14 (p.107)**

Maintain course offerings with Turlock Adult School (TAS) to provide concurrent opportunities for credit deficient students.

**Action 15 (p.108)**

Continue to develop & expand District Ag Farm to support agriculture education & enrichment:

- A. Eliminate Farm Site Manager
- B. Equipment/Materials/Maintenance
- C. Hire an Applied Horticulture & Environmental Science Studies Coordinator to develop the District Farm focus of a live learning lab for agriculture, STEM, conservation of natural resources, & energy savings.

**Action 16 (p.109)**

Maintain Foothill Horizons Outdoor Education for 4 days, including health & behavioral accommodations/personnel for students.

**Action 17 (p.110)**

Maintain the following services to meet the needs of eligible students:

- A. Counseling services at secondary sites
- B. Student service support at the District level
- C. Data collection/assessment/EL support services at the District level
- D. Educational support services at the District level

**Action 18 (p.112)**

Implement theme-based TK-8 sites (system phase) to connect new standards to real-world applications and to make learning more meaningful and relevant to prepare for college & career readiness:

- A. Brown - ABC of Wellness Education (Attitude, Brain, Body, & Character)
- B. Crowell - REACH (Research/technology, Engineering, Arts, Collaboration, Health)
- C. Cunningham - Agriculture Science
- D. Earl - Research & Inquiry
- E. Julien - Engineering & Design
- F. Medeiros - Experiential Learning - Bringing Learning to Life
- G. Osborn - Global & Multicultural Studies
- H. Wakefield – Bilingualism & Environmental Science
- I. Walnut – STEAM (Science, Technology, Engineering, Arts, & Mathematics)
- J. Dutcher – Visual & Performing Arts
- K. TJHS – STEM

**Action 19 (p.113)**

Continue to promote early literacy opportunities District-wide:

- A. Imagination Library
- B. Stanislaus READS!
- C. Mobile Reading Club

**Action 20 (p.114)**

Implement a “21st Century Skills” 9th grade required elective course at THS to focus on college & career exploration and health & character education, including summer school course offerings.

**Action 21 (p.115)**

Maintain staff for Career Center at Pitman High School.

**Action 22(p.116)**

- A. Expand & improve college readiness for all students while increasing opportunities to explore & expand access & opportunity to college through 9-12 career centers, college tours & counseling support.
- B. Maintain an additional counselor to serve as a college liaison for 9-12 students & parents.
- C. Administer PSAT 8/9 to all 8th grade students and PSAT/NMSQT to all 10th grade students District-wide.

**Action 23 (p.118)**

- A. Implement a District-wide writing program, including a TK-12 continuum and proper citations from an adopted model.
- B. Hire a District Writing Coach to provide professional development and resources to TK-12 staff in alignment with the TK-12 wiring continuum.

**Action 24 (p.119)**

Allocate site funds based on number of eligible students (\$385/eligible student) to support academic achievement and student success.

**Action 25 (p.120)**

Maintain two Speech/Language Pathology Assistants to provide support to students with speech and language impairments.

**Action 26 (p.120)**

Provide additional time for Special Education Case Managers, including clerical & para support, to complete required reports and/or meetings.

***Goal 4: Parent Involvement: Expand opportunities to increase parental involvement, collaboration, and partnerships with families and the community to support district initiatives. (p.122)***

**Action 1 (p.124)**

Maintain parent involvement programs, such as PIQE or PEP (Parent Institute for Quality Education & Parent Empowerment Program), to include all sites to promote parent participation & volunteerism.

**Action 2 (p.125)**

Expand content & offerings of Parenting Classes & Information nights, specifically targeting eligible students & families at site & District levels:

- Literacy
- Math
- SPED
- Aeries Family Link
- Digital Citizenship
- College & Career Readiness
- Academic Counseling
- Site Community Liaisons
- Interventions & Enrichments
- Safe Schools

**Action 3 (p.126)**

Expand ESL course offerings to include one at every elementary site.

**Action 4 (p.127)**

Maintain & expand Parent Nutrition Education Program through Back to School Night & Kids' Camp Parent Outreach, while providing nutrition samples to stakeholders.

**Action 5 (p.128)**

- A. Maintain the District Communications Coordinator position to increase accuracy, timeliness, platforms, & consistency of correspondences from TUSD.
- B. Utilize programs, mailings, & materials to support Communication Coordinator position.

**Action 6 (129)**

Provide training/counseling classes for parents referred to SARB.

**Action 7 (130)**

Provide math curriculum resources for parents.

***Goal 5: Social/Emotional Supports: Support students' social success to live a healthy life-style and become self-motivated, responsible citizens. (p.131)***

**Action 1 (p.133)**

Expand incentives & awards for positive attendance District-wide, TK-12.

**Action 2 (p.134)**

Maintain the Student Welfare Attendance Specialist position to increase support of positive attendance and resources for all TK-6 students District-wide.

**Action 3 (p.135)**

Expand digital citizenship District-wide to support appropriate use of technology in daily instruction & awareness of social media & cyber-bullying.

**Action 4 (p.136)**

Embed daily character education District-wide to include community service and engagement:

- A. Festival on the Green (FOG)
- B. Site & District level recognitions
- C. TUSD Spring Recognition Event
- D. Strategic Planning/10-year plan
- E. Character Materials
- F. Service Learning (grades 10-12)

**Action 5 (p.137)**

Utilize community resources to provide social work & counseling support at specified sites to best support, mentor, & accommodate "eligible" students with access to all students:

- A. Student Support Clinician & CSUS Interns (include additional Student Support Clinician previously funded through Legacy Health Endowment)
- B. Prodigal Sons & Daughters (7-12)
- C. Jessica's House (TK-6)
- D. Tree House Club (TK-6)
- E. Character Coaches
- F. Eliminate TPP (Transitional Partnership Program, 11-12)
- G. TUPE 7-12
- H. Social-Emotional Learning resources



**Action 6 (p.139)**

Maintain medical and/or behavioral supports (PD)/ personnel to accommodate medically, emotionally, and/or behaviorally fragile students:

- A. Nurse—1.0 FTE
- B. LVN's/Health Materials
- C. Mental Health Clinicians

**Action 7 (p.141)**

Maintain Home to School transportation for eligible students who comprise approximately 75% of bus riders:

- A. Potential transportation to specialized programs.
- B. Provide bus driver hours up to 6 per day.

**Action 8 (p.142)**

Maintain additional 2017-18 support to students with disabilities:

- A. Speech Pathologist, 1.0 FTE, with potential 1.0 FTE addition
- B. School Psychologist, .65 FTE (to make a full 1.0 FTE), with potential 1.0 FTE addition
- C. Hire an additional Program Specialist to accommodate site-assigned Program Specialist pilot.

**Action 9 (p.143)**

Increase hours of health support (health techs and/or nurses) to provide equitable service at TK-8 sites (District - 4 hours, sites - 2 hours).

**Action 10 (p.144)**

- A. Re-visit nutrition/health education to students, families, & community within Nutritional Services.
- B. Consideration of universal meals for majority of sites above 65% threshold, district-wide.

**Action 11 (p.145)**

Provide resources to accommodate Intramural Sports/lunch-time activities, District-wide K-12.

**Action 12 (p.146)**

Administer the *California Healthy Kids Survey*, or equivalent, to measure student perceptions to school connectedness and safety.