

TUSD 2019-2020 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.62)

Action 1 (p.64)

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.66)

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

- A. Maintain Director of C&I.
- B. EL Coordinator position eliminated; EL focus moved to Director of ELs, Assessment, & Special Programs.
- C. Maintain FTE increase for THS Newcomer ELD Academy & PHS EL Support Periods: THS - 0.60, PHS - 0.60; no reserve FTE.
- D. Continue providing SDAIE College Prep Courses with ELs strategically grouped.
- E. Continue to research EL Summer School Academy.
- F. Maintain ELD teachers at Crowell, Earl, & TJHS only.

Action 3 (p.68)

Maintain or adjust number of Instructional coaching positions to the following:

- Reading Specialist/Early Literacy (increase by 3, total of 10)
- ELA/ELD (eliminate all positions)
- Math (3)
- Science (2)
- Health & Fitness (1)
- Special Education (1)
- Dual Immersion (eliminate position)
- District Literacy (1)

Action 4 (p.70)

District-wide PD opportunities and/or trainings for Early Childhood -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
- P. GLAD refresher trainings

Action 5 (p.72)

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

- A. Develop plan/schedule to ensure 70% purposeful, authentic engagement of student daily use.
- B. Maintain use of Google Apps for Education.
- C. Maintain Lego Robotics for 6th graders at all sites.
- D. Maintain STEM-specific tech devices @ comprehensive high schools.
- E. Support student to device ratio 1:1 District-wide.

Action 6 (p.74)

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. Network Engineer Position

Add/revise the following positions

- G. Certificated Director of Technology & Innovation revised to classified Director of Technology Operations; hire for position.
- H. Add a Coordinator of Educational Technology position.

Action 7 (p.75)

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 (p.77)

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

- A. Material costs (*Eureka Math; MVP; Adelante*)
- B. Reviews/adoptions (TK-8 NGSS; 9-11 History/Social Science; 6-8 Math)

Goal 2: Safety & Security: Provide and maintain consistent policies, procedures, and facilities that reflect a safe, secure environment & culture. (p.78)

Action 1 (p.79)

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.80)

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. Campus security

Action 3 (p.81)

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.83)

Begin construction with Osborn Relief Plan and bond projects.

Action 5 (p.84)

Project completed in 2017-18.

Action 6 (p.85)

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.86)

- 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.87)

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

Action 9 (p.88)

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.89)

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

Action 11 (p.90)

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

- A. Eliminate School Messenger & utilize Blackboard
- 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.91)

Purchase of additional chairs not needed. Action completed in 2018-19.

Action 13 (p.92)

Complete security camera installation at Julien & Osborn.

Action 14 (p.93)

Implement the use of drug dogs twice a year at comprehensive & continuation high schools to increase student safety and serve as a deterrent for students to bring drugs on campus.

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.95)

Action 1 (p.98)

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 & necessary materials/supplies.
- 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.99)

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.101)

Expand & improve before & after school tutoring programs that are consistent among sites. Eliminate mobile tutoring program.

Action 4 (p.102)

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, & 21st Century course
- 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); alternate @ TJHS
- O. Living History: Civil War (Grade 8); alternate @ TJHS
- P. AP Exam Fee Offset
- Q. State Seal of Bi-literacy
- R. LimPETS
- S. Future City

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

Action 5 (p.105)

Maintain & expand the following in regards to STEM:

- A. STEM Pathway to include 7th-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.106)

Maintain Early College Program with CSU, Stanislaus for 2 semesters at PHS & THS to include instructor & material expenses.

Action 7 (p.107)

- 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.108)

Replace use of SchoolCity with Edulastic, including PD, & implement Interim Assessment Blocks to increase feedback & data related to student achievement on State, District, & site assessments.

Action 9 (p.109)

Maintain BRIDGE at grades 7, 8, & 10.

Action 10 (p.110)

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.112)

Maintain additional transportation funding, specifically for study trips, college visits, & those that align with a CTE pathway.

Action 12 (p.113)

Participate in following action teams as part of SCOE's Cradel-to-Career Partnership:

- StanREADY (Early Childhood Education)
- Stanislaus READS! (Early Literacy)
- StanMATH (Middle Grade Math)
- StanFutures (College Readiness)
- StanCareers (Career Preparation & Readiness)

Action 13 (p.114)

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

Action 14 (p.115)

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

Action 15 (p.116)

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

- A. Equipment/materials/maintenance
- B. Maintain 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.117)

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

Action 17 (p.118)

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.120)

Maintain theme-based TK-8 sites (program 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 in Science & Technology
- 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.121)

Continue to promote early literacy opportunities District-wide:

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

Action 20 (p.122)

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

Action 21 (p.123)

Maintain staff for Career Center at Pitman High School.

Action 22(p.124)

- A. Grant completed in 2018-19.
- B. Maintain college/career counselors at THS & PHS.
- C. Administer PSAT 8/9 to all 8th grade students and PSAT/NMSQT to all 10th grade students District-wide.

Action 23 (p.126)

- A. Maintain a District-wide TK-12 Writing Continuum.
- B. Maintain District Writing Coach.

Action 24 (p.127)

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

Action 25 (p.128)

Maintain five Speech/Language Pathology Assistants, with possible additions to provide support to students with speech and language impairments.

Action 26 (p.129)

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

Action 27 (p.130)

Implement a universal reading diagnostic to increase consistent interventions in literacy:

- A. *Next Step* Guided Reading Assessment, grades TK-6
- B. *Sistema de evaluacion de la lectura*, grades TK-8 at Dual Immersion sites

Goal 4: Parent Involvement: Expand opportunities to increase parental involvement, collaboration, and partnerships with families and the community to support district initiatives. (p.132)

Action 1 (p.133)

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.134)

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.136)

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

Action 4 (p.137)

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

Action 5 (p.138)

- 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 (139)

Provide training/counseling classes for parents referred to SARB.

Action 7 (140)

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.142)

Action 1 (p.144)

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

Action 2 (p.144)

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.145)

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

Action 4 (p.146)

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.148)

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. Two Student Support Clinicians & CSUS Interns; hire additional Student Support Clinician
- B. Prodigal Sons & Daughters (7-12)
- C. Jessica's House (TK-6)
- D. Tree House Club (TK-6)
- E. Character Coaches
- F. TUPE 7-12
- G. Social-Emotional Learning resources

Action 6 (p.150)

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.151)

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.152)

Maintain additional 2017-18 support to students with disabilities:

- A. Speech Pathologist, 1.0 FTE, with potential 2.0 FTE addition
- B. School Psychologist, .65 FTE (to make a full 1.0 FTE); hire three additional psychologists
- C. Maintain additional Program Specialist.

Action 9 (p.154)

Maintain increased 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.155)

- A. Re-visit nutrition/health education to students, families, & community within Nutritional Services.
- A. Maintain universal meals program at five sites with highest need.

Action 11 (p.156)

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

Action 12 (p.157)

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