

# District Digest

Tracy Unified School District

May, 2017



## Superintendent's Message

Dear Colleagues,

It is hard to believe that the end of the school year is near. It seems like we were just beginning a new school year a short time ago. The district has experienced some tremendous success this year, for example: the opening of the new Southwest Park Elementary School; the outstanding first year of the Medical Academy at Kimball High School; the continued outstanding performance of our fine arts students and other achievements. We have many wonderful students but none of our successes would have been possible without the support of so many amazing employees in our district.

On Wednesday, the district hosted its annual Volunteer Appreciation Luncheon. Each principal was able to bring a volunteer to lunch to thank him or her for their time and effort in support of their school. This was once again, a great event and really made clear how important the community is to the success of our schools. Christina Fox from Bohn Elementary was selected as the District Volunteer of the Year.

I have attended several Open Houses and have been amazed at the size of the turnouts. There is great enthusiasm at these events from parents, students and staff. In walking through many classrooms the quality of work that students have done this year is evident. The students have been proud to share with their parents what they have learned and accomplished.

As the school year comes to a close, one of the most difficult tasks is to say "goodbye" to those that are choosing to retire. Each year, the district loses some wonderful people who have made many contributions to the work that we do. While their jobs will be filled, the unique spirit and enthusiasm that they brought everyday cannot be replaced. I want to wish all of our retirees the very best in the next phase of their lives. They will be missed.

The May Revise will be released shortly and I am anxious to learn if state revenues have met or exceeded predictions. Governor Brown's original budget release in January was not very good for schools so I am hoping that the news will be better in May. While it is unlikely that any ongoing revenue will be included in the May Revise, any one-time funds that could come our way would be appreciated. New one-time funds could be used to off-set the expense of the recently approved ELA adoption.

I hope that each of you will find some time this summer to relax and enjoy time with family. The summer will pass rapidly and we will be back for the new school year shortly. Thank you for all that you do for our students.

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

## Staffing

As we wrap up the year, we are preparing to recognize our staff during the May 8 Recognition Celebration. As we have in the past, we will be

## Calendar



**May 8**

*District Recognition*

**May 9**

*Board Meeting*

**May 23**

*Board Meeting*

**May 26**

*Last Day of School*

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 21 retirees who have a combined total of **477 years of service** to the District! On behalf of the staff, students, and community of Tracy Unified School District, we thank these employees for their contributions to the success of our students and wish them the best in their retirement.

The past month has been busy in Human Resources as we have continued to advertise and interview for our open positions. Within the last week we have held interviews for Agricultural Science, Spanish, and our Multiple Subject positions at our K-5, K-8, and Middle Schools. Next week we will be interviewing for Math, English, and Social Science positions.

**Tammy Jaliq, Associate  
Superintendent of Human Resources**

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## Budget

Governor Brown is expected to release his May Revision to his proposed 2017-18 state budget on or near the 10<sup>th</sup> of May. The May Revision is a statutorily required action by the Administration and is an opportunity for the Governor to recast his State Budget proposals and present new proposals in view of a revised revenue outlook and stakeholder feedback. The May Revision Workshop will incorporate the results of revised revenue estimates, finalize the LCFF provisions for 2017-18, incorporate any revision to the state's LCFF/LCAP model for 2017-18, and revise the out-year estimates for LCFF funding for your multiyear projections. Our budgeting staff is scheduled to attend a seminar in Sacramento on May 17<sup>th</sup> to learn the provisions of the budget that will be proposed to the legislature for approval.

As I mentioned in an earlier District Digest, the Governor expects the 2017-18 fiscal year to be the first of several difficult financial years—what he described as the worst we have experienced since 2012. At the same time we expect to be facing tighter budgets from the state, we will continue to experience million-dollar plus increases in our pension costs each year, those we pay to STRS for our certificated employees, and those we pay to PERS for our classified employees. Any anticipated increases in revenues we receive in the next few years will likely be inadequate to cover these pension costs and other automatic inflationary increases to our expenditures. Therefore, our I have asked our budgeting staff and cabinet members to begin looking for ways to reduce long-term expenditures without impacting our core functions. Nothing yet has been determined, but it is important to keep in mind that harder times are likely ahead of us.

**Casey Goodall, Ed.D.**

**Associate Superintendent of Business Services**

## Facilities Update

The **solar carports** installation at West High School, Kimball High School, Williams Middle School and the district service center are expected to begin construction in early June with

commercial operation expected in December 2017. Some asphalt improvements may be incorporated into these solar projects as necessary.

As you may recall, our school board approved the placement and configuration of new campus buildings on the **Central Elementary School**. Students and staff will remain in the existing buildings during the course of construction; however, four existing classrooms are in the footprint of the new building and must be demolished. "Interim housing" portable classrooms will be relocated on the existing asphalt to accommodate the four classrooms that are to be demolished. Installation of these four classrooms will begin on June 1<sup>st</sup> to ensure that the classrooms are available for the start of school. The plans for this project are out to bid and the district plans to be under construction on June 1, 2017.

Plans on the renovation of the **Tracy Learning Center/Clover site** are also out to bid. Due to the demolition of half of their campus, IGCG will be used as an interim campus by Tracy Learning Center high school students during the course of construction. The TLC move is expected to take place in mid-May so that construction may begin in early June 2017.

**North School** will receive one additional classroom this summer to accommodate their middle school enrollment. The building pad was placed during Spring break and installation of the portable classroom will begin on June 1<sup>st</sup>.

**Deferred Maintenance and Proposition 39 Energy Efficiency** projects planned for this summer include:

**Bohn School:** Replace windows on the permanent buildings, heating and air conditioning system replacements, lighting systems upgrades.

**Hirsch School:** Exterior building repairs and painting, heating and air conditioning systems replacements, lighting systems upgrades.

**IGCG:** Roofing system repair/replacement.

**Jacobson School:** Replace windows on the permanent buildings, heating and air conditioning system replacements, lighting systems upgrades.

**Kimball School:** Tennis court repairs, replace/repair fume hoods as needed.

**McKinley School:** Repave north playground asphalt.

**Villalovoz School:** Heating and air conditioning system replacements and lighting systems upgrades.

**West High School:** Overlay asphalt in various parking lots, exterior painting on school, replace second story concrete decking on the library and math/science (MS) buildings, replace chalk boards with whiteboards, replace interior wall and flooring finishes at selected locations, upgrade head-end equipment on the clock, bell, speaker system, replace/repair fume hoods as needed, refinish toilet room fixtures at selected locations, replace drinking fountains as necessary. Work also continues on the gymnasium complex that was damaged due to a broken fire-water main.

**Bonny Carter, Director of Facilities & Planning**

## Retirement Celebrations

Please remember to check the staff portal for upcoming retirement celebrations.

Here's the direct link:

<https://staff.tusd.net/sites/Retirements/Pages/default.aspx>

## Technology Update

Last February 2017, all teacher devices, the Surface Pro 2 and HP Revolve have expired its warranty coverage. The cost to repair broken or damaged devices is not feasible and is actually almost comparable to buying a more updated device, depending on the extent of damage. With the current technological services infused in our daily curriculum, an upgraded and dependable device becomes a critical tool in the classroom. In order to provide technological continuity in the classroom given the

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District's budget constraints, classroom teacher device replacement will be broken down into two phases: Phase One - End of 2016-2017 school year for High School and Middle School classroom teachers/administrators and Phase Two - End of 2017-2018 school year for K-5 and K-8 classroom teachers/administrators. High School and Middle School classroom teachers/administrators will be getting an HP x360 1030 device on the last day of school in exchange for their current device as part of the teacher checkout process. Both the current device and the docking station will be replaced. Phase One was selected based on the usage of the device and the number of online curriculum resources tied to the curriculum. Devices collected from the high and middle schools will be placed in inventory and will be used to replace broken or damaged K-5 and K-8 devices throughout the year while waiting for Phase Two. By the end of the 2017-2018 school year, Phase Two devices will be replaced.

Staff members involved in the Phase One replacement project will be receiving specific instructions on the exchange process as well as directions on how to back up their files and documents.  
**Tom Quiambao, Director of ISET**

## Assessment Update

State Assessment programs are winding up in May and there are a number of different assessments.

**SBAC – Smarter Balanced Assessments:** Students in grades 3-8 and grade 11 are completing the annual state assessments in English Language Arts and Mathematics. These assessments are administered online and are designed to measure student's progress on state standards. Results from these assessments will be available in the late summer/early fall.

**CAST – California Science Tests:** Students in grades 5, 8 and at High School (most in grade 10) are participating in the pilot of the new state Science assessment. This assessment is aligned to the Next Generation Science

Standards and replaces the old CST/CMA Science tests. No scores will be reported from this pilot of the CAST though data will be used to improve the test. The CAST will be field tested in the Spring of 2018 and will be operational (where we actually get scores) in the Spring of 2019.

**PFT – Physical Fitness Test:** Students in grades 5, 7, and 9 are assessed with the state physical fitness test (Fitnessgram®). This assessment is a performance assessment administered by physical education teachers. It assesses student fitness in the areas of: aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength and flexibility, and flexibility.

**ELPAC – English Learner Proficiency Assessment of California.** In March and April select students in grades 1, 11, 12 participated in a statewide field test of the ELPAC, which is the new state assessment of language proficiency for English learners. The ELPAC is aligned to the 2012 English Language Development standards and will replace the CELDT, beginning in the 2017-18 school year.

**Carol Anderson-Woo, Ed.D.**  
**Director of Curriculum, Accountability and Continuous Improvement**

## California's New Accountability System – California School Dashboard

The State of California has been developing a new accountability system which uses multiple measures of school success to report the performance of districts, schools and student groups. This new accountability system replaces the previous API (Academic Performance Index) and will also serve to meet federal accountability requirements which used to include the AYP (Adequate Yearly Progress) under No Child Left Behind. California's new accountability system's multiple measures include ten indicators, six state indicators (high school graduation, academic performance, suspension rate, English learner progress, preparation for college/career, chronic

absenteeism), and four local indicators (basic conditions – teacher qualifications, safe and clean buildings, textbooks for all students; implementation of state standards; school climate surveys; and parent involvement and engagement). The California School Dashboard is an online tool that provides easy-to-read reports on these multiple measures. This tool is being field tested this spring with data for most of the state indicators. The release of the first official accountability results will occur in November 2017 and the reports will be updated annually every November. Information about the accountability system and links to the actual reports are available on the CDE website at

<http://www.cde.ca.gov/ta/ac/cm/>

**Carol Anderson-Woo, Ed.D.**  
**Director of Curriculum, Accountability and Continuous Improvement**

## State Seal of Biliteracy

On Thursday, April 27, 2017 the District recognized high school seniors who are receiving the State Seal of Biliteracy. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. In addition to demonstrating proficiency in English on a standardized test and a GPA of at least 2.0 in all English course in high school, students must complete through level 4 of a foreign language with a GPA of 3.0 or above in those courses, or score 3 or higher on an AP language exam or 4 or higher on an IB foreign language exam. This year Tracy Unified has 146 students who are receiving the State Seal of Biliteracy. These students will get a gold, embossed seal on their diploma. They also receive a medal with the State Seal insignia that is provided by the Language and Literacy Department of San Joaquin County Office of Education.  
**Carol Anderson-Woo, Ed.D.**  
**Director of Curriculum, Accountability and Continuous Improvement**

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## Update on K-8 NGSS Early Implementation Initiative

In 2013, California adopted the Next Generation Science Standards. Supported by a grant from the K-12 Alliance of [WestEd](#), a cohort of TUSD's K-8 teachers has been implementing the new standards since 2014. In 2013-14, our Core Leadership Team (CLT) (Cindy Carlfeldt, Sue Edwards, Rocio Garcia, Jennifer Kassel, Lorena Sanchez, and Maralee Thorburn) received training on leadership, NGSS pedagogy, and creating conceptual flows to build content knowledge and a plan for teaching. In the following years, they have led lesson study sessions and presented at every site in the district to spread awareness and knowledge about the NGSS.

In 2014-15 and 2015-16, this CLT was joined by 50 teacher-leaders, who attended Summer Institutes on physical sciences and earth and space sciences and did two lesson study sessions each year. Educational research and our own experiences in lesson study have shown us that this approach to learning new teaching methods is most likely to support teachers in adopting new teaching behaviors.

The Early Implementers are being studied by [WestEd](#), Achieve, and the National Science Foundation. [WestEd's](#) findings have shown teachers in the grant are teaching science more (more than required by their lesson study work) and have greater content knowledge. From studying the group, [Achieve](#) has released a report of district indicators of effective implementation of the NGSS. Education Trust-West studied schools using the inquiry approach (the approach TUSD teacher-leaders are learning to use) to teach English Language Development through science and found that English Language Learners' science achievement matched and sometimes far outperformed that of English only students. [Click this link](#) to access these studies (free Diigo registration required).

A cohort of 61 teacher-leaders for is preparing for Year 4 (2017-18) of the grant

and for the Summer Institute, on life sciences, to be held July 24-28, 2017, in Dublin, California. Based on the work done so far, by TUSD teacher-leaders and others working to implement the NGSS, it is clear that inquiry science has the potential to help TUSD close the achievement gap.

**Debra Schneider, Ph.D.**  
**Director of IMC**

## Local Control Accountability Plan (LCAP) UPDATE

The California State Board of Education requires that annually each school district submit a Local Control Accountability Plan (LCAP) to the County Office of Education. This document is intended to reflect the district's 3-year plan to improve student learning. Developing this plan is a large task which requires input from many stakeholders in the community. This input is aligned with related data provided by the state as well as the district's local data. Over the past 18 months, Tracy Unified has partnered with Pivot Education to refine the processes and procedures used to determine the needs of students in TUSD and how to best align the expenditures of district funds to support all students. In addition, a portion of these dollars must be directed to supporting those students who are most at risk (Second Language Learners, Economically Disadvantaged, and Foster Youth). Although the TUSD Local Control Accountability Plan is currently in draft form, it is nearing the time for final review by many of the district's stakeholder groups.

- A Public Hearing will be conducted at the June 13, 2017, School Board Meeting.
- The TUSD Board of Education will receive the LCAP for review on June 13, 2017 and vote to approve the LCAP at the final School Board Meeting to be held on June 27, 2017.

A draft of the 2017-2020 LCAP will be available on both the District website and the Staff Portal on Monday, May 8, 2017.

**Linda Boragno-Dopp,**  
**Director of Alternative Programs**

## 6-12 Grade History - Social Studies Committee

Each of the Middle Schools and High Schools in TUSD has had a teacher representative participating on the 6-12 Grade History/Social Studies Committee since 2012. Over the course of the years this group has focused the work on guiding students to write like historians. The committee has worked with outside consultants, including Stan Pesick and the U.C. Davis Project. Many committee members have also shared their personal skills as historians and members of the Great Valley Writing Project. Collectively they have dialogued, researched, collaborated, studied and taught together in an effort to support each student to access history content and express their knowledge in both an oral and written manner.

Over the years, many History/Social Studies teachers have indicated that current end of course exams for history are no longer of great value to the teacher or the student. In alignment with the work of the ELA/ELD and Math Committees who have designed the Units of Study, the history teachers realized the importance of developing assessments for history. The development of formative assessments will guide instruction and inform student learning. During the summer of 2017, a team of 6-12 History / Social Study teachers will work together, under the direction of Stacey Greer of the U.C. Davis History Project, to design 2-3 formative assessments which will be piloted during the 2017-18 school year. This work will be shared and piloted during the coming school year.

**Linda Boragno-Dopp,**  
**Director of Alternative Programs**

## New Opportunity for Teacher Leadership!

We are pleased to announce the new teacher leadership position of ERM Facilitator beginning in the 2017-2108 school year. A team of teacher leaders have committed to developing their presentation, coaching and professional

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development skills as they lead and facilitate District ERMS. Teachers will pair up to facilitate a collaborative approach to learning and planning together.

Staff Development is teaming with our ERM Facilitator Teams to build collective teacher efficacy—the belief that together we can make a difference—which, according to John Hattie’s work in Visible Learning, has an effect size of 1.57 or nearly four years’ growth for student achievement! Our goal is to continue to build teacher efficacy in Tracy Unified through a relentless focus on learning together to ensure student progress. We will continue to collaboratively build our skills and knowledge through our commitment to and practice of learning together, because teachers can and do make a difference!

**Melissa Beattie,**  
**Director of Staff Development**

## **Mathematics Rigorous Curriculum Design. Where are we?**

The TK-6th Grade Mathematics RCD Teams have completed their two-year commitment on this committee. After working tirelessly over two summers and throughout the school year, they have fulfilled their commitment to this curriculum design process. We thank our team for their dedication and hard work in developing curricular units of study that align standards instruction and assessment, leading to clear learning outcomes for our students. These units of study were piloted during the 2016-2017 school year and implemented by all TK-6th grade teachers this year.

We look forward to our work in 2017-2018 with the TK-5th Grade Revision Teams. These teams will receive training in July in the processes and protocols for

designing units of study and revising our current units as we all learn and grow in our ability to align our instruction to the three major shifts of focus, coherence, and rigor in mathematics. The teams will use the feedback provided on the current units of study from all teachers as well as the data collected from the unit assessments to refine our rigorous units of study for mathematics.

The 7-12th Grade Mathematics RCD Teams will continue their work designing curricular units of study that align standards instruction and assessment this summer and throughout the next school year. All teams have developed and refined the Year-at-a-Glance pacing guide for their courses after receiving feedback from other 7-12th grade mathematics teachers. Teams have also completed unit one and will have units two through 4 completed by the end of June. We look forward to implementing these units in all 7-12th grade core courses for the 2017-2018 school year!

To kick off implementation for 7-12th grade core courses, we will begin the 2017-2018 school year with workshops to support teachers in developing a deep understanding of statistics and probability in their courses as support for the new units. Throughout the year we will work in District level teacher teams focused on student learning to ensure that all students have access to the same viable curriculum and teachers will share high-leveraging instructional practices to ensure this learning.

**Melissa Beattie,**  
**Director of Staff Development**

## **Induction: Earning a California Clear Teaching Credential**

TUSD Induction Program is very excited to conclude the 2016-2017 year of

teaching and learning. This school year we have 20 Candidates demonstrating growth and development along the Teaching Continuum aligned to the Current State Teaching Standards. All teachers have developed Individual Learning Plans to support the needs of their students and teaching practice. Common themes reflected in Candidate ILPs included: creating a rigorous learning environment with high expectations and appropriate support for all students, developing, communicating, and maintaining high standards for individual and group behavior, and planning instruction that incorporates appropriate strategies to meet the learning needs of all students. We were pleased to see our new teachers exploring development of their teaching practices to align with the shifts of common core to provide rigor and meeting the needs of all students. Candidates and their Mentors developed professional development action plans in which new teachers attended district professional development, visited peers for classroom observations, and exchanged ideas with colleagues and mentors during Professional Learning Community meetings.

We will conclude our 2016-2017 Induction Program with our annual colloquium May 18th, to celebrate completion of year 1 and 2 Candidates, as well as share highlighted areas of growth aligned to our California Standards for the Teaching Profession.

**Julie Stocking,**  
**Program Administrator for Staff  
Development**

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