

18-19 LCAP Actions and Services At A Glance

| 18-19 LCAP Actions | 17-18 LCAP Actions and Services | Annual Review Notes |
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| <p>1.1 PD, PLCs, Systems Thinking, CCSS assessments, Best Practices, HQFI</p> <p>TRUSD is committed to improving the academic performance of all students by providing professional development for staff to implement key initiatives through the implementation of Professional Learning Communities (PLCs), System Thinking, CCSS Based Assessments, Instructional Best Practices, High Quality First Instruction, and other means to ensure increased academic performance for all students, with an emphasis on unduplicated students.</p> | <p>PLCs</p> <ul style="list-style-type: none"> · Current walkthroughs indicate 63 PLC's walked that 31 are paced together or 49% <p>Systems Thinking</p> <ul style="list-style-type: none"> · Trained trainers have been identified and training has begun to allow sustainability in the organization · Four sessions of 46PM Trainings for classified, management, and certificated were offered with at least 100 attendees · Mentors were identified within the organization to be trained to mentor struggling principals. These mentors are shadowing Water's Foundation experts as they coach principal and ILT teams. · Saturday Training offered with 120 attendees <p>HQFI</p> <ul style="list-style-type: none"> · Swun Math team was brought into the district to support onsite coaching of teachers on a standard lesson design for K-8 math · Initial 2 day training for all teachers with monthly coaching follow up · Building Coherence in Instruction training and coaching continued in all comprehensive high schools and select elementary schools to support teachers identifying instructional focus and working as teams to develop short cycle assessments and high leverage instructional strategies to support first best instruction. | |
| <p>1.2 TOSAs Action - Discontinued</p> | Action Discontinued | |
| <p>1.3 TOSAs Action Discontinued</p> | Action Discontinued | |

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| <p>1.4 Secondary Redesign Secondary Redesign will incorporate a Multiple Tiered System of Support with strategic intervention strategies, to support both the academic and socio emotional needs of our middle schools.</p> | <ul style="list-style-type: none"> · Plus teachers hired · Students organized into colleges by plus teachers · Curriculum plans to support core content developed in plus teacher classrooms along with AVID strategies · Continue Student Alliance course · Hiring of TOSA to support teacher release PLC/Plus days · Teacher training on PLC process · Student Support Teacher hired · Universal screening completed · Intervention students identified · Intervention curriculum purchased <p>Implemented at one school site instead of two as original budgeted for.</p> | |
| <p>1.5 Illuminate Maintain data management program Illuminate, a CCSS based testing and assessment program to monitor student learning and inform instruction.</p> | <p>Trimester and quarterly math and ELA benchmarks for grades 1-12 housed in Illuminate for online administration.</p> <ul style="list-style-type: none"> • Prebuilt benchmark performance reports for district and site admin reported during testing and upon completion using Illuminate. • Benchmark Illuminate completion reports provided weekly during testing. • Illuminate participation reports reported daily during testing. • All state testing data imported into Illuminate. • AP, SAT/PSAT data imported into Illuminate. • Elementary report cards updated and linked to Gradebook in Illuminate. | |

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| | <ul style="list-style-type: none"> • Skills Assessments activated to support data for early literacy. • OnTrack early warning dashboards developed and activated to track early literacy and MTSS sites. • iReady MTSS intervention program data imported into Illuminate. • Fountas & Pinnell assessments available for score entry. | |
| <p>1.6 Kinder class size Kindergarten teachers to provide a 20:1 district-wide average class size ratio for kindergarten classes.</p> <ul style="list-style-type: none"> • 16 Kindergarten Teachers <p>Class size reduction for TK through 12th grade averages less than the amount in the teacher contract.</p> | <p>Goal is 20:1 districtwide. Current ratio is 21:1. Also class size reduction for TK through 12th grade averages less than the amount in the teacher contract.</p> | |
| <p>1.7 SS enrichment, after school tutoring, Winter, Spring, Summer access Provide summer school enrichment, after school tutoring and opportunities to access UC & CSU A-G courses after school, and during summer breaks.</p> | <p>Summer school enrichment happens in June and July each year. Programs include academic growth and extension activities. In addition, sports and arts camps, and youth leadership activities are available. After school tutoring is offered to increase achievement in core subjects during fall and spring semesters.</p> | |
| <p>1.8 Foster Youth support In order to promote greater academic achievement of our foster youth, district support staff will continue to coordinate actions and services to support foster youth engagement and success.</p> <ul style="list-style-type: none"> • 1 Foster Youth Counselor (S/C) • 1 FTE Counselor for | <p>Foster Youth Services (FYS) program is dedicated to provide advocacy and direct services to youth in foster care. The program is designed to help increase academic achievement, graduation rates, decrease truancy and reduce discipline referrals for foster youth students. Many of the services provided for students and their families are similar Pre-K through 12. They</p> | |

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| <p>Independent Living Program</p> | <p>include assisting with immediate enrollment and acquiring previous school records; communication with county social workers and therapists to provide a bridge in services between the county and the school sites; participation in county and school site meetings (IEP, SST, 504, parent/teacher conferences); referrals to outside community resources; school and clothing supplies; and school site support. In addition to the above services, youth and their families in grades 7-12 receive 11 case management and support services. These include individual student check in, academic monitoring, transcript review, AB167 evaluation, Independent Living Program (ILP) classes, countywide conferences and workshops and post graduation goal setting and planning. Foster youth in grades 9-12 are met with on a monthly basis to discuss AG completion, credit recovery options, and attendance concerns. Foster youth in their senior year also receive 1-1 help in completing their FAFSA, and college/vocational applications. Some of the services provided August through present include:</p> <ul style="list-style-type: none"> • Enrollment tracking • School/clothing supplies (63 students) • Mini Resource Fair (August 50 families) • 1-1 contacts with FY caregivers (132 contacts) • ILP classes (3) (15 students) • Student Checkin's (78) • County Contacts (200+) | |
| <p>1.9 PAR</p> | <p>Program Discontinued</p> | |

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| Program Discontinued | | |
| <p>1.10 Recruitment, instructional minutes, PD days, beginning teacher salaries</p> <p>TRUSD will recruit new teachers, and develop all teachers to support improved student achievement in an expanded school day through:</p> <ul style="list-style-type: none"> • Continue with additional 7 instructional minutes to each school day. • Continue additional student free professional development day for school site instructional staff <p>Continue the higher beginning teacher salaries to attract more candidates to TRUSD.</p> | <p>Twin Rivers Human Resources Department continues to aggressively market our district through multiple recruitment events in California and across the United States. Principals and department leadership continue to modify their approach by welcoming candidates to their sites to visit, learn and ask questions. Even with the continuing national teaching shortage, we are able to find candidates to fill positions in Twin Rivers. We are continuing to refine, modify, improve efficiency not only the recruitment process but the selection of high quality candidates through the use of digital interviews.</p> <p>The top two bullet points have continued.</p> <ul style="list-style-type: none"> • Continue with additional 7 instructional minutes to each school day. • Continue additional student free professional development day for school site instructional staff <p>The district and TRUE concluded negotiations with TRUE. The current agreement would support the LCAP goal.</p> <ul style="list-style-type: none"> • Continue with higher beginning teacher salaries to attract more candidates to TRUSD. | |
| <p>1.11 GATE</p> <p>Provide access to specialized programs such as GATE by providing curricular resources and ongoing professional learning.</p> | <p>NOTES from 17-18 LCAP</p> <p>Program implemented with approximately 132 students in special education preschool classes and Kindergarten Autism classes. Teachers and paraeducators trained to implement program. Team of 4 trained to support as trainer of trainers.</p> <p>GATE Liasons identified at most sites. Sites received funding allocation based on number of GATE identified students.</p> | |
| <p>1.12 STAR/LINK (SPED)</p> | <p>STAR program continues (but did not use LINK portion of the</p> | |

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| <p>Special Education TOSAs (5 FTE), materials, supplies, and professional development for program implementation. Programs will be used with some students who have been identified with autism, with an emphasis on special education unduplicated students.</p> | <p>program) with approximately 132 students in special education preschool classes and Kindergarten Autism classes. Teachers and paraeducators trained to implement program. Team of 4 trained to support as trainer of trainers. Additionally, piloted supplemental curricular programs for special education students (i.e., News 2 You) and provided professional development for positive behavior (Safe and Civil School). This program is provided with an emphasis on unduplicated students.</p> | |
| <p>1.13 RipTide Provide extended learning time and differentiated intervention in the EL Summer Riptide program. (grades 2-12)</p> | <p>187 students were served in Riptide during the summer of 2017:</p> <ul style="list-style-type: none"> • 93 elementary • 64 middle school • 30 high school | |
| <p>1.14 MTSS - Seven Intervention Specialists; working to create the conditions for a sustainable system of support (MTSS) at 10 focus schools with an emphasis on building strategies district wide to improve academic achievement and behavior outcomes of all students with an emphasis on unduplicated students. - Continue MTSS Coordinator and .5 clerk - MTSS Student Support TOSA - Instructional materials, professional development and supplies to provide a district wide system of support.</p> | <p>Create a system of support in academics and behaviors; both from school site and district office. Wrap around services:</p> <ul style="list-style-type: none"> · 10 Intervention Specialists · 10 focus school sites · PBIS training to support behavior outcomes · iReady to support academic interventions · Grade level support to build a system of instruction and intervention · MTSS Coordinator continued · .5 clerk continued · PD focused on PBIS and iReady · Intervention materials purchased to continue to support intervention (LLI, SIPPS) · Materials purchased to support trauma informed classroom practices and community building activities for schools/classrooms | |

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| <p>1.15 Central Office Support Continue central office support, training, and supplemental services to address the academic needs of all students, with an emphasis on unduplicated students.</p> | <p>This continues with support through various staff and supplies. Newsela, ASES matching, and clerical staff are provided to better meet the needs of all students with an emphasis on unduplicated students.</p> | |
| <p>1.16 Site allocation Continue the per student allocation to school sites to maintain the day-to-day functions of a school site.</p> | <p>This support continues. Updated allocations were given as of CBEDS day on Oct. 4th.</p> | |
| <p>1.17 Site allocation (included in SPSA) Supplemental concentration funds allocated to school sites based on their unduplicated students to support academic improvement efforts for subgroups; included in the sites School Plan for Student Achievement (SPSA).</p> | <p>Supplemental concentration funds allocated to school sites based on their unduplicated students to support academic improvement efforts for subgroups; included in the sites School Plan for Student Achievement (SPSA). Items include, but not limited to, field trips, supplemental instructional materials and software licenses, laptops/tablets, supplies for parent involvement meetings, student awards/recognition, positions above base staffing (i.e., counselors, duty assistants, academic and behavior assistants).</p> | |
| <p>1.18 EL services The basic services for all English Learners K – 12 are provided through standards-based ELD classes, certificated teachers, and appropriate curricular materials. The basic service costs are in 1.20 and 1.25. Programs and activities to ensure increased EL access to rigorous academic content, including college prep courses for Middle schools and high schools is added. Services for EL’s are based on all EL’s being assessed appropriately on an annual (summative), and on an ongoing basis (formative) on language development and being placed in</p> | <p>New materials have been provided for 712 ELD classes and teachers have been trained. New materials have been provided for K6 teachers for ELD instruction and teachers have been trained on the materials (June/Aug/Sept as well as Oct. 31) and the importance of providing ELD instruction (Framework) (March, 2017) and Oct. 31 Bilingual paraprofessionals receive regular training. Task force is working on clarifying and revising college and career pathways for secondary students. Monitoring systems are being put into place for RFEPs. AISBs receive monthly training.</p> | |

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| <p>appropriate programs. This is facilitated through collaboration with the following positions:</p> <ul style="list-style-type: none"> • 10 Academic Intervention Specialist, Bilingual (350:1 EL& RFEP to AISB) • Bilingual paraprofessionals • 2 EL TOSAs | | |
| <p>1.19 World Language Teachers</p> <p>World Language teachers for second language instruction and Native Spanish Speaker courses and Native Hmong Speaker courses to provide increased access to UC A-G course sequence</p> <p>3.4 FTE World Language Teachers</p> <p>7.0 FTE Native Speaker Teachers</p> | <p>These classes are in session and will continue.</p> <p>Hmong and Spanish sections are full at most middle schools that receive FTE.</p> | |
| <p>1.20 Staff work together</p> <p>Classified and certificated staff in Twin Rivers Unified School District all work together to provide a quality educational environment for all students including English Learners, Foster Youth, and other students.</p> <p>Hire/maintain base staffing according to staffing ratios. In addition to regular employee salaries and benefits, the following are additional staffing costs:</p> <ul style="list-style-type: none"> • Stipends: \$2,516,200 • 6th Periods: \$579,600 • Substitutes: \$2,702,500 | <p>All staff continue to collaborate and work together through the use of PLCs and collaborative work meetings to provide a quality program for all students.</p> | |
| <p>1.21 Support SPED IEPs</p> <p>Provide students with disabilities instructional support and resources to ensure a quality educational environment as appropriate to each students' Individual Education Plan (IEP).</p> | <p>Training provided to teachers and paraeducators on assessment, IEP goal development, and instructional practices (Universal Design for Learning, PECS picture communication system), and integrated service delivery model. Supplemental resources purchased to provide instructional support for students.</p> | |

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| <p>1.22 SPED Behavior Intervention Coordinators Maintain two Behavior Intervention Coordinators to help support socioemotional needs of Special Education students, with an emphasis on unduplicated students. These Behavior Intervention Coordinators assess students, and train staff to and students on positive behavior management skills.</p> | <p>2 Behavior Coordinators conduct functional behavioral assessments, develop behavioral support plans and provide direct services to over 85 students. In addition the Behavior Coordinators train and coordinate the behavior team, provide consultation to sites for students and training to staff and departments to support positive behavior management skills.</p> | |
| <p>1.23 SPED Coordinators Continue portions of Special Education Coordinators and Executive Director positions to provide educationally related mental health services with a tiered intervention model that addresses socioemotional learning of all students. Will also assist with Vineland Preschool and Miles P. Richmond School.</p> | <p>2 Special Education Coordinators provide educationally related mental health services with a tiered intervention model. They consult with teachers on tier 12 positive behavior/mental health supports, and lead the ERMHS Collaborative Team to develop plans to support students with mental health needs by accessing site, district and community resources. 1 Coordinator supports the Miles P Richmond .transition program and 1 supports Vineland preschool (individual student support, program development, coordination of services)</p> | |
| <p>1.24 Dual Immersion Continue to implement and add additional grade level to Dual Immersion Programs at Madison Elementary and Noralto/Johnson Elementary.</p> | <p>Dual Immersion program is offered at Noralto and Madison Elementary Schools. In 201718, the program at both school expanded into 2nd grade with the following total enrollments: Kdg. 98 students 1st grade 96 students 2nd grade 83 students Preparations (staffing, materials, training) are underway for expansion into 3rd grade in 2018-19 at Madison and Harmon Johnson (Noralto is a PK2school; Harmon Johnson,</p> | |

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| | Noralto's sister school, serves grades 3-6). | |
| <p>1.25 Adoptions Pilot, adopt, and purchase the following instructional materials:</p> <ul style="list-style-type: none"> • Math 7--8 • Math elementary • K-5 History/Social Science <p>To be implemented in 2019/20 Purchase consumable instructional materials.</p> | <p>Professional development and implementation of multiple newly adopted curriculum are the focus for 2017-2018. Further research and piloting will be completed in various subject curricula as they become available. Math 7-8 has been postponed for the piloting and purchase until 2018-19.</p> | |
| <p>1.26 LTEL & EL Courses TRUSD will continue supplemental LTEL courses and English Learner courses at all secondary sites to support secondary language development for English Learners.</p> | <p>One or more sections are offered at comprehensive middle and high school sites.</p> | |
| <p>1.27 Pathways Teacher The Twin Rivers Pathways program has experienced declining enrollment and will not be open for the 2018-2019 school year.</p> | <p>Although efforts to fill the third teacher position for Pathways were unsuccessful during the summer due to lack of qualified candidates, a teacher was hired in October and started work on October 23, 2017.</p> | |
| <p>NEW Goal 1.28 Units of study and scope and sequence will be developed with essential standards. 10 laboratory teachers will develop lessons and implement them with partner teachers in the classroom. Short cycle assessments will be developed to measure student learning. Professional development for laboratory teachers and partner teachers will be provided. Site leaders will also be provided with training to support implementation</p> | <p>No sample wording as this is a new goal for 18-19</p> | |

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| <p>NEW Goal 1.29 Three Positive Behavior Support Intervention (PBIS) Specialists will work with cohorts of school sites to support district wide implementation of this initiative with mentoring, support, training, and collaboration. Direct support to school sites.</p> | <p>No sample 17-18 wording as this is a new goal</p> | |
| <p>NEW Goal 1.30 Increased utilization of program-- Short term independent study will be provided to students (TK-8) who are absent from school for five or more days the opportunity to complete independent study curricula, for the purpose of ensuring students don't fall behind in their current academic program. Teacher extra duty pay for short term independent study program.</p> | <p>No sample wording from 17-18 since this is a new goal</p> | |
| <p>New Goal 1.31 Full--day kindergarten programs close achievement gaps between young children from minority and low--income families and their peers. By providing a solid foundation of learning to children from all backgrounds, full--day kindergarten programs ensure all students' academic, social, and emotional success. Portion of teacher's salary Paraprofessionals assist in TK and Kindergarten classrooms for 1 hour each day per class.</p> | <p>No sample 17-18 wording as this is a new goal</p> | |

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| <p>2.1 CTE Enhance and continue Career Technical Education to provide a program of study that involves a multiyear sequence of courses that integrate academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and career.</p> | <p>FTE for Career Tech Ed programs are provided to support the continued sequence of courses that provide students technical and occupational experiences. Additionally, funds are used to support materials integral to providing students current workforce experiences, field trips, internships for students, externships for teachers and participation in competitions and student leadership activities.</p> | |
| <p>2.2 PSAT/SAT day Contract with College Board to provide the PSAT to all students in grades 8 through 11 during the school day in Fall, and the SAT for all seniors in Spring.</p> | <p>On October 11, 2017 5,852 8-11 grade students took the PSAT free of charge. On October 11, 2017 1,078 seniors took the SAT free of charge. By January 2, 2018 all students who took the PSAT will receive a classroom presentation explaining their PSAT test results and how to link their College Board accounts to Khan Academy for personalize study recommendations.</p> | |
| <p>NEW Goal 2.3 WIN Academy Saturday School - The TR What I Need (WIN) Academy is a weekend program that is a blend of enrichment and academic opportunities designed to provide extended learning for all Twin Rivers Unified School District students with an emphasis on unduplicated students. TR WIN Academy teachers engage students through meaningful and fun instruction that may cover math, reading, science, history, arts, social skills, physical education, research engineering, and much more. Our primary goal is three pronged: 1)</p> | <p>No sample 17-18 wording as this is a new goal</p> | |

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| <p>increase student learning by reclaiming missed school days of instruction 2) increase student engagement 3) reduce chronic absenteeism by providing student instruction through meaningful weekend learning and engagement activities.</p> | | |
| <p>3.1 Duty Assistants Duty Assistants to ensure that schools have the necessary supervision to ensure the maintenance of safe school environments.</p> | <p>Duty Assistants have been added to school sites based on student allocation.</p> | |
| <p>3.2 Transportation/Buses Transportation services are provided to general education students (including our 88% unduplicated student population), outside the walking area. Additionally, transportation is provided to special education students as identified in their Individual Education Plans. (Base) Purchase buses to improve transportation services for students. (S/C)</p> | <p>Transportation was able to purchase 14 new buses; funded mostly from a competitive grant from Sacramento Air Quality management District. These recently deployed buses will allow us to improve on-time busing, which in-turn promotes and assists in achievement for our general education students along with our special education students in support of their Education Plans. Transportation services are provided for all students and support the needs of our unduplicated students.</p> | |
| <p>3.3 Highest Need Counselors Increased counseling support services above base to the highest need elementary schools to ensure socioemotional needs of students are supported. Also provide .50 FTE counselor for each K-8 school and .50 FTE counselor for K-6 schools with 700+ students. • 10 Elementary Counselors • 1 Behavior support position</p> | <p>TRUSD maintained the increased counselor support for the highest needs elementary schools and a GLS at Pathways. Elementary school counselors have received training on Mindfulness and Play therapy. Elementary school counselor have a monthly counseling meeting and attend monthly PLC.</p> | |

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| <p>3.4 High School Counselors</p> <p>The basic school counseling ratio is changed to: High School- 700:1, Middle School- 750:1 to meet the academic and socio-emotional needs of students. Alternative education sites also receive counseling services. The cost of the basic counseling services are a part of 1.20. Supplemental services will continue to reduce counseling to student ratios at high schools to 350:1 and a minimum of 1 counselor or 500:1 over 1 FTE at each middle school</p> | <p>Supplemental services/positions continued in 201718 to reduce counseling to student ratios at high schools to 350:1 and a minimum of 1 counselor or 500:1 over 1 FTE at each middle school:</p> <ul style="list-style-type: none"> • 3.4 FTE High School Counselors • 1 FTE Middle School Counselor • 2.2 FTE Alternative School Counselor | |
| <p>3.5 VP's</p> <p>Continue supplemental Vice Principals at elementary schools with 600--749 students to support instructional program and school needs.</p> <p>Continue supplemental to the basic Secondary Vice Principal ratio, each middle school will have a minimum of 1 Vice Principal. Total supplemental VPs = 14.2 FTE</p> <p>1 FTE Guidance Learning Specialist -District to support principals, parents, and community members with identifying potential services to support students, and address questions and concerns from parents who call into the district office.</p> | <p>We have nine vice principals at K-6's and K-8s.</p> <p>We also have one GLS at a K-8 and a GLS that is split between two middle schools. All middle schools have at least one VP.</p> | |
| <p>3.6 VAPA</p> <p>Continue VAPA teachers to support Arts Program K -12.</p> <ul style="list-style-type: none"> • Visual Arts (TK – 2) • Music (3 – 6) • Band and Choir (7 – 8) • Choir (9 – 12) <p>24.4 FTE VAPA teacher .33 FTE Coordinator .40 FTE Clerical Supplies and materials provided to support VAPA program</p> | <p>All VAPA positions are filled. Students in TK2 receive 30 minutes weekly of visual arts instruction. Students in grades 3-6 receive 30 minutes weekly of music instruction. Students in Jr High and High School have expanded access to choir and Jr Highs have additional band courses. Materials and supplies</p> | |

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| | <p>support band, choral and visual arts classes. The coordinator and clerical support provide professional development, coordination and central support for district wide program.</p> | |
| <p>3.7 Student Services Program Specialist Continue and fill 1 FTE Student Services Program Specialist position to assist with student transitions between Alternative Education, Court Community Schools, and district comprehensive school programs.</p> | <p>DCOST transfer meetings occur twice monthly which is facilitated by this position. In 1617, there were 20 meetings held processing 545 referrals and in 17-18 eight DCOST meetings have occurred with 12 meetings remaining with 294 referrals thus far. At this point in 16-17, there were 139 referrals processed in comparison to 294 in 17-18. 155 more referrals were made in 17-18 at this point in the year. Processing expulsions has been added to this position for the 17-18 school year with 49 expulsion referrals having been processed thus far. This is an ongoing job duty. Assistance with placement in our programs from outside districts continues with Student Services 100 referrals made in 16-17 and 58 referrals thus far for the 17-18 school year. In 16-17 school year, Student Services made 33 referrals to a SCOE program and we have made 18 referrals so far this year. In 16-17, Program Specialist assisted with helping 129 returns to district from El Centro. Since August 2017, we have assisted 59 students and increased our collaboration with probation to ensure more students are enrolled in school after being released from a Juvenile Court School. This position has also developed documentation in the 17-18 school year and trained staff on AB2306 which pertains to juvenile court school students. Program Specialist's goals for</p> | |

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| | <p>17-18 are in progress with one goal of transitioning a time consuming paper process into a more efficient paperless process. This transition will be complete by the end of the 17-18 school year.</p> | |
| <p>3.8 Support the TRUSD Festival of the Arts.</p> | <p>The Festival of the Arts is an annual districtwide event held in the spring (Youth Arts Month/ Music in Schools Month) designed to exhibit the before, during and after school Visual and Performing Arts programs. The goal of the festival is to showcase all talents of our Pre K-12 students at a local venue. Festival of the Arts is scheduled for Friday, April 6, 2018. Every school K-12 will have visual art on display. Elementary students will sing and play recorder. There will be performances from an all district junior high band, all district junior high choir, all district high school band and all district high school choir. The Festival will also feature videos created by media students and dances. Students in our media</p> | |
| <p>3.9 Student Services Dept.</p> <p>Continue the position of the Executive Director of Student Engagement to develop academic and enrichment programs to all students with an emphasis to unduplicated students.</p> <p>Continue Co-Curricular Director and assistant position to support the increase in academic and enrichment activities.</p> <p>Continue 9 FTE Activities Director positions for middle school and high</p> | <p>Executive Director of Student Engagement position continues to develop and enhance academic and enrichment programs with an emphasis on undocumented students.</p> <p>Co-Curricular Director position continues to support enhancing and increasing academic and enrichment activities.</p> <p>9 Activity Director positions continue to increase and enhance academic, enrichment, and athletic activities for middle school and high school students.</p> <p>The activity directors work with site administrative teams and meet monthly in a district plc to</p> | |

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| <p>school to support the increase in academic, enrichment, and athletic activities.</p> | <p>monitor data and review activities within and between sites, community services and engagement, progress of programs, and district, regional, and state activities and initiatives.</p> | |
| <p>3.10 Student Activities Students will have access to academic activities, academic competitions, and athletics, which will support increased student engagement, social emotional growth, and improvement in student achievement. Examples of possible student opportunities include: Academic Activities: K-8: Grade level anchor activities (such as field trips, clubs, and other opportunities); Grade 3: Powerhouse Science Center; Grade 4: Marshal Gold Discovery Park; Grade 5: Aerospace Museum; Grade 6: Science Camp. Grade 7-8: WEB program High School: Summer at City Hall and Pacers Moving Forward, Link Crew, Athletic trainers at comprehensive high schools Activity Director Leadership Development: Participation for all Activity Directors in CADA and CASL Student Leadership Development: CASL, Safe School Ambassadors Academic Competitions: K-8: MESA, Science Competitions (Mars Day), Day of Code, Robotics, District Chess Tournament and Speech Contest, Etc. High Schools: History Day, Day of Code, Moot Court and Mock Trial, Etc. Athletics: K-8: School summer camps, sports leagues, Special Olympics, and other athletic</p> | <p>All students currently have access to numerous academic activities, competitions, and athletic experiences, including:</p> <ul style="list-style-type: none"> • Day of Code • Anchor field trips for all 3rd6th grade students • WEB • Link Crew • Summer at City Hall • Pacers Moving Forward • Public Speaking Contest • LEGO Robotics • History Day • STEM Fair • K8 sports leagues • Middle School sports leagues • High School athletics • Ballet Folklorico • Summer Sports Camp <p>Plans for spring 2018 include:</p> <ul style="list-style-type: none"> • TR Cup • Unified Sports • Special Olympics • Chess Tournament • Continued expansion and effectiveness of current activities • Ongoing expansion of new activities to meet the needs of TRUSD students <p>Stipends are in place and available to school staff.</p> | |

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| <p>opportunities, Positive Coaching Alliance. High School: Alternative Education League, summer sports camps, Unified Sports, TR Cup, and inter-district competitions, Positive Coaching Alliance. Stipends for teachers to support increase in academic, enrichment and athletic experiences for students</p> | | |
| <p>3.11 Student Alliance Teacher positions for Student Alliance classes at secondary sites will continue and expand to additional sites. The Student Alliance program is designed to re-engage students into the educational system.</p> | <p>Student Alliance has expanded to include 5 middle school sites and 2 high school sites. All student Alliance teachers received updated training in the 2017/18 school year. Student data is pulled each month for teachers on suspension rates, absences, grades and behavior. This data is disseminated with Student Alliance teachers during their monthly PLC.</p> | |
| <p>3.12 Restorative Practices Continue to provide Restorative Practices professional development. Continue Safe Schools Ambassadors program at secondary sites. Continue to provide restorative practices program at K-8 and elementary sites.</p> | <ul style="list-style-type: none"> · Restorative Practices Trainer of Trainers provided in August · 2 Restorative Practices PD provided as part of 1% certificated capacity building · Safe School Ambassadors continued at secondary sites. · Safe School Ambassadors added at K8 sites. | |
| <p>3.13 Police Services TRUSD provides police services for the safety of all students. 28 FTE police and support personnel. <ul style="list-style-type: none"> • Positions= \$2,924,343 • All other expenditures= \$521,861 </p> | <p>Continuing with site specific Police Officers being assigned to Middle Schools and all comprehensive and continuation High Schools.</p> <ul style="list-style-type: none"> · Further relationship development between students, staff, and officers · Mediating · Mentoring · Outreach · Education · Prevention · Truancy Prevention | |

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| | <p>Police Officers continually check in and provide direct response services to our district elementary schools daily.</p> <p>Re-deployment with a detection only (narcotics, firearms, & articles) K9 Program. Continuous staffing of a full time assigned officer to work collaboratively with student services conducting everyday home visits, SARBS, and truancy reduction.</p> <p>Continue to provide physical security for all district facilities, assets, and equipment during off hours (24/7/365).</p> | |
| <p>3.14 Campus Safety Officers</p> <p>A safe learning environment is important for students' academic achievement. Base staffing (per the staffing handbook) for Campus Safety Specialists is maintained. Additional staffing levels of Campus Safety Specialists at sites to assist all students with an emphasis on unduplicated students. Provide mentoring and life modeling for students. Assist with Restorative Justice implementation and action.</p> | <p>Campus Safety Officers remain staffed per the staffing handbook guidelines.</p> <p>Campus Safety Specialists provide a variety of services to students as directed by their site administrators, including, but not limited to:</p> <ul style="list-style-type: none"> • Mentoring • Restorative Practices • Positive Attendance and Behavior practices | |
| <p>3.15 Police Dispatcher</p> <p>A safe learning environment is important for students' academic achievement. Continue to provide additional 1 FTE dispatcher to police services to assist all students with an emphasis on unduplicated students. Additional position allows for video surveillance monitoring and review as well as monitoring and interaction with Catapult EMS system implemented in 2016/17.</p> | <p>Additional Police Services Dispatch position continues to support video surveillance, records management, outreach, and catapult EMS System monitoring and interaction.</p> | |

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| <p>3.16 Psychologists</p> <p>Continue psychologist ratio of 1:1000 to meet the socio-emotional needs of students with an emphasis on unduplicated students. These psychologists support students with counseling services, behavior support, and interventions.</p> | <p>Psychologists support with counseling services, behavior support and interventions. Implement social skills, friendship groups and mindfulness techniques. Psychologists conduct observations and develop tier 12 behavior support plans for individual students. They assist with individual and large scale crisis intervention.</p> | |
| <p>3.17 - City of Sacramento Internship Program Action Discontinued</p> | <p>Action Discontinued in 17-18</p> | <p>Action Discontinued</p> |
| <p>3.18 CSEA PD Day</p> <p>This was a 1-year action in 17-18 only</p> | <p>1 year action only</p> | <p>n/a</p> |
| <p>New Goal</p> <p>3.19 Central Counselor for social emotional needs will be provided for mental health services to Twin Rivers students with a focus on 7 TR elementary schools that do not have an assigned counselor.</p> | <p>No sample wording as this is a new goal</p> | |
| <p>4.1 Parent Opportunities</p> <p>TRUSD provides involvement opportunities for parents at the central office level such as District English Learner Advisory Committee (DELAC), Parent Leadership Academy PAC), Parent Spring Retreat, EL Parent Workshops, and other advisory committees.</p> <p>TRUSD also provides opportunities for parent involvement at the school sites through activities such as School Site Councils, Back to School Nights, Open Houses, Parent University, parent/teacher groups, and parents as volunteers.</p> | <p>Parent opportunities provided by the Family and Community Engagement Department include:</p> <ul style="list-style-type: none"> • Parent Leadership Academy • Parent University • Winter Parent Retreat • Spring Parent Retreat • Preschool/Kinder Round Ups • FACE Community Events • Partnerships with Community Groups and housing agencies • Outreach events with universities, government agencies, faith based institutions and others • Work with regional initiatives like the Black Child Legacy Project, and Promise Zone | |

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| <p>4.2 FACE Continue Parent Involvement Coordinator and a team of support personnel to increase parent involvement with programs like Parent University, Parent Teacher Home Visit Project (PTHVP), and Parent Resource Centers</p> | <p>Due to staffing, the Family Involvement Team is currently down two positions. Even with less staff this year, this team has worked to increase parent involvement with various parent groups throughout the district and was able to increase the number of parent survey responses.</p> | |
| <p>5.1 Maintenance, Custodial TRUSD will provide facilities for all students in an equitable manner. 176 FTE facility, maintenance, and custodial positions; supplies, contracted services, and equipment.</p> <p>Routine restricted maintenance (RRMA)=\$9,417,068 Positions =\$4,478,937 All other expenditures=\$4,938,131 Deferred Maintenance=\$1,896,380 (LCFF base transferred to fund 14) Custodial = \$8,099,333 Positions= \$6,846,790 Other facility needs = \$2,230,282 Positions = \$1,954,913 Insurance and Utilities = \$10,186,178</p> | <p>Custodial services will be provided to all facilities based on site square footage and site enrollment. Maintenance services are provided based on individual site needs, based on submitted work orders. Work orders are prioritized in three (3) categories, priority 1 are life & safety request, priority 2 is for other urgent or critical needs and priority 3 is for routine work.</p> | |
| <p>5.2 TRUSD will continue improving existing facilities to provide for an equitable learning environment for all students with an emphasis on unduplicated students.</p> <ul style="list-style-type: none"> Facilities improvements based upon needs including modernization of aging facilities and improvements due to class-size reduction. Student achievement scores tend to | <p>District has twenty six (26) Facilities improvements projects planned for 2017-18. The project's priorities are based upon needs and available funding including modernization of aging facilities..</p> <ul style="list-style-type: none"> Student achievement scores can be tied to facilities conditions.. Clean and safe facilities are tied to student behavior. School facilities in good repair are associated with safe effective learning environments that support academic achievement. | |

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| <p>decrease as school buildings age.</p> <ul style="list-style-type: none">• Physical environments needing improvement are strongly associated with truancy and other behavior problems in student. School facilities in good repair are associated with safe effective learning environments that support academic achievement.• Additional custodians to provide more service to support facility needs including extended-day and summer learning opportunities. | <p>We do not anticipate any new custodial positions being added in 2017-2018.</p> | |
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