

PI Year 3 LEA Plan Evidence of Progress (2015–16)
End-of-Year Submission: October 2016
Manteca Unified School District
Submitted by Mr. Jason Messer

1. Summarize the LEA Plan strategies and actions implemented during 2015-16, including a description of local evidence used to determine effective implementation.

All TK-12 schools continued aligning instruction to California State Standards (CSS). District administrators, Curriculum Coordinators (Math, ELA/ELD, Science, and Technology), site principals, and teachers provided instructional resources aligned to the state standards per the Manteca Unified School District (MUSD) CCSS implementation plan. Sites utilized gap materials aligned to the state standards which addressed the unique needs of their students. In addition, all twenty elementary schools and the District's five comprehensive high schools utilized READ 180 as a daily ELA intervention. The following programs, as well as others, were also utilized as interventions for our EL and underperforming populations: Classworks, Moving Into English, English 3D, Rosetta Stone, Earobics, System 44, Reads Well, and Reads Naturally.

Regarding staff development, all certificated staff received access to a 24/7 Professional Learning Digital Platform called Pepper. This platform allowed teachers to have access to online courses and workshops in a variety of content areas. In addition, the platform also tracked face-to-face training opportunities at sites and district-wide to support our multiple modality approach of professional learning.

Two full in-service days for all teachers and administrators were devoted to training in core area curriculum and technology. A district wide educational conference focusing on MUSD's Future Ready goals was held. The theme of the conference was "Infusing technology in the classroom". The second in-service day focused on a combined approach of neuroscience in order to improve academic performance and behaviors for all students in the classroom.

Site tech champions attended a variety of trainings to then provide additional support to school sites. New teachers received training by the Informational Technology Staff on utilizing technology tools in MUSD.

All K-6 teachers were offered McGraw Hill ELA/ELD Wonders training and all 7-8 teachers were offered McGraw Hill ELA/ELD StudySync training for an initial introduction of our newly adopted ELA/ELD programs. In addition, K-6 teachers were also offered McGraw Hill ELA/ELD Wonders Start Smart Training.

A variety of trainings were offered throughout the year by our district Curriculum Content Coordinators in McGraw Hill K-8 My Math, Classwork's, MyOn,

Turnitin.com, Cengage Student Resources in Context, Kids Info Bits, and Rosetta Stone. K-8 teachers met monthly in Math, ELA/ELD, and Science PLCs to collaborate, share best practices, and gain information on new ELA/ELD programs. High School teachers met monthly in district QISA teams by department to collaborate and share best practices.

High School Math Teachers received training on HMH Big Ideas Math. Pre-calculus and Calculus received Cengage Math training. Special education teachers received ALEK Math training. High School teachers meet weekly in PLC or QISA teams to develop CCSS curriculum, build common assessments, identify individual student needs, and share best practices. In addition, some 9-12 teachers and administrators received additional training on Rigorous Curriculum Design and Professional Learning Communities (PLC).

Eighteen hours of Structures and Strategies training specifically targeted for English language learners has been provided to K-8 teachers at all elementary schools. In addition, a number of schools have addressed the needs of English language learners at the two district in-service days. English 3D training was provided to all High School ELD teachers. Teachers, Program Coordinators, and support staff were trained on using Rosetta Stone with MUSD's ELD students.

MUSD provided an induction program for its beginning teachers using the FACT modules. Two induction coordinators oversaw sixteen days of induction and inquiry trainings leading to a clear professional credential for preliminary credential holders. They also provided fourteen days of training to support interns and provided improvement plans for veteran teachers on an as requested basis.

All of the District's Special Day Class teachers have completed autism training that is required for autism certification

2. An analysis of the LEA's progress towards student achievement goals in the LEA Plan based on CAASPP 2015-2016 scores.

Manteca USD Grade Level ELA/ELD Results								
	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 11	All
Percentage Not Met	39	42	35	32	32	26	19	32
Percentage Standard Nearly Met	29	25	24	31	31	31	28	28
Percentage Standards Met	19	20	28	29	29	36	35	28
Percentage Standards Exceeded	13	13	12	7	8	7	19	11

2015-16 CAASPP scores provide a second year of student achievement results that show progress over first year results. Manteca Unified School District made district-wide gains in the subject of ELA/Literacy with 4% growth in the percentage of students who met or exceeded the standard. There was also growth at every grade level ranging from 3% to a high of 7% at Grade 11. ELA scores above reflect that MUSD is still in the early phases of aligning materials, pacing guides, and formative and summative assessments with the California State Standards. The ELA CSS Coordinator supported and provided leadership in aligning materials, the use of gap materials for ELA instruction, staff development, and the use of CSS aligned formative and summative assessments. Utilizing gap materials has been challenging. High schools fully implemented new ELA/ELD material in 2015-16 while elementary schools will begin using the newly adopted ELA/ELD curriculum in 2016-17. Through PLC teams and QISA meetings, administrators and staff continue to work toward rigorous curriculum design.

Manteca USD Grade Level Mathematics Results

	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 11	All
Percentage Not Met	35	36	47	40	38	42	49	41
Percentage Standard Nearly Met	33	40	34	37	37	29	31	34
Percentage Standards Met	25	19	13	16	18	17	16	18
Percentage Standards Exceeded	8	6	6	6	7	11	5	7

CAASPP Math scores for 2015-16 continue to reflect that Manteca Unified School District is still in the early phases of aligning materials, pacing guides, formative and summative assessments with the California State Standards. Overall, MUSD made slight growth over the prior year with a 1% increase in the percentage of students who met or exceeded standard. While Grades 3, 4, 5 showed year-over-year growth up to 4%, Grades 6, 7, and 11 remained even year-over-year, and Grade 8 had a 2% drop from the prior year. CSS aligned material was utilized for only the 2nd year in 2015-16. Grades K-8 adopted McGraw Hill My Math, and high schools adopted HMH Big Ideas and Cengage Math. The Math CSS Coordinator supported and provided leadership in aligning materials, staff development, and use of CSS aligned formative and summative assessments. During site and subject matter PLC team meetings and QISA meetings, administrators and staff continue to work toward rigorous curriculum design.

- 3. Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan. Note: additional**

documents may be uploaded and attached in the “Associated Documents” section of the item.

Immediately upon release of all data including CAASPP results by the California Department of Education, the Manteca Unified School District Board of Education receives a report of results per Board Highlights which is delivered to their home each Friday. The Department of Compensatory Education provides an Annual Evaluation of Programs per Board Policy. This report was sent to the Board on **March 17, 2016** via their weekly Board Highlights update. This provided Board members the opportunity to peruse items and call administrators with questions or discuss them with the Superintendent. The PI Year 3 Plan Evidence of Progress End of Year Submission was provided to the Board via Board Highlights on Friday, October 7, 2016.