

PI Year 3 LEA Plan Evidence of Progress (2014–15)
End-of-Year Submission: December 2015
Manteca Unified School District
Submitted by Mr. Jason Messer

1. Summarize the LEA Plan strategies and actions implemented during 2014-15, including a description of local evidence used to determine effective implementation.

All TK-12 schools continued aligning instruction to Common Core State Standards (CCSS). District administrators, CCSS Coordinators, site principals, and teachers provided instructional resources aligned to the CCSS per the Manteca Unified School District (MUSD) CCSS implementation plan. Sites utilized gap materials aligned to the CCSS which addressed the unique needs of their students. In addition, all twenty elementary schools and three of 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, CAHSEE support classes, Rosetta Stone, Earobics, System 44, Reads Well, and Reads Naturally.

Regarding staff development, all site and district administrators were trained in the Leadership and Learning program in 2013-2014. From this training, a measurement tool utilizing Walkthrough observations was developed in 2014-2015. Site and district administrators visited 20 elementary schools and the five comprehensive high schools to put into practice acquired skills and knowledge. Staffs in K-8 schools received Walkthrough Part I and II training. High Schools received Walkthrough training Part I. The focus of this training was instructional practices/strategies, assessment practices/strategies and the use of educational technology.

Two full in-service days for all teachers and administrators have been devoted to training in core area curriculum and technology. A district wide educational conference focusing on MUSD's Going Digital goals was held. The theme of the conference was "What does a digital classroom look like?" Site tech champions provided year round technology support through the Cup of Joe trainings, OneNote training, and Intel Classroom Management training. New teachers receive training by the Informational Technology Staff on utilizing technology tools in MUSD.

All TK-8 teachers were offered McGraw Hill My Math training. 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.

English, Math, and Social Studies teachers received training on Rigorous Curriculum Design.

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 support to interns and veteran teachers through the PAR program.

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 2014-2015 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	43	46	37	34	33	24	25	35
Percentage Standard Nearly Met	29	25	27	36	37	37	29	31
Percentage Standards Met	19	20	27	25	34	34	33	27
Percentage Standards Exceeded	10	9	8	5	5	5	14	8

2014-2015 CAASPP scores set the benchmark for summative assessments and cannot be compared with previous CST scores as they are different tests with different focuses. The focus by the state of California for the CAASPP tests is to inform instruction and learning. The focus of the previous tests, the CST was accountability. CAASPP ELA scores reflect that Manteca Unified School District was in the early phases of aligning materials, pacing guides, and formative and

summative assessments with CCSS. The ELA CCSS Coordinator supported and provided leadership in aligning materials, the use of gap materials for ELA instruction, staff development, and use of CCSS aligned formative and summative assessments. It has been a challenge utilizing gap materials. High Schools adopted new ELA/ELD material in 2014-2015 with full implementation expected in 2015-2016. Elementary schools await the adoption of materials in 2015-2016 with materials being available in 2016-2017. Via PLC teams and QISA meetings, high school 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	38	35	51	41	40	39	51	42
Percentage Standard Nearly Met	30	41	34	37	35	31	28	34
Percentage Standards Met	25	19	11	15	19	19	16	18
Percentage Standards Exceeded	6	5	4	7	6	5	5	6

CAASPP math scores reflect that Manteca Unified School District was in the early phases of aligning materials, pacing guides, formative and summative assessments with Common Core State Standards. CCSS aligned material was adopted by district committees and utilized during the 2014-2015 school year. Grades K-8 adopted McGraw Hill My Math. High Schools adopted HMH Big Ideas and Cengage Math. The Math CCSS Coordinator supported and provided leadership in aligning materials, the use of gap materials for Math instruction, piloting state adopted Math materials, staff development, and use of CCSS aligned formative and summative assessments. During site and subject matter PLC team meetings and QISA meetings, high school 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.