

PI Year 3 LEA Plan Evidence of Progress (2014–15)
 End-of-Year Submission: October 30, 2015
 Local Educational Agency: Turlock Unified School District
 Submitted by Dana Trevethan, Superintendent

1. Summarize the LEA’s progress towards implementation of the strategies and actions in the LEA Plan.

Turlock Unified School District made progress in the following areas:

- Instructional Strolls, focused on *TUSD’s 8 Essentials of Instruction* increased by 6% at site and district level, including a 3% and above increase in those averaging DEVELOPING.

TUSD’s 8 Essentials of Instruction

1. Aligned Content Objectives
2. Standards-Aligned Language Objectives
3. Emphasis on Key Academic Vocabulary
4. Higher-Order Questioning and Thinking
5. Purposeful, Structured Interaction and Discussion
6. Meaningful Activities for Students to Apply Content Knowledge and Language Knowledge
7. Frequent, Specific, Academic Feedback Based on Student Output
8. Formative Assessment of Comprehension and Learning of Objectives throughout the Lesson

Applying	Developing	Attempting	Not Using
Evidence of instructional components used successfully; monitoring effects on student learning; adjusting to achieve desired outcomes.	Evidence of instructional components used.	Evidence of instructional components used incorrectly or with aspects missing.	Instructional components needed but not evident.

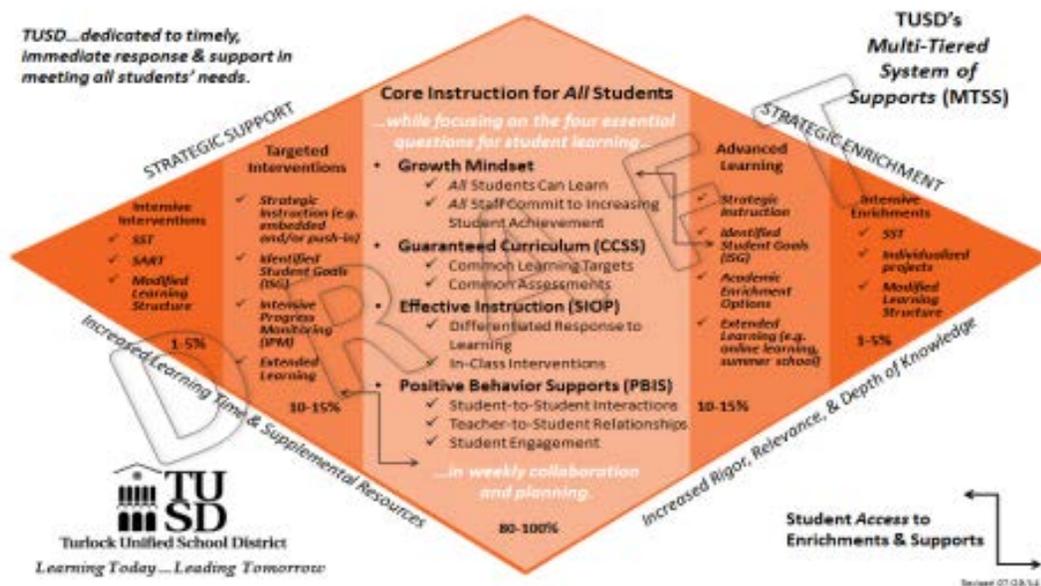
- Increased the number of Advanced Placement (AP) and Career Technical Education (CTE) courses, as well as participating students, at both comprehensive high schools.
- Provided several professional development opportunities throughout the school year related to the district’s 5 initiatives, with *Solution Tree*, SCOE, CSUS, PBIS.

- Implemented *EngageNY* and *MVP* as a source for math curriculum in supporting the *Eight Standards for Math Practice* and the implementation of the new CA math standards.
- Equipped all classrooms with a minimum of one teacher work station, projector and document camera.
- Embedded weekly Professional Learning Community (PLC) collaboration time at all sites to discuss and review learning targets, analyze student assessment results, evaluate, diagnose and prescribe timely and effective interventions and enrichments, and monitor student achievement with focus on the *Four Essential Questions* for students learning and TUSD's Multi-Tiered System of Supports (MTSS).

Four Essential Questions (as outlined in "Learning by Doing")

1. What is it we expect students to learn?
2. How will we know when students have learned it?
3. How will we respond when students don't learn?
4. How will we respond when students already know it?

- Created and implemented TUSD's Multi-Tiered System of Supports, with internal and external rotations occurring in grades K-12.



- Re-established the Early College Program with CSU, Stanislaus by offering one "A" period course during spring semester at both Pitman and Turlock High Schools.
- Expanded and improved elementary music education to provide rhythm introduction and instrumentation for all K-4 students district-wide.

- Increased use of *Aeries Analytics* to provide all-inclusive data related to academic achievement and deficiencies, discipline and attendance to target at-risk students, track interventions and provide immediate support.
- Increased *Family Link* usage by all key stakeholders.
- Began development of common formative/summative assessments for ELA and math.
- Expanded Digital Citizenship campaign to reach all stakeholders.
- Embedded character education at every TK-8 site.
- Provided Chaplaincy services at Crowell, Cunningham, Wakefield, Earl, Julien, Brown and Osborn, with plans of expanding next year.
- Further developed the TUSD Farm to support agriculture education and enrichment.
- Developed and implemented Math Nights and Family Literacy Nights at a majority of elementary sites.
- Implemented BRIDGE program at both PHS and THS to accommodate students with academic deficiencies and increase graduation rates among at-risk students.
- Incorporated PBIS and *Restorative Practices* in the School Attendance Review Teams (SART) process, with a District-wide PD day on PBIS.
- Required all students, grade 7-12, and all staff to wear picture ID during school hours.

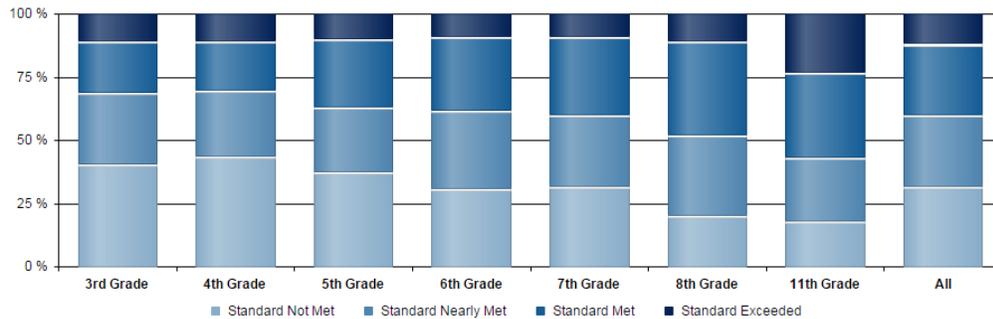
2. Analyze the LEA's progress towards student achievement goals in the LEA Plan.

Because of the transition to the new testing system, California Assessment of Student Performance and Progress (CAASPP), TUSD will use the 2014-2015 CAASPP results as baseline data for student achievement in the areas of English Language Arts/Literacy and mathematics.

With approximately 40% and 25% of students meeting or exceeding ELA/literacy and mathematics achievement levels, respectively, there is a need for great improvement. TUSD is providing PD on math curriculum and resources, as well as hiring two District math instructional coaches to provide support at the K-8 level. Mathematics will focus on the concepts and procedures claims, while ELA/literacy will focus on the claims of reading and writing.

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ All Students

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	1,023	1,032	1,019	980	1,004	989	1,082	7,129
Number of Students Tested	1,013	1,024	993	975	995	963	1,042	7,005
Percent of Enrolled Students Tested	99.0 %	99.2 %	97.4 %	99.5 %	99.1 %	97.4 %	96.3 %	98.3 %
Number of Students With Scores	1,013	1,024	993	975	995	963	1,042	7,005
Mean Scale Score	2388.3	2428.8	2472.1	2502.5	2523.6	2560.4	2596.0	N/A
Standard Exceeded	11 %	11 %	10 %	9 %	9 %	11 %	24 %	12 %
Standard Met	20 %	19 %	27 %	29 %	31 %	37 %	34 %	28 %
Standard Nearly Met	28 %	26 %	26 %	31 %	28 %	32 %	25 %	28 %
Standard Not Met	41 %	44 %	38 %	31 %	32 %	20 %	18 %	32 %

Areas

Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	12 %	14 %	13 %	17 %	21 %	33 %	18 %
At or Near Standard	41 %	45 %	43 %	48 %	46 %	53 %	47 %	46 %
Below Standard	46 %	43 %	43 %	39 %	37 %	26 %	20 %	36 %

Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	10 %	16 %	15 %	18 %	20 %	32 %	17 %
At or Near Standard	47 %	49 %	48 %	48 %	48 %	56 %	47 %	49 %
Below Standard	44 %	40 %	36 %	37 %	33 %	24 %	21 %	34 %

Listening: Demonstrating effective communication skills

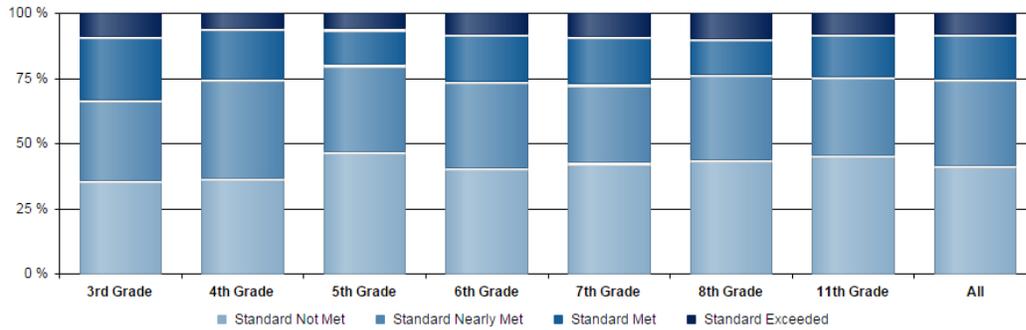
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	9 %	8 %	11 %	10 %	13 %	18 %	12 %
At or Near Standard	60 %	63 %	64 %	69 %	68 %	67 %	63 %	65 %
Below Standard	29 %	28 %	28 %	20 %	22 %	19 %	18 %	23 %

Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	11 %	20 %	18 %	16 %	23 %	31 %	19 %
At or Near Standard	52 %	51 %	58 %	63 %	56 %	56 %	52 %	55 %
Below Standard	34 %	31 %	22 %	19 %	27 %	21 %	16 %	24 %

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

▼ All Students

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	1,023	1,032	1,019	980	1,004	989	1,082	7,129
Number of Students Tested	1,018	944	997	978	975	947	1,036	6,895
Percent of Enrolled Students Tested	99.5 %	91.5 %	97.8 %	99.8 %	97.1 %	95.8 %	95.7 %	96.7 %
Number of Students With Scores	1,018	944	997	978	975	947	1,036	6,895
Mean Scale Score	2404.0	2436.4	2458.4	2488.0	2500.6	2516.2	2555.7	N/A
Standard Exceeded	9 %	6 %	6 %	8 %	9 %	10 %	8 %	8 %
Standard Met	24 %	19 %	13 %	18 %	18 %	13 %	16 %	17 %
Standard Nearly Met	31 %	38 %	33 %	33 %	30 %	33 %	30 %	33 %
Standard Not Met	36 %	37 %	47 %	41 %	43 %	44 %	46 %	42 %

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19 %	11 %	9 %	12 %	14 %	12 %	14 %	13 %
At or Near Standard	36 %	30 %	29 %	33 %	33 %	35 %	39 %	34 %
Below Standard	45 %	59 %	61 %	55 %	53 %	53 %	47 %	53 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	10 %	10 %	9 %	12 %	14 %	11 %	11 %
At or Near Standard	45 %	48 %	36 %	49 %	56 %	52 %	52 %	48 %
Below Standard	41 %	43 %	54 %	42 %	31 %	35 %	36 %	40 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	12 %	8 %	11 %	11 %	11 %	12 %	11 %
At or Near Standard	56 %	42 %	45 %	52 %	64 %	52 %	57 %	53 %
Below Standard	30 %	47 %	47 %	37 %	24 %	37 %	31 %	36 %

3. Provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress. Note: additional documents may be uploaded and attached in the “Associated Documents” section of the item.

The annual communication with the local governing board regarding the end-of-year evidence of progress will take place at the October 20, 2015 Board meeting. The board meeting agenda will be posted to <https://turlock.agendaonline.net/public>. Additionally, data/metrics citing all relevant student data for 2014-15 was included and summarized in TUSD’s LCAP and shared with stakeholders at the conclusion of the 2014-15 academic year.

Approved by Turlock Unified School District Board of Trustees: October 20, 2015