

PI Year 3 LEA Plan Evidence of Progress (2015–16)
End-of-Year Report
Due on October 14, 2016
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:

- Began writing TUSD Teacher Induction Program and attended mandatory classes to plan for implementation in 2017-18.
- Filled all teaching assignments on Day 1 of instruction, due in large part to early recruitment efforts, utilizing local educator fairs.
- Negotiated uniform health/benefit cap for all staff.
- Implemented online math intervention programs (Revolution K-12 and Dreambox).
- Increased FTE allocation at the secondary level for site math intervention.
- Implemented 30-minutes of designated ELD instruction, K-6.
- Implemented a Newcomer ELD Academy and EL support periods at each comprehensive high school.
- Completed pilot of new ELA/ELD curriculum for TK-5 (Wonders), with adoption of integrated curriculum for the 2016-2017 school year.
- Increased professional development opportunities and training throughout the school year related to the District Initiatives, including PLC's, Best Practices, positive behavior, implementation of standards, technology, math curriculum, special education, and safety.
- Hired two Math Instructional Coaches to begin working with elementary sites/teachers.
- Purchased Chrome Carts and computers to increase access/opportunity for students and staff.
- Implemented GATE Tablet Project in 6th grade GATE classes.
- Piloted Lego Robotics for consideration of implementation at all 6th grade classes in 2016-2017.
- Created and implemented a Tech Coach position and Lead Tech Teachers at each site for instructional support to help close the student tech gap.
- Maintained weekly Professional Learning Community (PLC) collaboration time, as well as additional site collaboration time/funding at all sites to discuss and review learning targets, analyze student assessment results, evaluate, diagnose, and prescribe timely and effective interventions and enrichments.
- Implemented a locked-door policy, began work on fencing projects, and conducted Intruder Response training, in an effort to increase safety and security of all campuses.
- Increased STEM courses and resources at secondary sites.

- Provided courses for Early College Program with CSU Stanislaus at both comprehensive high schools and the continuation high school.
- Provided training of SchoolCity assessment system and conducted pilot of INSPECT pre-built assessments, to determine future use for district assessments.
- Implemented Aeries Analytic System, with emphasis on discipline dashboards, in order to provide all-inclusive data related to academic achievement and deficiencies, SPED, discipline and attendance to target at-risk students, track interventions, and provide immediate support.
- Continued with the Digital Citizenship campaign.
- Embedded character education at every TK-8 site.
- Implemented a Foster Youth Coordinator.
- Developed and expanded the District Ag Farm to support agriculture education and enrichment.
- Offered a total of three BRIDGE programs between the two comprehensive high schools to accommodate credit deficiencies and increase graduation rates among at-risk students.

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

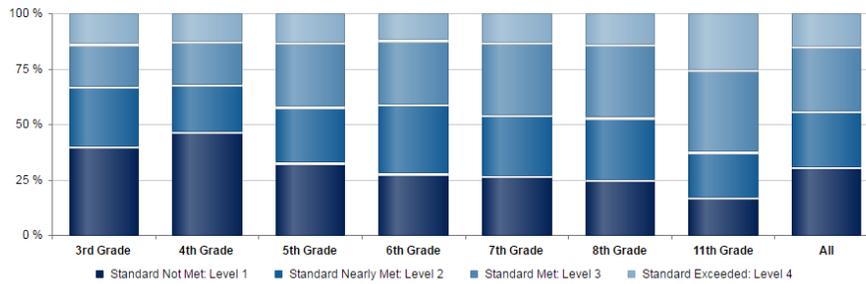
In reviewing TUSD's 2016 CAASPP results, 44% of students met or exceeded standards for ELA, and 28% of students met or exceeded standards for mathematics, which represents an increase from last year of 4% and 3%, respectively. TUSD will continue to provide professional development on our math and ELA/ELD curriculum to support teachers and students with the implementation and effective use of this new curriculum. TUSD will also reconfigure and implement a new Instructional Coach model for 2016-2017, which will focus on content-specific coaches centered on student learning. Five of the content coaches will be assigned to ELA/ELD, three will be assigned to mathematics, and four will be assigned to early literacy, to support student learning and help close the achievement gap.

Although reclassification rates for TUSD's English Learners decreased from 7.5% to 6.8% in 2015-16, focus on increased student achievement of English Learners, as well as students with disabilities, will remain a priority. Towards the end of the 2015-16 school year, TUSD piloted an integrated ELA/ELD curriculum and will move forward with adoption of that curriculum for 2016-17.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



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

▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	1,028	1,019	1,061	1,024	995	1,033	1,152	7,312
# of Students Tested	1,000	1,001	1,034	980	979	1,004	1,130	7,128
# of Students With Scores	999	1,000	1,031	980	977	1,004	1,129	7,120
Mean Scale Score	2393.3	2425.0	2483.2	2509.8	2540.6	2557.3	2605.5	N/A
Standard Exceeded: Level 4	14%	13%	13%	12%	13%	14%	26%	15%
Standard Met: Level 3	19%	19%	29%	29%	33%	33%	37%	29%
Standard Nearly Met: Level 2	27%	21%	25%	31%	27%	28%	20%	25%
Standard Not Met: Level 1	41%	48%	33%	28%	27%	25%	17%	31%

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15%	12%	18%	11%	24%	25%	30%	20%
Near Standard	43%	42%	43%	50%	45%	46%	52%	46%
Below Standard	42%	46%	39%	39%	31%	29%	17%	35%

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14%	12%	20%	18%	23%	24%	37%	21%
Near Standard	44%	45%	48%	47%	48%	42%	42%	45%
Below Standard	43%	43%	33%	35%	29%	33%	21%	33%

LISTENING: How well do students understand spoken information?

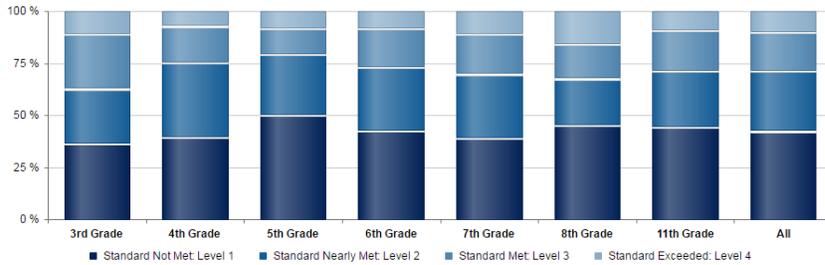
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10%	10%	12%	14%	14%	14%	22%	14%
Near Standard	64%	65%	64%	70%	68%	67%	65%	66%
Below Standard	27%	25%	24%	15%	18%	18%	13%	20%

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16%	12%	24%	23%	23%	24%	35%	23%
Near Standard	50%	50%	58%	59%	55%	54%	52%	54%
Below Standard	34%	38%	18%	18%	22%	22%	13%	23%

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	1,028	1,020	1,060	1,023	994	1,033	1,152	7,310
# of Students Tested	1,006	1,006	1,043	983	983	1,008	1,132	7,161
# of Students With Scores	1,002	1,006	1,041	983	982	1,008	1,131	7,153
Mean Scale Score	2406.8	2432.0	2458.7	2482.0	2506.9	2523.3	2560.1	N/A
Standard Exceeded: Level 4	11 %	7 %	8 %	8 %	11 %	16 %	9 %	10 %
Standard Met: Level 3	26 %	17 %	12 %	18 %	19 %	16 %	19 %	18 %
Standard Nearly Met: Level 2	26 %	36 %	29 %	30 %	31 %	22 %	27 %	29 %
Standard Not Met: Level 1	37 %	40 %	51 %	43 %	40 %	46 %	45 %	43 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22 %	13 %	11 %	12 %	17 %	23 %	18 %	16 %
Near Standard	36 %	29 %	23 %	31 %	32 %	28 %	30 %	30 %
Below Standard	43 %	58 %	66 %	57 %	50 %	50 %	52 %	54 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$ Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17 %	11 %	10 %	10 %	12 %	16 %	12 %	13 %
Near Standard	44 %	40 %	34 %	46 %	39 %	48 %	54 %	44 %
Below Standard	39 %	48 %	56 %	44 %	48 %	36 %	34 %	44 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	11 %	8 %	11 %	14 %	15 %	15 %	13 %
Near Standard	58 %	41 %	43 %	52 %	59 %	51 %	57 %	51 %
Below Standard	27 %	47 %	49 %	38 %	27 %	35 %	28 %	36 %

3. Provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress.

The annual communication with the local governing board regarding the end-of-year evidence of progress will take place at the October 18, 2016 Board meeting.

The board meeting agenda will be posted to <https://turlock.agendaonline.net/public>.

Additionally, data/metrics citing all relevant student data for 2015-16 was included and summarized in TUSD's LCAP and shared with stakeholders at the conclusion of the 2015-16 academic year.

Note: additional documents may be accompanied with the submission via e-mail to LEAP@cde.ca.gov.