

**MINUTES
REGULAR MEETING OF THE BOARD OF EDUCATION
RIALTO UNIFIED SCHOOL DISTRICT
DR. JOHN R. KAZALUNAS EDUCATION CENTER
182 EAST WALNUT AVENUE, RIALTO, CA 92376**

September 9, 2015

A. OPENING

CALL TO ORDER AND ROLL CALL

The regular meeting of the Board of Education of the Rialto Unified School District was called to order at 6:05 p.m. by President Montes at the Dr. John R. Kazalunas Education Center, 182 East Walnut Avenue, Rialto, CA 92376.

Members present: Edgar Montes, President; Nancy G. O'Kelley, Vice President; Dina Walker, Clerk; Joseph Ayala, Member; and Joseph W. Martinez, Member.

Administrators present: Cuauhtémoc Avila, Ed.D., Superintendent; Edward D'Souza, Ph.D., Associate Superintendent, Secondary Instruction; Jasmin Valenzuela, Associate Superintendent, Elementary Instruction; Tom Haldorsen, Associate Superintendent, Personnel Services; and Mohammad Z. Islam, Associate Superintendent, Business Services. Also present was Rosie Williams, Executive Secretary.

OPEN SESSION

1. Comments on Closed Session Agenda Items. Any person wishing to speak on any item on the Closed Session Agenda will be granted three minutes.

There were no comments.

CLOSED SESSION

Upon a motion by Member Ayala, seconded by Clerk Walker, and approved by a 5-0 vote, the Board of Education entered into Closed Session at 6:06 p.m. to consider and discuss the following items:

1. Public Employee Employment/Discipline/Dismissal/Release/Reassignment of Employees (Government Code section 54957)
2. Student Expulsions/Reinstatements/Expulsion Enrollments

(Ref. E 1.1)

3. **CONFERENCE WITH LABOR NEGOTIATORS**
Agency designated representatives: Cuauhtémoc Avila, Ed.D., Superintendent, and Tom Haldorsen, Associate Superintendent, Personnel Services
Employee organizations: California School Employees Association, Chapter 203 (CSEA), Rialto Education Association (REA), Communications Workers of America (CWA)
4. **CONFERENCE WITH LEGAL COUNSEL – Anticipated Litigation** (Government Code section 54956.9(d)(2)(4).)
Significant exposure to litigation: 1 Case

PLEDGE OF ALLEGIANCE

Lisa Blackshear, Representative for Assembly Member Cheryl Brown, led the Pledge of Allegiance.

REPORT OUT OF CLOSED SESSION

Superintendent Avila reported that in Closed Session the Board of Education, by a unanimous 5-0 vote, took the following action:

- Accepted the request for a leave of absence for classified employee #1773825, September 10, 2015 through November 10, 2015.
- Accepted the termination of classified employee #1315825, effective September 9, 2015.
- Accepted the termination of classified employee #1014135, effective September 9, 2015.

ADJOURNMENT OF CLOSED SESSION

Upon a motion of Member Ayala, seconded by Clerk Walker, and passed by a unanimous 5-0 vote, Closed Session adjourned at 7:14 p.m.

OPEN SESSION RECONVENED – 7:15 P.M.

Members present: Edgar Montes, President; Nancy G. O'Kelley, Vice President; Dina Walker, Clerk; Joseph Ayala, Member; and Joseph W. Martinez, Member.

Administrators present: Cuauhtémoc Avila, Ed.D., Superintendent; Edward D'Souza, Ph.D., Associate Superintendent, Secondary Instruction; Jasmin Valenzuela, Associate Superintendent, Elementary Instruction; Tom Haldorsen, Associate Superintendent, Personnel Services; and Mohammad Z. Islam, Associate Superintendent, Business Services. Also present was Rosie Williams,

(Ref. E 1.2)

Executive Secretary to the Superintendent, and Luz Carson, Interpreter, American Language Services.

ADOPTION OF AGENDA

Upon a motion by Vice President O'Kelley, seconded by Member Martinez, the Agenda was adopted, by a unanimous 5-0 vote by the Board of Education. (Item Ref. F 3.1-8 was pulled from the Agenda.)

B. PRESENTATIONS

1. California Assessment of Student Performance and Progress (CAASPP) System update by John Roach, Senior Director, Assessment, Research, Data Analysis, and Educational Technology

John Roach, Senior Director, Assessment, Research, Data Analysis, and Educational Technology, conducted a presentation on "Understanding California's New Assessments." The PowerPoint presentation is attached – see pages (Ref. E 1.9) through (Ref. E 1.30).

2. "Rialto in China" Presentation by Dollahan Elementary School Teachers

Daniel Husbands, Dollahan Principal; David Emrick, Teacher; and Laurie Hicks, Teacher, conducted a presentation with the highlights of their trip to China. The PowerPoint presentation is attached – see pages (Ref. E 1.31) through (Ref. E 1.45).

C. COMMENTS

1. Public Comments from the Floor: At this time, any person wishing to speak on any item not on the Agenda will be granted three minutes.

Michael Townsend, expressed his support of "The Fellas" who visited Kolb Middle School on Tuesday, September 8, 2015. "The Fellas" are a group of African-American male professionals from the Inland Empire who visit various schools to welcome and inspire students as they enter campus.

Sarah Urbietta, Kucera Middle School student and a Youth Coach for the Rialto Community Coalition, thanked Member Ayala and Linda Miner, Director, Categorical Programs/Special Programs, for attending a Rialto Community Coalition event held at her home on Friday.

Russel Silva, Rialto resident, spoke regarding his concerns with the SROs and the Clean Sweep Citation Program.

(Ref. E 1.3)

Paula Bailey, parent, shared that she attended the San Bernardino County Schools Board Meeting and members of their Board stated they were very impressed with “The Fellas” event at Kolb Middle School. She expressed that RUSD should look into starting their own Fellas group to cheer on and support our students.

Rosa Fuentes, thanked Superintendent Avila for visiting the community. She expressed concern regarding safety issues because of the high volume of traffic at some of the schools, especially at Werner Elementary School, and she would like to see improvements in this area.

Mirna Ruiz, parent, thanked everyone that participated in the PTA training on August 29. She stated that she was proud that many RUSD administrators participated in this event.

2. Public Comments on Agenda Items: Any person wishing to speak on any item on the Agenda will be granted three minutes.

There were no comments.

3. Comments from Association Executive Board Members: Rialto Education Association (REA), California School Employees Association (CSEA), Communications Workers of America (CWA). Rialto School Managers Association (RSMA)

Deb McKenzie, REA Executive Board, thanked Dr. Avila for his willingness to meet with the REA Executive Board. She stated that meetings have been scheduled throughout the year for REA to have a dialogue with Dr. Avila and Cabinet members.

Linda Silva, CSEA President, thanked Dr. Avila and the Board for working with CSEA's negotiating team and listening to their concerns. She asked that the Board pull item (Ref. F 3.1-8) until they have a chance to discuss this Board Policy with Superintendent Avila.

Derrick Harris, RSMA Representative, invited the Board to the RSMA Reception on September 15 in the West Wing to meet new administrators.

4. Comments from the Superintendent
5. Comments from Members of the Board of Education

(Ref. E 1.4)

D. PUBLIC HEARING

Upon a motion by Clerk Walker, seconded by Member Martinez, Public Hearing was opened at 8:54 p.m. by a unanimous 5-0 vote by the Board of Education

Any person wishing to speak on the items on the Public Hearing Agenda will be granted three minutes.

There were no comments.

1. Public Hearing: Williams Settlement Legislation, Quarterly Uniform Complaint Report Summary

Upon a motion by Member Ayala, seconded by Vice President O'Kelley, Public Hearing was closed at 8:55 p.m. by a unanimous 5-0 vote by the Board of Education.

CONSENT CALENDAR ITEMS

Upon a motion by Member Martinez, seconded by Vice President O'Kelley, Items E – F2, F4 – G3, and G5 – J were approved by a unanimous 5-0 vote by the Board of Education. Item (Ref. F 3.1-8) was pulled from the Agenda, and Item (Ref. G 4.1) was voted on separately.

E. MINUTES

1. Approve the minutes of the Regular Board of Education Meeting held on August 26, 2015.

F. GENERAL FUNCTIONS CONSENT ITEMS

1. Second reading of revised Board Policy 3260(a-d); Business and Noninstructional Operations: Fees and Charges.
2. Second reading of revised Board Policy 3280(a-e); Business and Noninstructional Operations: Sale or Lease of District-Owned Real Property.

Upon a motion by Member Martinez, seconded by Vice President O'Kelley, and approved by a 5-0 unanimous vote by the Board of Education, item (Ref. F 3.1-8) was pulled from the Agenda.

- ~~3. Second reading of revised Board Policy 3312(a-h); Business and Noninstructional Operations: Contracts.~~

(Ref. E 1.5)

4. First reading of revised Board Policy 1330(a-k); Community Relations: Use of School Facilities.

G. INSTRUCTION CONSENT ITEMS

1. Adopt Resolution No. 15-16-14 proclaiming the month beginning September 15, 2015 and ending October 15, 2015, as Hispanic Heritage Month and encourages educational commemoration of this occasion with appropriate instructional activities.
2. Adopt Resolution No. 15-16-15 recognizing September 17, 2015, as Constitution and Citizenship Day and supports locally developed educational programs and observances.
3. Ratify the approval of the recommendation made by the Senior Director, Student Services, to grant an exemption from all physical activities for Student No. 4518131 and 51688 for the first semester of the 2015-2016 school year and Student No. 156831, 81708, 215851, 73284, 63018, and 09247 for the 2015-2016 school year.

Upon a motion by Vice President O'Kelley, seconded by Member Ayala, and approved by a 5-0, item (Ref. G 4.1) was approved by a unanimous 5-0 vote by the Board of Education

4. Approve the agreement with the Girl Scouts of San Geronio to provide transportation for workplace tours through the Classroom to Career program during the 2015-2016 school year.
5. Approve for principals at Jehue, Kolb and Frisbie Middle Schools to take part in the National Institute for School Leadership Investing in Innovation (i3) Grant Partnership Invitation.

H. BUSINESS AND FINANCIAL CONSENT ITEMS

1. Approve Warrant Listing Register and Purchase Order Listing for all funds from August 11, 2015 through August 24, 2015 (sent under separate cover to Board Members). A copy for public review will be available at the Board Meeting.
2. Accept the listed donations.
3. Approve a contract with Access Communication & Education with Sign Language Interpreting Services (A.C.E.S.) for the 2015-2016 school year, effective September 10, 2015 through June 30, 2016.

(Ref. E 1.6)

4. Approve the opening of Fund 61-Cafeteria Enterprise Fund and the closure of Fund 13-Cafeteria Special Revenue Fund.
5. Approve an agreement with Trane U.S., Inc., to complete Energy Expenditure Plan (EEP) No. 3 for Proposition 39.

I. FACILITIES PLANNING CONSENT ITEMS - None

J. PERSONNEL SERVICES CONSENT ITEMS

- 1-3. Approve Personnel Report No. 1139 for classified and certificated employees.
4. Adopt Resolution No. 15-16-16 authorizing the Associate Superintendent, Personnel Services, to employ or assign identified individuals additional time to complete the requirements for the credential that authorizes the service or to provide employing agencies time to fill the assignment with an individual who either holds an appropriate credential or qualifies under one of the available assignment options. This includes waivers to employ or assign identified individuals when the employing agency finds there are an insufficient number of certificated persons who meet the specified employment criteria for the position.

K. DISCUSSION/ACTION ITEMS

Upon a motion by Member Martinez, seconded by Vice President O'Kelley, Item K1 was approved by a unanimous 5-0 vote by the Board of Education.

1. Adopt Resolution No. 15-16-12 which declares that the Gann Limit appropriations in the 2014-2015 Unaudited Actuals and the 2015-2016 Budget do not exceed the limitations imposed by Proposition 4.

Upon a motion by Clerk Walker, seconded by Vice President O'Kelley, Item K2 was approved by a unanimous 5-0 vote by the Board of Education.

2. Approve the 2014-2015 Unaudited Actuals financial report as presented.

Upon a motion by Member Ayala, seconded by Member Martinez, Item K3 was approved by a unanimous 5-0 vote by the Board of Education.

3. Adopt Resolution No. 15-16-13 to renew an agreement with Schools First Federal Credit Union and the National Benefit Services to provide administrative services for the District Tax Shelter Annuity Plan 403(b), effective July 1, 2015 through June 30, 2020.

L. ADJOURNMENT

Upon a motion by Vice President O'Kelley, seconded by Clerk Walker, and approved by a unanimous 5-0 vote by the Board of Education the meeting was adjourned at 9:07 p.m.



Clerk, Board of Education



Secretary, Board of Education

Understanding California's New Assessments

John Roach

Senior Director

Assessment, Research, Data Analysis and Educational Technology

Goals for Today

- Understand how the new assessments are different
- Review the new assessments by grade level
- Learn the different parts of the tests administered
- Compare the different achievement levels
- View the sample individual student score report
- Look at the achievement results reporting timeline

Learn your acronyms



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CAASPP System

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014.

The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013.

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2014 – 2015 Assessments

- Smarter Balanced Summative Assessments
 - ELA and Math
 - Grades 3 through 8 and grade 11
 - All students unless designated to take CAA
- California Alternate Assessment (CAA)
 - ELA and Math
 - Grades 3 through 8 and 11
 - Students designated to take an alternative test in their IEPs
- Science Assessments (CST/CMA/CAPA)
 - All students in grades 5, 8, and 10 unless their IEP indicates assessment with CMA or CAPA

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Computer Based

- Students take the Computer Adaptive Test (CAT) and Performance Task (PT) in ELA and Math online
- Traditional multiple choice and at least six other question types are used, including questions that require constructed written responses
- Computer testing with these types of response options are new for many students

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What is the CAT?

- The Smarter Balanced Assessment System includes computer adaptive tests that are customized to each student
- During the test, the difficulty of questions changes based on student responses
- In this way, adaptive tests provide more precise information about student achievement in less time than a “fixed-form” test in which all students see the same set of questions
- The test adapts to the student item-by-item which mean fewer test items are needed

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How is the CAT scored?

- As students progress through the test, their pattern of responses are tracked and revised estimates of their ability is calculated
- Successive test questions are selected to increase the precision about the level of achievement given the current estimate of a student's ability
- Scores from the CAT portion of the test are based on the specific test questions selected as a result of the student's responses, but NOT the sum of the number answered correctly

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What is a PT?

- The Smarter Balanced Assessment System includes a Performance Task (PT) which is a portion of the test that requires students to answer a set of complex questions centered on a common topic or problem in both ELA and Math
- The Performance Tasks are administered at the classroom level and do not target students' specific ability level
- All Performance Tasks require that students receive a designated Classroom Activity prior to administering the test

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How is the PT scored?

- The items associated with the Performance Tasks require both computerized and hand scoring depending on the individual question
- For each student, the responses from the PT and CAT portions are merged for final scoring
- Resulting ability estimates are based on the specific test questions that a student answered both from the CAT and the PT, not the total number of items answered correctly

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How are results reported?

- The student achievement results for the CAASPP measure different content and skills than the previous state test



- CAASPP Summative results should not be compared to the earlier state standardized assessments

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CAASPP Scores

- Overall Scores: Each student will receive an overall score for ELA and Math expressed as a number between 2000 and 3000
- Achievement Levels: Each overall score falls into one of four achievement levels

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
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ELA Scaled Scores

English Language Arts Achievement Levels by Scaled Score				
Grade	Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
3	2114 - 2366	2367 - 2431	2432 - 2489	2490 - 2623
4	2131 - 2415	2416 - 2472	2473 - 2532	2533 - 2663
5	2201 - 2441	2442 - 2501	2502 - 2581	2582 - 2701
6	2210 - 2456	2457 - 2530	2531 - 2617	2618 - 2724
7	2258 - 2478	2479 - 2551	2552 - 2648	2649 - 2745
8	2288 - 2486	2487 - 2566	2567 - 2667	2668 - 2769
11	2299 - 2492	2493 - 2582	2583 - 2681	2682 - 2795

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Math Scaled Scores

Mathematics Achievement Levels by Scaled Score				
Grade	Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
3	2189 - 2380	2381 - 2435	2436 - 2500	2501 - 2621
4	2204 - 2410	2411 - 2484	2485 - 2548	2549 - 2659
5	2219 - 2454	2455 - 2527	2528 - 2578	2579 - 2700
6	2235 - 2472	2473 - 2551	2552 - 2609	2610 - 2748
7	2250 - 2483	2484 - 2566	2567 - 2634	2635 - 2778
8	2265 - 2503	2504 - 2585	2586 - 2652	2653 - 2802
11	2280 - 2542	2543 - 2627	2628 - 2717	2718 - 2862

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Achievement Levels



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Claim Achievement Levels

- Achievement Levels for claims are very similar to sub scores. They provide supplemental information regarding students' strengths or weaknesses
- Only three achievement levels for claims were developed since there are fewer items within each claim
- Achievement levels for claims are based on the distance a student's performance on the claim is from the Level 3 proficiency cut

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Claim Results ELA



Reading



Writing



Listening



Research/Inquiry

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Claim Results Math



Concepts and Procedures



Problem Solving & Data Analysis



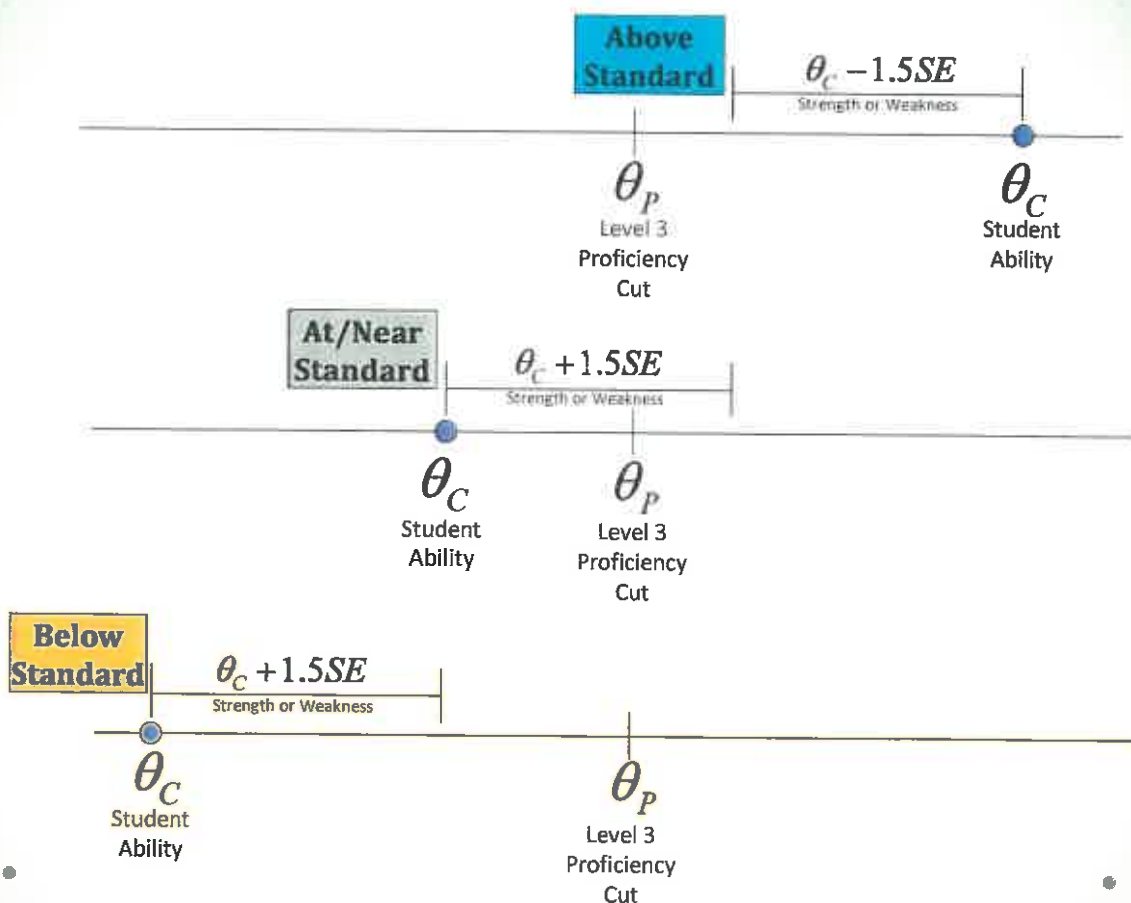
Communicating Reasoning

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Claim Achievement Levels

- A student's ability, along with the corresponding standard error, are estimated for each claim.
- The student's ability estimate for the claim (θ_C) is compared to the Level 3 proficiency cut (θ_P).
- Differences between θ_C and θ_P greater than 1.5 standard errors of the claim would indicate a strength or weakness.

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ELA Claim Descriptors

Area (Claim) Descriptors	Below Standard	At or Near Standard	Above Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student <i>does not demonstrate an ability</i> to read closely and analytically to comprehend literary and informational texts of moderate complexity.	The student <i>demonstrates some ability</i> to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student <i>demonstrates a thorough ability</i> to read closely and analytically to comprehend a range of literary and informational texts of high complexity.

<http://www.cde.ca.gov/ta/tg/ca/elaclaimdescript.asp>

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Math Claim Descriptors

Area (Claim) Descriptors	Below Standard	At or Near Standard	Above Standard
Concepts and Procedures Applying mathematical concepts and procedures	The student <i>does not demonstrate the ability</i> to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student <i>demonstrates some ability</i> to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student <i>demonstrates a thorough ability</i> to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

<http://www.cde.ca.gov/ta/tg/ca/elaclaimdescript.asp>

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Student Score Report

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STUDENT SCORE REPORT

Using Assessments to Help Students Learn

Local ID #: 999999999
Student #: 999999999
Grade: 5

Date of Birth: 04/01/2005
Test Date: Spring 2015

FOR THE PARENT/GUARDIAN OF
JUAN MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Middle School
LEA: California Unified

Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: 2508



MATHEMATICS

Juan's overall score is: 2279



Clear information about Juan's progress can be found on the back of this report.

Your Guide to Juan's California Assessment of Student Performance and Progress (CAASPP) Score Report

A New Kind of Test for Juan; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests are new assessments for the spring 2015 testing year. CAASPP tests include student responses from California students from several states who are being prepared for college and career by the state's new standards. Your child will receive a score report of results that includes information about how well your child did on the tests and how well your child did on the tests compared to other students in the state.

When you look at CAASPP test results, you will see a different way of reporting scores. Because the tests are different, the scores will be different. The scores will be reported in a different way than the scores you see on the STAR program tests (STAR ELA and mathematics).

When you look at the results of Juan's test, you will see a different way of reporting scores. Because the tests are different, the scores will be different. The scores will be reported in a different way than the scores you see on the STAR program tests (STAR ELA and mathematics).

Juan's Results on California's Assessments

The following chart shows a better breakdown of Juan's overall score. Reported on the front of the report back of the report is the score for each of the tests. The scores are reported in a different way than the scores you see on the STAR program tests (STAR ELA and mathematics).

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: 2508



MATHEMATICS

Juan's overall score is: 2279



Juan's Results on California's Supplemental Test

SCIENCE



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Juan's score of 2279 is in the 75th percentile based on the state's Supplemental Test scores.

It is important to understand that California's assessment of California students on the California Science Test is scores for all students in grades 5-8 and 10. This is the only assessment of science for all students in grades 5-8 and 10. This is the only assessment of science for all students in grades 5-8 and 10.

Student Information

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California Assessment of Student Performance and Progress

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 999999999

STUDENT #: 999999999

GRADE: 5

DATE OF BIRTH: 04/01/2005

TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF
JUAN MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Middle School
LEA: California Unified

Dear Parent/Guardian of Juan Martínez:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

These assessments are part of California's comprehensive plan for supporting high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Juan's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas. Because this is the first year that all California students in grades 3-5 and 11 are taking these new tests, Juan's overall scores may be viewed as a basis from which to compare his performance in future years.

Additionally, children in grades 5, 8, or 10 took a science test. Juan's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Juan's teacher(s).

Sincerely,

Tom Testalson

Tom Testalson
State Superintendent of Public Instruction



Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: 2508

Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Introductory Letter

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California Assessment of Student Performance and Progress

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID # 999999999
 STUDENT # 999999999
 GRADE: 5
 DATE OF BIRTH: 04/01/2005
 TEST DATE: Spring 2015

FOR THE PARENT/GUARDIAN OF
JUAN MARTINEZ
 1234 MAIN STREET
 YOUR CITY, CA 12345

SCHOOL: California Middle School
 LEA: California Unified

Dear Parent/Guardian of Juan Martinez:

The 2015 California Assessment of Student Performance and Progress (CAASPP) includes new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Juan's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas. Because this is the first year that all California students in grades 3-5 and 11 are taking these new tests, Juan's overall scores may be viewed as a basis from which to compare his performance in future years.

Additionally, children in grades 5, 8, or 10 took a science test. Juan's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Juan's teacher(s).

Sincerely,

Tom Tola

Tom Tola
 State Superintendent of Public Instruction



Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY
 Juan's overall score is: **2508**

Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

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Student's Overall Score

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Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY
 Juan's overall score is: **2508**



YOUR OVERALL SCORE

Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

This new test is more difficult and is based on new academic standards. For this reason, do not compare Juan's scores on this test with Juan's performance on English language arts/literacy tests from previous years.

Juan's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS
 Juan's overall score is: **2279**



YOUR OVERALL SCORE

Juan did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

This new test is more difficult and is based on new academic standards. For this reason, do not compare Juan's score on this test with Juan's performance on mathematics tests from previous years.

Juan's performance on the three areas that comprise this overall score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Juan's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/assess/assess.asp>. Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/assess/assess.asp> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/tg/assess/assess.asp> or visit for a copy of the SARC at your child's school.


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Results Description

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Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY
Juan's overall score is: **2508**



2201-2441 Standard Not Met	2442-2501 Standard Nearly Met	2502-2561 Standard Met	2562-2701 Standard Exceeded
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MATHEMATICS
Juan's overall score is: **2279**



2210-2454 Standard Not Met	2455-2527 Standard Nearly Met	2528-2578 Standard Met	2579-2720 Standard Exceeded
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← The bar around a score indicates the student to which the score may have been different had the test been taken again.

More information about Juan's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/ta/sa/summative.asp>. Find complete results for schools, local education agencies (LEAs), and districts at <http://www.cde.ca.gov/ta/tg/ta/sa/summative.asp> and your District Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/tg/ta/sa/summative.asp> or visit for a copy of the SARC at your child's school.

New Test; New Report

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Your Guide to Juan's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Juan; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Juan took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are one measure of Juan's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Juan's teacher about how to progress in ELA and mathematics.

During the time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Juan's Results on California's Assessments

The following chart provides a further breakdown of Juan's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/ta/sa/summative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY		MATHEMATICS	
Juan's overall score is: 2508		Juan's overall score is: 2279	
AREA	PERFORMANCE	AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard	Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Writing	At or Near Standard		

Claim Information

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Juan's Results on California's Assessments

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ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Below Standard



MATHEMATICS

Juan's overall score is: **2279**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Juan's Results on California Standards Test

SCIENCE

Juan's score is 267 – Far Below Basic



Juan's score of 267 is in the Far Below Basic level on California Standards Test for science.

To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's recently adopted Next Generation Science Standards (NGSS). Assessments based on these standards are being developed.

Claim Performance

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Juan's Results on California's Assessments

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ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Below Standard



MATHEMATICS

Juan's overall score is: **2279**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Juan's Results on California Standards Test

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Science Results

Science Results for Grades 5, 8 and 10 only

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Juan's Results on California's Assessments

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ENGLISH LANGUAGE ARTS/LITERACY Juan's overall score is: 2508

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Below Standard

MATHEMATICS Juan's overall score is: 2279

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard



Juan's Results on California Standards Test

SCIENCE Juan's score is 267 - Far Below Basic

267



Juan's score of 267 is in the Far Below Basic level on California Standards Test for science.

To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's recently adopted Next Generation Science Standards (NGSS). Assessments based on these standards are being developed.

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EAP Results

Early Assessment Program for Grade 11 only

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Grade 11 - Early Assessment Program Status

The California State University (CSU) and participating California Community Colleges (CCCs) will use the English language arts/literacy and mathematics assessments of the CAASPP System to determine Chen's 2015 EAP status, which will provide an indicator of Chen's predicted readiness to take college-level English and mathematics courses when Chen begins college.

The CAASPP overall score for English language arts/literacy and mathematics on the front of this report may be used to provide an early indicator of Chen's readiness for college-level coursework, as described below.

Standard Exceeded: Ready for English and/or mathematics college-level coursework.	Standard Met: Conditionally Ready for English and/or mathematics college-level coursework.
Standard Nearly Met: Not yet demonstrating readiness for English and/or mathematics college-level coursework.	Standard Not Met: Not demonstrating readiness for English and/or mathematics college-level coursework.

Review the information at <http://CSUSuccess.org/> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.

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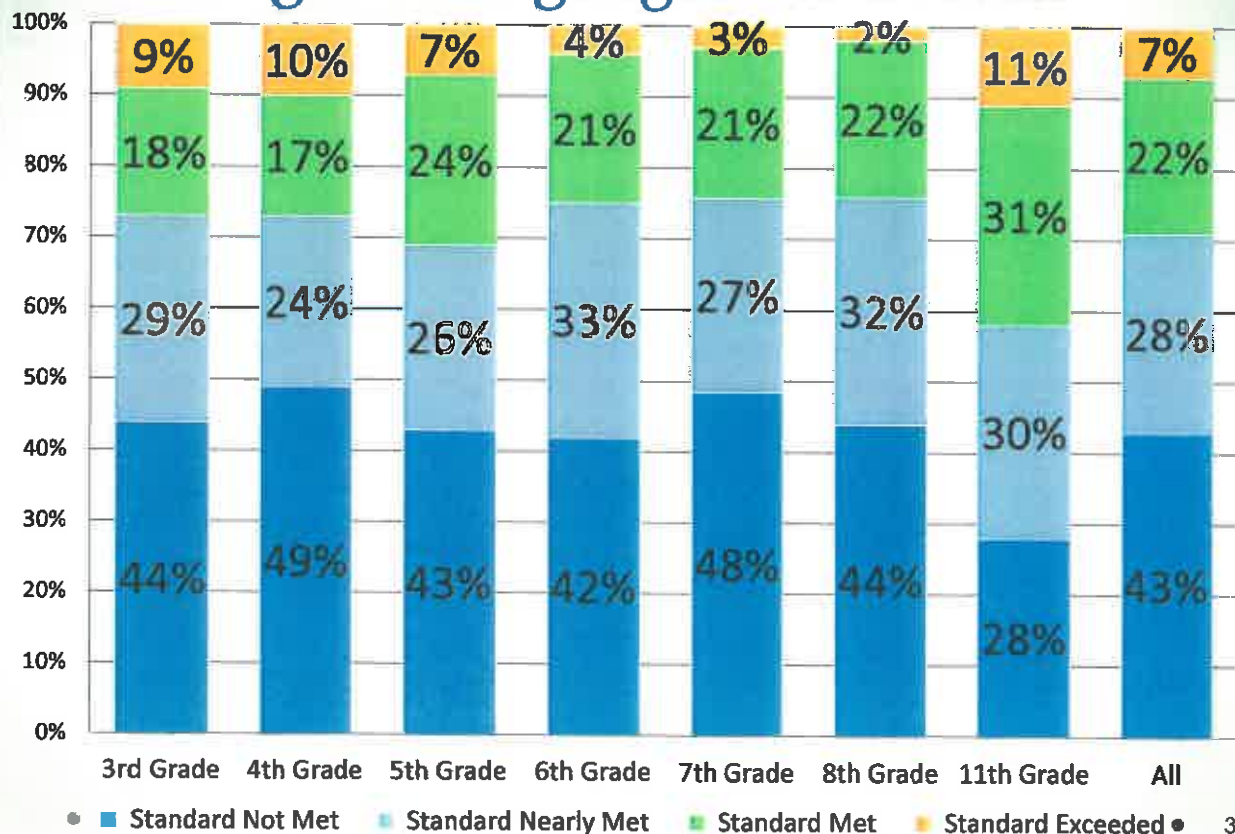
Official Results

At 11 a.m. on September 9, 2015, the CDE released the new CAASPP Reporting Web page at:

<http://caaspp.cde.ca.gov/>

The new public web page displays the statewide, county, district, and school level CAASPP reports for the spring 2015 administrations.

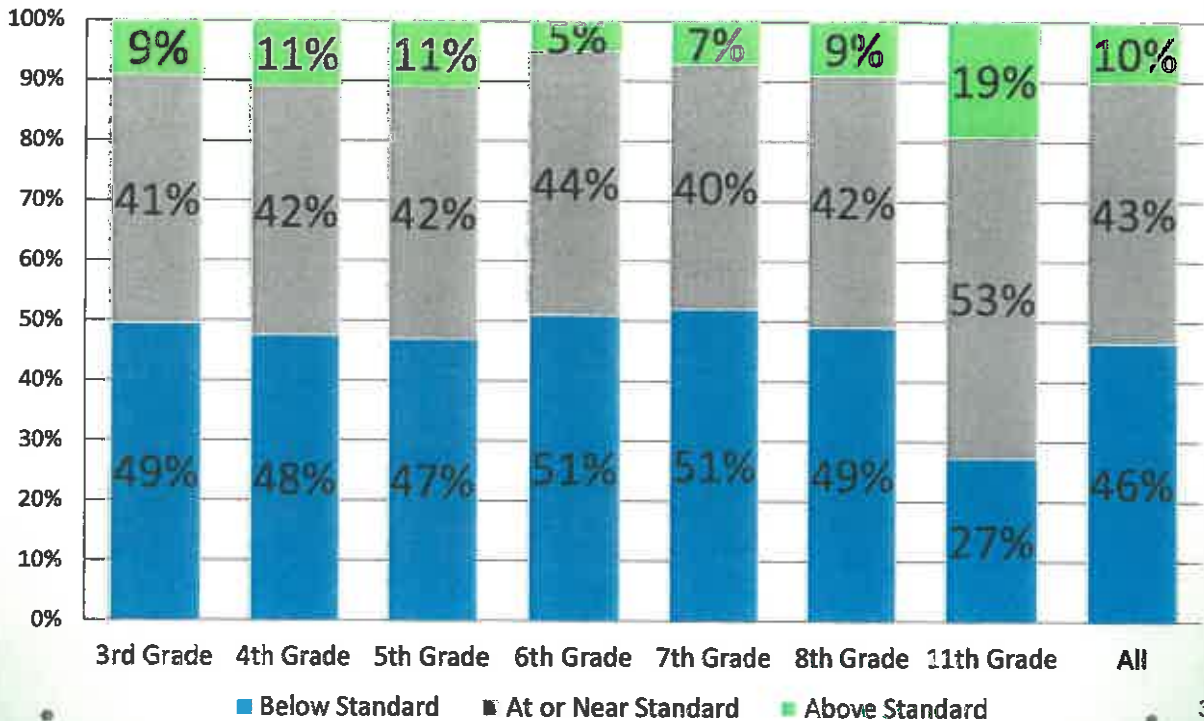
English Language Arts Overall



English Language Arts Claim Areas

Reading:

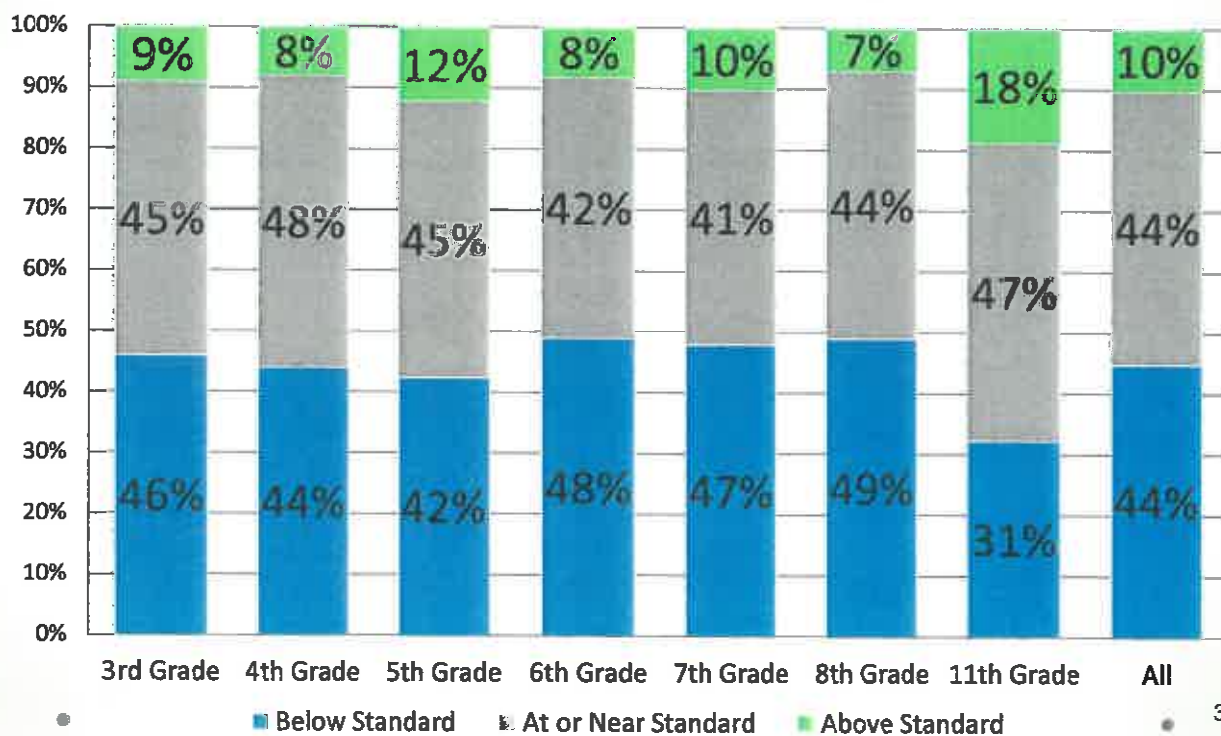
Demonstrating understanding of literary and non-fictional texts



English Language Arts Claim Areas

Writing:

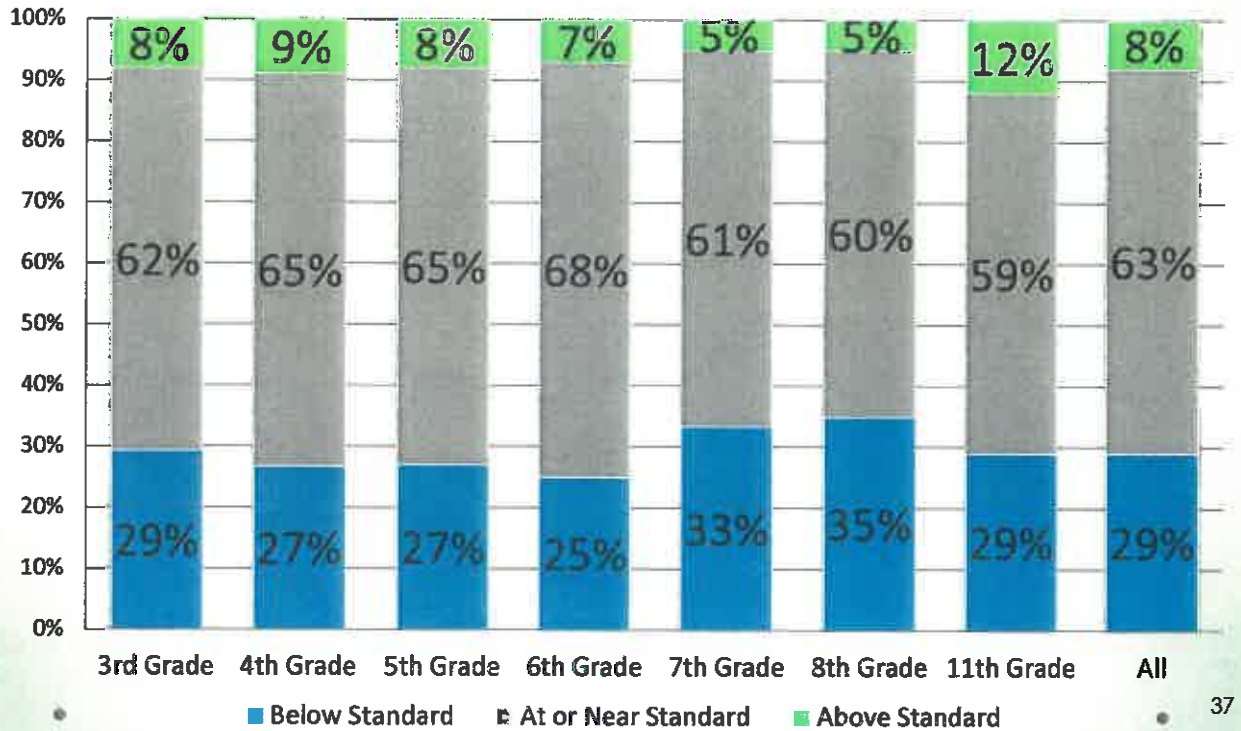
Producing clear and purposeful writing



English Language Arts Claim Areas

Listening:

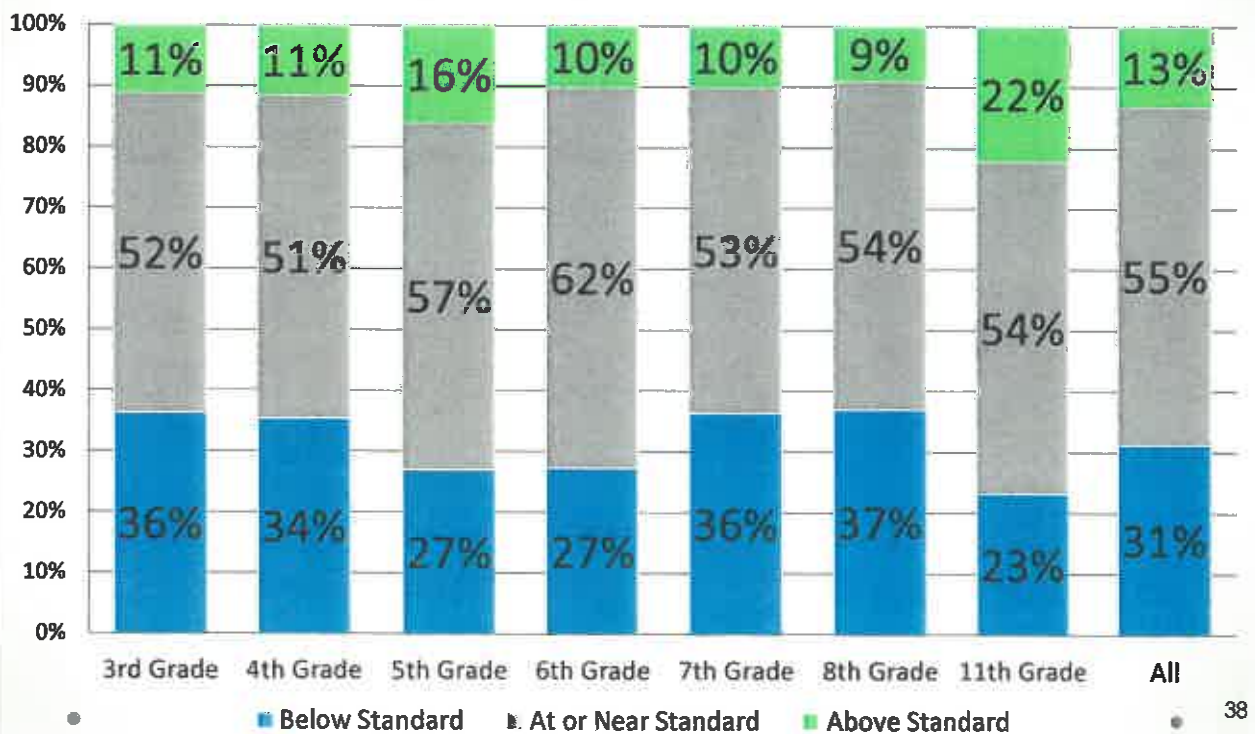
Demonstrating effective communication skills



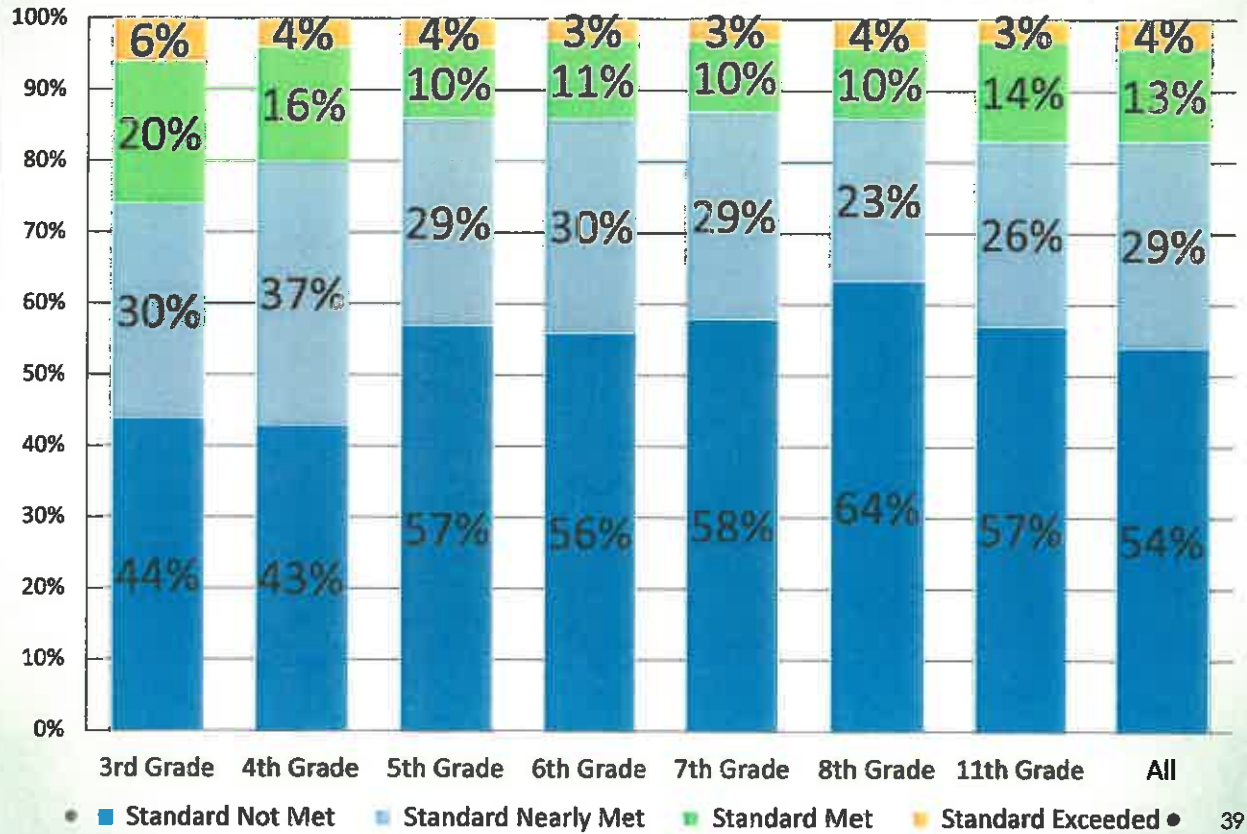
English Language Arts Claim Areas

Research/Inquiry:

Investigating, analyzing, and presenting information

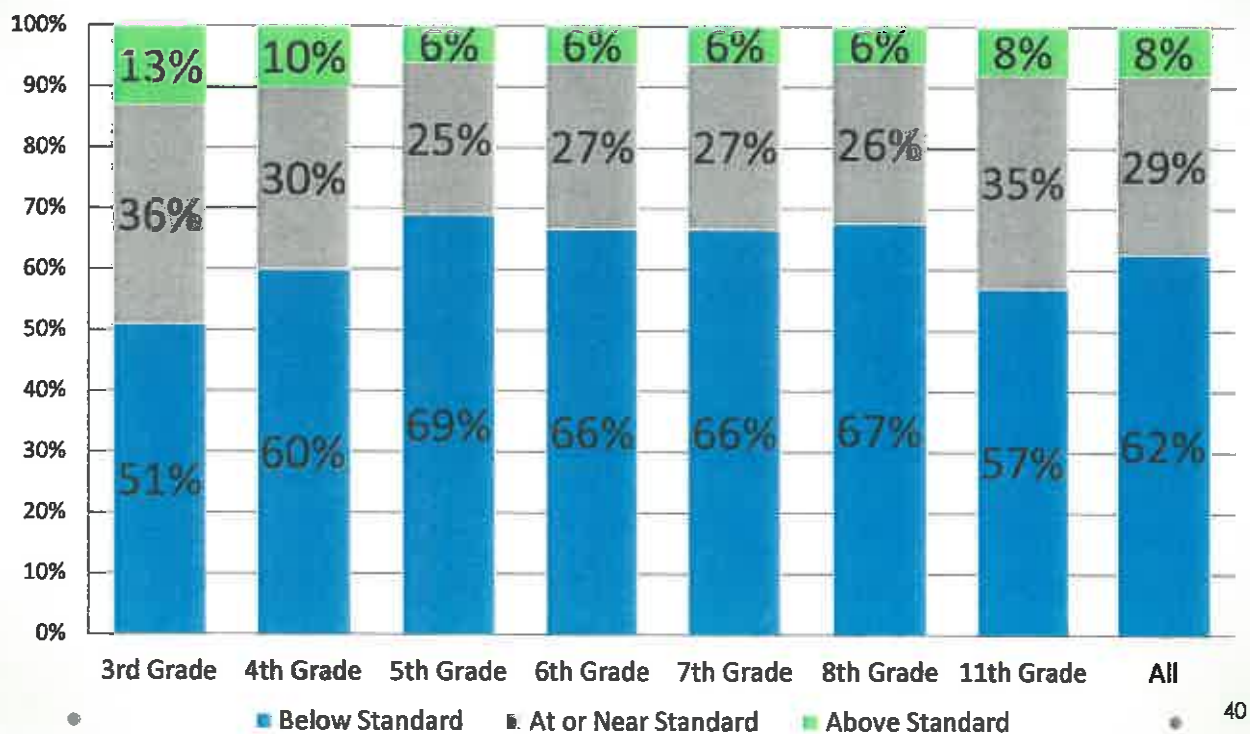


Rialto USD Mathematics Overall



Mathematics Claim Areas

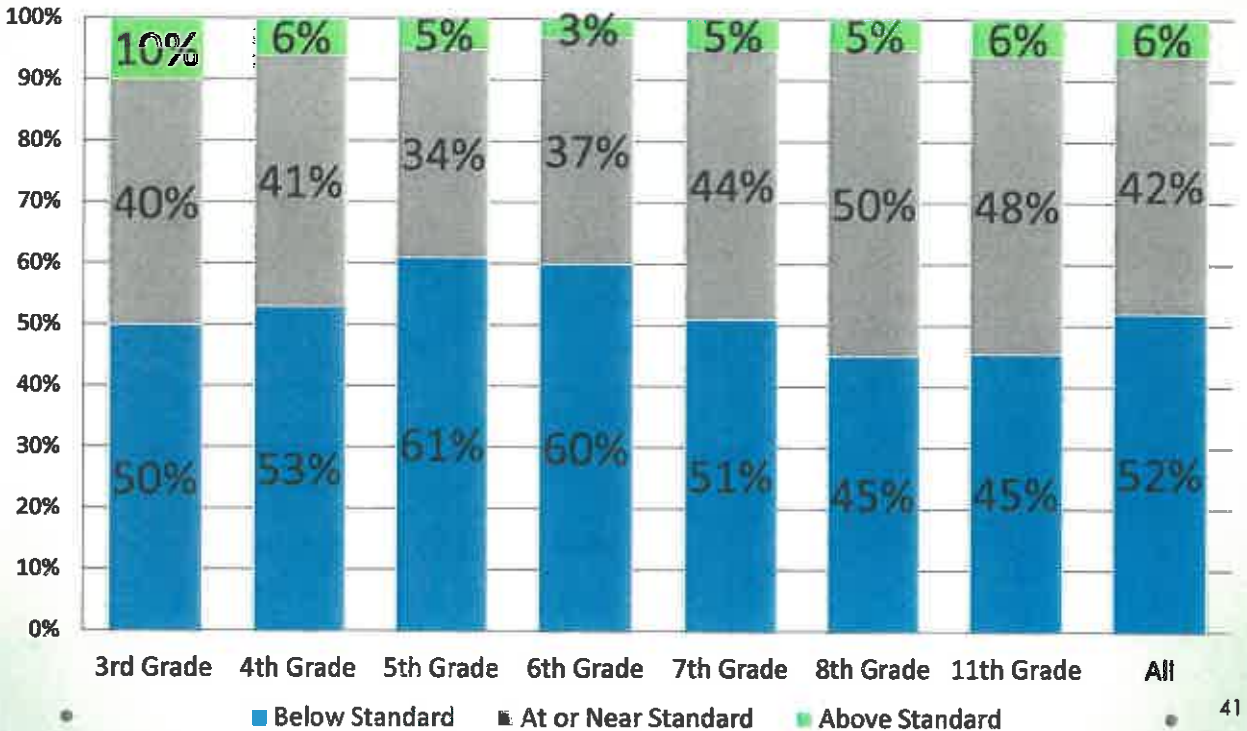
*Concepts & Procedures:
 Applying mathematical concepts and procedures*



Mathematics Claim Areas

Problem Solving & Modeling/Data Analysis:

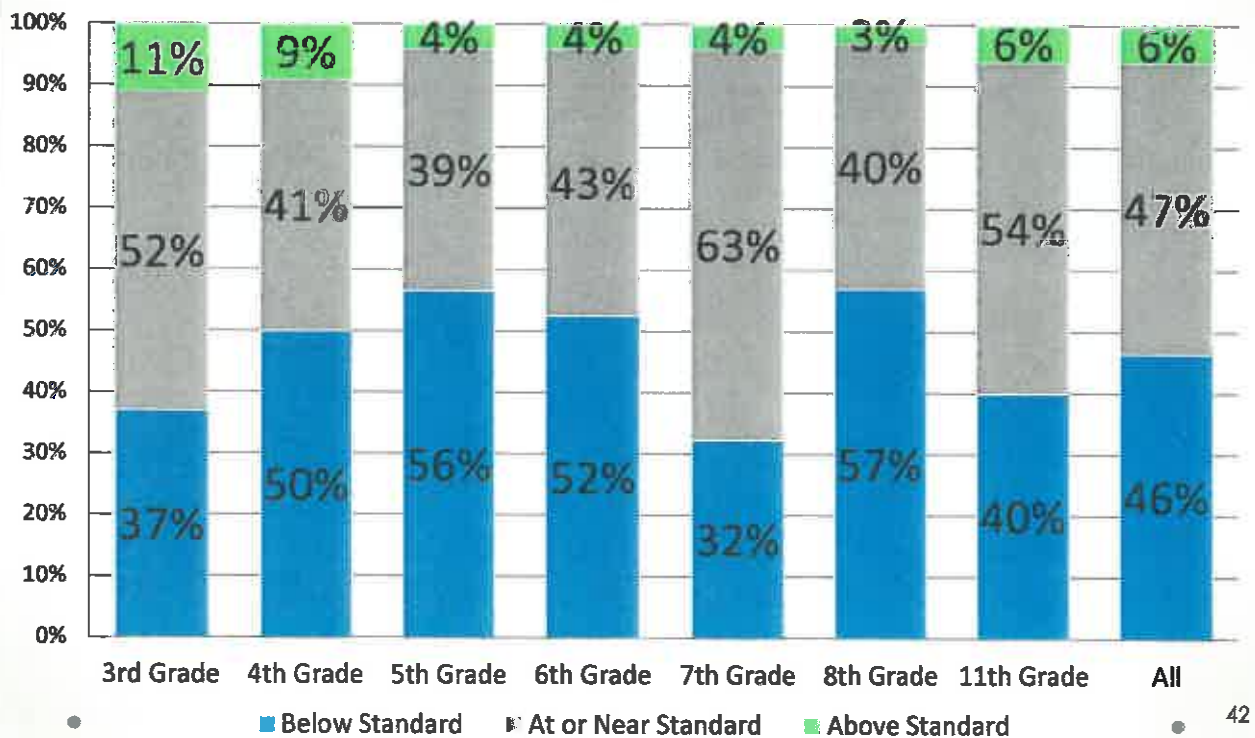
Using appropriate tools and strategies to solve real world and mathematical problems



Mathematics Claim Areas

Communicating Reasoning:

Demonstrating ability to support mathematical conclusions





More information: <http://kec.rialto.k12.ca.us/caaspp>



RUSD in China



Presented by
Daniel Husbands, Principal
David Emrick, Teacher
Laurie Hicks, Teacher
Maria Franzo, Teacher



Meet the Team





Education in China

- Instruction is still predominantly teacher lecture, with little teacher-student interaction
- Advancement is strictly based on standardized testing, including the opportunity to advance to the university
- The paradox is that there is an emphasis on the whole child with instruction in the academic fields, the arts, music, dance, calligraphy, foreign languages, and technology; however, testing determines future placement
- Students are predominantly poor, but the schools receive an abundant amount of funding
- To be a teacher, students must attend a teaching university whose instruction is still focused on teacher lecture

American Education Federation

Chinese Teachers & Principal in
RUSD



RUSD Teachers & Principal in China



Training Team 1: Dave Emrick & Maria Franzo

Experimental Training Primary School Affiliated to
Haidian Training College



Presentation Room

Three day Thinking Maps Teaching Method Symposium



Day 1: Teaching the Teachers



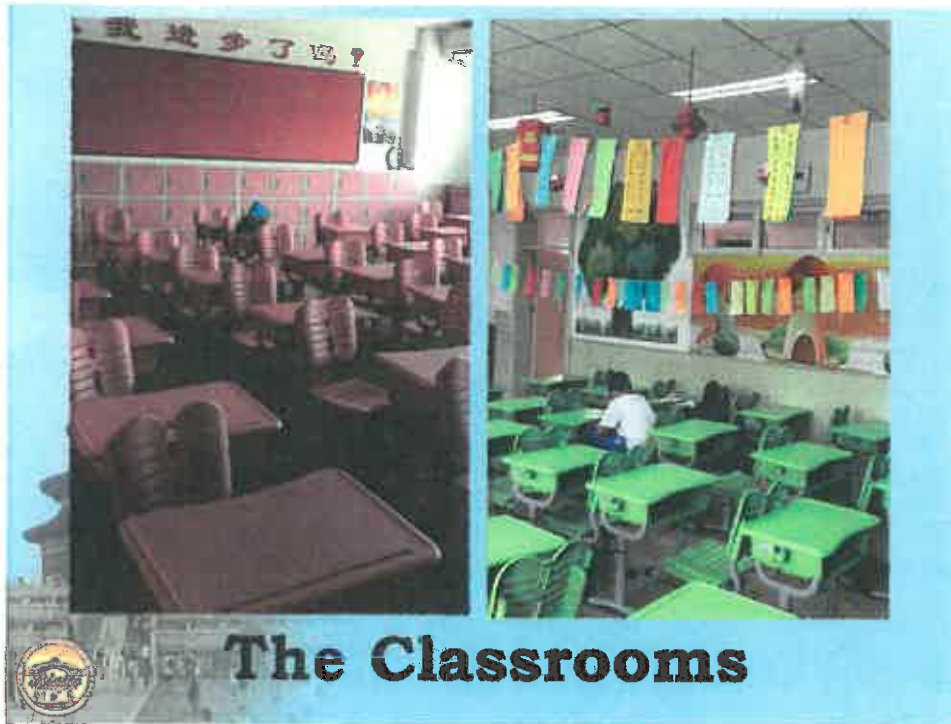
Days 2 & 3: Live Demo Lessons with Students



**And then a
tour of the
school...**









Art and music
are highly valued
at ALL grade
levels.



And some amenities
for parents,
administrators,
and teachers...



This Staff Room is for calmness and re-invigoration.



We are grateful for our new friends!

Thank you to everyone at the amazing Experimental Training Primary School, Beijing, China!



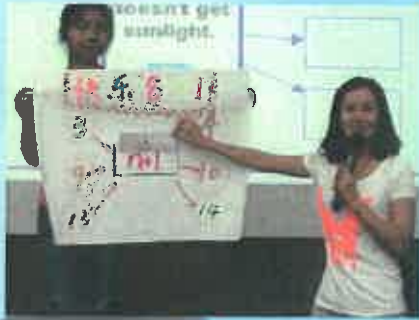
Training Team 2:
Daniel Husbands
& Laurie Hicks
Beijing Academy
of Educational
Sciences



Presenting Thinking Maps
And Sharing Cooperative Learning Strategies



Chinese Teachers & Administrators Share Their New Knowledge With Each Other



Algebra is a universal language. Teachers used a Multi-Flow Map to show how to find the missing expression.

The principals shared their Tree Map of their plan for implementing Thinking maps at their sites.

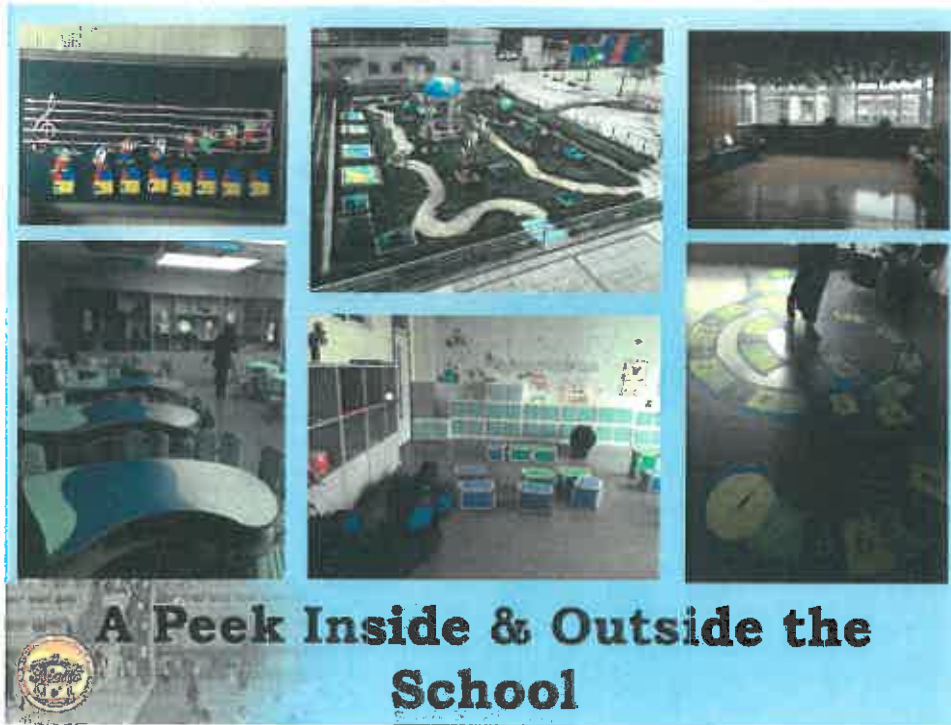


Chinese students eager to share and learn.

Students worked in pairs, using Thinking Maps to solve math problems.

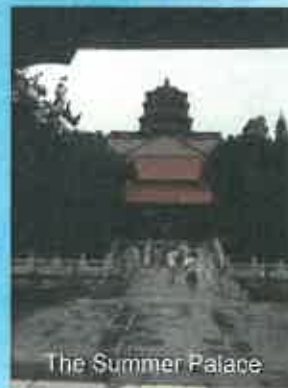


Students used Inner-Outer Circle to practice their new English vocabulary with each other.



Adventures in and Around Beijing

Touring the Sites and Shopping (and Dining!) in China's capital city

A photograph of a large, traditional Chinese building with a red facade and a dark roof, set in a courtyard. The caption "The Forbidden City" is to the right.
A photograph of a large, multi-tiered pagoda-like structure in a park-like setting. The caption "The Temple of Heaven" is to the right.
A photograph of a group of people standing on a stone wall, looking out over a landscape. The caption "Great Times at the Great Wall" is to the right.
A photograph of a tall, dark monument in a large, open square. The caption "Tiananmen Square" is to the right.
A photograph of a large, modern stadium with a distinctive, bird-like structure. The caption "Beijing National Stadium 'The Birds Nest'" is to the right.
A photograph of a traditional Chinese building with a red facade and a dark roof, set in a lush green park. The caption "Summer Palace" is to the right.
A photograph of a large, traditional Chinese building with a red facade and a dark roof, set in a courtyard. The caption "Places to See" is to the right.





(Ref. E 1.45)