

**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 7, 2016

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 5:03 p.m. by President O'Kelley at the Dr. John R. Kazalunas Education Center, 182 East Walnut Avenue, Rialto, CA 92376.

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

Administrators present: Cuauhtémoc Avila, Ed.D., Superintendent; Mohammad Z. Islam, Associate Superintendent, Business Services; Jinane Annous, Ed.D., Lead Innovation Agent; and Rhonda Kramer, Senior Director, Personnel 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.

Lisa Lindberg, REA President, spoke regarding her concerns with the 2015-2016 Unaudited Actuals financial report on the Agenda. There were four different versions of this report and she felt she was not able to get clarification. She asked that this item be reviewed during Closed Session.

CLOSED SESSION

Upon a motion by Clerk Martinez, seconded by Member Montes, and approved by a 5-0 vote, the Board of Education entered into Closed Session at 5:10 p.m. to consider and discuss the following items:

1. Public Employee Employment/Discipline/Dismissal/Release/
Reassignment of Employees (Government Code section 54957)

(Ref. E 1.1)

Administrative Appointments:

- Coordinator, Special Education
- Elementary School Assistant Principal
- Nutrition Services Supervisor
- Transportation Supervisor

2. Student Expulsions/Reinstatements/Expulsion Enrollments
3. CONFERENCE WITH LABOR NEGOTIATORS
Agency designated representatives: Cuauhtémoc Avila, Ed.D., Superintendent; and Rhonda Kramer, Director, Personnel Services.
Employee organizations: California School Employees Association, Chapter 203 (CSEA), Rialto Education Association (REA), Communications Workers of America (CWA)
4. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code section 54957)
Title: Superintendent
5. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Pursuant to Paragraph (1) of Subdivision (d) of Government Code section 54956.9: One case

ADJOURNMENT OF CLOSED SESSION

Upon a motion by Vice President Walker, seconded by Clerk Martinez, and passed by a unanimous 5-0 vote, Closed Session adjourned at 7:03 p.m.

OPEN SESSION RECONVENED – 7:03 P.M.

Members present: Nancy G. O’Kelley, President; Dina Walker, Vice President; Joseph W. Martinez, Clerk; Joseph Ayala, Member; Edgar Montes, Member; and Jawaun Collier, Student Board Member.

Administrators present: Cuauhtémoc Avila, Ed.D., Superintendent; Mohammad Z. Islam, Associate Superintendent, Business Services; Jinane Annous, Ed.D., Lead Innovation Agent; and Rhonda Kramer, Senior Director, Personnel Services. Also present was Rosie Williams, Executive Secretary, and Noemi Moreno, Language Assessment Specialist.

PLEDGE OF ALLEGIANCE

Nathaniel Omaivboje, Carter High School senior, led the Pledge of Allegiance.

(Ref. E 1.2)

PRESENTATION BY CARTER HIGH SCHOOL

The Carter High School Chamber Choir, led by award-winning Choir Director, Mrs. Susan Barnes, performed “*Bonse Aba*,” an African welcome song by Victor Johnson.

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 supervisory appointment of Laura Lewis, Transportation Supervisor.
- Accepted the supervisory appointment of Kristina Kraushaar, Nutrition Services Supervisor.

ADOPTION OF AGENDA

Upon a motion by Vice President Walker, seconded by Member Montes, the Agenda was adopted by Student Board Member Collier’s preferential vote, and a unanimous 5-0 vote by the Board of Education.

B. PRESENTATIONS

1. 2016 California Assessment of Student Performance and Progress (CAASPP) Presentation by:
John Roach, Senior Director
Assessment, Research, Data Analysis, and Education Technology

Mr. Roach conducted a PowerPoint presentation providing information regarding the CAASPP system. The PowerPoint is attached, see pages (Ref. E 1.10 - Ref. E 1.24).

2. “Relay for Life” – Recognition of District Volunteers

President O’Kelley presented Certificates of Appreciation for volunteers that participated in the Relay for Life fundraiser held at Rialto Middle School on Saturday, August 27, 2016.

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.

(Ref. E 1.3)

Paula Bailey, parent, shared that she enjoyed attending the Relay for Life event at Rialto Middle School. She also attended Back to School Night at Eisenhower High School and complimented the supportive staff and the school spirit. She praised Kucera Middle School teacher Marla Soto for the huge difference she is making in student's lives and what a great teacher she is. She also praised Vice President Dina Walker for how "college oriented" she is and for everything she does for students.

Mirna Ruiz, PTA Vice President, thanked everyone who attended the Peachjar App training conducted by Syeda Jafri. She shared that she felt this will be a very helpful tool to get information out to parents.

Celia Zelaya, representing Amigos Unidos, expressed their gratitude to Doris Monterroso, Program Specialist, for the work she is doing in the Preschool Program. They also wished Member Montes a happy birthday. Lastly, they stated that they are very proud of Student Board Member Collier for asking questions regarding the presentation.

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)

Lisa Lindberg, REA President, thanked Rhonda Kramer, Senior Director, Personnel Services, for quickly getting extra Instructional Aide support for Special Education teachers. She thanked the Board for adding Proposition 55 to the Agenda for approval. She expressed her concern regarding the Coordinated Bargaining Reports from CTA showing that Rialto USD has fallen from the top 10 from 33 comparison Districts in the area for salary compensation. She urged the Board to direct the Bargaining Team to do what is necessary to get us back in the top 10 so that we can remain competitive.

Linda Silva, CSEA President, thanked Superintendent Avila for supporting and distributing the flyers for the student Art Contest sponsored by CSEA. She shared that the Paraeducator Conference will be held in Ontario this year and she hoped to get a team of people that can attend and benefit from this conference.

Ron Fletcher, CWA President, stated that he is glad Rhonda Kramer will be back on the CWA Negotiation team. He is looking forward to the District's 125th Quasquicentennial event to be held on September 21, and regrets that he will not be able to attend the Parent Summit this year.

Derek Harris, RSMA Representative, thanked Superintendent Avila for his open door policy and his willingness to sit and listen to Manager concerns. Lastly, he advised that RSMA will be holding a reception for new Administrators on September 15. A flyer with the time and location will be forthcoming.

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

D. PUBLIC HEARING - None

CONSENT CALENDAR ITEMS

Upon a motion by Member Montes, seconded by Clerk Martinez, Items E – J were approved by Student Board Member Collier's preferential vote, and a unanimous 5-0 vote by the Board of Education.

E. MINUTES

1. Approve the minutes of the Regular Board of Education Meeting held August 24, 2016.

F. GENERAL FUNCTIONS CONSENT ITEMS

1. First reading of revised Board Bylaws 9270(a-l); Conflict of Interest.

G. INSTRUCTION CONSENT ITEMS

1. Adopt Resolution No. 16-17-09 proclaiming the month beginning September 15, 2016 and ending October 15, 2016, as Hispanic Heritage Month.
2. Approve the acceptance of The National Football League Foundation grant in the amount of \$3,000.00 to use for equipment reconditioning, equipment purchases and weight room renovations at Eisenhower High School.

3. Approve the participation of seventy (70) students and eleven (11) adult supervisors in a student leadership development camp at Camp Edwards in the Angeles National Forest, California, on October 22-23, 2016.
4. Approve the acceptance of the Raising A Reader Affiliate Network, Masons of California Grant, in the amount of \$14,000.00 offered to Dunn Elementary School to implement at-home literacy programs for kindergarten students.
5. Approve the acceptance of the grant/scholarship from Aquarium of the Pacific in the amount of \$1,040.00 to pay for admission to the Aquarium of the Pacific located in Long Beach, California, and admission to the aquarium's educational program, "FBI Investigates Freaky Fish," for 5th grade students at Boyd Elementary School.

H. BUSINESS AND FINANCIAL CONSENT ITEMS

1. Approve Warrant Listing Register and Purchase Order Listing for all funds from August 8, 2016 through August 22, 2016 (sent under separate cover to Board Members). A copy for public review will be available at the Board Meeting.
2. Accept the donations from The National Football League Foundation, Westat, Wells Fargo Community Support Campaign, Edison International, Boston's Restaurant and Sports Bar, Feed the Children, Santa Claus, Inc., Deborah Bunger, Rialto High School Teacher, and Office of Disability Adjudication and Review.
3. Ratify an agreement with Speech Bananas, Inc., to provide Auditory Verbal Therapist services to a current Special Education student per a settlement agreement, effective July 1, 2016 through October 13, 2016.
4. Approve the following school-connected organizations of Parent Teacher Associations (PTA) and Parent Teacher Organizations (PTO) for the 2016-2017 school year: Fitzgerald Elementary School PTA; Garcia Elementary School PTA; Trapp Elementary School PTA, Dollahan Elementary School PTO, Hughbanks Elementary School PTO, Carter High School Lion's Football Booster Club, and Rialto High School Football Booster Club.

5. Approve the renewal of twenty-seven (27) leases with McGrath RentCorp dba Mobile Modular Management Corporation for portable classrooms located at various sites. The basis of award will be under the Santa Cruz City School District Contract No. 310013507.1 (Piggyback), for a term of twelve (12) months.
6. Ratify the renewal of twenty-one (21) leases with Williams Scotsman, Inc., for portable classrooms located at various school sites. The basis of award will be under the Los Alamitos Unified School District Bid No. 2010-0002 (Piggyback) for a term of twelve (12) months.
7. Approve an additional CAL-Card be issued to Dr. Jinane Annous, Lead Innovation Agent, Educational Services.

I. FACILITIES PLANNING CONSENT ITEMS - None

J. PERSONNEL SERVICES CONSENT ITEMS

- 1-3. Approve Personnel Report No. 1159 for classified and certificated employees.
4. Adopt Resolution No. 16-17-07 authorizing the Senior Director, Personnel Services, to assign a full-time teacher with a credential other than Physical Education to coach a competitive sport for one period per day for which students receive Physical Education credit.

K. DISCUSSION/ACTION ITEMS

Upon a motion by Member Ayala, seconded by Vice President Walker, Item K1 was approved by a unanimous 5-0 vote by the Board of Education.

1. Adopt Resolution No. 16-17-10 supporting Proposition 55, The Children's Education and Health Care Protection Act of 2016.

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

2. Adopt Resolution 16-17-08, which declares that the Gann Limit appropriations in the 2015-2016 Unaudited Actuals and 2016-2017 Budget do not exceed the limitations imposed by Proposition 4.

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

3. Approve ratifying the agreement with Protocol Professional Staffing to provide a Speech Therapist starting on August 24, 2016 through June 30, 2017 for the 2016-2017 school year.

Upon a motion by Vice President Walker, seconded by Member Montes, Item K4 was approved by a unanimous 5-0 vote by the Board of Education.

4. Approve the 2015-2016 Unaudited Actuals financial report as presented.

Upon a motion by Clerk Martinez, seconded by Member Montes, Item K5 was approved by a 5-0 vote by the Board of Education.

5. Approve the authorization of Lead Innovation Agent Educational Services, Dr. Jinane Annous, as an authorized agent to sign State/County documents and to electronically release County commercial warrants, effective September 8, 2016, and remove the following former Associate Superintendents from all signature authorizations: Thomas Haldorsen, Jasmin Valenzuela, and Edward D'Souza.

Upon a motion by Vice President Walker, seconded by Clerk Martinez, Item K6 was approved by a unanimous 5-0 vote by the Board of Education.

6. Approve the recommendations of the Administrative Hearing Panel (AHP):

REINSTATEMENT HEARINGS

Case Numbers:

14-15-60


13-14-2

11-12-65

L. **ADJOURNMENT**

Upon a motion by Member Montes, seconded by Vice President Walker, and approved by a unanimous 5-0 vote by the Board of Education, the meeting was adjourned at 9:08 p.m.


Clerk, Board of Education


Secretary, Board of Education

2016 CAASPP Board Report

John Roach
Senior Director

Assessment, Research, Data Analysis and Educational Technology

Wednesday, September 7, 2016

Goals for Today

- Understand the California Assessment of Student Performance and Progress (CAASPP) System
- Review the CAASPP assessments by grade level
- Learn the different parts of the CAASPP tests
- Compare the different achievement levels
- View the new sample individual student score report
- Look at Rialto USD 2016 Achievement Results

Review your acronyms



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.

2015 – 2016 Assessments

- Smarter Balanced Summative Assessments
 - ELA and Math for all students in
 - Grades 3 through 8 and grade 11
- California Alternate Assessment (CAA)
 - ELA and Math for students
 - Grades 3 through 8 and 11
 - 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 a CMA or CAPA

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

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

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

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

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

How are results reported?

- Summary results for local educational agencies (LEAs) are based upon data that has been completely processed by July 7, 2016. This includes the majority of California's students. Some LEA summary results are still being reconciled and will be added to the summary results in a subsequent data release.
- The CAASPP results for Rialto Unified School District contained more than 95% of our enrolled students for grades 3 – 8 and 11.

CAASPP Scores

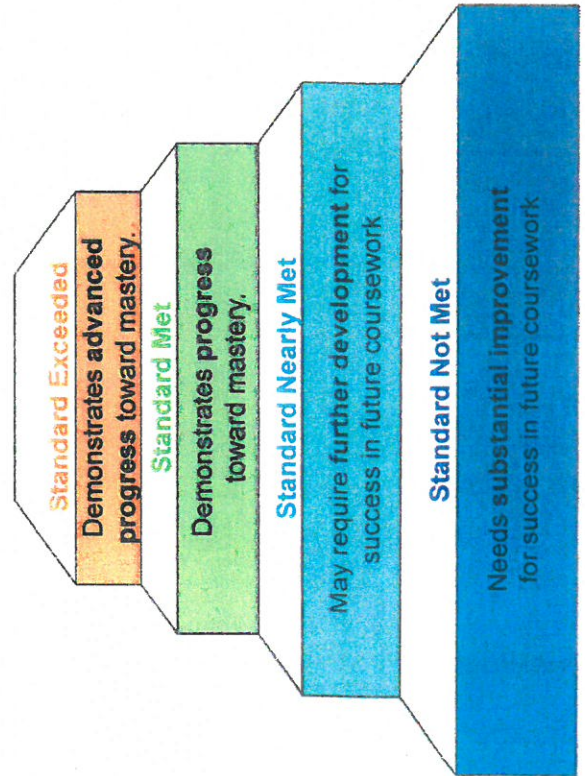
- Overall Scores: Each student will receive an overall score for ELA and Math expressed as a number between 2000 and 3000
- Achievement Levels: Each overall score falls into one of four achievement levels

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

English Language Arts Achievement Levels by Scale 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

Achievement Levels



Math Scale Scores

Mathematics Achievement Levels by Scale 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

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

Claim Results ELA



Reading



Writing



Listening



Research/Inquiry

Claim Results Math



Concepts and Procedures



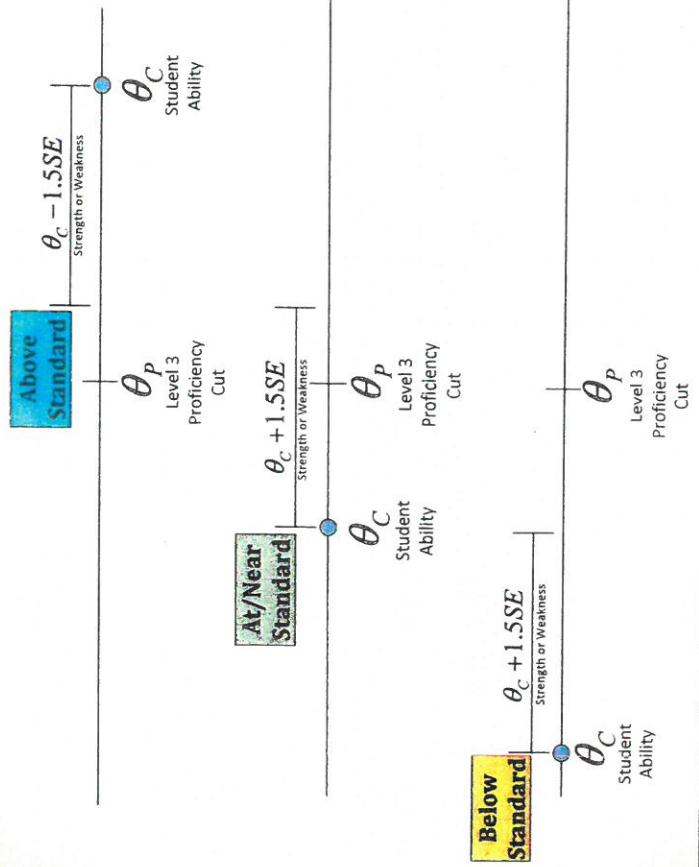
Problem Solving & Data Analysis



Communicating Reasoning

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.



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 does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity.	The student demonstrates some ability to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student demonstrates a thorough ability 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/elacclaimdescript.asp>

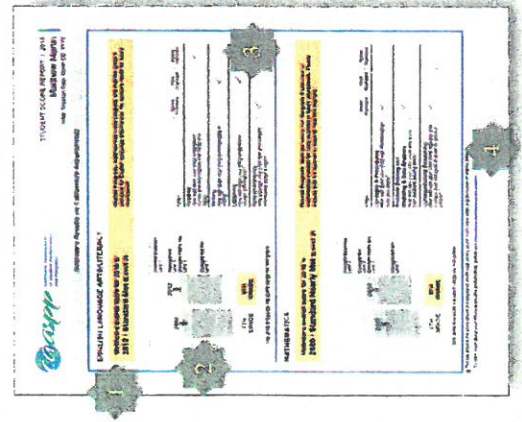
Math Claim Descriptors

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

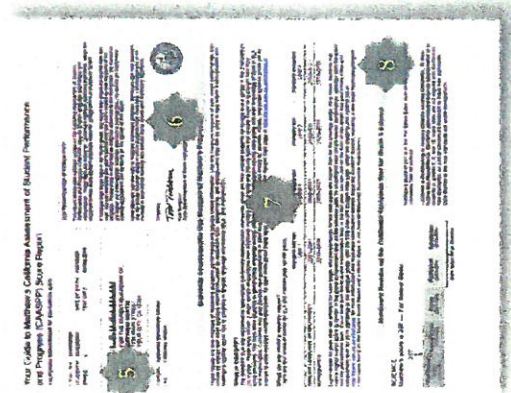
<http://www.cde.ca.gov/ta/tg/ca/elacclaimdescript.asp>

Redesigned Student Score Report

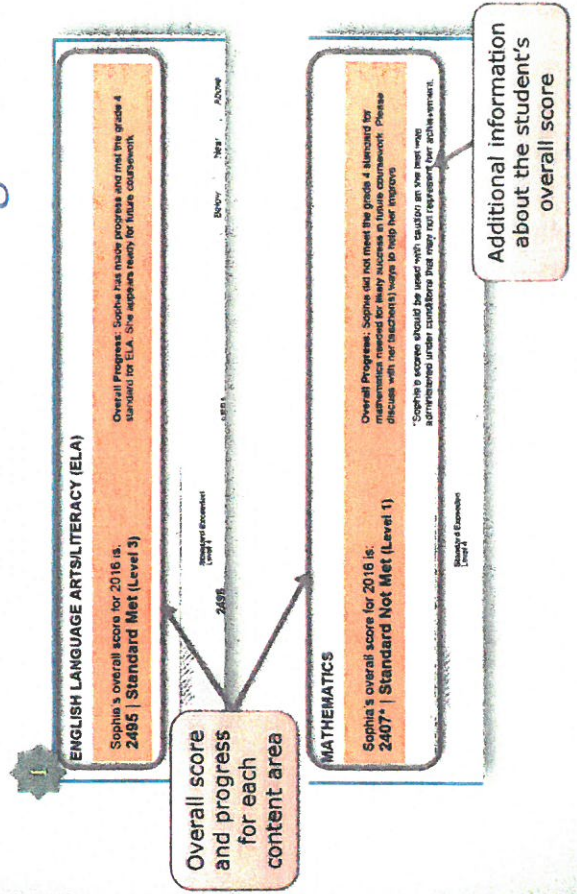
Front Page



Back Page



Overall Score and Progress



EAP Results

Early Assessment Program for Grade 11 only

ENGLISH LANGUAGE ARTS/LITERACY

Bella's overall score for 2016 is:
2602 | Standard Met (Level 3)

Standard Exceeded
Level 4

Standard Met
Level 3

Standard Nearly Met
Level 2

Standard Not Met
Level 1

1

Early Assessment Program (EAP) College Readiness*
Completely Ready for college-level coursework

Overall Progress: Bella met the grade 11 standard for English language arts/literacy and appears ready for future coursework.

EAP College Readiness

Early Assessment Program (EAP) College Readiness**
Not demonstrating readiness for college-level coursework

Overall Progress: Bella did not meet the grade 11 standard for mathematics and did not demonstrate readiness for future coursework. Please discuss with her teacher(s) steps to help her improve.

MATHEMATICS

Bella's overall score for 2016 is:
2600 | Standard Not Met (Level 1)

Standard Exceeded
Level 4

Standard Met
Level 3

Standard Nearly Met
Level 2

Standard Not Met
Level 1

Test Results from Multiple Years

Elements of the Student Score Report—Front Page

Standard Exceeded
Level 4

2512
Standard Met
Level 3

2487
Standard Nearly Met
Level 2

Standard Not Met
Level 1

4TH GRADE

6TH GRADE

This area is outside the score range for this grade.

APEA	Below Standard	Near Standard	Above Standard
Reading How well does your child understand stories and information that he or she reads?			✓
Writing How well does your child communicate in writing?		✓	
Listening How well does your child understand spoken information?		✓	
Research/Inquiry How well can your child find and evaluate information about a topic?	✓		

Claim Score Information

Elements of the Student Score Report—Front Page

Standard Exceeded
Level 4

2512
Standard Met
Level 3

2487
Standard Nearly Met
Level 2

Standard Not Met
Level 1

4TH GRADE

6TH GRADE

This area is outside the score range for this grade.

APEA	Below Standard	Near Standard	Above Standard
Reading How well does your child understand stories and information that he or she reads?		✓	
Writing How well does your child communicate in writing?		✓	
Listening How well does your child understand spoken information?		✓	
Research/Inquiry How well can your child find and present information about a topic?	✓		

Link to Test Score Guide

Elements of the Student Score Report—Front Page

ENGLISH LANGUAGE ARTS/LITERACY

Standard Exceeded Level 4

Standard Met Level 3

Standard Nearly Met Level 2

Standard Not Met Level 1

4TH GRADE

6TH GRADE

This area is outside the score range for this grade.

APEA	Below Standard	Near Standard	Above Standard
Reading How well does your child understand stories and information that he or she reads?			✓
Writing How well does your child communicate in writing?		✓	
Listening How well does your child understand spoken information?		✓	
Research/Inquiry How well can your child find and present information about a topic?	✓		

<http://www.testscoreguide.org/ca/>

<http://www.testscoreguide.org/ca/>

An online resource to help parents/guardians better understand their child's CAASPP Student Score Report

Letter from the State Superintendent of Public Instruction Tom Torlakson

Elements of the Student Score Report—Back Page

LOCAL ID: 999999999
STUDENT'S: 999999999
GRADE: 5
DATE OF BIRTH: 04/01/2006
TEST DATE: Spring 2016

FOR THE PARENT/GUARDIAN OF:
MATTHEW MARTIN
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Elementary School
LEA: California Unified

Dear Parent/Guardian of Matthew Martin:

The report shows how Matthew scored on the California Assessment of Student Performance and Progress (CAASPP) tests for English language arts/mathematics and mathematics. These tests are based on California's rigorous academic standards, which are designed to help every student graduate ready for college and a 21st-century career.

If Matthew took these tests in the fourth grade, this report also shows his scores from last year. You can compare this year's scores and last year's scores as one measure of his progress. Please keep in mind that as Matthew advances to the next grade, the standards are higher. As a fifth-grader, Matthew also took a science test. His results on California's science assessment can be found on the bottom of this report.

While tests are just one way to measure Matthew's progress, the results can help teachers and the school focus on areas in which students need more help. I encourage you to be involved in your child's learning and discuss these results with Matthew's teachers.

Sincerely,
Tom Torlakson
State Superintendent of Public Instruction

LOCAL ID: 999999999
STUDENT'S: 999999999
GRADE: 5
DATE OF BIRTH: 04/01/2006
TEST DATE: Spring 2016

FOR THE PARENT/GUARDIAN OF:
MATTHEW MARTIN
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Elementary School
LEA: California Unified

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Student Address

Elements of the Student Score Report—Back Page

LOCAL ID: 999999999
STUDENT'S: 999999999
GRADE: 5
DATE OF BIRTH: 04/01/2006
TEST DATE: Spring 2016

FOR THE PARENT/GUARDIAN OF:
MATTHEW MARTIN
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Elementary School
LEA: California Unified

Dear Parent/Guardian of Matthew Martin:

The report shows how Matthew scored on the California Assessment of Student Performance and Progress (CAASPP) tests for English language arts/mathematics and mathematics. These tests are based on California's rigorous academic standards, which are designed to help every student graduate ready for college and a 21st-century career.

If Matthew took these tests in the fourth grade, this report also shows his scores from last year. You can compare this year's scores and last year's scores as one measure of his progress. Please keep in mind that as Matthew advances to the next grade, the standards are higher. As a fifth-grader, Matthew also took a science test. His results on California's science assessment can be found on the bottom of this report.

While tests are just one way to measure Matthew's progress, the results can help teachers and the school focus on areas in which students need more help. I encourage you to be involved in your child's learning and discuss these results with Matthew's teachers.

Sincerely,
Tom Torlakson
State Superintendent of Public Instruction

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CSTs for Science or CMA for Science Results

Elements of the Student Score Report—Back Page



SCIENCE
Matthew's score is 267

Matthew's score is 267 — Far Below Basic



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

California is transitioning to recently adopted Science Standards. To meet science test requirements, California administers science assessments to all students in grades 5, 8, and 10. These tests are not aligned with California's science standards. The results of these tests are not used to measure student progress against the new standards and are under development.

Matthew's Results on the California Standards Test for Grade 5 Science

Science Results for Grades 5, 8 and 10 only

Information About CAASPP

Elements of the Student Score Report—Back Page



Statewide Assessments: One Measure of Matthew's Progress

These results are one measure of Matthew'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 can be used to help inform a conversation with Matthew's teacher about how to progress in English language arts/mathematics (ELA) and mathematics.

WHAT IS CAASPP?

The CAASPP ELA and mathematics tests reflect California's state-adopted standards, which will help prepare students for college and a career in the 21st-century job market. These tests contain a wider variety of questions than traditional multiple-choice tests and include tests that require students to explain how they solve problems. The tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics. California may also develop new assessments in other subjects, including, but not limited to, science, history, and social science which will be aligned to state-adopted content standards. To learn more about these tests, visit the CDE CAASPP System Web page at <http://EDUCATION.CDE.CA.GOV/CAASPP/ENGLISH>.

What do my child's scores mean?

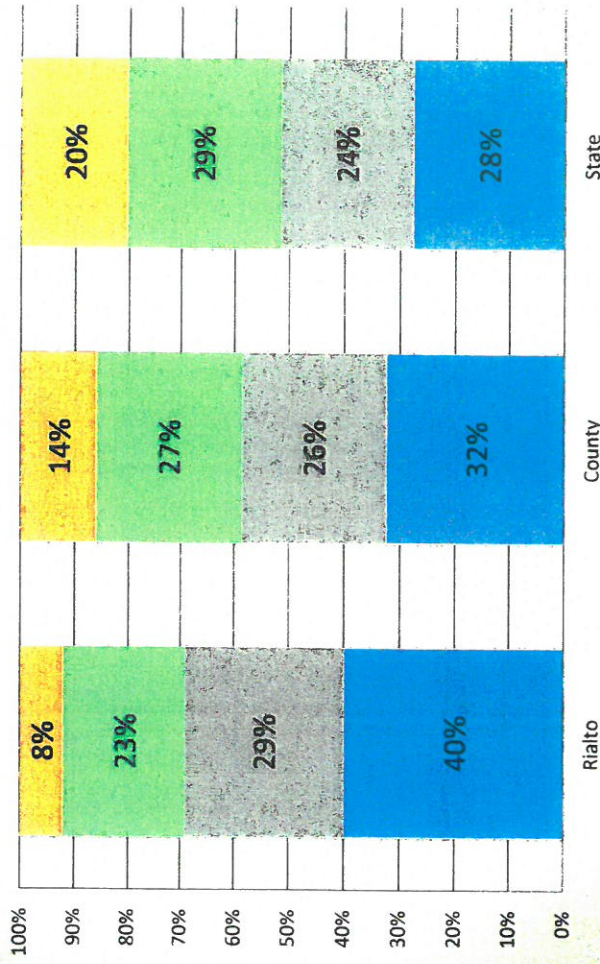
There are four levels of scores for ELA and mathematics for 5th grade:

	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
ENGLISH LANGUAGE ARTS/LITERACY	2201-2441	2442-2501	2502-2581	2582-2701
MATHEMATICS	2210-2454	2455-2627	2628-2576	2676-2700

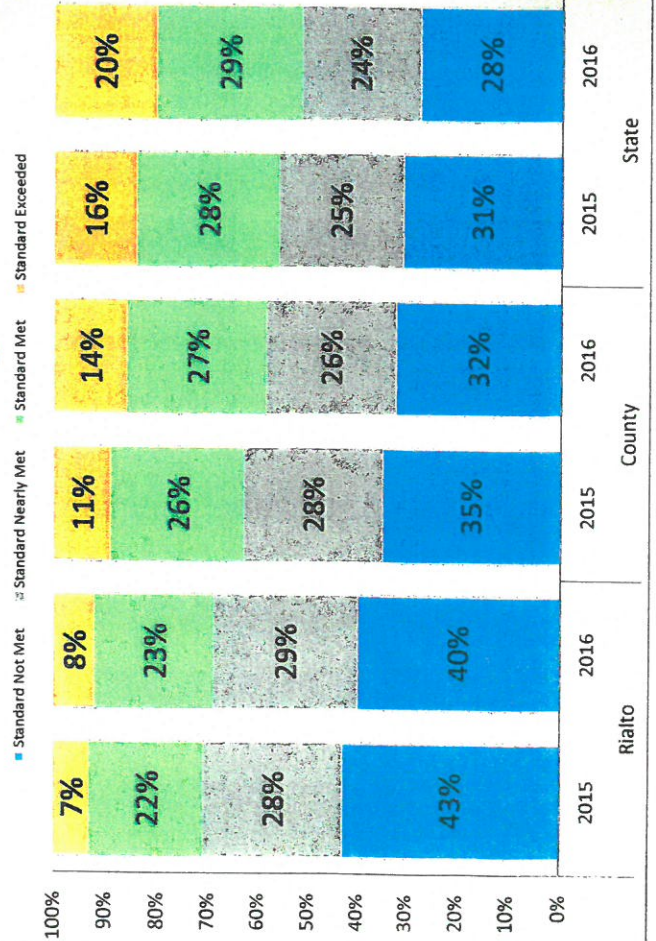
Score ranges for each level are different for each grade, and the standards for the next grade are higher than for the previous grade. As a result, students may not achieve the next level until they are in the next grade. You can see the standards for each grade on the State Department of Education's website. For more information about the CAASPP System Web page, visit the Students and Parents tab at <http://EDUCATION.CDE.CA.GOV/CAASPP/ENGLISH> for more information and resources intended for parents about the CAASPP System, including a one-page high-achieving information found on the Student Score Report and a Parent Guide to the Smarter Balanced Summative Assessments.

2016 CAASPP Results English Language Arts

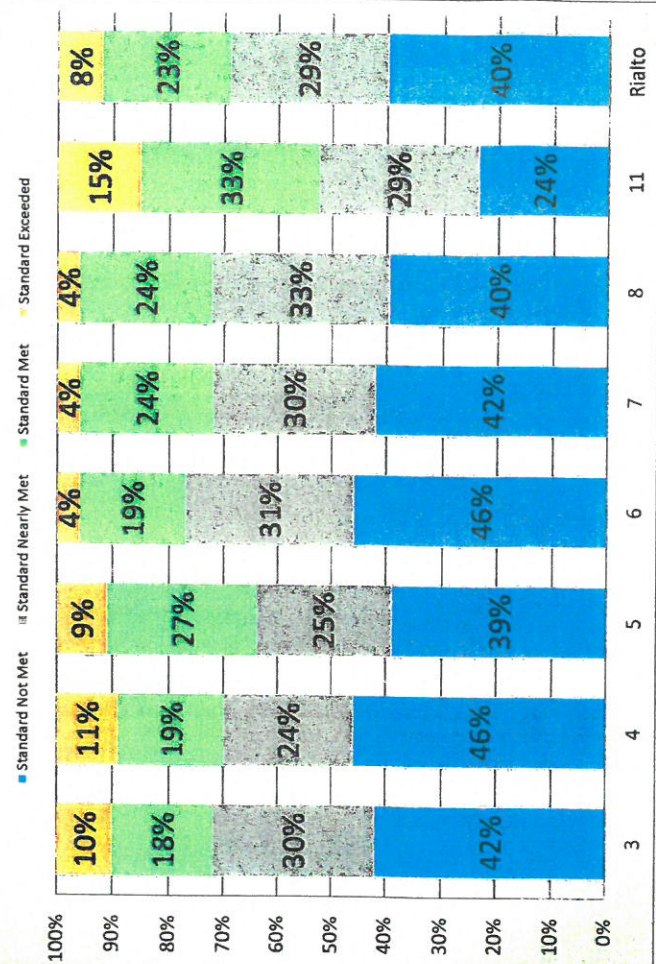
ELA CAASPP Overall: All Students

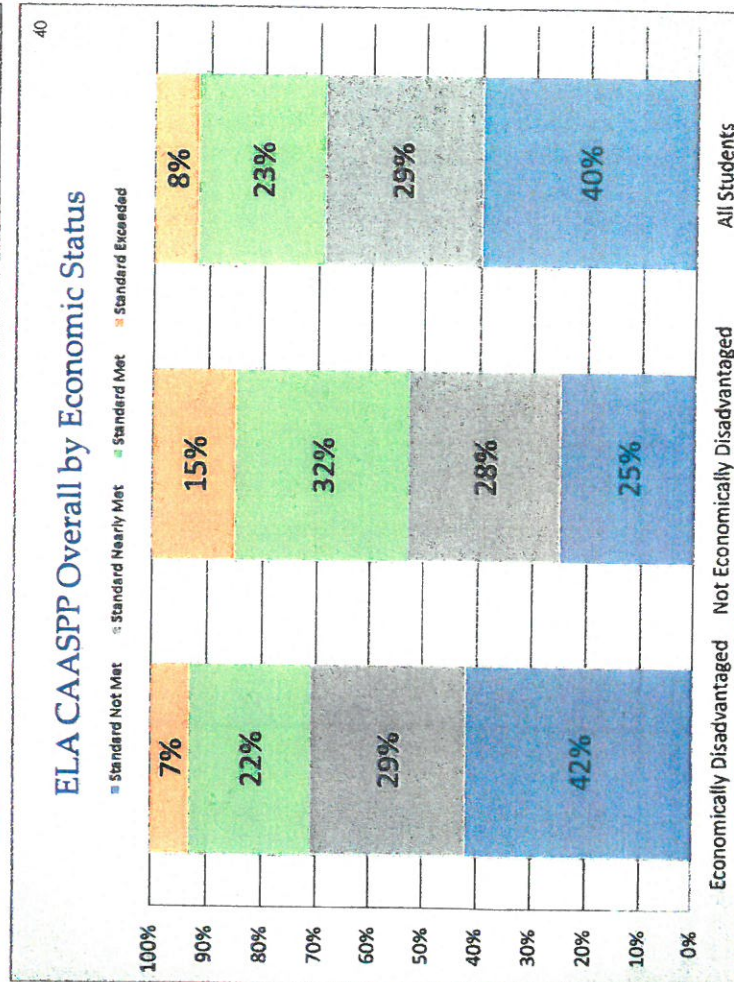
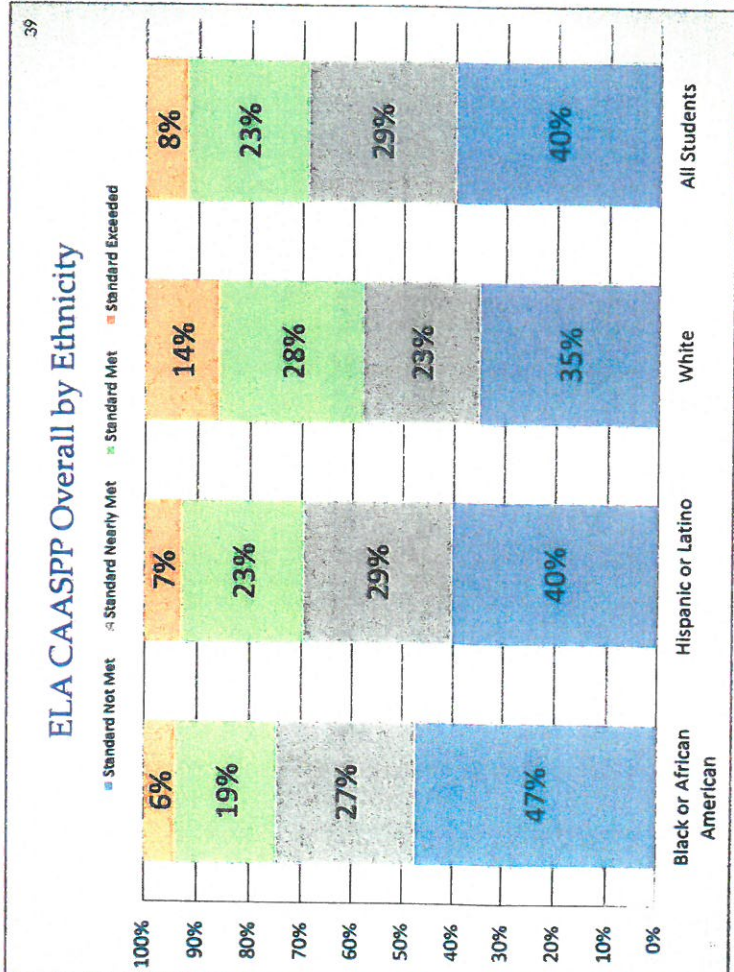
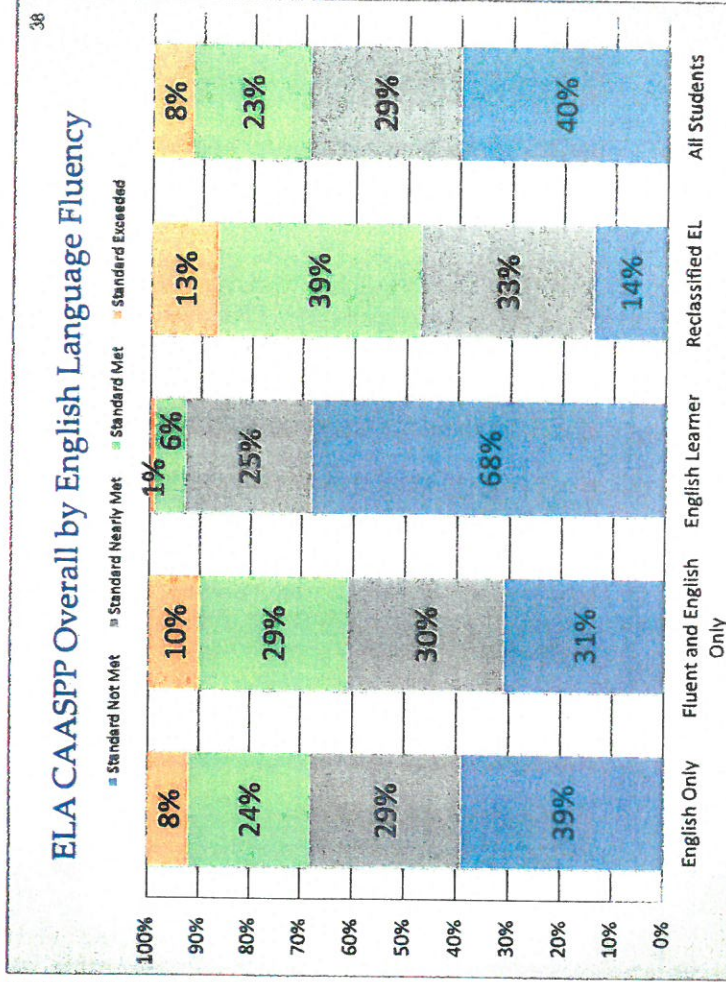
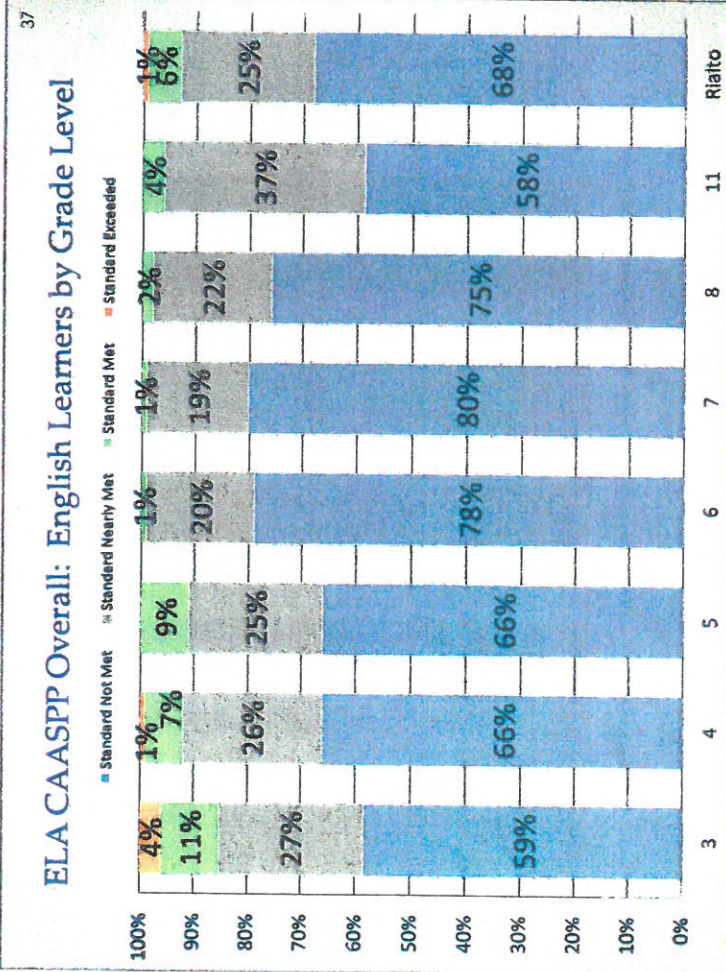


ELA 2-Year Comparison



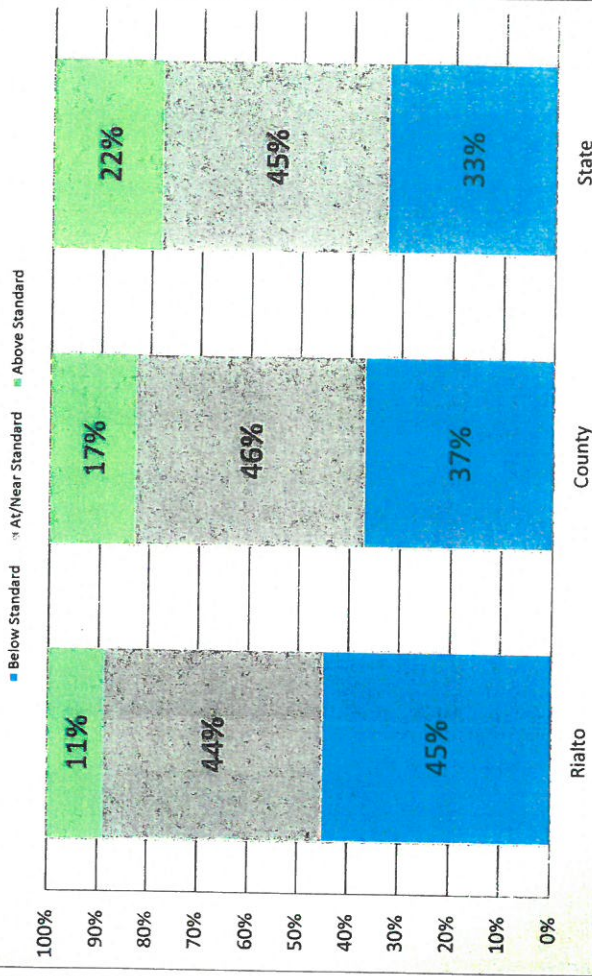
ELA CAASPP Overall: All Students by Grade Level





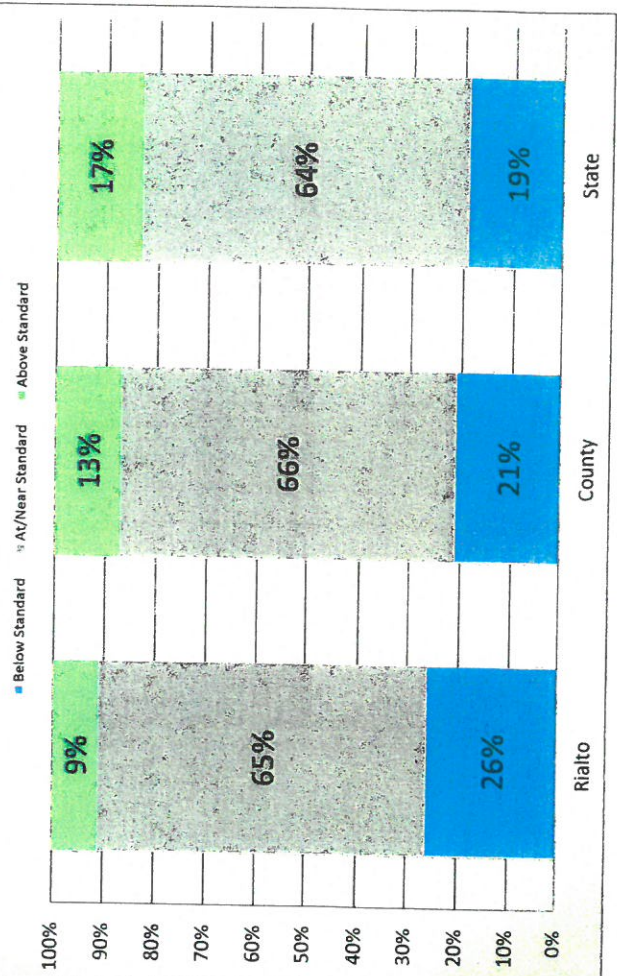
Reading Claim

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



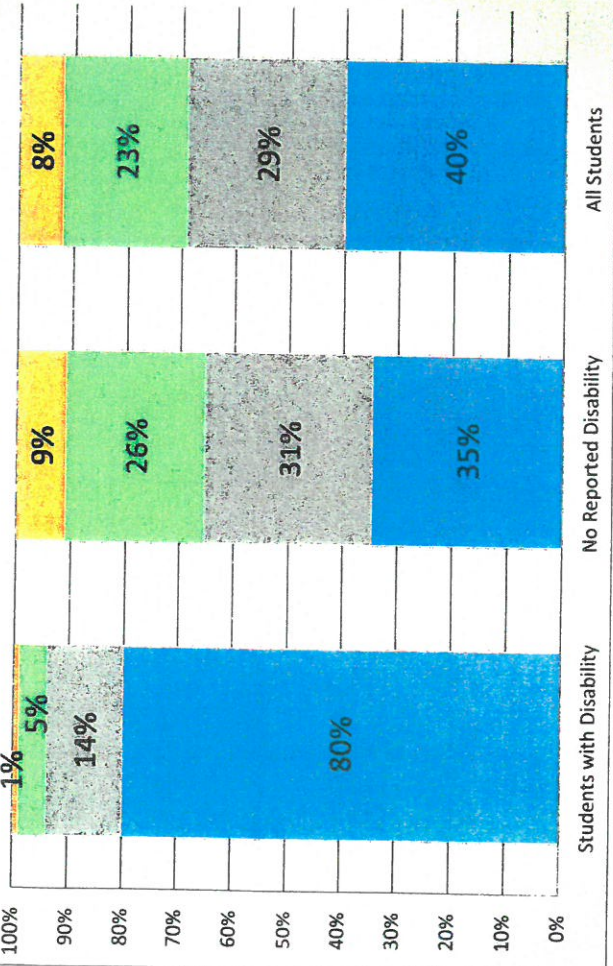
Listening Claim

How well do students understand spoken information?



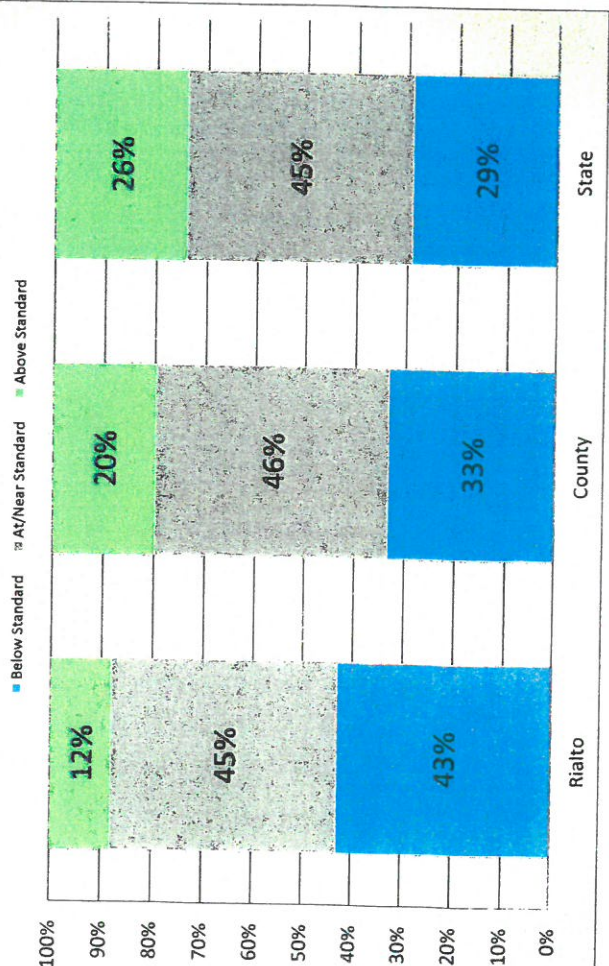
ELA CAASPP Overall by Disability Status

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



Writing Claim

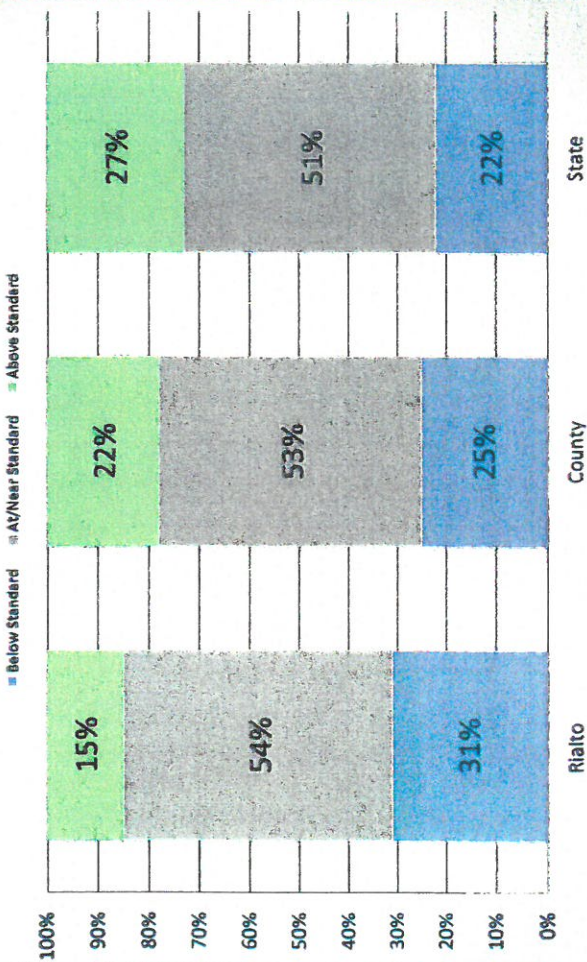
How well do students communicate in writing?



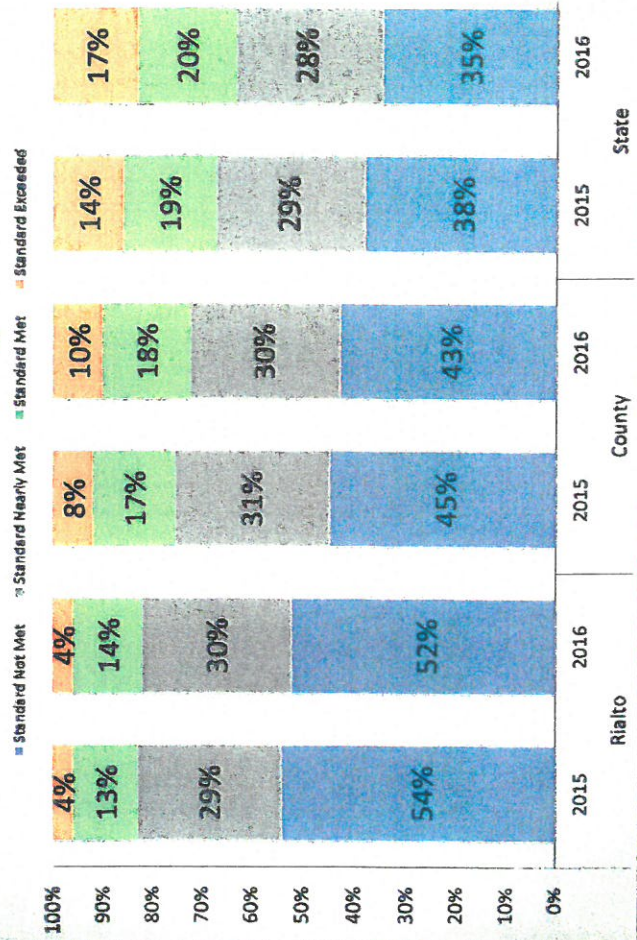
2016 CAASPP Results Mathematics

Research/Inquiry Claim

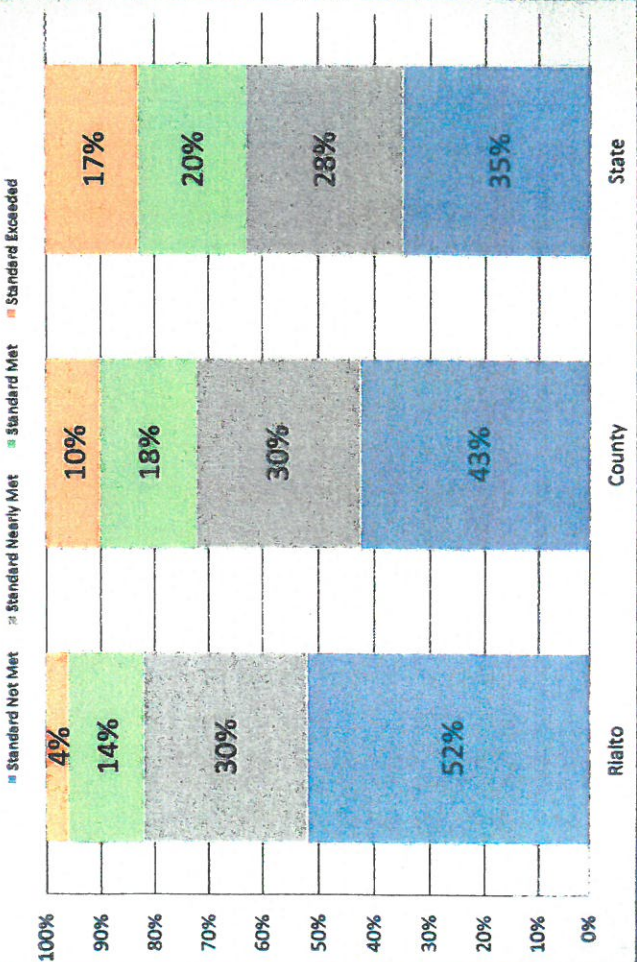
How well can students find and present information about a topic?

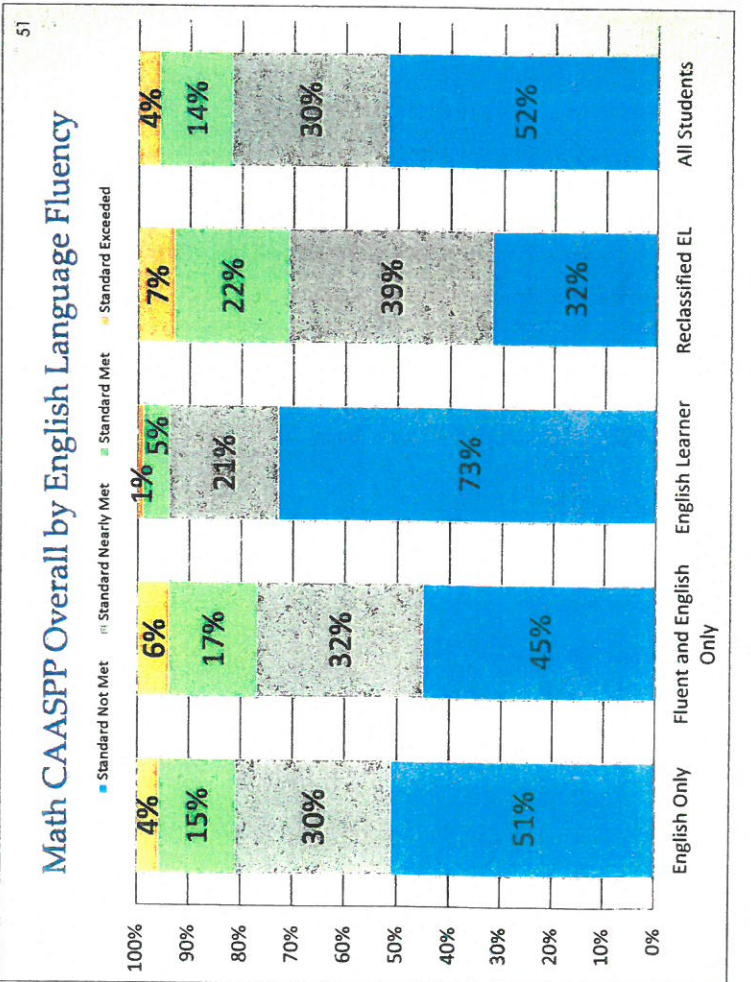
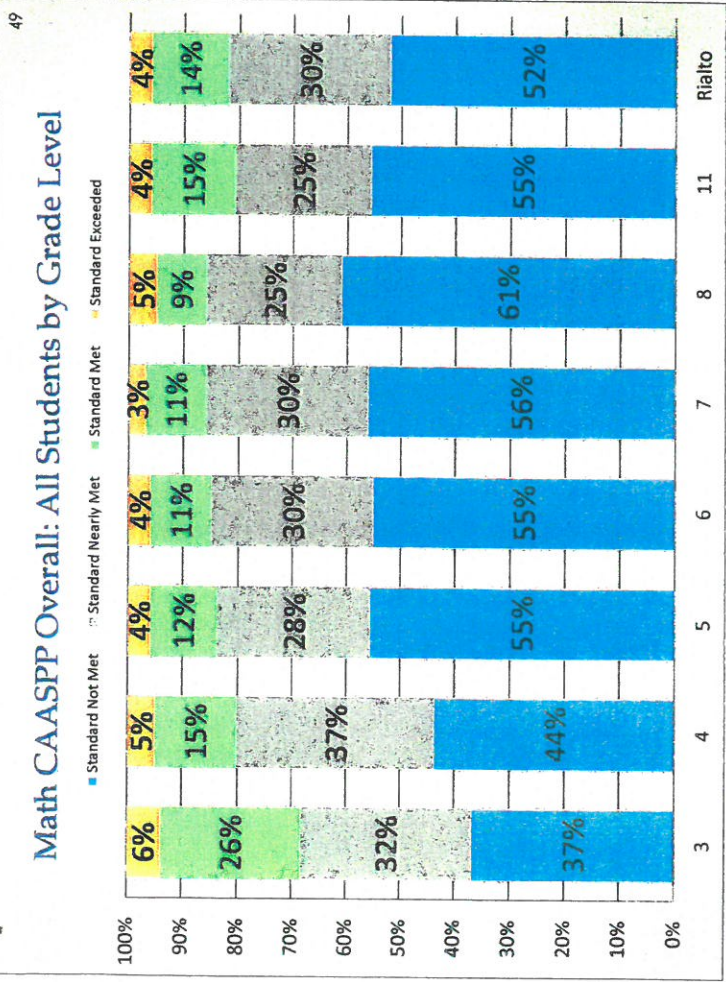
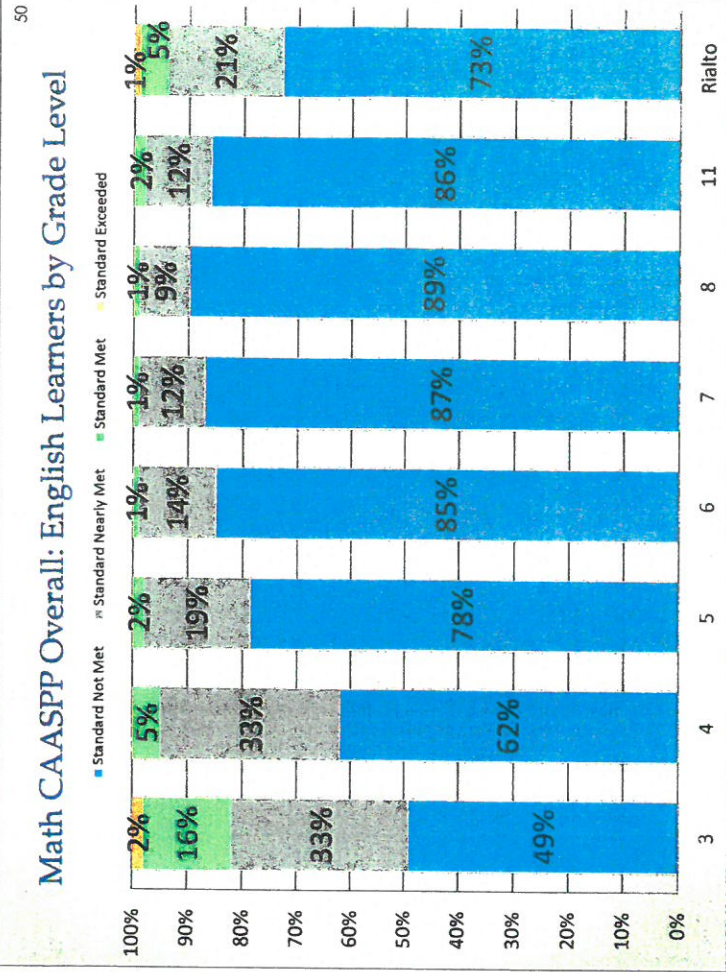


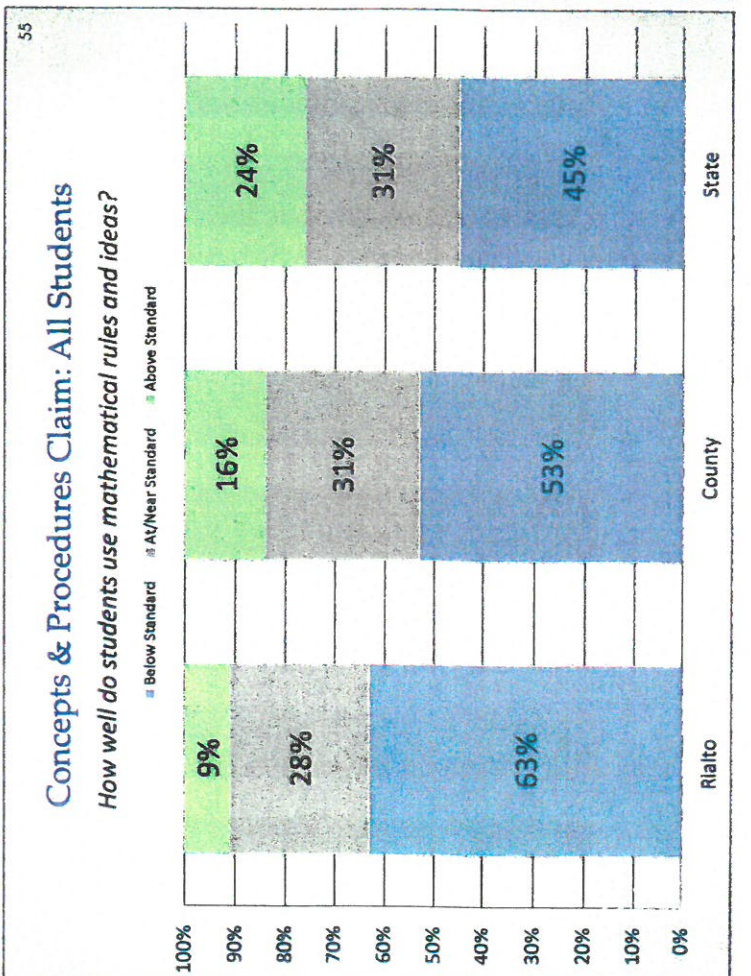
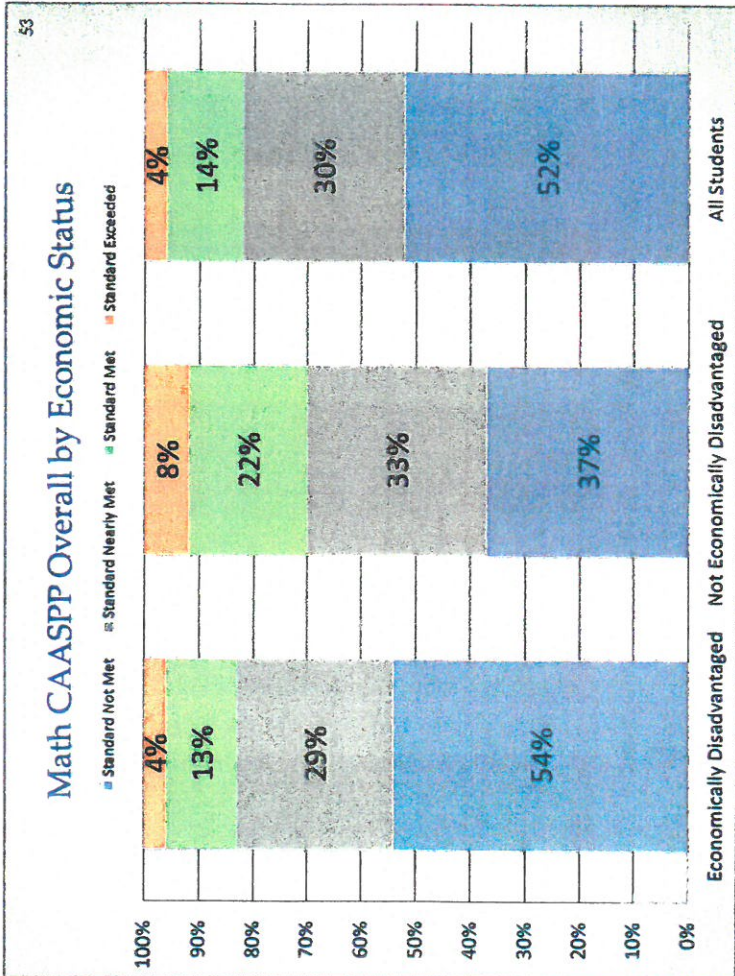
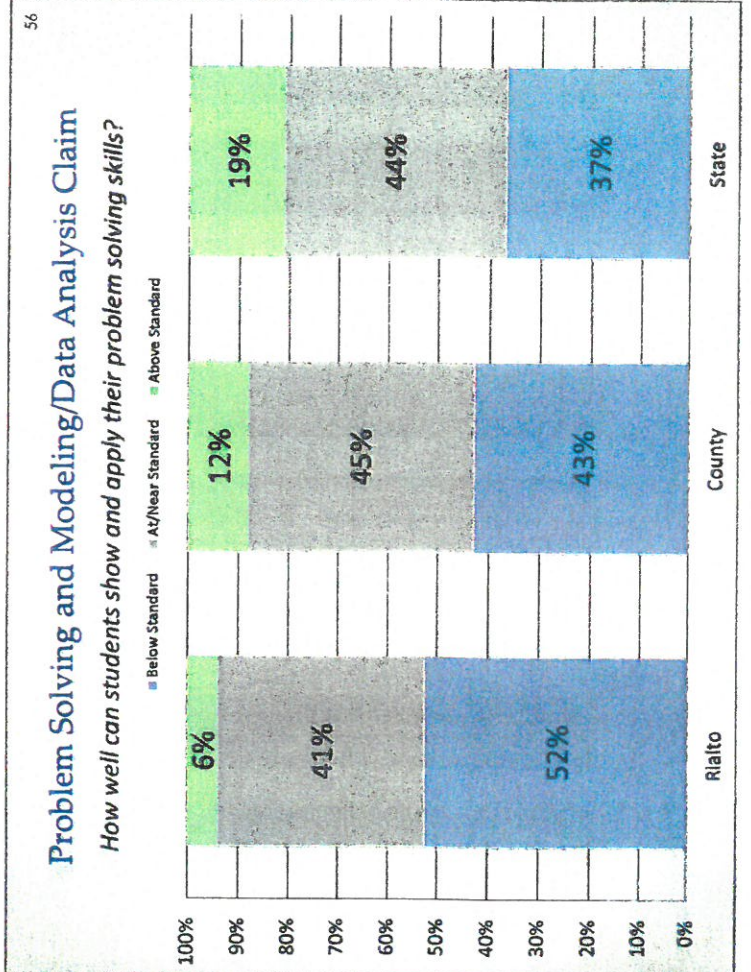
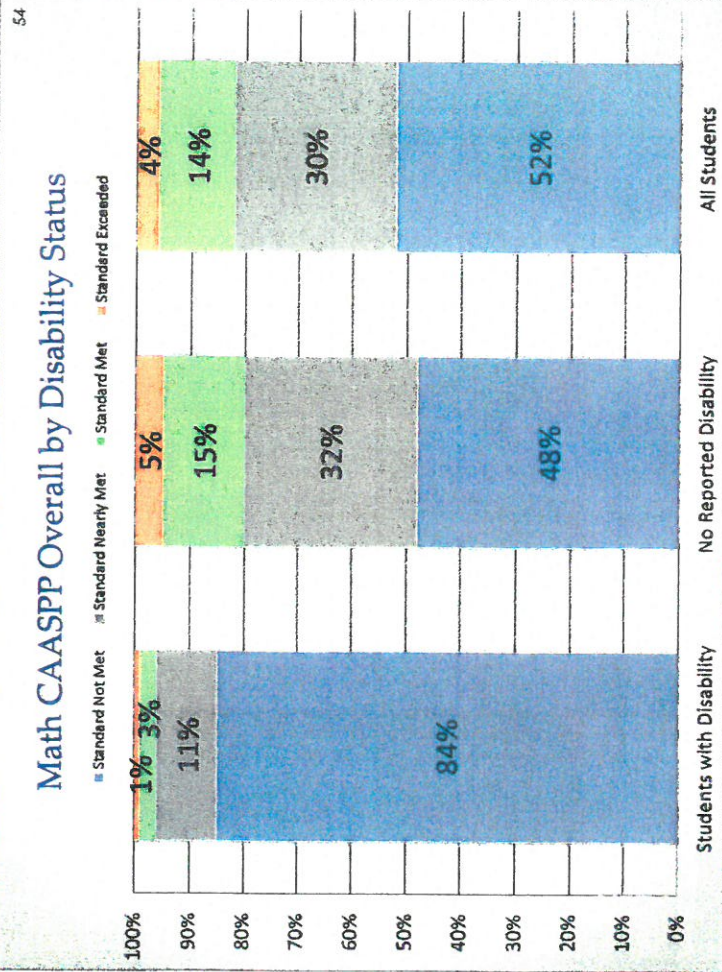
Math 2-Year Comparison



Math CAASPP Overall: All Students

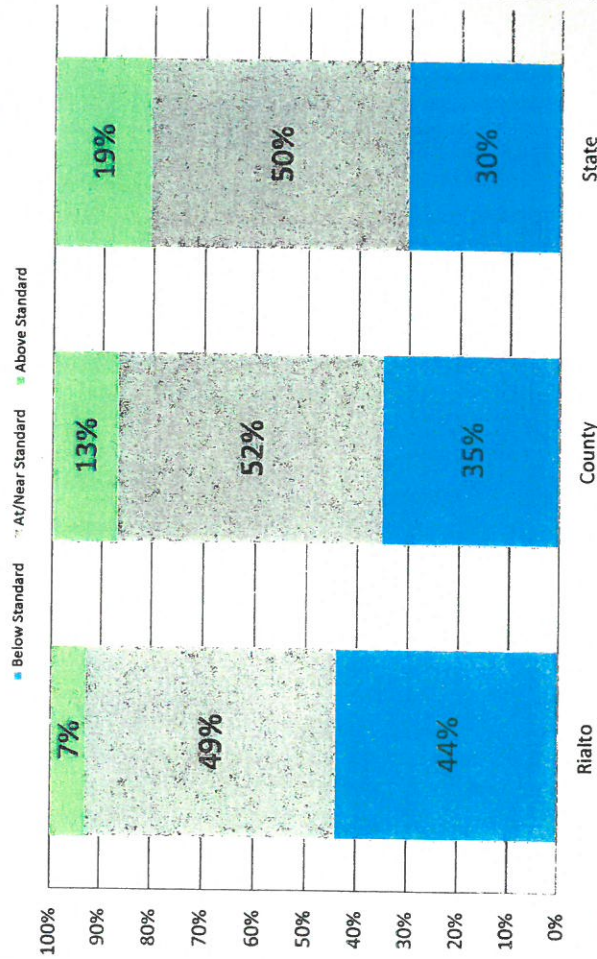






Communicating Reasoning Claim

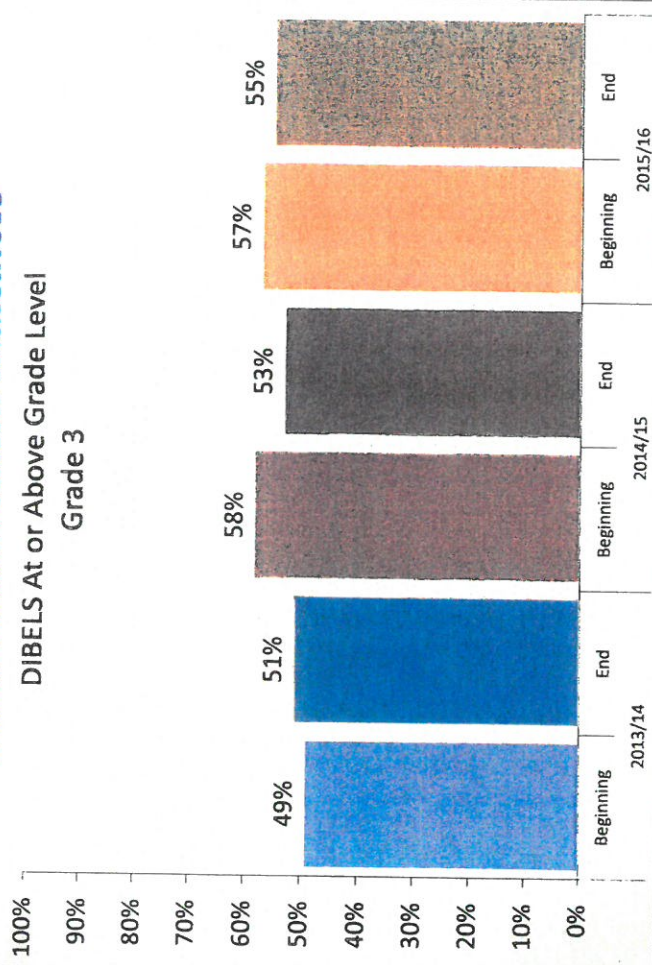
How well can students think logically and express their thoughts in order to solve a problem?



Other Achievement Indicators

DIBELS At or Above Grade Level

Grade 3



Other Achievement Indicators

STAR Reading 50th Percentile or Greater

Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

