Pleasanton Unified School District

Achievement
Partnerships
Communication

Local Control Advisory Committee Meeting
Tuesday, October 20, 2015
6:00 – 8:00 p.m.
District Office – Board Room
4665 Bernal Avenue
Pleasanton, CA 94566

AGENDA

1. Welcome and Introductions

2. FY15/16 LCAP Updates
   - Lending Devices Plan
   - CAASPP Results
   - Response to Intervention/Instruction
   - Informational Items
     - ✓ LCAP Membership
     - ✓ Alameda County Office of Education LCAP Letter
     - ✓ District Parent Liaisons Assigned Schools
     - ✓ Extended Day Tutoring Program
     - ✓ Mariachi Program

3. FY16/17 LCAP Planning
   - 2016-17 LCAP Planning Timeline
   - Brainstorm Possible Areas of Need

4. Adjournment
   - Next Meeting, Tuesday, December 15, 2015

2014-15 Smarter Balanced Results

LCAC Meeting

October 20, 2015

TEAM Effort - All Stakeholders

Administrators
Business Services
Career Tech Ed / Apprentice Program
Classified Staff
Child Nutrition Services
Community
Communications & Community Engagement
Curriculum
Data Processing
Educational Services
Facilities & Transportation
Graphics
HR
Independent Study
Instructional Coaches
Kids Club
Maintenance and Operations
Parents / Guardians
Parent Liaisons
PCC / PTA / Booster Clubs / PFC / PFA / PPIE / DELAC / **LCAC**...
Purchasing
School Board
SELPA
Special Projects
Special Education
Students
Student Services
Superintendents Office
Teachers
Technology / Media
TV-TIP
Warehouse

Our Preparation is paying off!

Time and Support of each other

Focus

- Common Core State Standards Cohorts (CCSS)
  - Depth of Knowledge (DOK)
  - Cycle of Inquiry
  - Instructional Rounds
  - Equity
    - Courageous Conversations
- Relentless
- Alignment to PUSD Strategic Plan

PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN

WE BELIEVE...

- With guidance and support all students can reach their greatest potential;
- All students and staff have the right to a safe and respectful learning environment that fosters positive connections;
- Public education should focus on the whole child, provide equitable opportunities for all students and create socially responsible individuals with character and integrity;
- In ensuring a culture and climate that promotes a highly-skilled, dedicated, and passionate educational team;
- In providing learning that is innovative, irresistible, creative, relevant and rigorous;
- It is our responsibility to inspire curiosity and a passion for life long learning.

MISSION

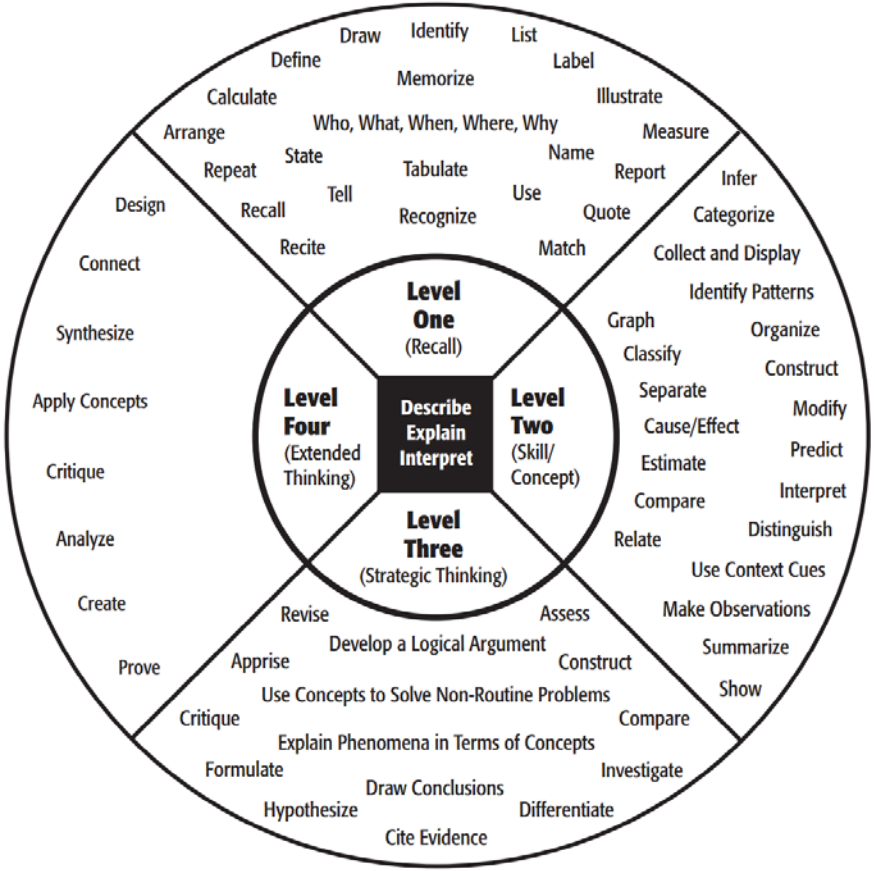
Our students will make a better world.

VISION

Every student will be a resourceful, resilient, responsible and engaged world citizen.

CURRICULUM & INSTRUCTION	LEARNING ENVIRONMENT	PERSONAL GROWTH	FISCAL STEWARDSHIP
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students and staff are provided a high-quality physical environment that facilitates teaching and learning.	Empower all students to develop character, compassion, civility, and community consciousness.	Students will be central to all fiscal decisions.
Optimize student learning by utilizing innovative technologies.	Every student and staff will feel safe, respected, and enjoy positive connections.		Ensure fiscal health through investing in today while planning for tomorrow.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Our Preparation is paying off!

Alignment of Instruction & Materials

- Curricular Maps / Pacing Guides
- Writing Program
- Bridge Materials
- Project Based Learning

Professional Development

- Job Embedded Trainings
- Staff Development Days
- Staff Development Reform (SDR)

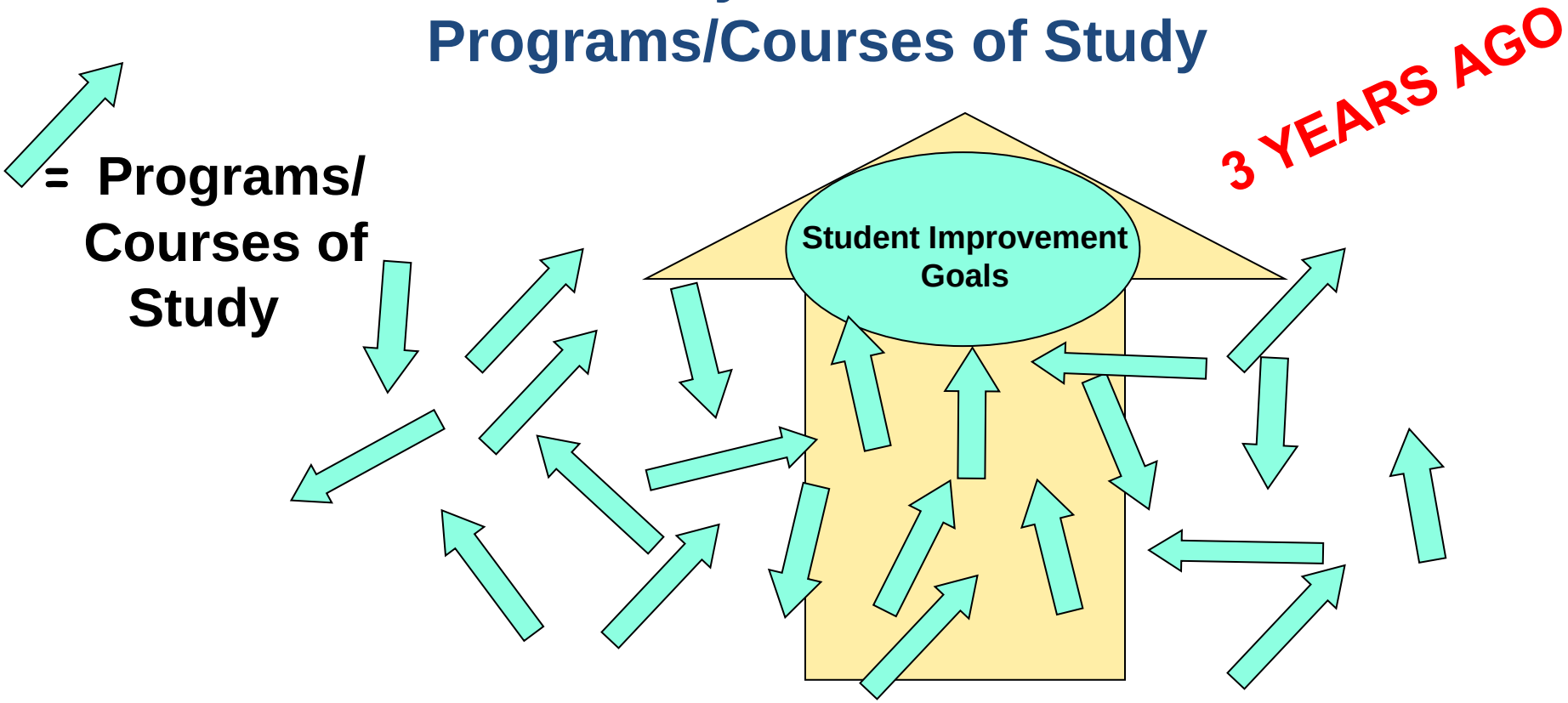
Our Preparation is paying off!

- Parent/Guardian Education
  - CCSS Institutes on Saturdays
  - Community Meetings
- Assessments
  - OARS (Online Assessment Reporting System)- formative/benchmark assessments
  - District Literacy Assessments (DLAs)
- Proactive

Eliminating the Student Opportunity Gap

Random Acts of Improvement

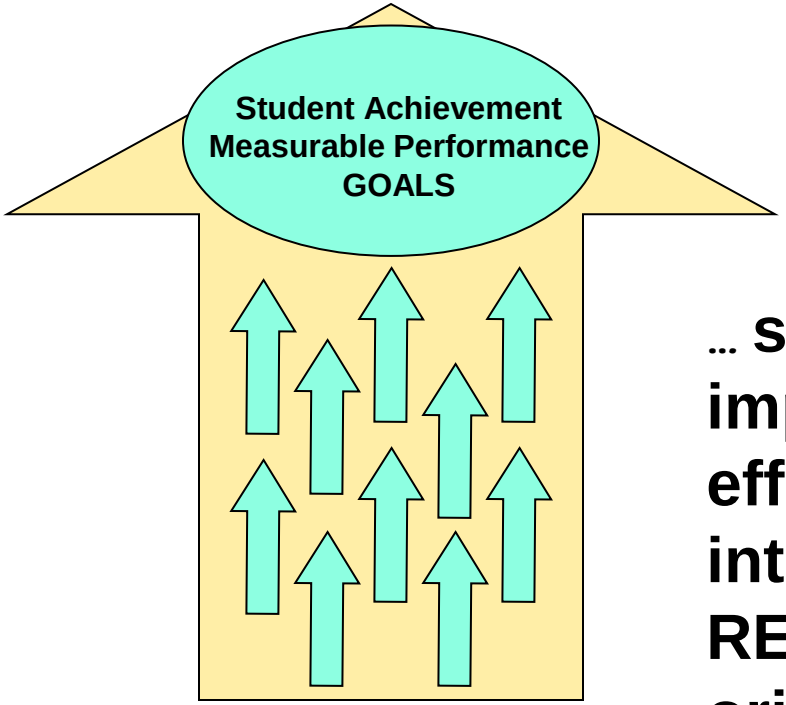
Lack of a Clearly Defined Focus for All Programs/Courses of Study



Eliminating the Student Opportunity Gap

Major Benefits of Aligned Acts of Improvement

In an aligned system…



2014-15…

= Programs/ Courses of Study

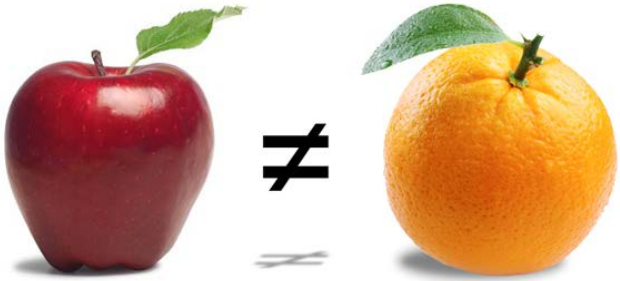
… systemic improvement efforts are integrated and RESULTS-oriented

This is the beginning ....

CST vs. SBAC

It’s a whole new ballgame!

Comparing Apples to Oranges



California is raising the bar for good reason—students need strong math and reading skills to graduate ready for college and a 21st century career.

These new tests are more rigorous than the old, multiple choice exams. Students must now:

- Explain how they solve problems
- Think critically
- Write analytically

CST vs. SBAC ELA & Math

CST

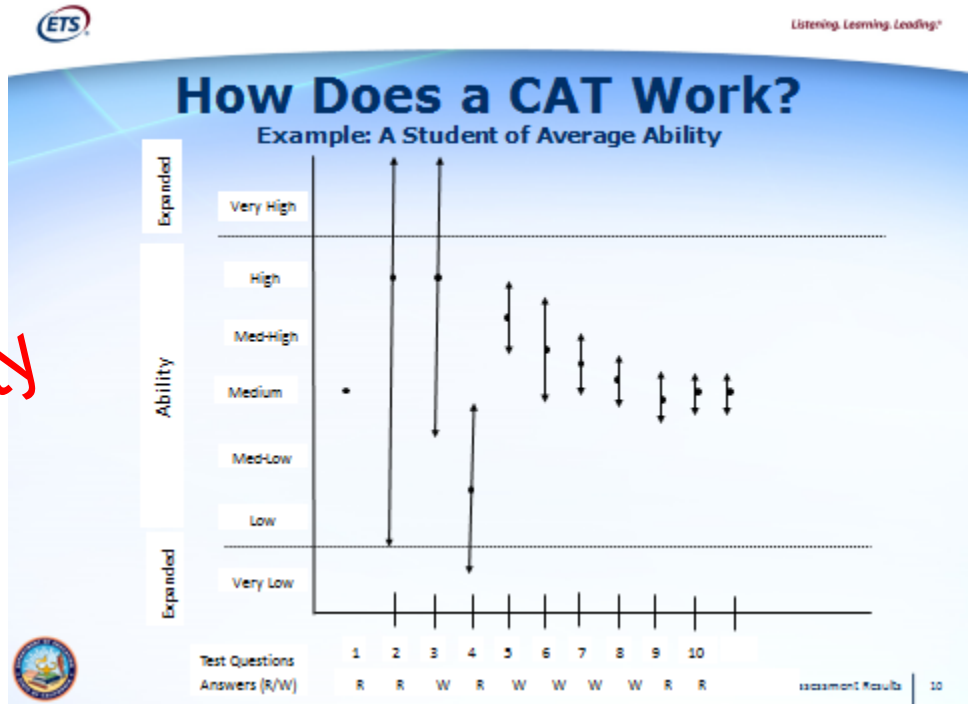
- Raw Score
- Each question has the same value.
  - A right answer equals a point (for example: 18 out of 20) and provides a percentage
- Perfect score of 600.
- 350 was the cutoff at each grade level for Proficiency

SBAC ELA & Math

- Item pattern scoring
- Type of question correct will determine score.
- Depth of Knowledge (DOK) Levels
- All questions are grade level questions according the CAASPP Blueprints
  - ELA (020915)
  - Math (020915)
- Vertical Scale
  - Can see growth every year

What is Item Pattern Scoring?

Adaptive Question Complexity



What’s the difference?

CST vs. SBAC Examples 3rd-5th Grade

CST vs. SBAC Examples 6th-8th Grade

CST vs. SBAC Examples 11th Grade

Pleasanton Unified School District

Achievement
Partnerships
Communication

caaspp

CAASPP
ELA & Math
Smarter Balanced Results

Overall Score and Achievement Level

For each grade level and subject area, students receive a score from 2000 to 3000. The overall score falls into one of four achievement levels:

- **Standard Exceeded:** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Met:** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Nearly Met:** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.
- **Standard Not Met:** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

Pleasanton Unified School District

CAA SPP ELA 2015	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Met or Exceeded (PUSD)	**76%**	**75%**	**79%**	**79%**	**81%**	**83%**	**85%**	**80%**
Standard Met or Exceeded (County)	45%	48%	54%	50%	52%	53%	61%	52%
Standard Met or Exceeded (Statewide)	38%	40%	44%	43%	44%	45%	56%	44%

CAA SPP Math 2015	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Met or Exceeded (PUSD)	**79%**	**71%**	**69%**	**71%**	**75%**	**74%**	**67%**	**72%**
Standard Met or Exceeded (County)	49%	46%	44%	42%	45%	43%	39%	44%
Standard Met or Exceeded (Statewide)	40%	35%	30%	33%	34%	33%	29%	33%

Pleasanton Unified School District

Pleasanton Unified - District Summary

3rd-8th & 11 ELA/Literacy Achievement Levels 2015

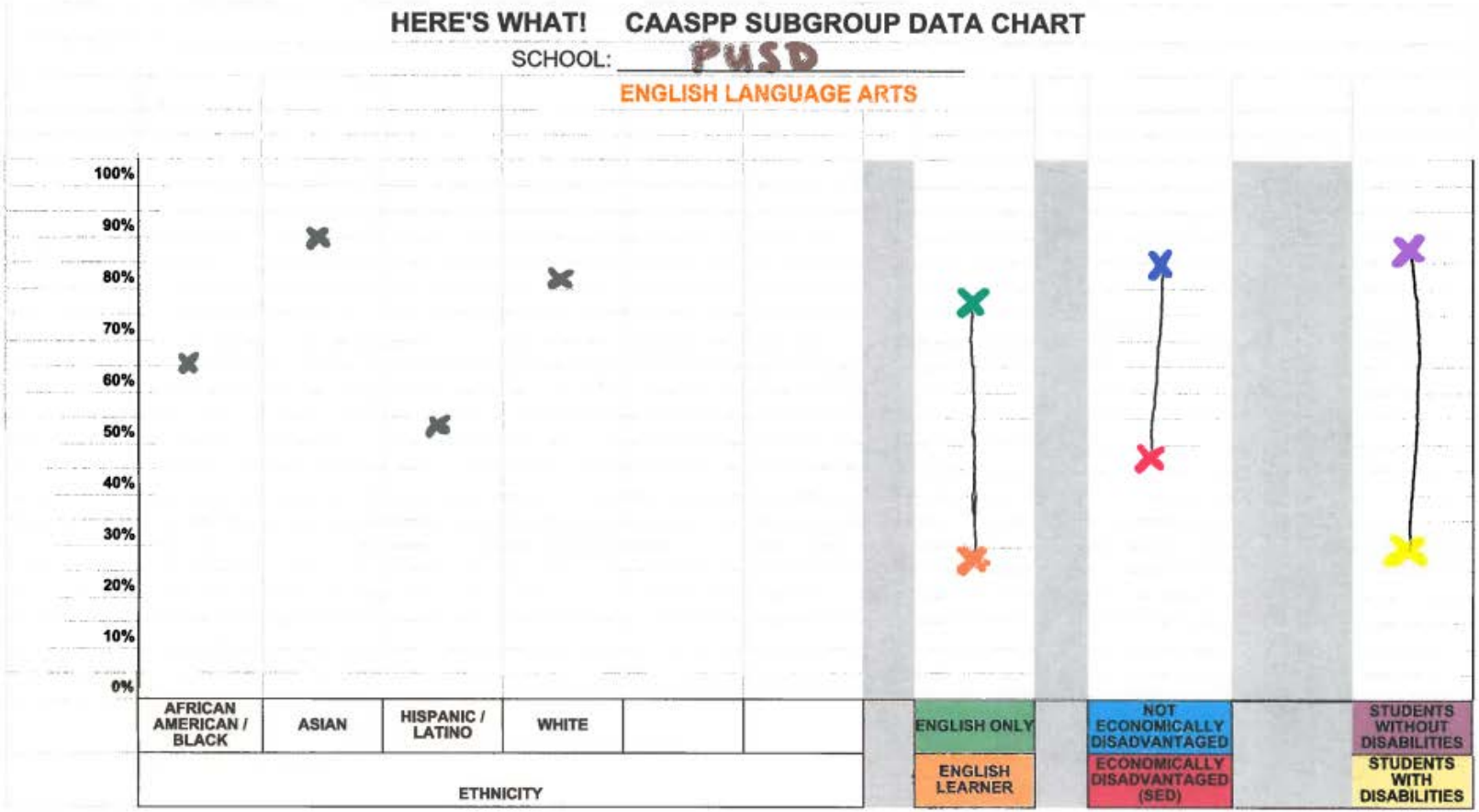
CAASPP 2015 Smarter Balanced (ELA) English Language Arts/Literacy - Result Summary	# OF STUDENTS TESTED	Standard Not Met				Standard Nearly Met				Standard Met				Standard Exceeded				% OF STUDENTS WHO HAVE MET OR EXCEEDED STANDARDS			% OF PUSD REPORTED SCORES
		PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD %	ACOE %	STATE %	
All Students	***7942***	***549***	***6.9%***	***26%***	***31%***	***1052***	***13.2%***	***22%***	***25%***	***2636***	***33.1%***	***28%***	***28%***	***3705***	***46.6%***	***24%***	***16%***	***79.7%***	***52%***	***44%***	***99.8%***
3rd Grade	1013	75	7.4%	32%	36%	165	16.3%	23%	26%	266	26.2%	21%	20%	507	50.0%	24%	18%	76.2%	45%	38%	99.9%
4th Grade	1120	116	10.3%	34%	39%	164	14.6%	19%	21%	276	24.6%	21%	21%	564	50.3%	27%	19%	74.9%	48%	40%	99.8%
5th Grade	1150	97	8.4%	28%	34%	141	12.2%	18%	21%	395	34.3%	28%	27%	517	44.9%	26%	17%	79.2%	54%	44%	99.8%
6th Grade	1175	100	8.5%	25%	28%	145	12.3%	25%	29%	411	35.0%	30%	30%	519	44.2%	20%	13%	79.1%	50%	43%	100.0%
7th Grade	1166	65	5.6%	26%	31%	161	13.8%	21%	25%	497	42.6%	33%	32%	443	38.0%	19%	12%	80.6%	52%	44%	100.0%
8th Grade	1193	49	4.1%	22%	26%	157	13.1%	25%	29%	519	43.4%	34%	33%	468	39.1%	19%	12%	82.5%	53%	45%	99.7%
11th Grade	1125	47	4.1%	18%	20%	119	10.5%	20%	24%	272	24.0%	30%	33%	687	60.6%	31%	23%	84.6%	61%	56%	99.3%
Male		366	8.9%	31%	36%	624	15.2%	22%	25%	1384	33.8%	27%	25%	1710	41.7%	21%	14%	75.5%	47%	39%	
Female		183	4.7%	22%	25%	428	11.1%	21%	26%	1252	32.4%	30%	31%	1995	51.7%	27%	19%	84.1%	57%	50%	
American Indian or Alaska Native		3	16.7%	36%	41%	2	11.1%	27%	27%	8	44.4%	24%	23%	5	27.8%	13%	9%	72.2%	37%	32%	
Asian		85	3.1%	10%	12%	204	7.5%	13%	16%	725	26.5%	31%	32%	1717	62.8%	45%	40%	89.3%	76%	72%	
Native Hawaiian or Pacific Islander		3	16.7%	40%	33%	2	11.1%	31%	29%	8	44.4%	23%	27%	4	22.2%	7%	11%	66.7%	30%	38%	
Filipino		21	6.8%	16%	15%	51	16.4%	24%	22%	118	37.9%	37%	37%	121	38.9%	23%	27%	76.8%	60%	63%	
Hispanic or Latino		152	20.2%	41%	39%	191	25.4%	28%	29%	258	34.4%	23%	24%	147	19.6%	8%	8%	53.9%	31%	32%	
Black or African American		26	17.3%	50%	46%	29	19.3%	26%	26%	54	36.0%	18%	21%	41	27.3%	6%	7%	63.3%	24%	28%	
White		241	6.5%	13%	18%	529	14.2%	18%	22%	1388	37.3%	35%	35%	1559	41.8%	34%	26%	79.1%	69%	60%	
Two or More Races		18	7.2%	20%	24%	44	17.5%	19%	23%	77	30.7%	31%	31%	111	44.2%	30%	23%	74.9%	61%	54%	
EL (English Learner)		143	39.9%	65%	66%	115	32.1%	23%	25%	73	20.4%	9%	8%	20	5.6%	3%	2%	26.0%	12%	9%	
EO (English Only)		376	6.8%	19%	23%	768	13.9%	21%	25%	1988	35.9%	31%	32%	2401	43.3%	28%	20%	79.2%	59%	52%	
IFEP (Initially Fluent English Prof)		9	0.9%	7%	12%	44	4.6%	13%	19%	205	21.2%	30%	34%	708	73.3%	50%	34%	94.5%	80%	68%	
RFEP (Reclassifed Fluent English Prof)		21	1.9%	13%	16%	125	11.4%	26%	31%	370	33.9%	36%	36%	576	52.7%	24%	17%	86.6%	60%	53%	
Economically Disadvantaged Students		152	25.8%	43%	40%	170	28.9%	27%	29%	163	27.7%	22%	23%	100	17.0%	8%	8%	44.7%	30%	31%	
Students with Disability		257	40.2%	67%	70%	193	30.2%	19%	18%	132	20.6%	9%	9%	57	8.9%	4%	3%	29.5%	14%	12%	

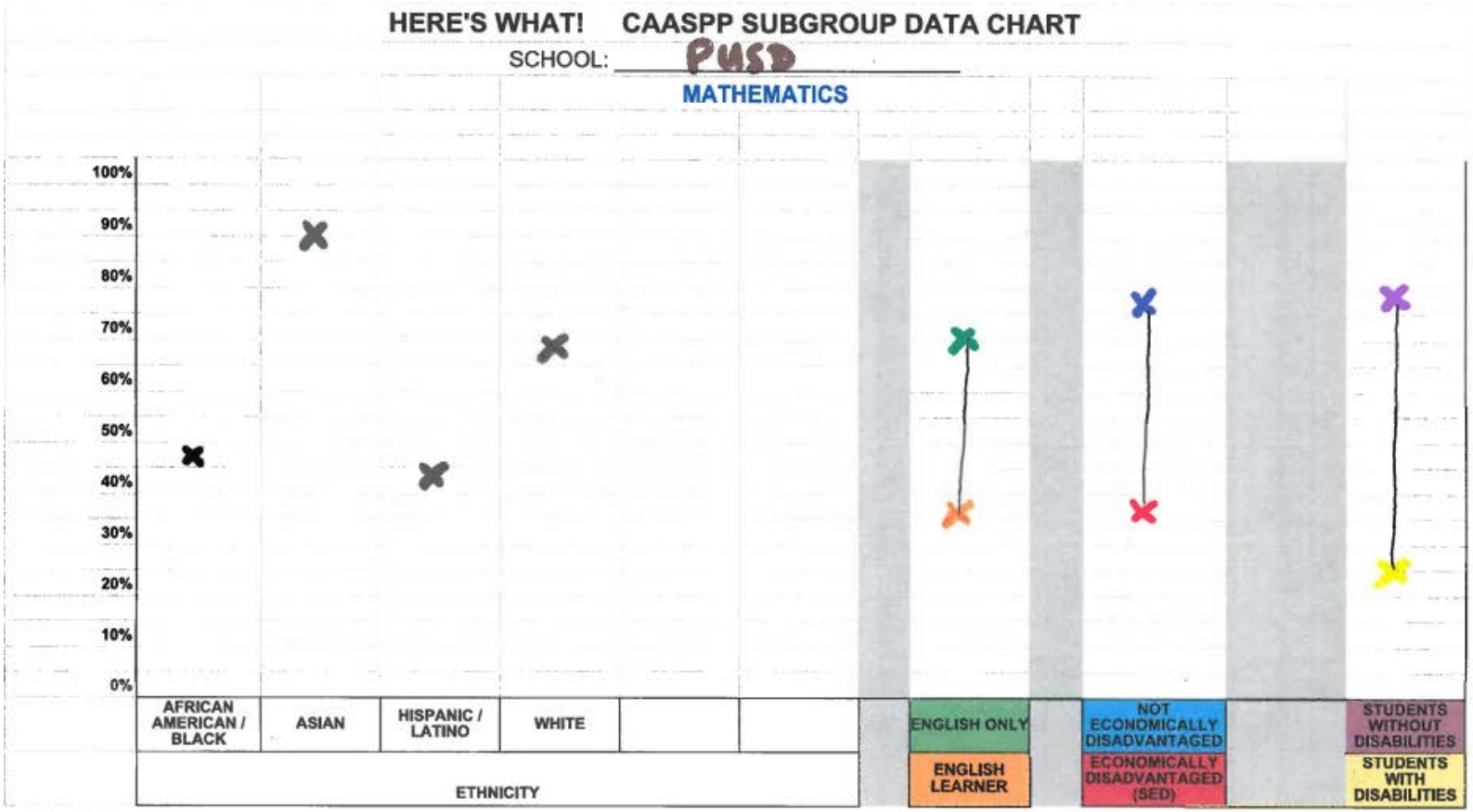
Pleasanton Unified School District

Pleasanton Unified - District Summary

3rd-8th & 11th Mathematics Achievement Levels 2015

CAASPP 2015 Smarter Balanced Mathematics - Result Summary	# OF STUDENTS TESTED	Standard Not Met				Standard Nearly Met				Standard Met				Standard Exceeded				% OF STUDENTS WHO HAVE MET OR EXCEEDED STANDARDS			% OF REPORTED SCORES
		PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD %	ACOE %	STATE %	
All Students	***7909***	*757*	*9.5%*	*31%*	*38%*	*1403*	*17.6%*	*25%*	*29%*	*2060*	*25.9%*	*20%*	*19%*	*3689*	*46.3%*	*24%*	*14%*	*72.2%*	*44%*	*34%*	*99.3%*
3rd Grade	1023	65	6.3%	28%	33%	147	14.4%	23%	27%	348	34.0%	26%	26%	463	45.2%	23%	14%	79.2%	49%	40%	99.9%
4th Grade	1121	75	6.7%	26%	31%	251	22.4%	29%	35%	372	33.1%	24%	22%	423	37.7%	22%	13%	70.8%	45%	35%	99.8%
5th Grade	1124	124	10.7%	32%	41%	204	17.7%	25%	29%	256	22.2%	17%	15%	540	46.8%	27%	15%	69.0%	44%	30%	97.4%
6th Grade	1175	114	9.7%	31%	36%	224	19.1%	27%	31%	252	21.4%	18%	18%	585	49.8%	24%	15%	71.2%	43%	33%	100.0%
7th Grade	1166	89	7.6%	30%	37%	207	17.7%	25%	29%	277	23.7%	20%	19%	593	50.8%	25%	15%	74.5%	44%	34%	99.8%
8th Grade	1192	132	11.0%	34%	41%	172	14.4%	22%	26%	268	22.4%	16%	17%	620	51.8%	27%	16%	74.2%	43%	33%	99.7%
11th Grade	1108	158	14.1%	38%	45%	198	17.7%	22%	25%	287	25.6%	19%	18%	465	41.5%	20%	11%	67.1%	40%	30%	98.8%
Male		409	9.0%	32%	39%	694	18.4%	24%	27%	987	27.8%	20%	19%	1987	44.1%	25%	15%	71.9%	44%	34%	
Female		348	10.0%	30%	36%	709	16.9%	28%	30%	1073	24.1%	21%	20%	1702	48.5%	23%	14%	72.5%	44%	33%	
American Indian or Alaska Native		2	11.1%	41%	49%	6	33.3%	32%	29%	6	33.3%	17%	15%	4	22.2%	9%	7%	55.6%	26%	21%	
Asian		67	2.4%	9%	12%	231	8.4%	15%	19%	546	19.9%	22%	25%	1887	68.6%	53%	44%	88.5%	75%	69%	
Native Hawaiian or Pacific Islander		4	23.5%	46%	40%	4	23.5%	34%	33%	7	41.2%	14%	18%	2	11.8%	6%	9%	52.9%	21%	27%	
Filipino		25	8.0%	21%	20%	78	25.1%	31%	29%	86	27.7%	28%	29%	120	38.6%	20%	23%	66.2%	48%	51%	
Hispanic or Latino		205	27.5%	49%	48%	228	30.6%	30%	31%	194	26.0%	15%	15%	114	15.3%	6%	6%	41.3%	21%	21%	
Black or African American		39	26.0%	59%	56%	41	27.3%	26%	22%	37	24.7%	11%	12%	31	20.7%	4%	4%	45.3%	15%	16%	
White		390	10.5%	17%	23%	764	20.5%	24%	28%	1127	30.3%	28%	27%	1416	38.1%	31%	22%	68.3%	59%	49%	
Two or More Races		25	10.0%	24%	30%	51	20.4%	23%	28%	57	22.8%	24%	22%	115	46.0%	28%	20%	68.8%	53%	42%	
EL (English Learner)		123	32.6%	65%	70%	119	31.6%	22%	21%	74	19.6%	8%	7%	58	15.4%	5%	2%	35.0%	14%	9%	
EO (English Only)		573	10.4%	25%	30%	1110	20.1%	25%	30%	1561	28.2%	23%	23%	2255	40.8%	28%	17%	69.0%	50%	39%	
IFEP (Initially Fluent English Prof)		13	1.3%	11%	18%	49	5.1%	16%	25%	167	17.3%	21%	25%	729	75.7%	52%	32%	93.0%	73%	57%	
RFEP (Reclassifed Fluent English Prof)		48	4.4%	20%	26%	125	11.5%	29%	34%	258	23.6%	25%	24%	647	59.3%	27%	15%	83.0%	51%	40%	
Economically Disadvantaged Students		185	31.5%	49%	49%	177	30.2%	29%	30%	134	22.8%	14%	15%	81	13.8%	7%	5%	36.6%	22%	21%	
Students with Disability		330	51.6%	71%	75%	165	25.8%	17%	15%	74	11.6%	7%	6%	68	10.6%	5%	3%	22.2%	12%	10%	


HERE'S WHAT! CAASPP SUBGROUP DATA CHART
SCHOOL: PUSD
ENGLISH LANGUAGE ARTS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
AFRICAN AMERICAN / BLACK
ASIAN
HISPANIC / LATINO
WHITE
ETHNICITY
ENGLISH ONLY
ENGLISH LEARNER
NOT ECONOMICALLY DISADVANTAGED
ECONOMICALLY DISADVANTAGED (SED)
STUDENTS WITHOUT DISABILITIES
STUDENTS WITH DISABILITIES


HERE'S WHAT! CAASPP SUBGROUP DATA CHART
SCHOOL: PUSD
MATHEMATICS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
AFRICAN AMERICAN / BLACK
ASIAN
HISPANIC / LATINO
WHITE
ETHNICITY
ENGLISH ONLY
ENGLISH LEARNER
NOT ECONOMICALLY DISADVANTAGED
ECONOMICALLY DISADVANTAGED (SED)
STUDENTS WITHOUT DISABILITIES
STUDENTS WITH DISABILITIES

Claims Results (Areas)

Claim Results: A Deeper Look

Within English Language Arts/ Literacy:

- Reading
- Writing
- Speaking and Listening
- Research /Inquiry

Within Mathematics:

- Concepts & Procedures
- Problem Solving & Data Analysis
- Communicating Reasoning

Pleasanton Unified School District

2015 CST/CMA Science Results

Science Grades 5, 8 and 10 CST/CMA by Grade		Year						
		2015		2014	2013	2012	2011	2010
		N	%	%	%	%	%	%
Grade 05 (Grade Level Science)	*Students Tested*	*1163*	*100%*	*100%*	*96.8%*	*95.8%*	*96%*	*95.6%*
	Advanced	506	44%	58%	55%	57%	62%	61%
	Proficient	480	42%	30%	32%	33%	28%	29%
	Basic	137	11%	9%	10%	8%	8%	8%
	Below Basic	23	1%	2%	2%	2%	2%	1%
	Far Below Basic	17	1%	1%	1%	1%	0%	1%
Grade 08 (Grade Level Science)	*Students Tested*	*1197*	*100%*	*100%*	*96.1%*	*96.7%*	*97.1%*	*97.5%*
	Advanced	916	77%	83%	78%	78%	75%	75%
	Proficient	156	13%	10%	15%	13%	13%	13%
	Basic	88	7%	5%	4%	5%	7%	7%
	Below Basic	24	2%	1%	3%	2%	3%	3%
	Far Below Basic	13	1%	1%	1%	2%	2%	2%
Grade 10 (Grade Level Science)	*Students Tested*	*1146*	*100%*	*100%*	*95.4%*	*97.6%*	*96.4%*	*98.1%*
	Advanced	668	58%	63%	60%	62%	61%	58%
	Proficient	289	25%	22%	23%	23%	21%	25%
	Basic	128	11%	10%	12%	10%	12%	9%
	Below Basic	39	3%	3%	3%	3%	3%	4%
	Far Below Basic	22	2%	1%	2%	3%	4%	4%

2015 CAPA Science Result

CAPA for Science	# of Students Tested	CAPA Performance Levels							
		Level I		Level III		Level IV		Level V	
		Grades 5,8,10		Grade 5		Grade 8		Grade 10	
		N	%	N	%	N	%	N	%
Advanced	3	2	66.7%	1	33.3%		0.0%		0.0%
Proficient	7	3	42.9%	2	28.6%	2	28.6%		0.0%
Basic	6		0.0%	3	50.0%	2	33.3%	1	16.7%
Overall	*16*	*5*	*31.3%*	*6*	*37.5%*	*4*	*25.0%*	*1*	*6.3%*

CAASPP Individual Student Score Report

Letter from Mr. Hansen to be mailed home with each Individual Student Score Report.

PUSD CAASPP Parent and Guardian Student Individual Score Report 2015 090915

CAASPP Parent and Guardian Student Individual Score Report 2015 (Spanish) 090915

Sample Individual Student Score Report

CAASPP Individual Student Score Report

CAASPP Resources

Website

PUSD Website - Assessment Department

Understanding the CAASPP Individual Student Score Report

Videos

Understanding Your Child's Score Report (English)

Understanding Your Child's Score Report (Spanish)

ELA Scale Score Ranges by Grade

English Language Arts/Literacy

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

MATH Scale Score Ranges by Grade

Mathematics

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

How Reports Are Used

Results from the Smarter Balanced Summative Assessments provide one piece of information about a student's academic performance that can:

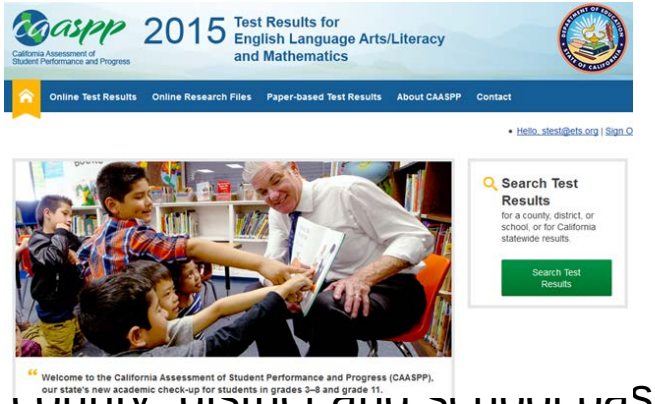
- Help facilitate conversations between parents/guardians and teachers about student performance.
- Serve as a tool to help parents/guardians and teachers work together to improve student learning.
- Help schools and school districts identify strengths and areas that need improvement in their educational programs.
- Provide the public and policymakers with information about student achievement.

A Test Score is Just One Part of a Larger Picture

- CAASPP scores provide a key measure of how students are doing—whether they need more help or should be accelerated.

- Yet as important as they are, ultimately tests are just one way to assess the progress of students—like a report card or grades on class assignments. An academic check-up, these tests are simply one tool for teachers to gauge what students know.

CAASPP Baseline Results Webpage



- Complete statewide, county, district and school baseline results.
- Drop-down search functions.
- Common graphics and result displays for ease of use.

Search Test Results

Select a county, district, or school to view test results. To view statewide results, just click the "View Test Results" button. Or, use the keyword search below to help you find what you're looking for.

California Statewide Test Results

View Statewide Results

County, District, or School Search

County:

Demo County

District (includes Direct Funded Charter Schools):

Demo District

School:

Select School...

- Select School...
- Demo High
- Demo Science and Technology
- District Students in NPS
- Edison Elementary
- Final High
- Franklin Elementary
- Haight Elementary
- Island Continuation High
- Lincoln Middle
- Lud D. Ite Elementary
- May Elementary

district, or school to see options. You can also search by zip code of County-District-

Important Note

Test results for individual students are available only to parents/guardians and may be obtained only from the schools and districts where students were tested. Individual student results are not available on the Internet nor from the California Department of Education.

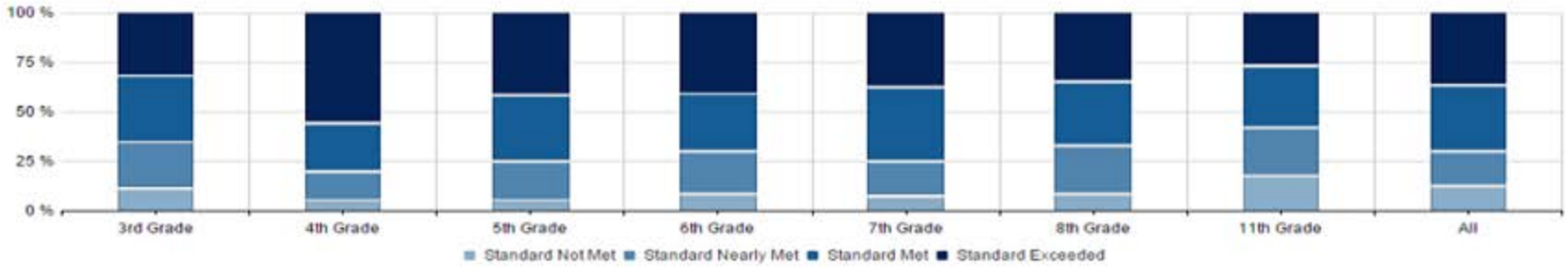
If you'd like more information about your child's individual student report and what it means, please see Understand CAASPP Reports.

Related Information

- View County List
- View District List
- View All Charter Schools

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



Achievement Level Descriptions

All Students

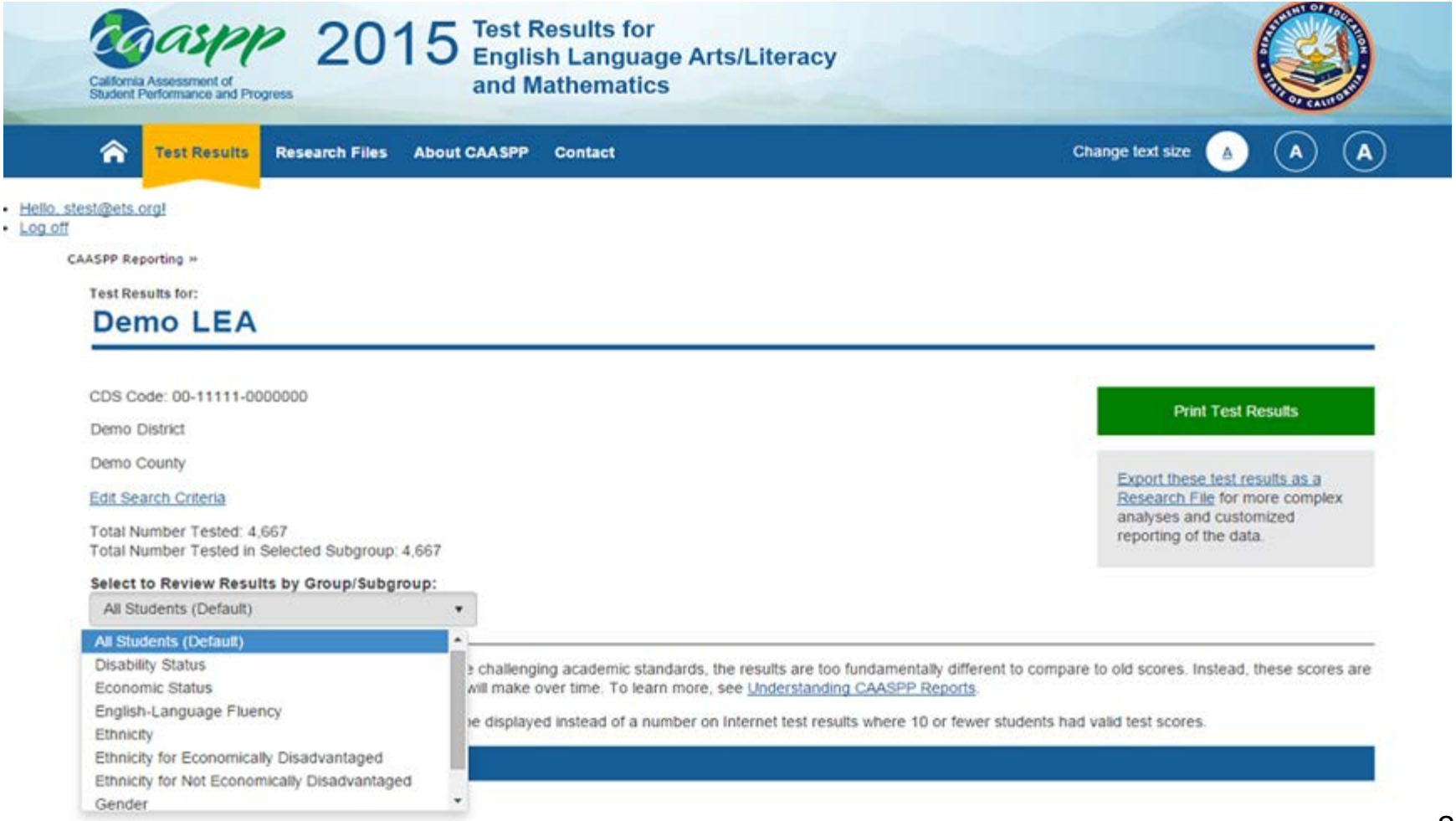
Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	762	739	772	514	544	530	806	4,667
# of Students Tested	716	685	700	468	509	491	719	4,288
% of Enrolled Students Tested	94.0 %	92.7 %	90.7 %	91.1 %	93.6 %	92.6 %	89.2 %	91.9 %
# of Students With Scores	713	685	700	467	509	490	714	4,278
Mean Scale Score	**2377.2**	**2405.5**	**2389.6**	**2380.3**	**2389.3**	**2377.2**	**2357.8**	**2384.4**
Standard Exceeded	35 %	58 %	45 %	44 %	41 %	38 %	29 %	40 %
Standard Met	32 %	23 %	32 %	28 %	36 %	31 %	30 %	32 %
Standard Nearly Met	22 %	13 %	18 %	20 %	16 %	23 %	23 %	16 %
Standard Not Met	11 %	5 %	5 %	8 %	7 %	8 %	17 %	12 %

Areas

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
READING: Demonstrating understanding of literary and non-fictional texts								
Above Standard	54 %	36 %	50 %	48 %	52 %	54 %	53 %	48 %
At or Near Standard	11 %	5 %	5 %	8 %	7 %	8 %	17 %	12 %
Below Standard	67 %	81 %	77 %	72 %	77 %	69 %	59 %	72 %
WRITING: Producing clear and purposeful writing								
Above Standard	30 %	16 %	21 %	26 %	22 %	29 %	33 %	23 %
At or Near Standard	3 %	2 %	2 %	2 %	1 %	2 %	7 %	5 %
Below Standard	8 %	3 %	3 %	6 %	6 %	6 %	10 %	7 %
LISTENING: Demonstrating effective communication skills								
Above Standard	25 %	15 %	20 %	22 %	17 %	25 %	30 %	21 %
At or Near Standard	67 %	81 %	77 %	72 %	77 %	69 %	59 %	72 %
Below Standard	35 %	58 %	45 %	44 %	41 %	38 %	29 %	40 %
RESEARCH/INQUIRY: Investigating, analyzing, and presenting information								
Above Standard	54 %	36 %	50 %	48 %	52 %	54 %	53 %	48 %
At or Near Standard	11 %	5 %	5 %	8 %	7 %	8 %	17 %	12 %
Below Standard								

Achievement Level Descriptions


caaspp
California Assessment of Student Performance and Progress
2015 Test Results for English Language Arts/Literacy and Mathematics
Test Results
Research Files
About CAASPP
Contact
Change text size
Hello, stest@ets.org!
Log off
CAASPP Reporting »
Test Results for:
Demo LEA
CDS Code: 00-11111-0000000
Demo District
Demo County
Edit Search Criteria
Total Number Tested: 4,667
Total Number Tested in Selected Subgroup: 4,667
Print Test Results
Export these test results as a Research File for more complex analyses and customized reporting of the data.
Select to Review Results by Group/Subgroup:
All Students (Default)
All Students (Default)
Disability Status
Economic Status
English-Language Fluency
Ethnicity
Ethnicity for Economically Disadvantaged
Ethnicity for Not Economically Disadvantaged
Gender
challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are
will make over time. To learn more, see Understanding CAASPP Reports.
displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

MATHEMATICS

Percent by Subgroup

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	11th Grade	All
Males	63%	68%	45%	31%	18%			53%
Females	61%	62%	47%	34%	14%			46%

Female

Achievement Level Distribution

Achievement Level Descriptions

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	762	739	772	514	544			3,331
# of Students Tested	354	336	359	232	176			2,957
% of Enrolled Students Tested	46.5 %	45.5 %	46.5 %	45.1 %	32.4 %			88.8 %
# of Students With Scores	352	336	359	232	176			2,952
Mean Scale Score	**2442.6**	**2424.5**	**2427.9**	**2377.6**	**2362.8**			**2408.6**
Standard Exceeded	61 %	62 %	47 %	34 %	14 %			46 %
Standard Met	23 %	23 %	32 %	27 %	41 %			34 %
Standard Nearly Met	10 %	12 %	13 %	22 %	36 %			12 %
Standard Not Met	6 %	4 %	9 %	16 %	9 %			9 %

Areas

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems								
Above Standard	33 %	35 %	45 %	49 %	77 %			46 %
At or Near Standard	6 %	4 %	9 %	16 %	9 %			9 %
Below Standard	84 %	85 %	79 %	61 %	55 %			80 %
CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures								
Above Standard	15 %	15 %	20 %	35 %	44 %			19 %
At or Near Standard	1 %	1 %	2 %	3 %	1 %			2 %
Below Standard	5 %	3 %	7 %	13 %	6 %			7 %
COMMUNICATING REASONING : Demonstrating ability to support mathematical conclusions								
Above Standard	11 %	13 %	15 %	25 %	37 %			14 %
At or Near Standard	64 %	65 %	76 %	61 %	55 %			79 %
Below Standard	61 %	62 %	47 %	34 %	14 %			46 %

CAASPP Parent Guides:

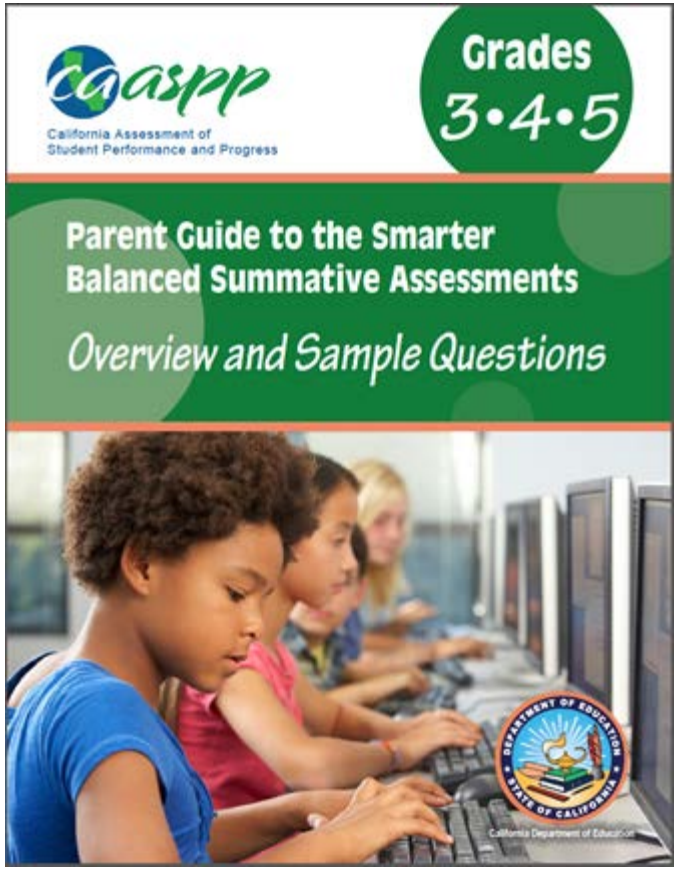
Smarter Balanced Summative Assessments: Overview and Sample Questions 3rd-5th

Smarter Balanced Summative Assessments: Overview and Sample Questions 6th-8th

Smarter Balanced Summative Assessments: Overview and Sample Questions 11th

NOTE - Parent Guides are being translated into Spanish

- Subject by subject, grade by grade sample questions.
- Sample items explain academic standards being addressed.
- Examples note the kinds of questions students must answer correctly to reach each achievement level.



Grade Five Sample Test Item—Communicating Reasoning
Achievement Level: Standard Nearly Met

The art teacher gives stickers to the 96 students in her classes. She has 264 stickers to give out. She gives out one sticker at a time to each of her students until the stickers are all gone. How many students get more than 2 stickers?

Ⓐ 36

Ⓑ 72

Ⓒ 82

Ⓓ 96

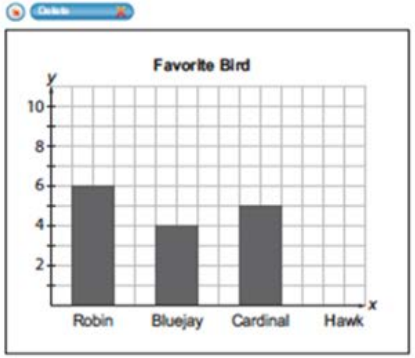
Area	**Communicating Reasoning** Demonstrating ability to support mathematical conclusions
Standard(s)	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Grade Three Sample Test Item—Problem Solving & Modeling/Data Analysis

Achievement Level: Standard Met

Mr. Lowe asked his students to vote for their favorite bird. A total of 22 students voted.

Bird	Votes
Robin	~~||||~~ |
Bluejay	||||
Cardinal	~~||||~~
Hawk	



Click above Hawk on the graph to show the number of students who chose it as their favorite bird.

Area	**Problem Solving & Modeling/Data Analysis** Using appropriate tools and strategies to solve real world and mathematical problems
Standard(s)	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented scaled bar graphs.

Parents / Guardians University Workshops

When: Saturday, October 24th

Location: Hart Middle School

Time: 9:00am - 12:00pm

Survey sent out to determine topics:

- Understanding My Child's State Test Results
- PSAT / SAT
- Math Instructional Materials
- Helping My Elementary Student in Math (tK-5)
- Math in the Secondary Classroom (6-12)
- Common Core State Standards Implementation
- English Language Arts in the Elementary Classroom
- College & Career Readiness

School Transformation Grant

Next Generation Science Standards

Choosing classes in Middle and High School (6-12)

Local Control Funding Formula (LCAP)

Strategies for Supporting My Child's Academic Progress at Home

Positive Discipline Strategies

Supporting English Language Learners at the Secondary Level (6-12)

Understanding the CA English Language Development

21st Century Technology Skills: Blended Learning

Internet safety hosted by our Pleasanton Police Department SROs

Parent Project like-class that focuses on adolescent parenting strategies

First aid and fire prevention tips hosted by our LPFD

How can we help?

APPENDIX

Key Terms

ACOE - Alameda County Office of Education
CAASPP - California Assessment for Student Performance & Progress
CAPA - California Alternate Performance Assessment
CAT - Computer Adaptive Test
CCSS - Common Core State Standards
CMA - California Modified Assessment
CST - California Standards Test
DLA - District Literacy Assessments
DOK - Depth of Knowledge
LCAP - Local Control Accountability Plan
LPFD - Livermore Pleasanton Fire Department
OARS - Online Assessment Reporting System

Key Terms - continued

PCC - Parent Communication Council
PFA - Parent Faculty Association
PFC - Parent Faculty Club
PPIE - Pleasanton Partnership in Education
PSAT - Preliminary Scholastic Aptitude Test
PTA - Parent Teacher Association
PUSD - Pleasanton Unified School District
SAT - Scholastic Aptitude Test
SBAC - Smarter Balanced Assessment Consortium
SDR - Staff Development Reform
TV-TIP - Tri Valley Teacher Induction Program

Pleasanton Unified School District
Board of Education Meeting - September 22, 2015

Report, Discussion, and Possible Action for the Local Control Advisory Committee (LCAC) Community Membership As Specified in Table I.

On March 24, 2015, the Administration provided the Board of Trustees with an update on the Local Control and Accountability Plan (LCAP), and on the LCAC. Currently, there are a total of eight (8) appointed Community Members and one (1) appointed high school student on the LCAC. These are in addition to the Association of Pleasanton Teachers (APT), California School Employees Association (CSEA), and District Parent Liaison representatives. The Community Member positions were approved for two (2) years and became effective in November 2013.

As part of the March 24, 2015 discussion, the Board of Trustees discussed the actions as noted below:

1. **Extend the membership of the following 4 LCAC community members by 6 months:**
   - Mr. Tony Ellis, Community Member
   - Ms. Amy Liu, Community Member
   - Ms. Debbie Look, Community Member
   - Ms. Nila Shroff, Community Member

As such, the term of the above noted Community Members would be extended through June 30, 2016 (Attachment A, Slide 24).

2. **Advertise for the expiring term of the following 4 LCAC community members for 2.5 years, to become effective November 2015 through June 2018,** ensuring a schedule that supports membership continuity and concludes at the end of the school year.
   - Ms. Tracy Cook, Community Member
   - Ms. Beth Gallagher, Community Member
   - Mr. David Pascualy, community Member
   - Mr. Samuel Santiago, Community Member

The term of the current members under section two expires in November 2015.

The previously appointed student member, Neha Nirkondar, graduated in June 2015.

3. **Add a total three (3) Community Members, one (1) from each of the following areas (Attachment A, slide 25), and appoint a total of 3 Student Members:**
   - Special Education
   - Foster/Kinship Youth
   - English Learners
   - Students: Recommend appointing the alternate 2015-16 Student Board Members, a total of three (3), one each from Amador Valley, Foothill, and Village High Schools to serve on the committee.

Therefore, beginning November 2015, the total Community Membership would be increased from 8 to 11 and the Student Membership would be increased from 1 to 3. With this recommendation, the Board will appoint a total of 14 Community members.

The term of the 4 Community Members noted in section 1 will be extended through June 2016, the new expiring term for the Community Members noted in section 2 will be adjusted to 2.5 years, and 3 new Community Members will be added for a term of 2.5 years. For continuity purposes, and to provide a membership schedule that supports stability, the Administration provides the following recommended recruitment plan and schedule:

Table 1: LCAC Community Membership Schedule

Membership Schedule	# of Members	Term Years	Term Start	Term End	Notes
A	7	2.5	November 2015	June 2018	Includes the 4 members that have expiring memberships in November 2015 and three (3) new members. The recruitment process would begin September 28, 2015. Board appointments would take place November 10, 2015. The application (attachment B) and recruitment timeline (attachment C) are attached.
	7	2	July 2018	June 2020	The recruitment would begin around March 2018.

Membership Schedule	# of Members	Term Years	Term Start	Term End	Notes
B	4	3	July 2016	June 2019	These members will replace the individuals whose membership is being extended for six months through June 2016. The recruitment would begin around March 2016.
	4	2	July 2019	June 2021	The recruitment would begin around March 2021.

The schedule in Table I provides membership continuity and the overlap of four members. For schedule A, the recruitment would take place every two even years, following 2020 (for example, 2022, 2024, 2026, etc.). For schedule B, the recruitment would take place every two odd years, following 2021 (for example, 2023, 2025, 2027, etc.).

Recommended Motion: The Administration recommends that the Board approve extending the term of 4 current LCAC members for 6 months, advertising for the 4 LCAC members whose term ends in November 2015, adding 3 new member categories, advertising for the 3 new committee member positions with a timeline as specified in Table I; and appointing the three alternate Student Board Members.

Alameda County Office of Education

L. Karen Monroe
Superintendent

BOARD OF EDUCATION

Joaquin Rivera
Trustee Area 1

Marlon L. McWilson
Trustee Area 2

Ken Berrick
Trustee Area 3

Aisha Knowles
Trustee Area 4

Fred Sims
Trustee Area 5

Eileen McDonald
Trustee Area 6

Yvonne Cerrato
Trustee Area 7

September 28, 2015

Valerie Arkin, President
Board of Education
Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, CA 94566

RE: 2015-2016 LCAP & Adopted Budget

Dear President ~~Arkin~~ Valerie:

In accordance with Education Code Sections 52070 and 42127, the Alameda County Office of Education has reviewed the Local Control Accountability Plan (LCAP) and Adopted Budget of the Pleasanton Unified School District for fiscal year 2015-2016. By statute, this review must be completed on or before September 15 of each fiscal year. Based upon our review, both the 2015-2016 LCAP and Adopted Budget of the Pleasanton Unified School District have been **approved**.

With regard to our review of the District's LCAP, the Education Code requires the County Superintendent to approve the plan (or annual update) for each school district after determining all of the following:

- The LCAP adheres to the template adopted by the State Board of Education.
- The budget includes expenditures sufficient to implement the specific actions and strategies included in the LCAP.
- The LCAP adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated students pursuant to Sections 42238.02 and 42238.03.

Our review of the District's LCAP for 2015-16 has determined that the District is in compliance with the above criteria.

Education Code requires the County Superintendent to approve, conditionally approve, or disapprove the Adopted Budget for each school district after doing the following:

- Determine whether the Adopted Budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

313 W. Winton Ave.
Hayward, California
94544-1136

(510) 887-0152

www.acoe.org

- Examine the Adopted Budget to determine whether it complies with the standards and criteria established pursuant to Section 33127 and identify any technical corrections needed to bring the budget into compliance with those standards and criteria.

- Determine whether the Adopted Budget will allow the district to meet its financial obligations during the current fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.

Our review of the District's Adopted Budget and Multi-Year Projection for 2015-16 has determined that the District is in compliance with the above criteria.

We want to express our appreciation to Luz Cazares, Suzy Chan, and Odie Douglas, the District staff, Governing Board, and the community for their continued diligence and hard work. If you have any questions or concerns regarding our review process, please feel free to call me at (510) 670-4140, or contact Gary Jones at (510) 670-4270.

Sincerely,

L. Karen Monroe, Superintendent
Alameda County Office of Education

cc: Board of Education, Pleasanton USD
Jim Hansen, Interim Superintendent, Pleasanton USD
Luz Cazares, Assistant Superintendent of Business Services, Pleasanton USD
Suzy Chan, Director of Fiscal Services, Pleasanton USD
Odie Douglas, Assistant Superintendent of Educational Services, Pleasanton USD
Gary Jones, Associate Superintendent, ACOE
Ingrid Roberson, Director, Assessment & Accountability Partnerships, ACOE
Jeffrey B. Potter, Executive Director, District Business & Advisory Services, ACOE

Pleasanton Unified School District
District Parent Liaisons Assigned Schools
2015-16

SITE	PARENT LIAISON
Alisal	Rosa Isela Torre
Donlon	Kirsten Dwyer
Fairlands	Kirsten Dwyer
Hearst	Ivy Yih-Fen Chuang
Lydiksen	Patricia Blair
Mohr	Ivy Yih-Fen Chuang
Valley View	Rosa Isela Torre
Vintage Hills	Rosa Isela Torre
Walnut Grove	Ivy Yih-Fen Chuang
Hart	Kirsten Dwyer
Harvest Park	Susana Lopez-Krulevitch
Pleasanton Middle	Patricia Blair
Amador Valley	Martha Acebedo
Foothill	Patricia Blair
Village/Horizon	Susana Lopez-Krulevitch

10-13-15

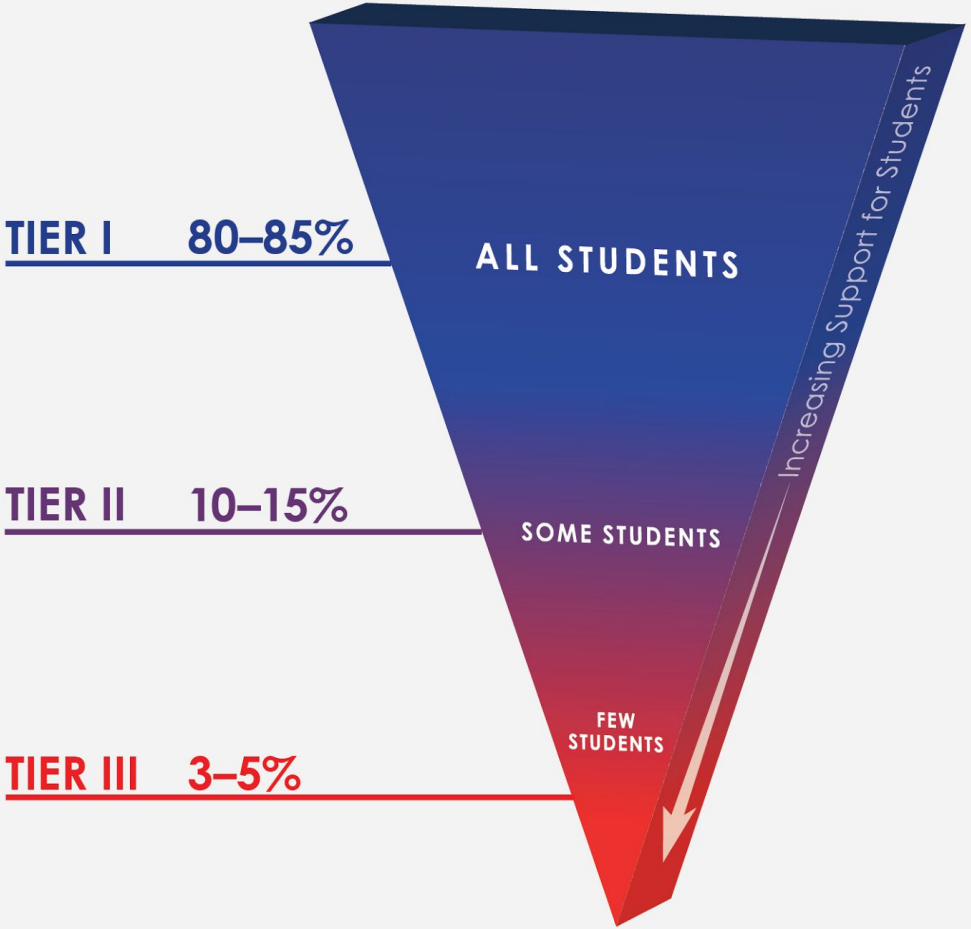
RTI^2
Response to Instruction & Intervention

PUSD LCAC September
2015-16

RTI²

Response to Instruction & Intervention

Support for all students



Steering Committee 2014-15

Statement of Purpose for RTI in PUSD

The *PUSD RTI Steering Committee* sets forth the following program goals:

- Improve achievement for all students
- Make decisions based on the use of student data
- Respond proactively and systematically
- Provide early interventions to struggling students
- Facilitate collaboration and communication with all stakeholders
- Provide teachers support through resources and training
- Support a district-wide process for making appropriate special education referrals

Steering Committee 2014-15

2015-16

Essential Components of RTI for PUSD

1. High quality core instruction
   - *Elementary JE 15-16 Balanced Literacy*
2. Universal screening at all levels
   - *DIBELS*
3. Progress monitoring
   - *DIBELS & DLA*
4. Data-based decision making
5. Research based intervention curriculum
   - *Training & implementation for teams & intervention personnel*
6. A culture of collaboration
7. Multiple systems of support (MTSS)
   - *PBIS & Special Education*

RTI^2 Steering Committee 2015-16

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.

-bell hooks, 1994

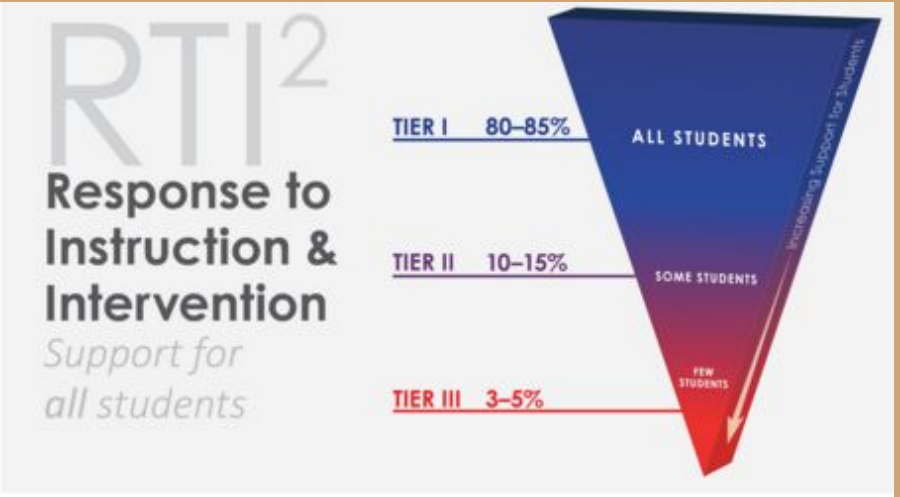
Committee Goals 2015-16:

1. RTI Schedules
   a. Elementary and Secondary implementation models
2. Universal Screener Training
   a. Screening tools for secondary
3. Professional Development
4. Tier 1 - intervention materials
5. Tier 2 - intervention menu of curriculum
   a. WWC & FCRR
   b. software-based interventions
6. RTI Roadshow for staff
7. Parent Education
8. Elementary DLA At-Risk Cutpoints - updates

Steering Committee 2015-16 * Divide and Conquer

Pleasanton Unified School District
Educational Services Division

RTI² Steering Committee
2015-16 School Year



Meetings are Thursdays - 3:30 - 5:00- Board Room, District Office:

All Committee Members	Secondary Members 6-12	Elementary Members TK-5
~~9/24~~	10/22	12/17
11/12 with PBIS	1/28	2/25
3/24 with PBIS	4/28	5/19

2014-15 * Potential Implementation Timeline

Scheduling Challenges (Secondary)

RTI Implementation – Elementary and Middle School								
Year	January 2016		2016-17		2017-18		2018-19	
Cohort #1 (BETA = ½ year)	3 Elementary	K-2			Cohort #1	3-5		
	1 Middle	6th			Cohort #1	7-8		
Cohort #2			3 Elementary	K-2			Cohort #2	3-5
			1 Middle	6th			Cohort #2	7-8
Cohort #3					3 Elementary	K-2		
					1 Middle	6th		
Cohort #4							Cohort #3	3-5
							Cohort #3	7-8
Foothill HS								
Amador HS								

Last year's dream…

2015-16 Timeline
RTI BETA Sites

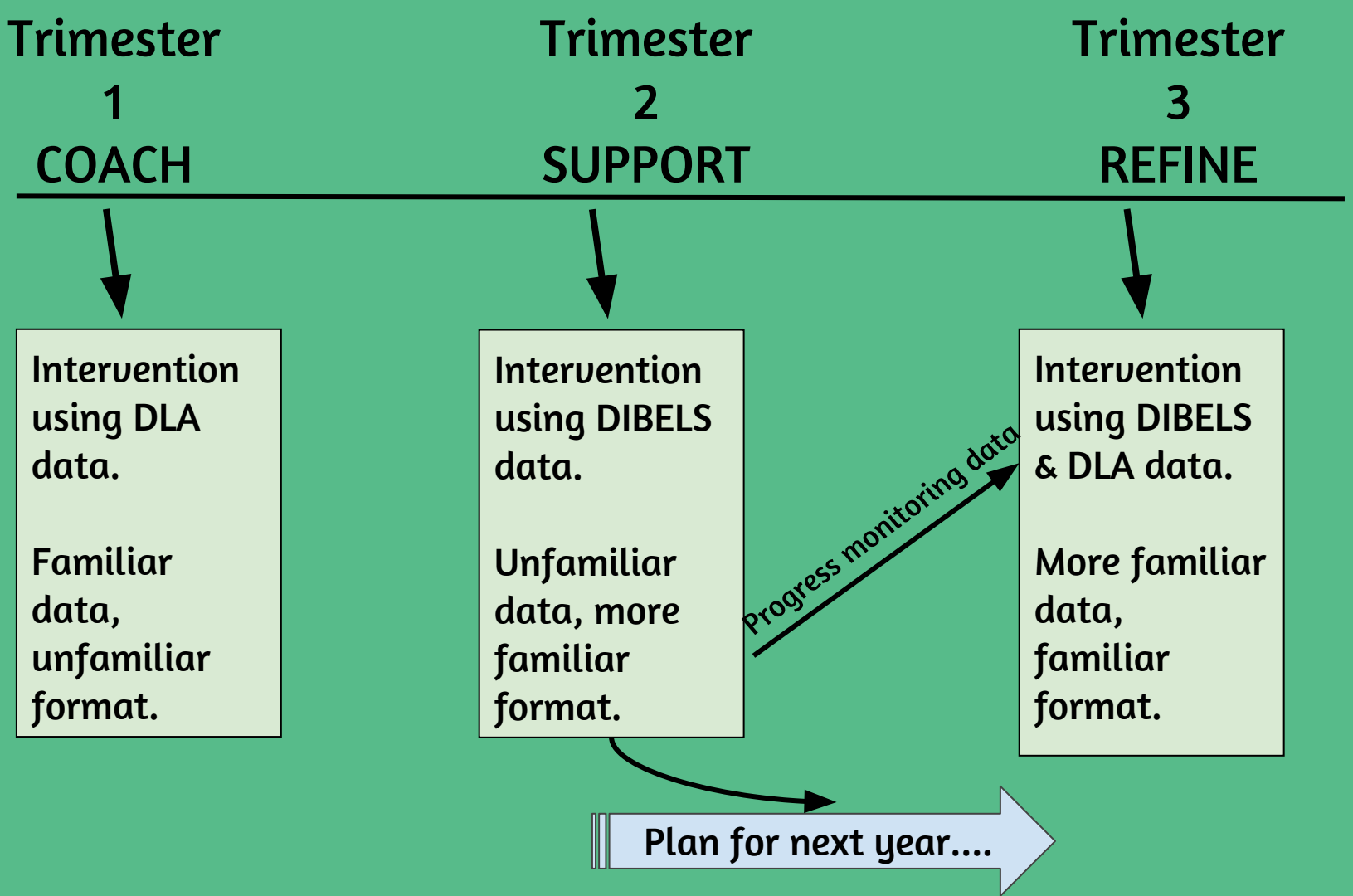
These teams are implementing research-based interventions, DIBELS, collaborative grouping strategies and data-based decision making.

These teams have adjusted schedules and site-based logistics to provide differentiation at all levels.

This year's reality...

Alisal - Kindergarten
Fairlands - 1st Grade
Hearst - 2nd Grade
Walnut Grove - 3rd - 5th

6th Grade - ?


Trimester 1
COACH
Trimester 2
SUPPORT
Trimester 3
REFINE
Intervention using DLA data.
Familiar data, unfamiliar format.
Intervention using DIBELS data.
Unfamiliar data, more familiar format.
Progress monitoring data
Intervention using DIBELS & DLA data.
More familiar data, familiar format.
Plan for next year....

Developing a Menu of Responsive Options

PUSD - Response to Instruction and Intervention				Kindergarten - 5th 2015-16
RTI Curriculum Menu	**Tier 1 Whole class and small group**	**Tier 2 Small group or 1-1 Intervention**	**Tier 2+ Extended-day Academic Support**	**Tier 3 Remediation - Special Ed.- Resource**
Fluency	ELA Core Curriculum	Quick Reads	Quick Reads	Read Naturally (paper-based)
	6 Minute Solution			
	Core Curriculum Activities (i.e. Poetry, Readers Theatre, Sentence Progressions, etc)	FCRR- - make & take intervention tools		
Tech-based:	Fluency Tutor from TextHelp	Read Naturally LIVE	Read Naturally LIVE	Read Naturally LIVE
Comprehension	ELA Core Curriculum	FCRR- - make & take intervention tools	Quick Reads	
	Reading A-Z (Bridge)	Making Connections		
	Comprehension Toolkit (Bridge)	Comprehension Plus		
	Lucy Calkins Reading Units (Bridge)	Common Core Support Coach		
	Reader's Workshop			
Tech-based:	RAZ Kids	MindPlay	MindPlay	MindPlay
	iReady		Oddessey	

DRAFT

Implications for Sustainability

Click for Parent video

PD

- Universal Screening measures
- Intervention Curriculum
- Computer-assisted intervention software
- PD – both new & ongoing
- Equitable need-based funding
- Equitable staffing support

Costs & Infrastructure

- Leaders & Administrators
- Teachers, coaches, and Staff
- For new assessments
- For RTI site implementation
- On instructional practices at Tier 1 and Tier 2
- Special Education Alignment
- Parent Outreach & Education

Consensus Building & PD

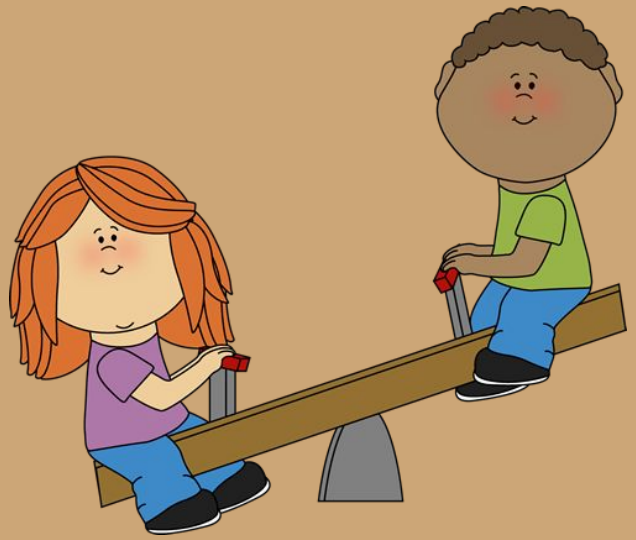
- Site-based scheduling needs
- Staffing for grouping ratios
- Alignment with PBIS and Special Education
- Alignment with Curriculum and Assessments
- Fidelity, Consistency, & Equity

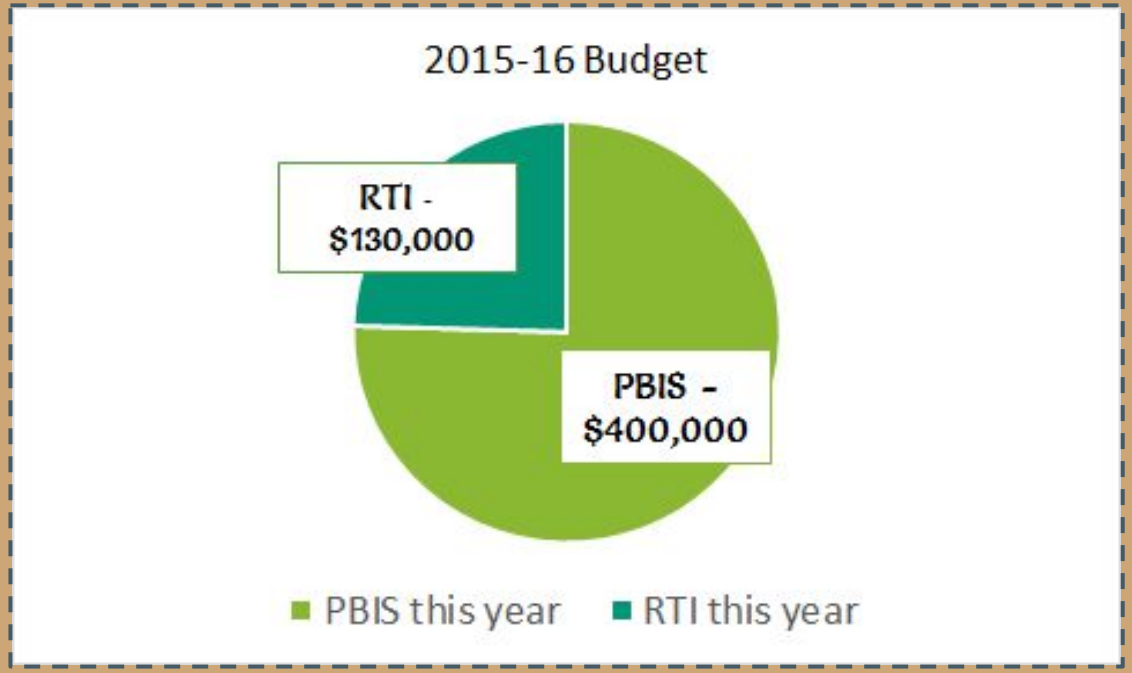
Sustainability

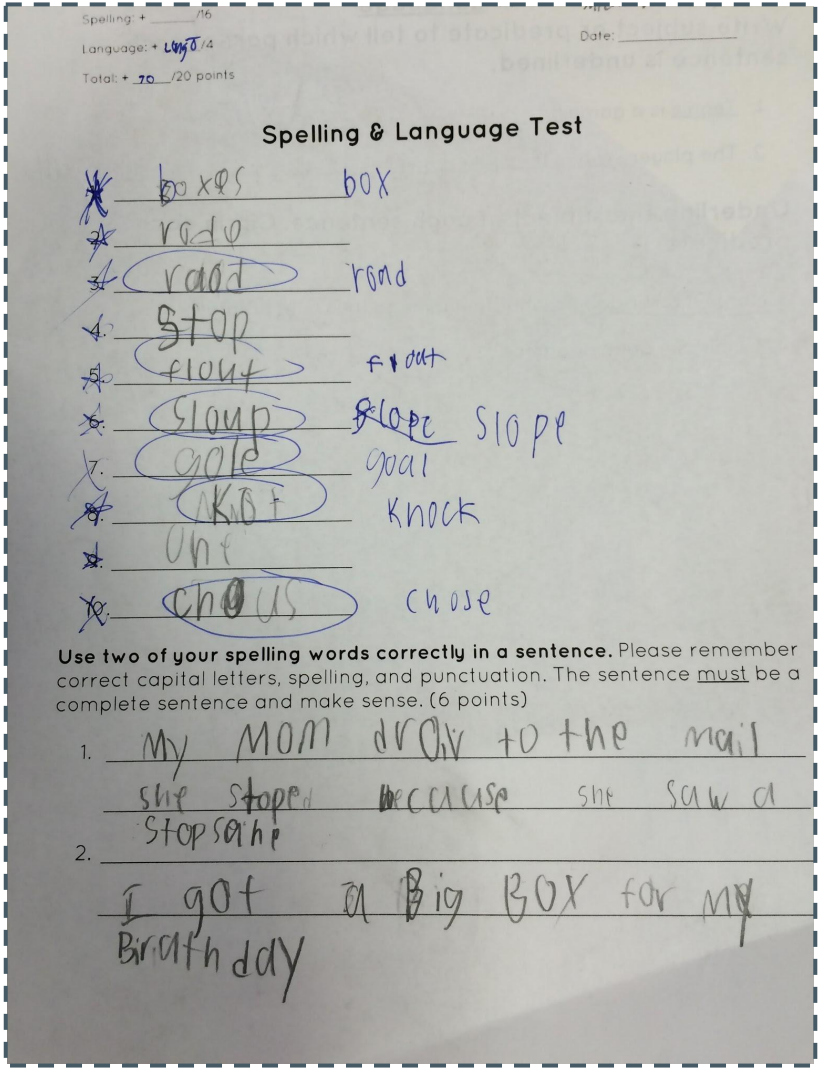
Conditions that support successful RTI Implementation - video

RTI Program Goals:

- Improve achievement for all students
- Make decisions based on the use of student data
- Respond proactively and systematically
- Provide early interventions to struggling students







Spelling: + _____/16

Language: + 4 /4

Total: + 20 /20 points

Date: _____

Spelling & Language Test

1. boxes box
2. rode
3. road rond
4. stop
5. flout flout
6. sloup slope slope
7. gole goal
8. Kot Knock
9. One
10. chous chose

Use two of your spelling words correctly in a sentence. Please remember correct capital letters, spelling, and punctuation. The sentence must be a complete sentence and make sense. (6 points)

1. My MOM drOiv to the mail she stoped because she saw a Stop sahe

2. I got a Big BOX for my Brathday

Fallen through the cracks…

- This 4th grade student has..
  - been with us since Kindergarten
  - a fluency rate of 57 wpm (1st)
  - a weak trail of SIP goals
  - few consistent interventions
  - no 504 or IEP
  - and, is in a subgroup

- We have not a knowledge gap, but an action gap. -Sally Shaywitz

Students At-Promise

In the coming years, recently passed legislation around dyslexia will impact our practice of identifying, assessing, and improving instruction for students with print-based disabilities.

A PUSD Next-steps Checklist:

- ***Train our leadership***
- ***Address (our) cultural barriers to success***
  - ***all-means-all***
- ***Train teachers the nuts & bolts of RTI***
  - ***build a shared language & culture***
- ***Lead the way toward collaboration & shared responsibility***
- ***Build capacity***
- ***Monitor results & respond***

The End

Pleasanton Unified School District

2016-17 LCAP (Local Control & Accountability Plan) Planning Timeline

December 15, 2015	Local Control Advisory Committee (LCAC) Meeting
Jan – March, 2016	**LISTENING CAMPAIGN**: Summer School 2015 Student Participation Demographics Essential Questions
	Outreach – Association of Pleasanton Teachers (APT)
	Outreach – California School Employees Association (CSEA)
	Outreach – English Learner Advisory Committee (ELAC) / District English Learner Advisory Committee (DELAC)
	Outreach – LCAC Committee
	Outreach –Parent/Guardian University Workshops (CCSS)
	Outreach – Common Core State Standards Implementation Team (CCSS)
	Outreach – Amador Valley High School Students
	Outreach – Foothill High School Students
	Outreach – Village High School students
	Outreach – Spanish Speaking Parent Group
	Outreach – Faculty Communication Council (FCC)
	Outreach - Classified Employee Communication Council (CECC)
	Outreach – Parent Communication Council (PCC)
	Outreach – Special Ed Parents/Guardians
	Outreach - Foster Youth / Kinship Parents/Guardians
	Outreach – Student Interschool Action Committee
	Outreach – SEED (Seeking Educational Equity and Diversity) Seminar
	Outreach – Principals/Vice Principals Meetings

January – February	Data gathering for required and requested data
February 16, 2016	LCAC Meeting
March 1, 2016	Provide summary of input from Listening Campaign to Principals/VPs
March 15, 2016	LCAC Meeting - Provide summary of input from Listening Campaign
April 19, 2016	Provide LCAP update to Principals/Vice Principals
April 19, 2016	LCAC Meeting
April 20, 2016	Provide LCAP update to CCSS District Implementation Team
May 2, 2016	Provide LCAP update to Cabinet
May 3, 2016	Provide LCAP update to Principals/Vice Principals
May 11, 2016	**Share draft LCAP with Cabinet**
May 17, 2016	**LCAC Meeting – Share draft**
May, 2016	**LCAP Feedback session at Alameda County Office of Education (ACOE)**
May 24, 2016	**LCAP Presentation to Board (First Reading)**
June 14, 2016	**LCAP Presentation to Board – Public Hearing**
June 21, 2016	**LCAP Presentation to Board – Final Approval**

10-14-15

Alameda County Office of Education

L. Karen Monroe
Superintendent

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Trustee Area 7

September 28, 2015

Valerie Arkin, President
Board of Education
Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, CA 94566

RE: 2015-2016 LCAP & Adopted Budget

Dear President ~~Arkin~~ Valerie:

In accordance with Education Code Sections 52070 and 42127, the Alameda County Office of Education has reviewed the Local Control Accountability Plan (LCAP) and Adopted Budget of the Pleasanton Unified School District for fiscal year 2015-2016. By statute, this review must be completed on or before September 15 of each fiscal year. Based upon our review, both the 2015-2016 LCAP and Adopted Budget of the Pleasanton Unified School District have been **approved**.

With regard to our review of the District's LCAP, the Education Code requires the County Superintendent to approve the plan (or annual update) for each school district after determining all of the following:

- The LCAP adheres to the template adopted by the State Board of Education.
- The budget includes expenditures sufficient to implement the specific actions and strategies included in the LCAP.
- The LCAP adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated students pursuant to Sections 42238.02 and 42238.03.

Our review of the District's LCAP for 2015-16 has determined that the District is in compliance with the above criteria.

Education Code requires the County Superintendent to approve, conditionally approve, or disapprove the Adopted Budget for each school district after doing the following:

- Determine whether the Adopted Budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

313 W. Winton Ave.
Hayward, California
94544-1136

(510) 887-0152

www.acoe.org

- Examine the Adopted Budget to determine whether it complies with the standards and criteria established pursuant to Section 33127 and identify any technical corrections needed to bring the budget into compliance with those standards and criteria.

- Determine whether the Adopted Budget will allow the district to meet its financial obligations during the current fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.

Our review of the District's Adopted Budget and Multi-Year Projection for 2015-16 has determined that the District is in compliance with the above criteria.

We want to express our appreciation to Luz Cazares, Suzy Chan, and Odie Douglas, the District staff, Governing Board, and the community for their continued diligence and hard work. If you have any questions or concerns regarding our review process, please feel free to call me at (510) 670-4140, or contact Gary Jones at (510) 670-4270.

Sincerely,

L. Karen Monroe, Superintendent
Alameda County Office of Education

cc: Board of Education, Pleasanton USD
Jim Hansen, Interim Superintendent, Pleasanton USD
Luz Cazares, Assistant Superintendent of Business Services, Pleasanton USD
Suzy Chan, Director of Fiscal Services, Pleasanton USD
Odie Douglas, Assistant Superintendent of Educational Services, Pleasanton USD
Gary Jones, Associate Superintendent, ACOE
Ingrid Roberson, Director, Assessment & Accountability Partnerships, ACOE
Jeffrey B. Potter, Executive Director, District Business & Advisory Services, ACOE