



**ACALANES UNION
HIGH SCHOOL DISTRICT**

2017 ASSESSMENT REPORT

Acalanes

Campolindo

Las Lomas

Miramonte



2017 ASSESSMENT REPORT

Part I

Section 1

- **California Assessment of Student Performance and Progress**
 - **Smarter Balanced Assessment**
 - **California Alternate Assessments**
 - **California Science Test**

Section 2

- **Achievement Grades**

Section 3

- **Physical Fitness Testing**

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California Assessment of Student Performance and Progress

2017

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California Assessment of Student Performance and Progress (CAASPP)

2016-2017 school year, marked the third year of administration of the California Assessment of Student Performance and Progress (CAASPP) System of state assessments to the AUHSD students.

2016-2017 CAASPP System included the following required assessments and tools:

- Smarter Balanced Assessments
 - Summative Assessment for grade 11 for English Language Arts/Literacy (ELA) and mathematics
 - Interim Assessments available to all grades with the purpose of informing and promoting teaching and learning by providing “practice” assessments aligned to the Common Core State Standards
 - Digital Library consisting of tools and practices designed to help teachers transition to the new assessments and academic standards
- Alternate Assessments
 - California Alternate Assessments (CAAs) for eligible grade 11 for English Language Arts (ELA) and mathematics
- California Science Test (Field Test)
 - California Science Test (CAST) Field Test given to students in grades 10 through 12 (as assigned by the state)
- Standards-based Tests in Spanish (STS)
 - Optional reading/language arts assessments for grade 11 students

All assessments were delivered by computer and consist of a Computer-Adaptive Selected Response Test and a Performance Task. These assessments were aligned to the California Common Core Standards in ELA and mathematics.

The Digital Library was available; however, due to lack of robust resources applicable to high school curriculum, was infrequently used by the AUHSD teachers and administrators.

AUHSD 2016-2017 CAASPP Assessments

| Test | Content | Participants | Number of AUHSD Students with Scores (2014 - 2015) | Number of AUHSD Students with Scores (2015-2016) | Number of AUHSD Students with Scores (2016-2017) |
|---|---|---|--|---|--|
| Smarter Balanced Assessment - Summative | English Language Arts/Literacy Mathematics | All 11 th grade students Exception: <ul style="list-style-type: none"> • Eligible students participating in alternate assessments • ELA only – EL students who were in their first 12 months of attending school in US | ELA – 1002 (76%) Math – 969 (74%) | ELA – 1247 (93%) Math – 1236 (92%) | ELA – 1346 (95%) Math – 1318 (93%) |
| Smarter Balanced Assessment - Interim | English Language Arts/Literacy Mathematics | All 11 th grade students | NA Interim assessments were used to practice the SBA interface. Assessments were not graded. | NA Interim assessments were used to practice the SBA interface. Assessments were not graded. | NA Interim assessments were used to practice the SBA interface. Assessments were not graded. |
| California Alternate Assessment | English Language Arts/Literacy Mathematics | 11 th grade students with significant cognitive disabilities who are unable to take Smarter Balanced assessments. Students previously took CAPA. | NA Alternate Assessment was not scored. Most AUHSD eligible students participated in the Alternate Assessment Field Test. | Eligible students took the California Alternate Assessments (CAAs). | Eligible students took the California Alternate Assessments (CAAs). Individual student scores available. |

2017 Assessment Report

AUHSD 2016-2017 CAASPP Assessments

| Test | Content | Participants | Number of AUHSD students with Scores (2014 - 2015) | Number of AUHSD students with Scores (2015-2016) | Number of AUHSD students with Scores (2016-2017) |
|----------------|--------------------------------------|---|--|--|--|
| CST | Science (Life Science) | All 10 th grade students | 1273 (94.2%) | 1401 (95%) | CST Life Science assessment was not administered in California. |
| CAST | California Science Test (Field Test) | 10 th or 11 th grade students (as assigned by CDE) | NA | NA | AUHSD students took the assessment, participation data was not provided. |
| CMA | Science (Life Science) | 10 th grade students whose IEP indicates assessment with CMA. | 14 (1.0%) | 11 students <i>Note: Official CST data has not been released by the state. Student count is based on local data analysis.</i> | Test not given. |
| CAPA | Science (Life Science) | 10 th grade students whose IEP indicates assessment with CAPA. | 3 | 10 | Test not given. |
| STS - Optional | Reading/Language Arts | Spanish- speaking English Learners | None | None | None |

2017 Smarter Balanced Assessment Results – Met Achievement Standards

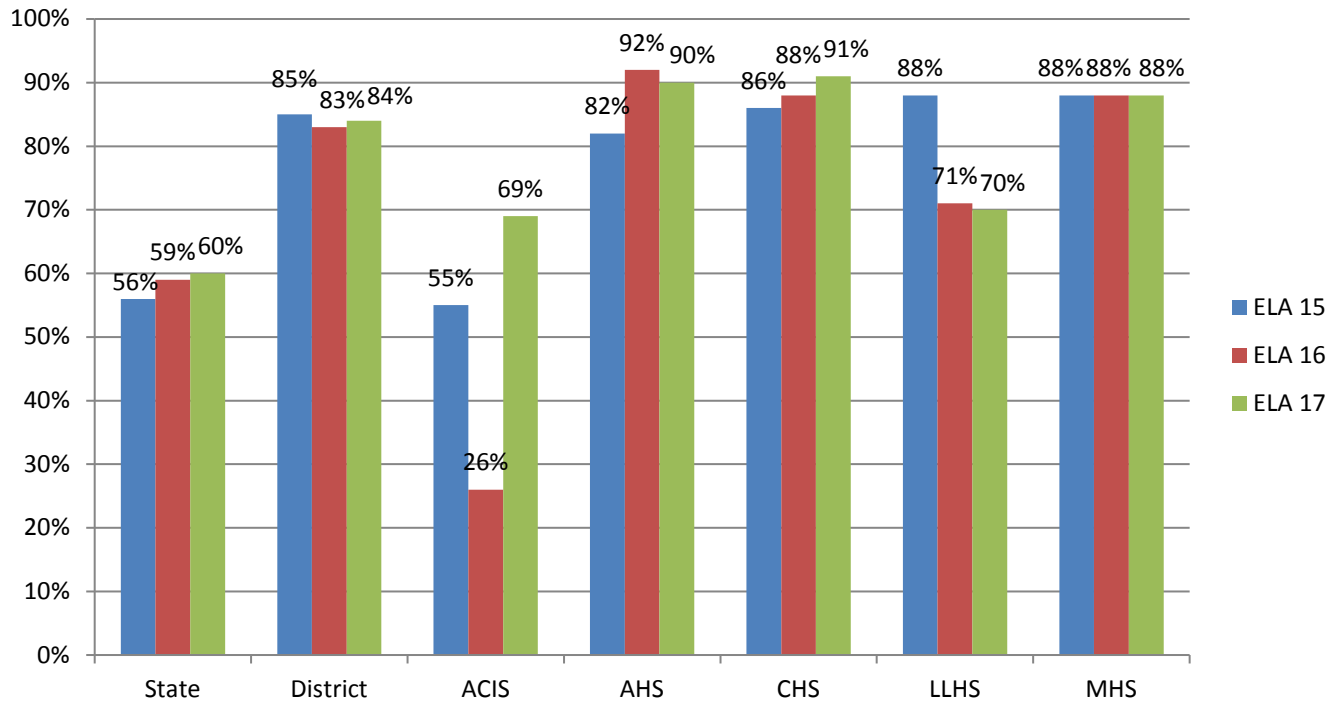
| Students Meeting or Exceeding Achievement Standards (Grade 11) | | | |
|--|---------|---------|---------|
| State of California (Grade 11 Only) | | | |
| | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (ELA) | | | |
| Students with Scores | 420,327 | 433,920 | 444,860 |
| % Meeting Achievement Standards | 56% | 59% | 60% |
| Mathematics | | | |
| Students with Scores | 418,491 | 432,108 | 442,457 |
| % Meeting Achievement Standards | 29% | 33% | 32% |
| All District Students | | | |
| | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (ELA) | | | |
| Students with Scores | 1002 | 1247 | 1346 |
| % Meeting Achievement Standards | 85% | 83% | 84% |
| Mathematics | | | |
| Students with Scores | 969 | 1236 | 1318 |
| % Meeting Achievement Standards | 70% | 69% | 69% |
| Acalanes Center for Independent Study | | | |
| | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (ELA) | | | |
| Students with Scores | 20 | 23 | 13 |
| % Meeting Achievement Standards | 55% | 26% | 69% |
| Mathematics | | | |
| Students with Scores | 17 | 20 | 0 |
| % Meeting Achievement Standards | 12% | 0% | NA |
| Acalanes High School | | | |
| | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (ELA) | | | |
| Students with Scores | 287 | 294 | 337 |
| % Meeting Achievement Standards | 82% | 92% | 90% |
| Mathematics | | | |
| Students with Scores | 286 | 292 | 323 |
| % Meeting Achievement Standards | 74% | 72% | 78% |

2017 Assessment Report

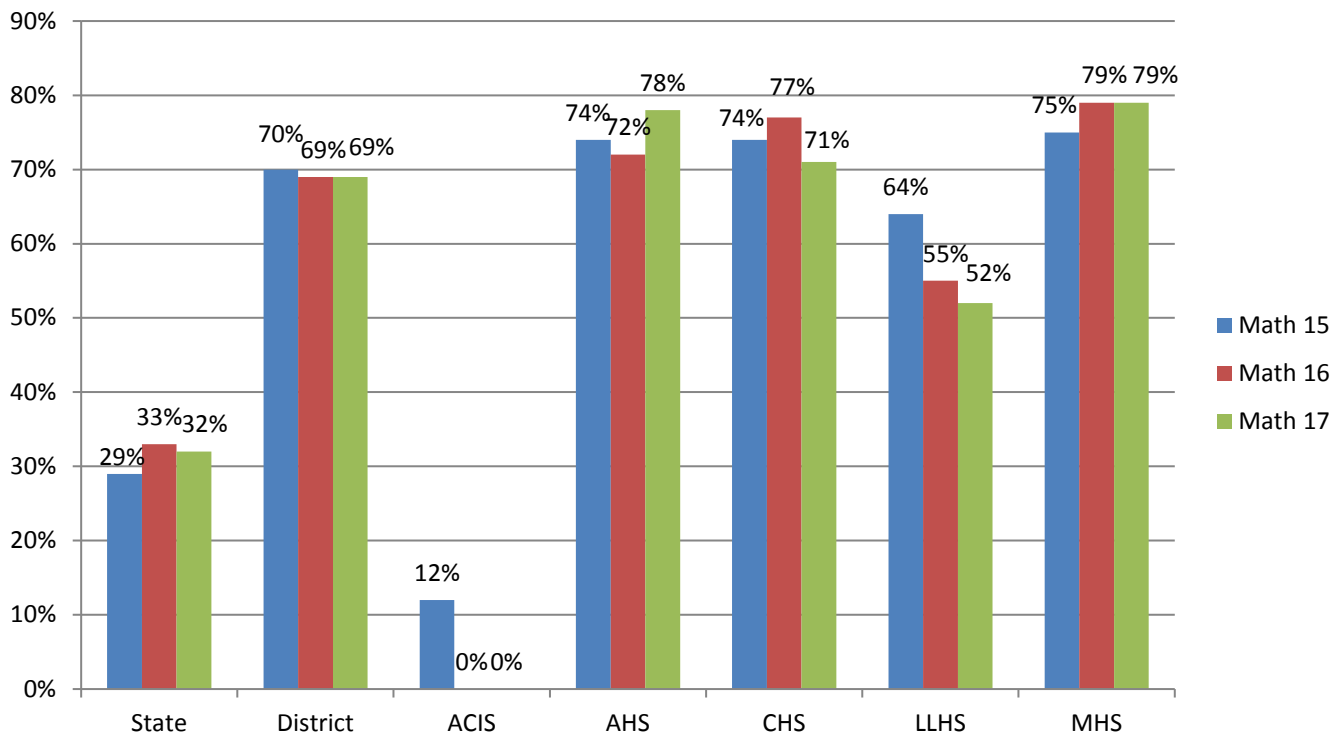
| Campolindo High School | | | |
|---|------|------|------------|
| | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (ELA) | | | |
| Students with Scores | 173 | 317 | 311 |
| % Meeting Achievement Standards | 86% | 88% | 91% |
| Mathematics | | | |
| Students with Scores | 156 | 317 | 312 |
| % Meeting Achievement Standards | 74% | 77% | 71% |
| Las Lomas High School | | | |
| | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (ELA) | | | |
| Students with Scores | 280 | 333 | 364 |
| % Meeting Achievement Standards | 88% | 71% | 70% |
| Mathematics | | | |
| Students with Scores | 283 | 333 | 352 |
| % Meeting Achievement Standards | 64% | 55% | 52% |
| Miramonte High School | | | |
| | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (ELA) | | | |
| Students with Scores | 242 | 280 | 319 |
| % Meeting Achievement Standards | 88% | 88% | 88% |
| Mathematics | | | |
| Students with Scores | 227 | 274 | 319 |
| % Meeting Achievement Standards | 75% | 79% | 79% |

2017 Assessment Report

Percent of Students Meeting Standards - ELA 2015, 2016, 2017



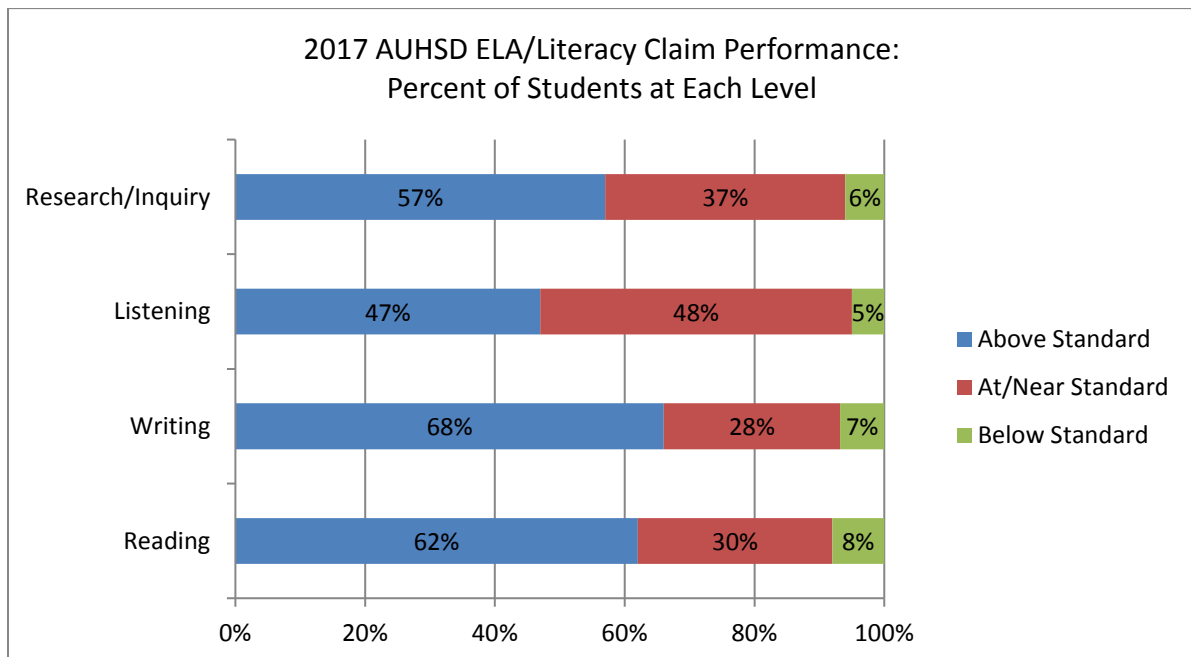
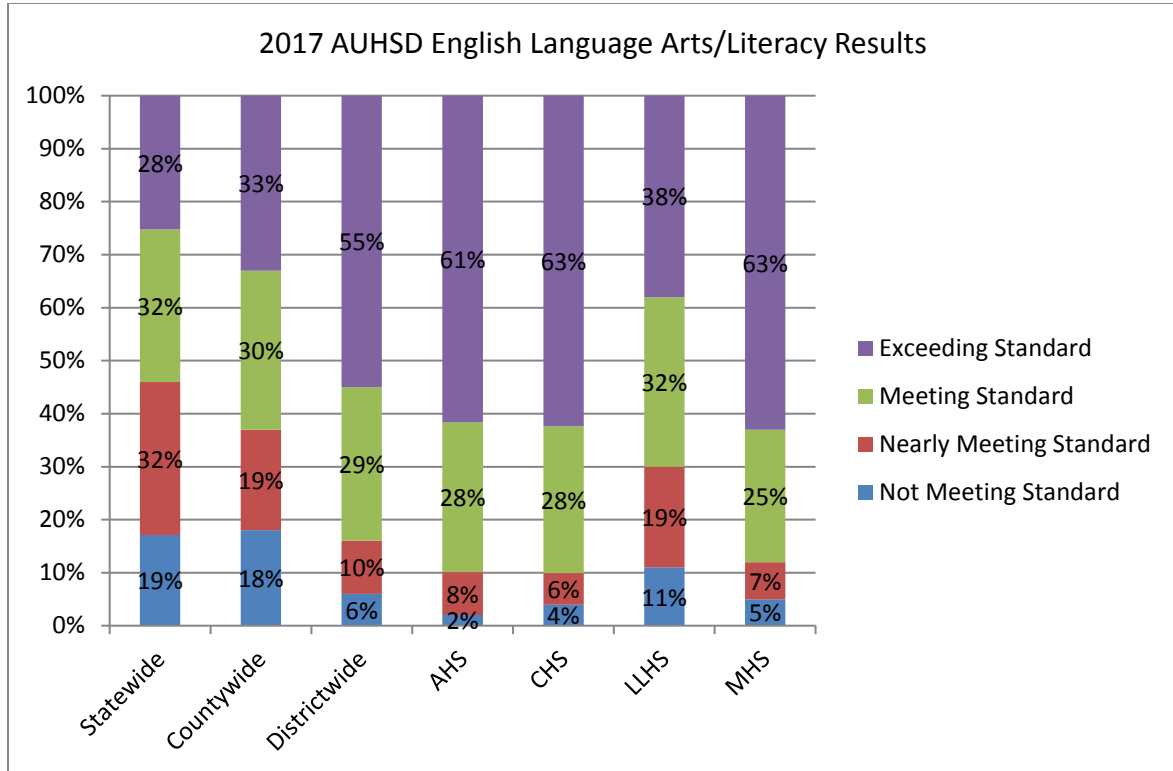
Percent of Students Meeting Standards - Math 2015, 2016, 2017



Smarter Balanced Assessment AUHSD Results**English Language Arts/Literacy**

| | Site | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------------------------------|----------------|-----------|-----------|-----------|
| Mean Scale Score | State | 2591.8 | 2599.9 | 2602.5 |
| | County | 2600.8 | 2612.7 | 2613.5 |
| | AUHSD District | 2671.7 | 2666.6 | 2676.6 |
| | Acalanes | 2666.8 | 2681.9 | 2695.2 |
| | Campolindo | 2677.5 | 2679.1 | 2697.9 |
| | Las Lomas | 2669.4 | 2634.3 | 2633.1 |
| | Miramonte | 2682.1 | 2684.4 | 2690.2 |
| % Exceeding the Standard | State | 23% | 26% | 28% |
| | County | 28% | 31% | 33% |
| | AUHSD District | 51% | 50% | 55% |
| | Acalanes | 51% | 54% | 61% |
| | Campolindo | 55% | 55% | 63% |
| | Las Lomas | 49% | 39% | 38% |
| | Miramonte | 53% | 57% | 63% |
| % Meeting the Standard | State | 33% | 33% | 32% |
| | County | 31% | 32% | 30% |
| | AUHSD District | 34% | 33% | 29% |
| | Acalanes | 31% | 38% | 28% |
| | Campolindo | 31% | 33% | 28% |
| | Las Lomas | 39% | 32% | 32% |
| | Miramonte | 35% | 31% | 25% |
| % Nearly Meeting the Standard | State | 24% | 22% | 32% |
| | County | 22% | 19% | 19% |
| | AUHSD District | 10% | 10% | 10% |
| | Acalanes | 13% | 6% | 8% |
| | Campolindo | 12% | 8% | 6% |
| | Las Lomas | 8% | 16% | 19% |
| | Miramonte | 7% | 8% | 7% |
| % Not Meeting the Standard | State | 20% | 19% | 19% |
| | County | 19% | 17% | 18% |
| | AUHSD District | 4% | 6% | 6% |
| | Acalanes | 5% | 1% | 2% |
| | Campolindo | 2% | 5% | 4% |
| | Las Lomas | 4% | 14% | 11% |
| | Miramonte | 4% | 4% | 5% |

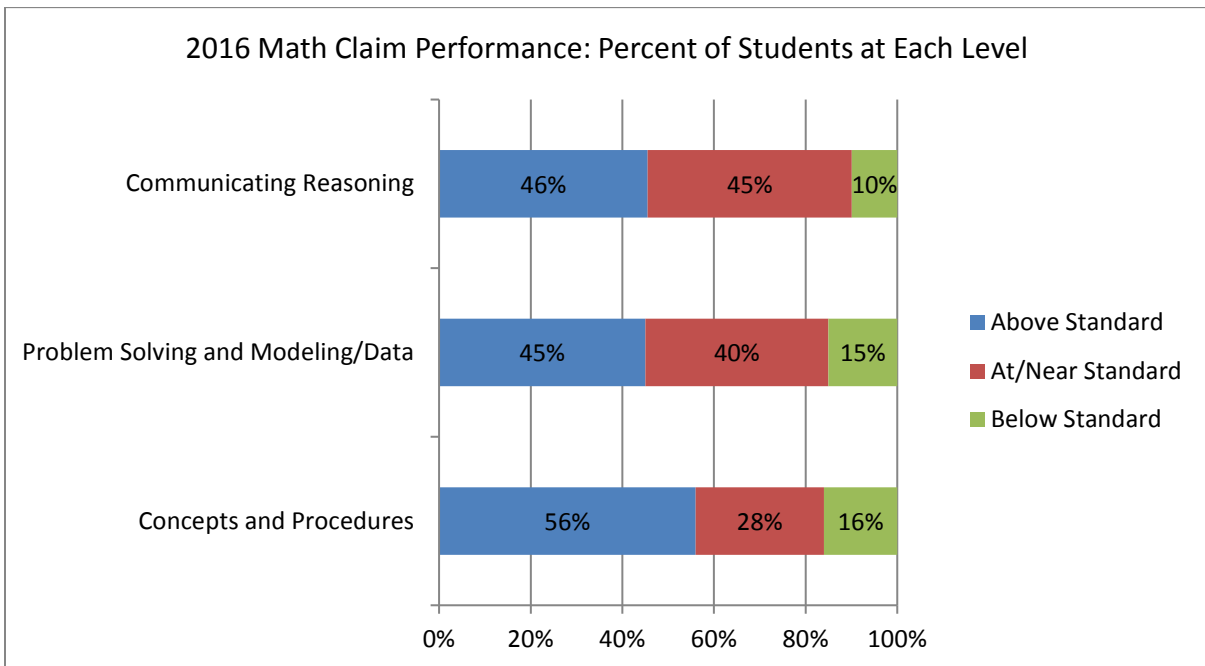
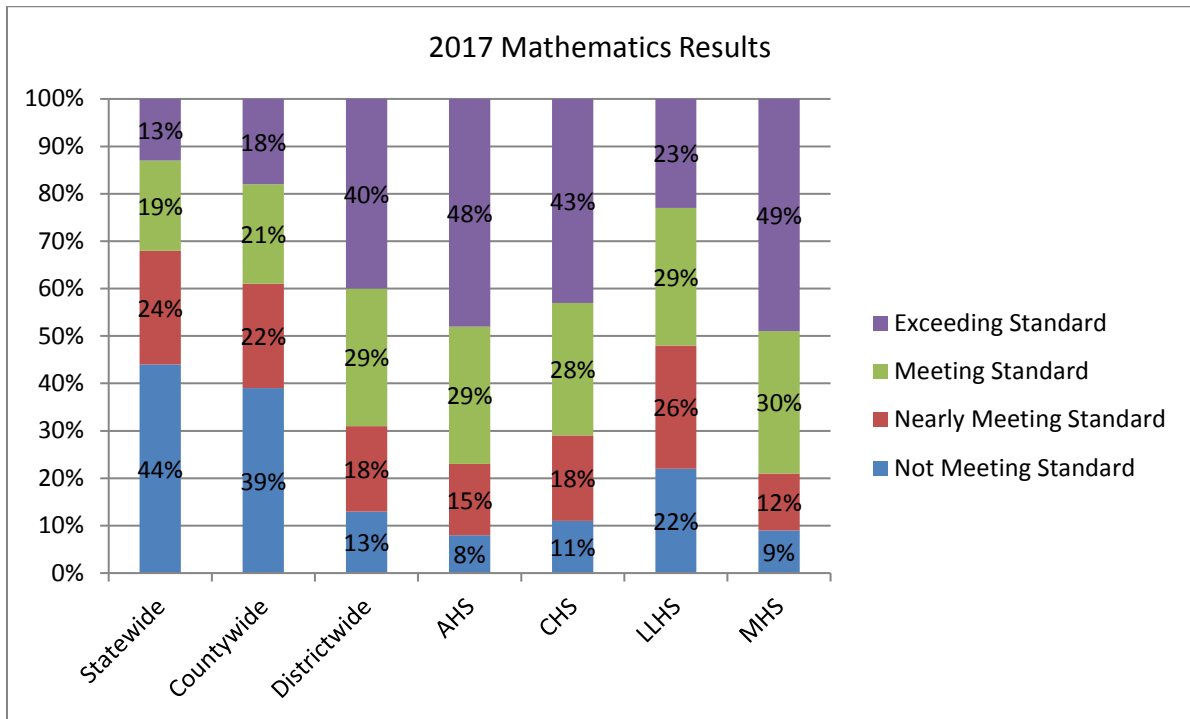
English Language Arts/Literacy Achievement Level and Area (Claim) Performance



2017 Smarter Balanced Assessment – 11th Grade**Mathematics**

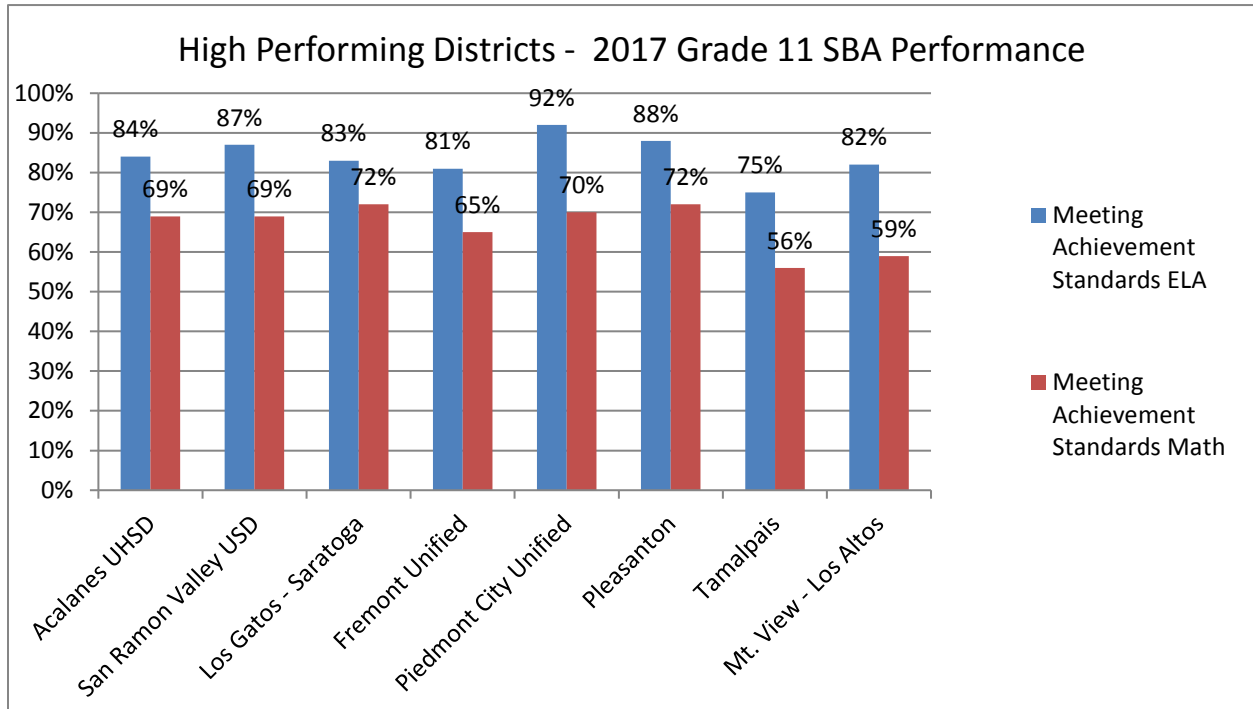
| | Site | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------------------------------|----------------|-----------|-----------|-----------|
| Mean Scale Score | State | 2560.3 | 2567.9 | 2565 |
| | County | 2576.1 | 2589.7 | 2583.6 |
| | AUHSD District | 2678.7 | 2669.5 | 2675.2 |
| | Acalanes | 2684 | 2681.3 | 2702.1 |
| | Campolindo | 2697.4 | 2686 | 2687.7 |
| | Las Lomas | 2657.5 | 2630.1 | 2625.5 |
| | Miramonte | 2697.5 | 2699.7 | 2694.9 |
| % Exceeding the Standard | State | 11% | 13% | 13% |
| | County | 16% | 18% | 18% |
| | AUHSD District | 40% | 37% | 40% |
| | Acalanes | 44% | 38% | 48% |
| | Campolindo | 46% | 42% | 43% |
| | Las Lomas | 31% | 26% | 23% |
| | Miramonte | 44% | 48% | 49% |
| % Meeting the Standard | State | 18% | 20% | 19% |
| | County | 21% | 23% | 21% |
| | AUHSD District | 30% | 32% | 29% |
| | Acalanes | 30% | 34% | 29% |
| | Campolindo | 28% | 35% | 28% |
| | Las Lomas | 33% | 29% | 29% |
| | Miramonte | 31% | 31% | 30% |
| % Nearly Meeting the Standard | State | 25% | 25% | 24% |
| | County | 22% | 22% | 22% |
| | AUHSD District | 19% | 17% | 18% |
| | Acalanes | 14% | 16% | 15% |
| | Campolindo | 18% | 15% | 18% |
| | Las Lomas | 23% | 24% | 26% |
| | Miramonte | 19% | 12% | 12% |
| % Not Meeting the Standard | State | 45% | 43% | 44% |
| | County | 41% | 37% | 39% |
| | AUHSD District | 11% | 14% | 13% |
| | Acalanes | 12% | 12% | 8% |
| | Campolindo | 8% | 9% | 11% |
| | Las Lomas | 13% | 22% | 22% |
| | Miramonte | 6% | 9% | 9% |

Mathematics Achievement Level and Area (Claim) Performance



Smarter Balanced Assessment

Performance Comparison with High-Performing Districts



Sample Bay Area High School 2017 SBA Achievement Comparisons

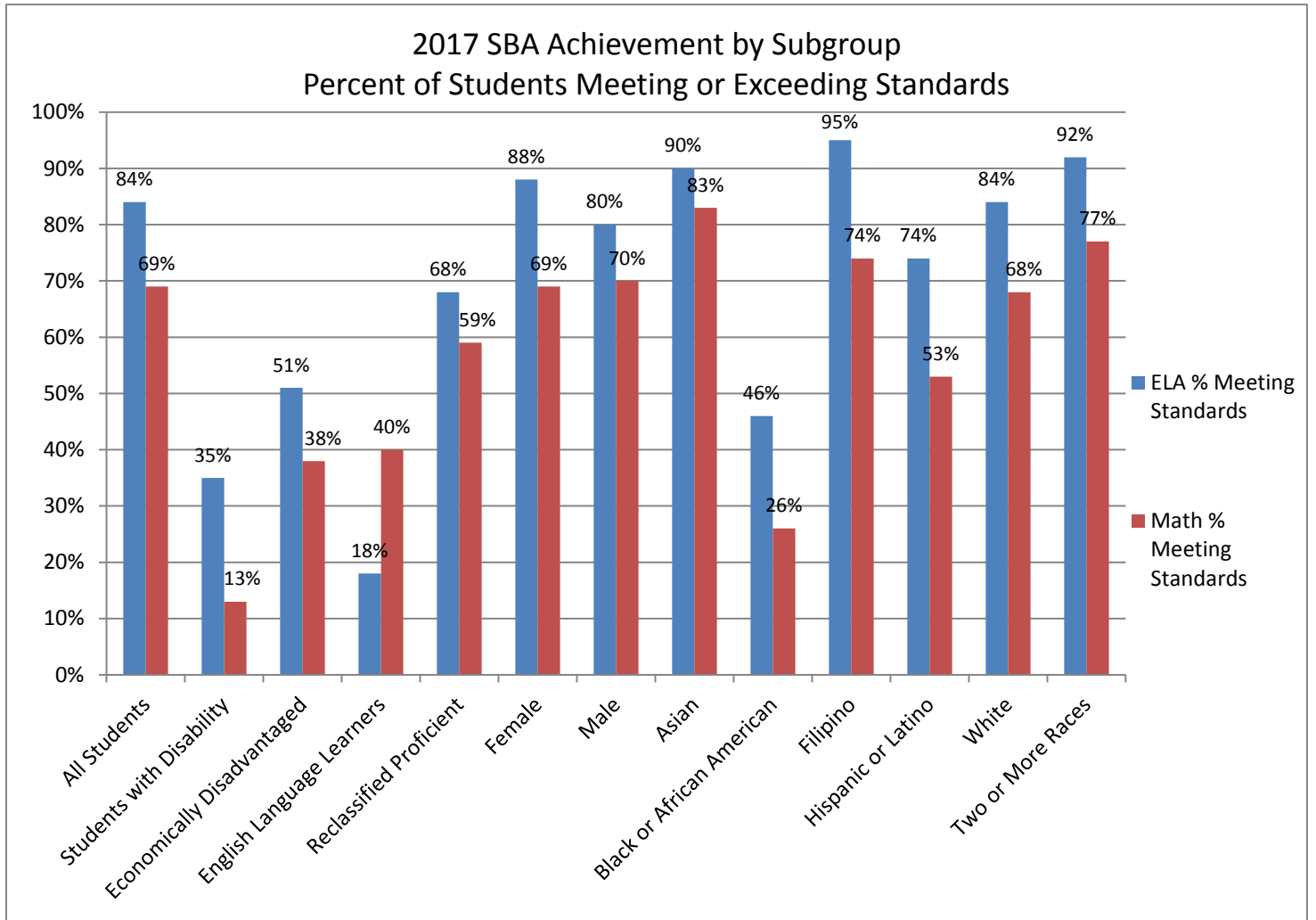
| 2017 Smarter Balanced Assessment | | | |
|----------------------------------|-----------------------------|------------------|------------------------------|
| School | ELA % Met or Exceeded | School | Math % Met or Exceeded |
| Dougherty Valley | 95% | Dougherty Valley | 86% |
| Piedmont | 93% | Saratoga | 83% |
| Monte Vista | 92% | Miramonte | 79% |
| Campolindo | 91% | Amador Valley | 78% |
| Amador Valley | 90% | Acalanes | 78% |
| Acalanes | 90% | Piedmont | 74% |
| Foothill | 89% | Palo Alto | 73% |
| Miramonte | 88% | Monte Vista | 73% |
| California | 88% | Gunn | 72% |
| Saratoga | 88% | Campolindo | 72% |
| Palo Alto | 86% | Foothill | 72% |
| Gunn | 84% | California | 68% |
| Heritage | 83% | Los Gatos | 66% |
| Los Gatos | 81% | Dublin | 62% |
| Northgate | 81% | Northgate | 62% |
| College Park | 78% | Alameda | 58% |
| Clayton Valley | 77% | Castro Valley | 57% |
| Alameda | 76% | Clayton Valley | 55% |
| Dublin | 72% | Las Lomas | 50% |
| Liberty | 72% | College Park | 48% |
| James Logan | 72% | Livermore | 48% |
| Las Lomas | 70% | San Ramon | 46% |
| Castro Valley | 70% | Heritage | 46% |
| San Ramon | 69% | Berkeley | 42% |
| Alhambra | 69% | James Logan | 40% |
| Livermore | 67% | Alhambra | 39% |
| Freedom | 62% | Liberty | 34% |
| Berkeley | 59% | Freedom | 24% |
| San Leandro | 55% | San Leandro | 22% |
| Pittsburgh | 49% | Mt. Diablo | 17% |
| Mt. Diablo | 46% | Pittsburgh | 16% |
| Ygnacio Valley | 31% | Ygnacio Valley | 8% |

2017 Smarter Balanced Assessment**Achievement by Subgroup**

| | English Language Arts/Literacy | | | Mathematics | | |
|--|--------------------------------|----------------------|--------------------|----------------------|----------------------|--------------------|
| Subgroup | # of Students Tested | % of Students Tested | % Meeting Standard | # of Students Tested | % of Students Tested | % Meeting Standard |
| All Students | 1346 | 95% | 84% | 1258 | 94% | 69% |
| Students with Disability | 111 | 7.8% | 35% | 105 | 7.4% | 13% |
| Economically Disadvantaged | 70 | 4.9% | 51% | 64 | 4.5% | 38% |
| English Learners | 22 | 1.5% | 18% | 20 | 1.4% | 40% |
| Reclassified Fluent English Proficient | 76 | 5.3% | 68% | 73 | 5.1% | 59% |
| Female | 674 | 47% | 88% | 665 | 47% | 69% |
| Male | 672 | 47% | 80% | 653 | 46% | 70% |
| American Indian or Alaska Native | NA | NA | NA | NA | NA | NA |
| Asian | 217 | 15% | 90% | 217 | 15% | 83% |
| Black or African American | 24 | 1.7% | 46% | 23 | 1.7% | 26% |
| Filipino | 19 | 1.3% | 95% | 19 | 1.3% | 74% |
| Hispanic or Latino | 136 | 9.6% | 74% | 136 | 9.6% | 53% |
| Native Hawaiian or Pacifica Islander | NA | NA | NA | NA | NA | NA |
| White | 859 | 60% | 84% | 859 | 60% | 68% |
| Two or More Races | 78 | 5.5% | 92% | 68 | 5.4% | 77% |

*% of Students Tested – calculation provided by the CDE, students with a valid score.

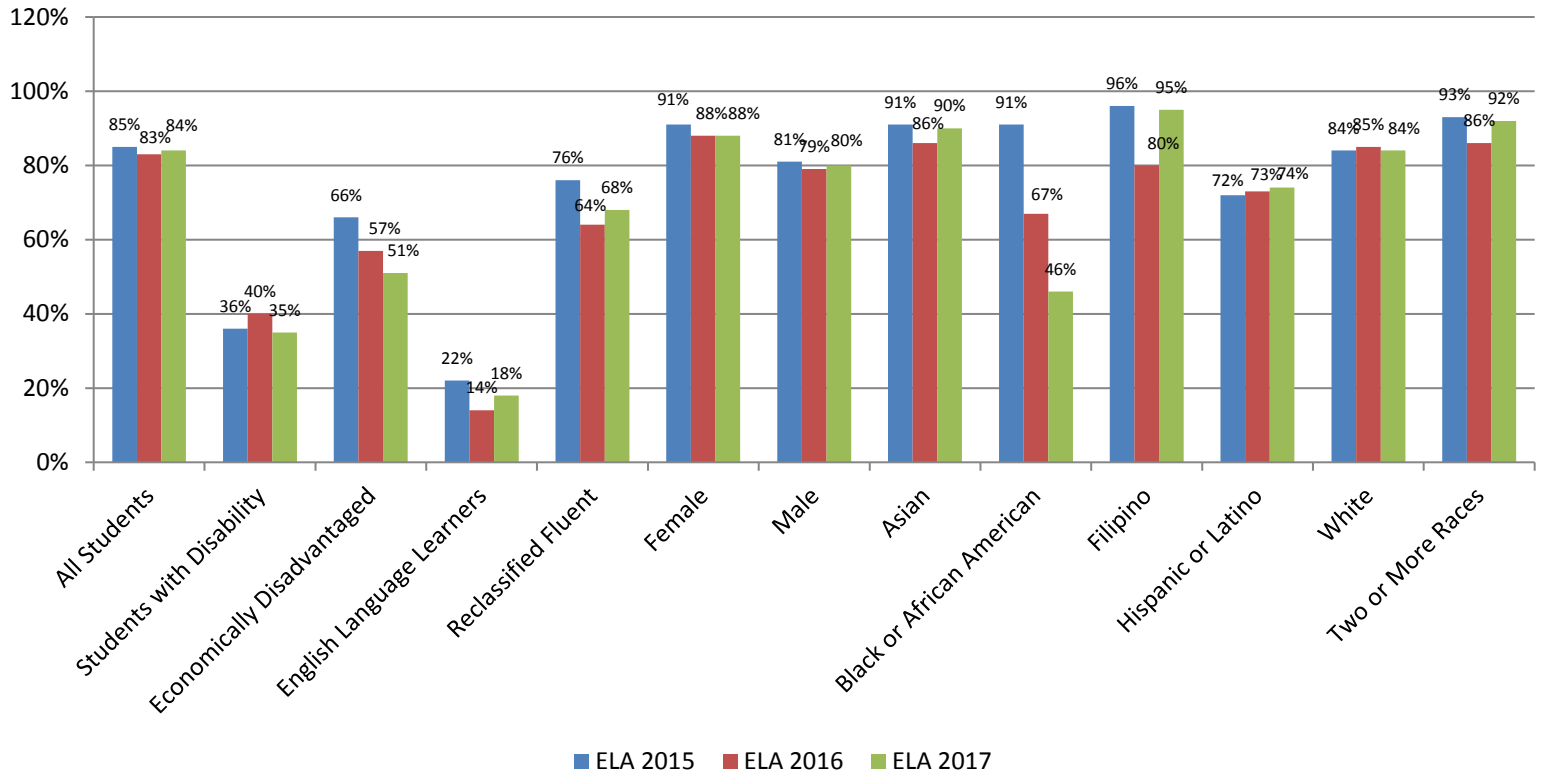
*% Meeting Standard – number includes students who Exceeded or Met the Standard



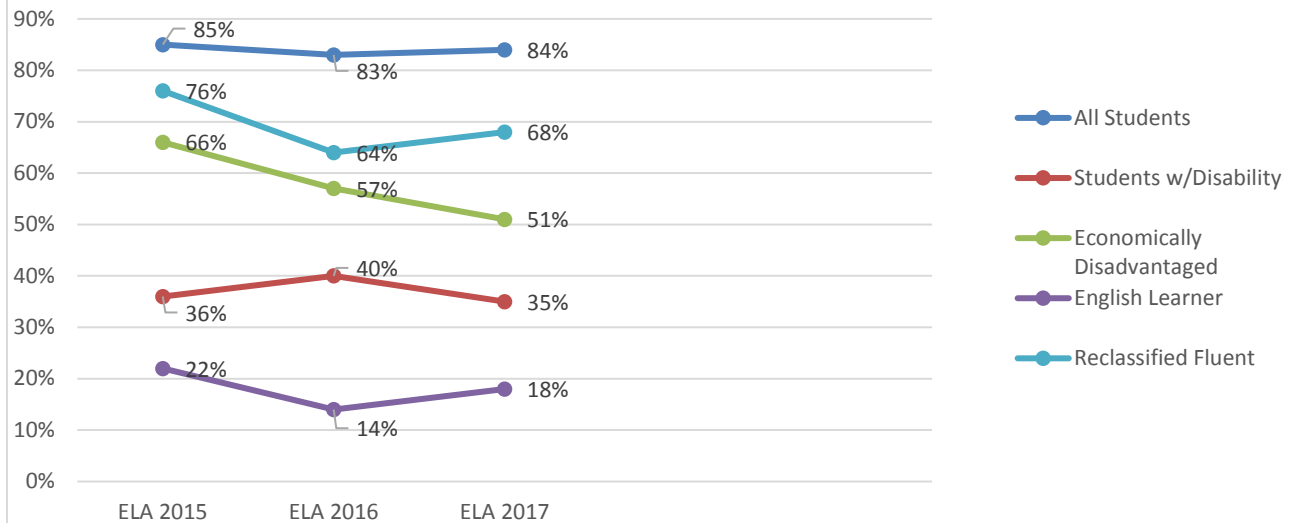
2017 Assessment Report

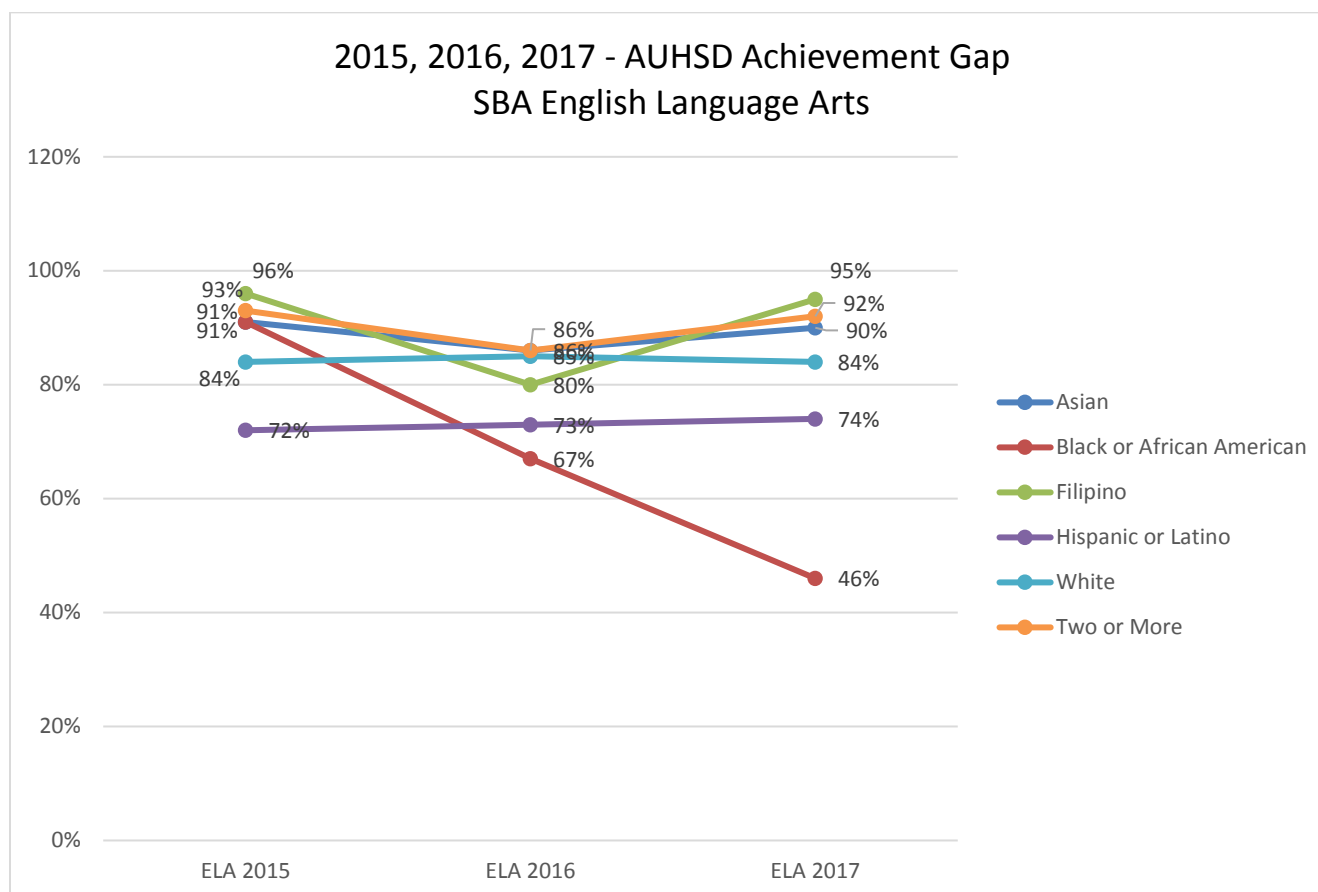
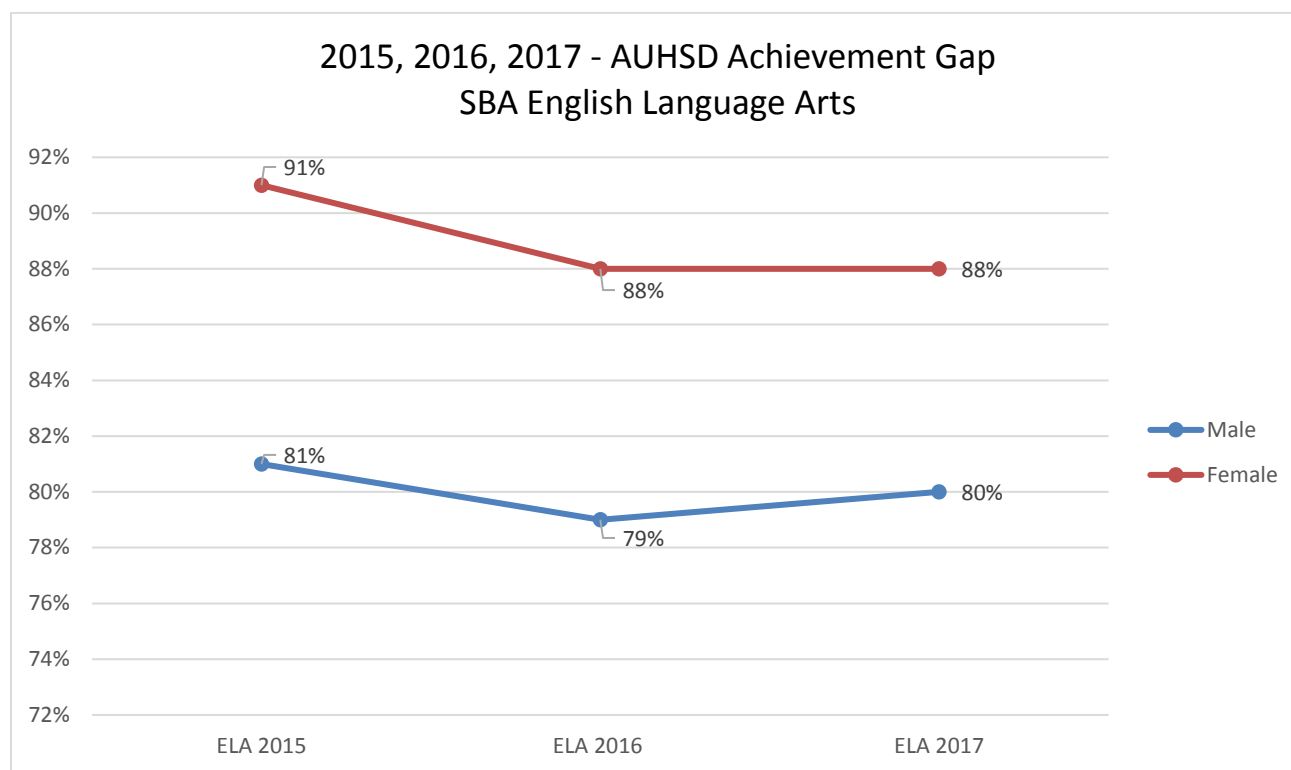
| Smarter Balanced Assessment Achievement by Subgroup Three Year Comparison (2015, 2016, 2017) | | | | | | |
|---|---|---|---|--|--|--|
| | 2015 ELA % Meeting Standards | 2016 ELA % Meeting Standards | 2017 ELA % Meeting Standards | 2015 Math % Meeting Standards | 2016 Math % Meeting Standards | 2017 Math % Meeting Standards |
| All Students | 85% | 83% | 84% | 70% | 69% | 69% |
| Students with Disability | 36% | 40% | 35% | 13% | 13% | 13% |
| Economically Disadvantaged | 66% | 57% | 51% | 45% | 28% | 38% |
| English Language Learners | 22% | 14% | 18% | 35% | 26% | 40% |
| Reclassified Fluent | 76% | 64% | 68% | 59% | 50% | 59% |
| Female | 91% | 88% | 88% | 69% | 68% | 69% |
| Male | 81% | 79% | 80% | 71% | 70% | 70% |
| Asian | 91% | 86% | 90% | 87% | 80% | 83% |
| Black or African American | 91% | 67% | 46% | 50% | 33% | 26% |
| Filipino | 96% | 80% | 95% | 60% | 64% | 74% |
| Hispanic or Latino | 72% | 73% | 74% | 44% | 55% | 53% |
| White | 84% | 85% | 84% | 70% | 69% | 68% |
| Two or More Races | 93% | 86% | 92% | 84% | 72% | 77% |

2015, 2016, 2017 AUHSD SBA Achievement by Subgroup - ELA

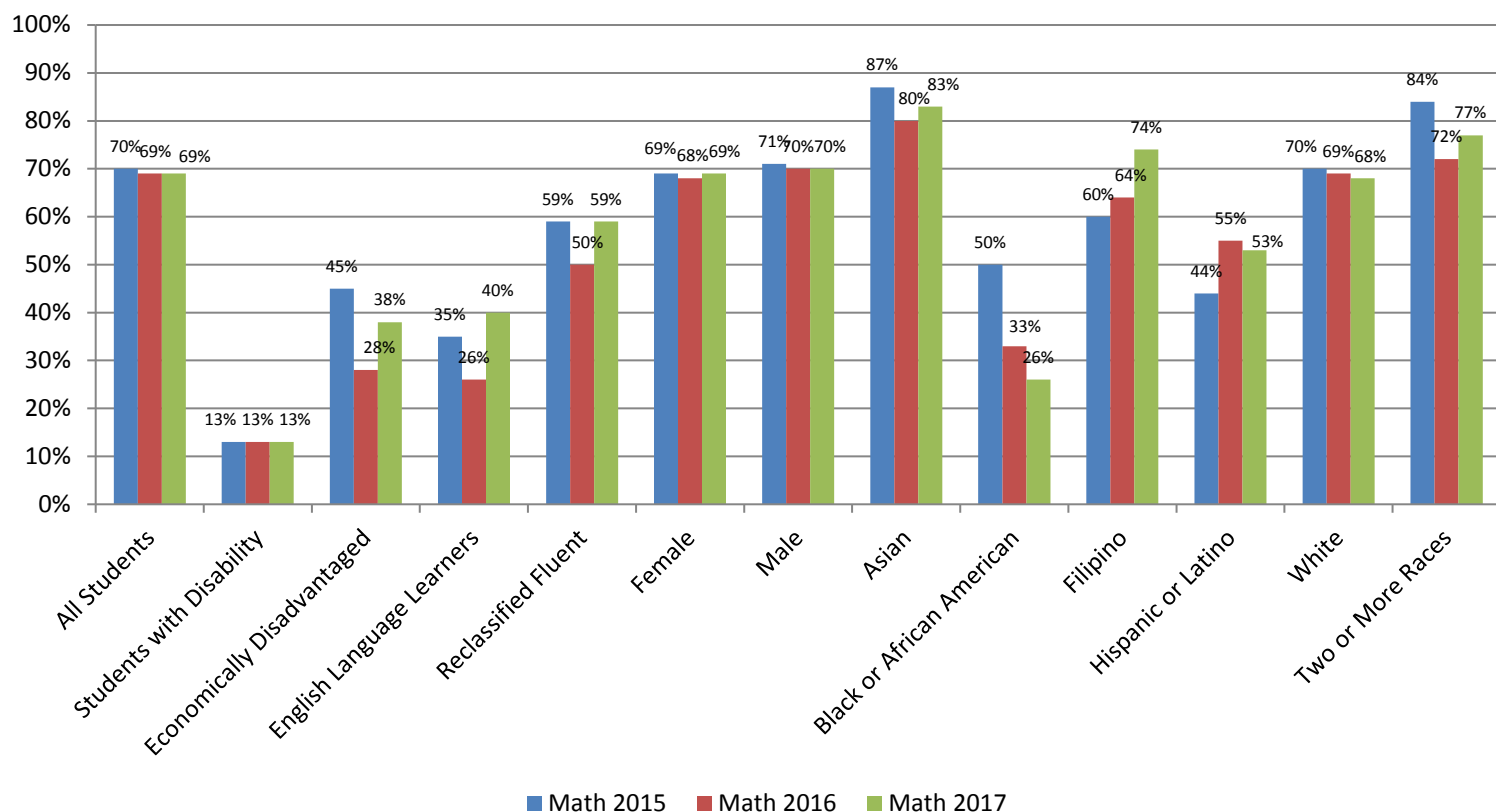


2015, 2016, 2017 - AUHSD Achievement Gap SBA English Language Arts

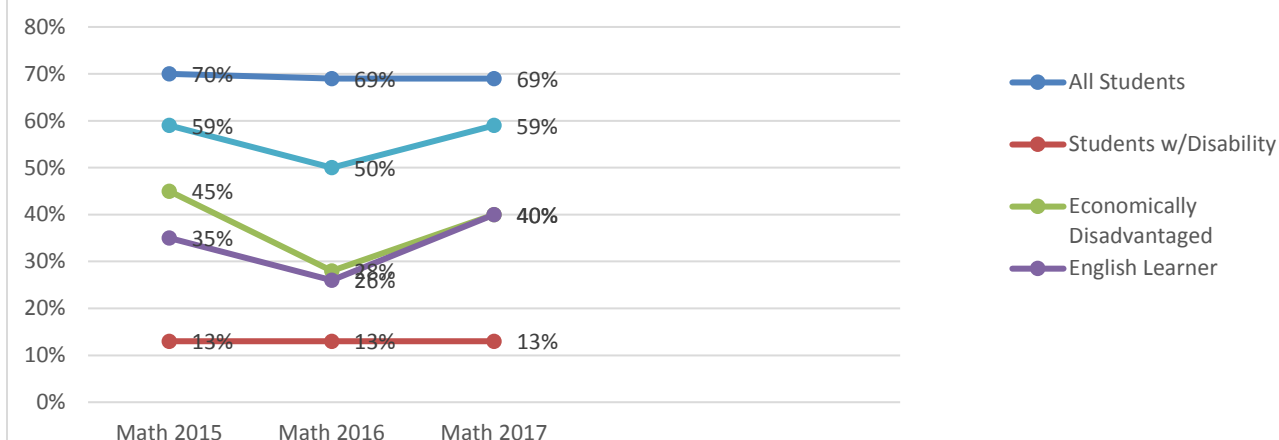


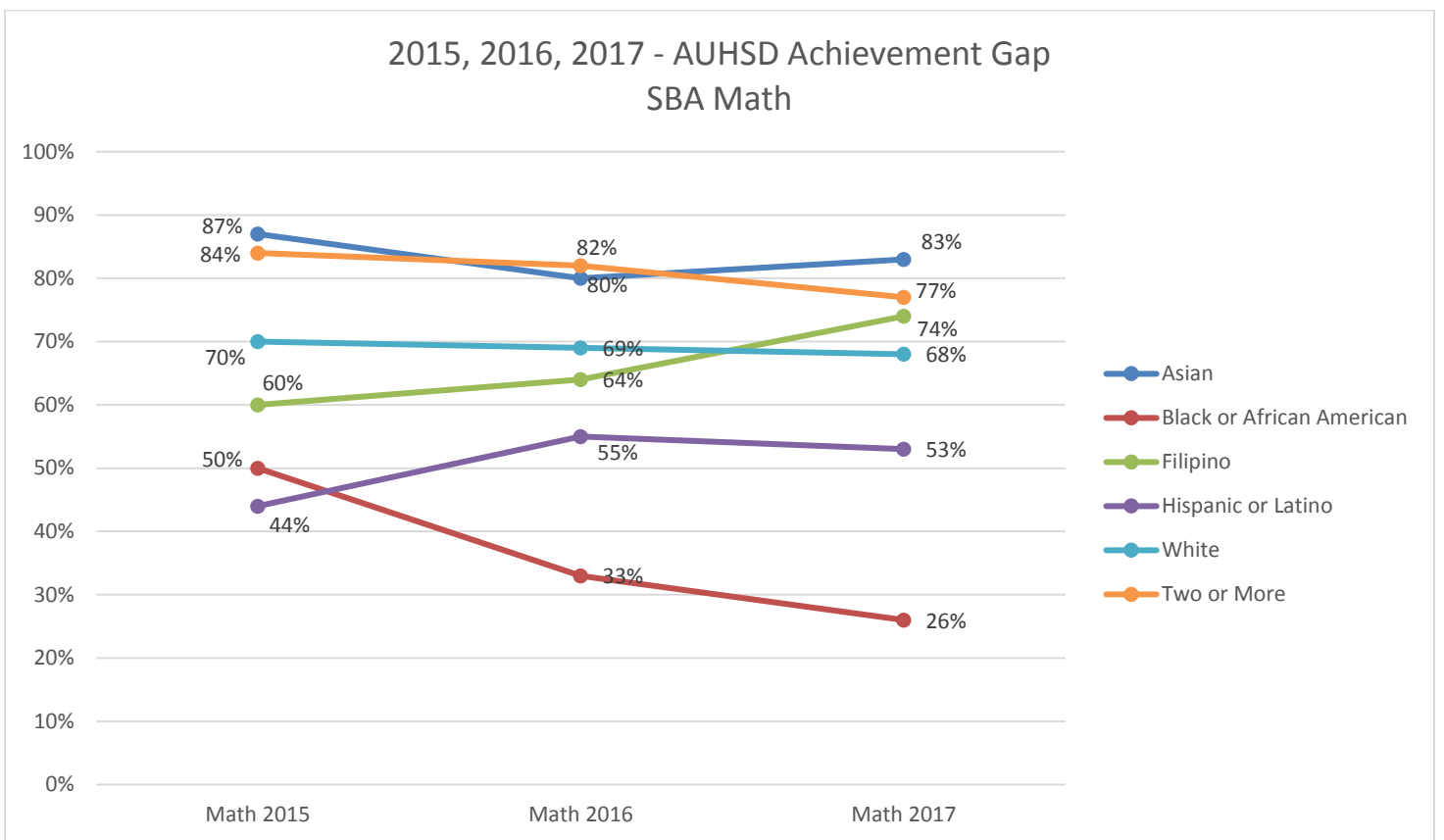
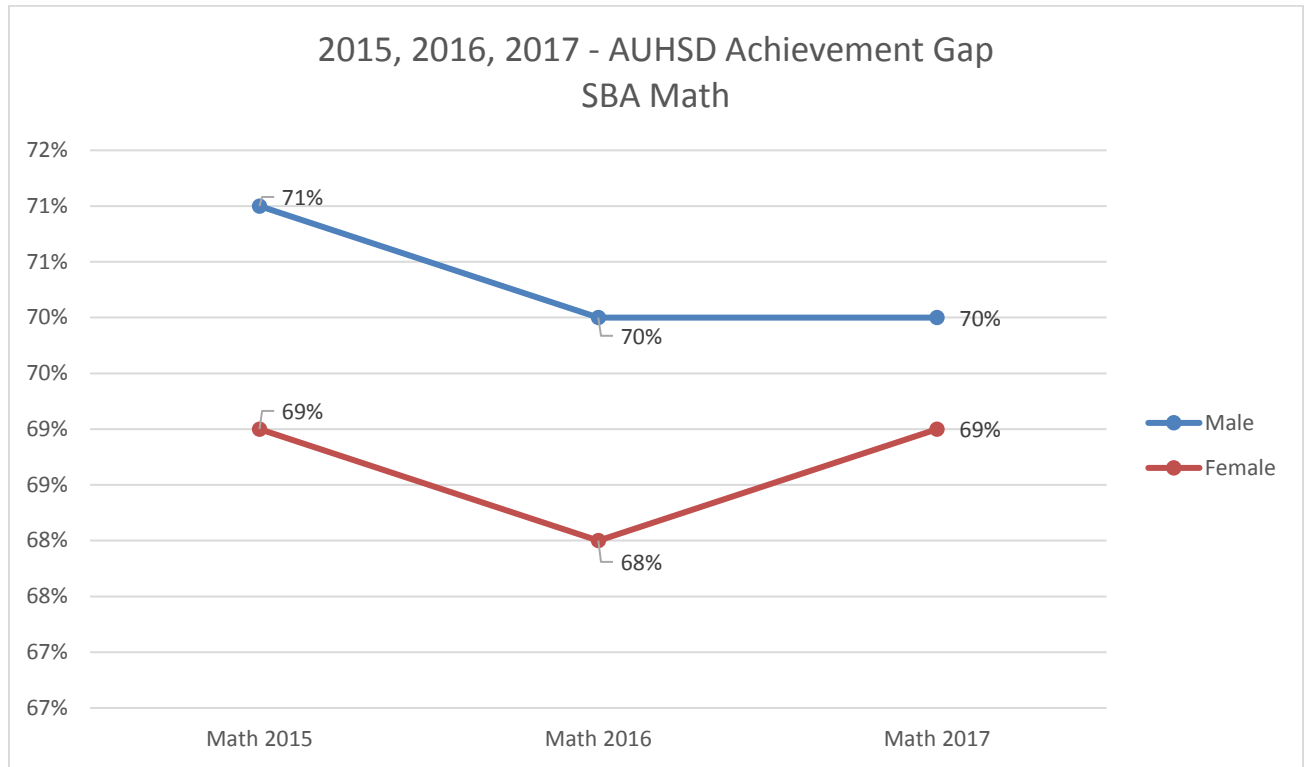


2015, 2016, 2017 AUHSD SBA Achievement by Subgroup - Math



2015, 2016, 2017 - AUHSD Achievement Gap SBA Math





STUDENT #: 9999999999 DATE OF BIRTH: 04/01/2001
GRADE: 10 TEST DATE: Spring 2017

FOR THE PARENT/GUARDIAN OF:
AUSTIN RUSSELL
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California High School
LEA: California Unified
CDS: 99999919999991

Dear Parent/Guardian of Austin Russell:

This report is provided because students in high schools across the state participated in the 2017 pilot of the California Science Test (CAST), a part of the California Assessment of Student Performance and Progress (CAASPP) System.

This online pilot test is based on the rigorous California Next Generation Science Standards (CA NGSS), which are designed to help every student graduate ready for college and a 21st-century career.

I invite you to learn more about the CA NGSS from your child's school.

Sincerely,



Tom Torlakson
State Superintendent of Public Instruction



California Science Test (CAST) for High School Science

This year, students in high school took part in a pilot of the new California Science Test (CAST). When complete, this new test will measure students' understanding of the new California Next Generation Science Standards (CA NGSS), which encompass the core ideas, concepts, and practices in science and engineering that students should master to be ready for college and a 21st-century career.

Much like California's standards in mathematics and English language arts/literacy, these new standards will give students an up-to-date science education and equip them with the ability to think critically, analyze information, and solve complex problems.

The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with the new standards and content. Individual student scores will not be available until the new test is ready for operational use statewide.

A New Kind of Science Test for California

As part of the CAASPP System, the CAST assesses the new CA NGSS and is more challenging than California's previously administered exams because students are tested on deeper content that is needed to prepare for college and the 21st-century job market.

These new tests contain a wider variety of questions, tasks, and problems than traditional multiple-choice tests. This allows students to demonstrate science and engineering practices along with their knowledge of disciplinary core ideas.

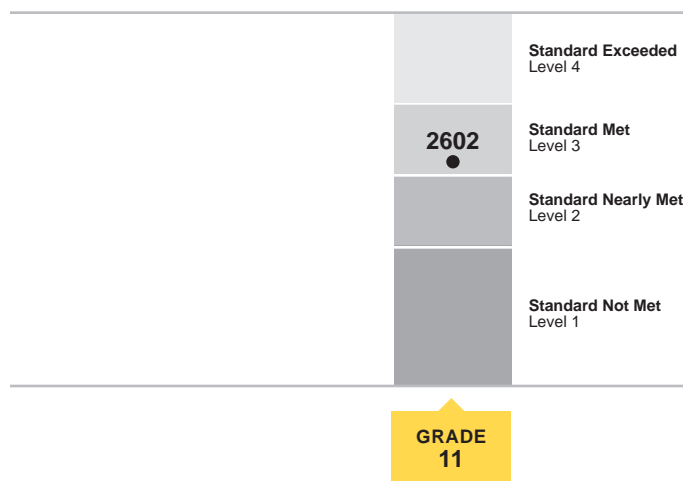
Assessments represent just one part of California's comprehensive plan for high-quality teaching and learning. California is phasing in more training for teachers, more resources for students, and more access to technology. These changes take time and effort. They are designed to help students succeed in the long run and achieve their dreams of college and a career. Find out more at your child's school or on the California Department of Education (CDE) CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/>.

Bella's Grade 11 Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY (ELA)

Bella's overall
score for 2017: **2602**
Standard Met (Level 3)

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



| 2017 AREA PERFORMANCE | 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? | | | ✓ |

BELLA'S SCORE HISTORY

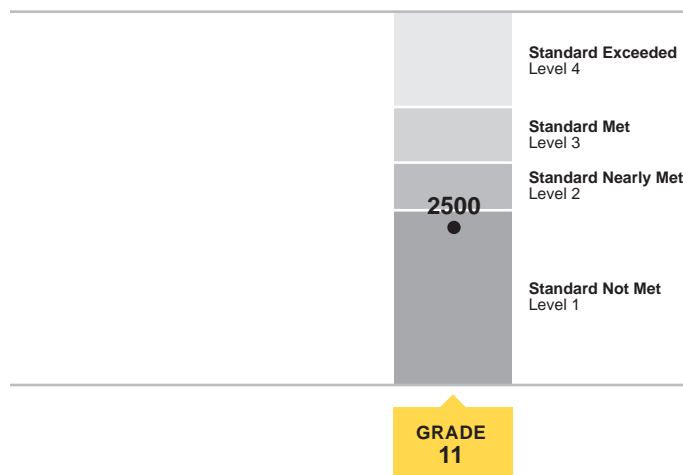
| | |
|-------------------|---------------------|
| Achievement Level | Standard Met |
| State Average** | 2596 |

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MATHEMATICS

Bella's overall
score for 2017: **2500**
Standard Not Met (Level 1)

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



| 2017 AREA PERFORMANCE | Below Standard | Near Standard | Above Standard |
|---|----------------|---------------|----------------|
| Concepts & Procedures: How well does your child use mathematical rules and ideas? | ✓ | | |
| Problem Solving and Modeling & Data Analysis: How well can your child show and apply problem-solving skills? | ✓ | | |
| Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem? | | ✓ | |

BELLA'S SCORE HISTORY

| | |
|-------------------|-------------------------|
| Achievement Level | Standard Not Met |
| State Average** | 2564 |

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* EAP status is provided as an indication of college readiness for all grade 11 students. CAASPP/EAP results are shared with the California State University and participating California Community College, if the student authorized that release during the time of testing.

** State averages are based on California students' scores from previous years. The state averages are updated each year, which may cause slight changes from what was displayed on past reports.

To see scale score ranges for all grades or for complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/>.

A Parent's Guide to Bella's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT #: 9999999999 DATE OF BIRTH: 04/01/2000
GRADE: 11 TEST DATE: Spring 2017

FOR THE PARENT/GUARDIAN OF:
BELLA MITCHELL
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California High School
LEA: California Unified
CDS: 99999919999991

Dear Parent/Guardian of Bella Mitchell:

This report shows Bella's scores on the California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics. These tests are based on California's goal of preparing students for college and career.

Bella's scores provide an indication of readiness for college-level work after graduation. Please see the Early Assessment Program portion of this report for information about steps Bella can take in 12th grade to be ready for college.

Students achieve more when their parents are involved in their learning. Please use the resources outlined below to find out more about how you can help Bella continue to make progress and prepare for a bright future.

Sincerely,

Tom Torlakson

Tom Torlakson
State Superintendent of Public Instruction



Statewide Assessments: One Measure of Bella's Progress

CAASPP results give us one measure of how well students are mastering California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are critical for preparing students for college and a 21st-century career.

What do my child's scores mean?

There are four levels of scores for ELA and mathematics for 11th grade. Achievement levels "Standard Met" and "Standard Exceeded" are the state targets for all students.

| Grade 11 | Standard Not Met Level 1 | Standard Nearly Met Level 2 | Standard Met Level 3 | Standard Exceeded Level 4 |
|--------------------------------|-----------------------------|--------------------------------|-------------------------|------------------------------|
| ENGLISH LANGUAGE ARTS/LITERACY | 2299–2492 | 2493–2582 | 2583–2681 | 2682–2795 |
| MATHEMATICS | 2280–2542 | 2543–2627 | 2628–2717 | 2718–2862 |

Where to Get Help and More Information

Go to <http://testscoreguide.org/ca/> for more information, including:

- Guide to reading and understanding the student score report.
- *Parent Guide to the Smarter Balanced Summative Assessments* with sample test items.

For complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/>.

Grade 11 — Early Assessment Program (EAP) Status

The California State University (CSU) and participating California Community Colleges use the CAASPP ELA and mathematics assessments to determine Bella's 2017 EAP status. The CAASPP achievement levels for ELA and mathematics shown on the front of this report can be used to provide an early indicator of Bella's readiness for college-level coursework, as described:

- **Standard Exceeded:** Ready for English and/or mathematics college-level coursework.
- **Standard Met:** Conditionally Ready for English and/or mathematics college-level coursework. Students earning this status can be exempt from the CSU's placement test and Early Start Program by taking an approved course and earning a grade of C or better.
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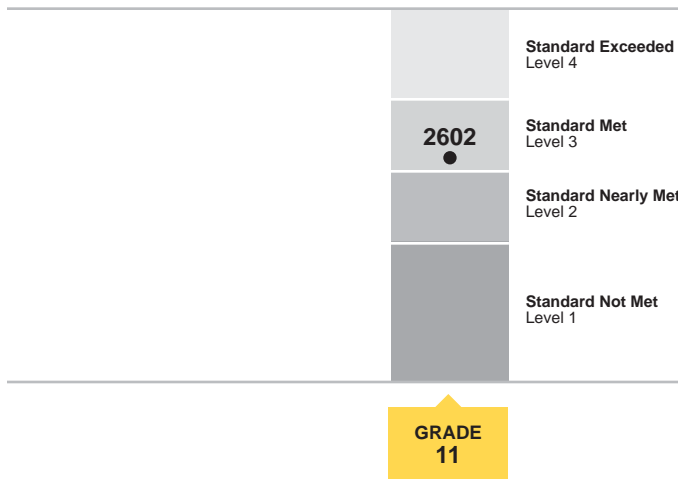
Bella should visit the CSU Success Web site at <http://CSUSuccess.org/> for additional information.

Bella's Grade 11 Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY (ELA)

Bella's overall
score for 2017: **2602**
Standard Met (Level 3)

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



| 2017 AREA PERFORMANCE | 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? | | | ✓ |

BELLA'S SCORE HISTORY

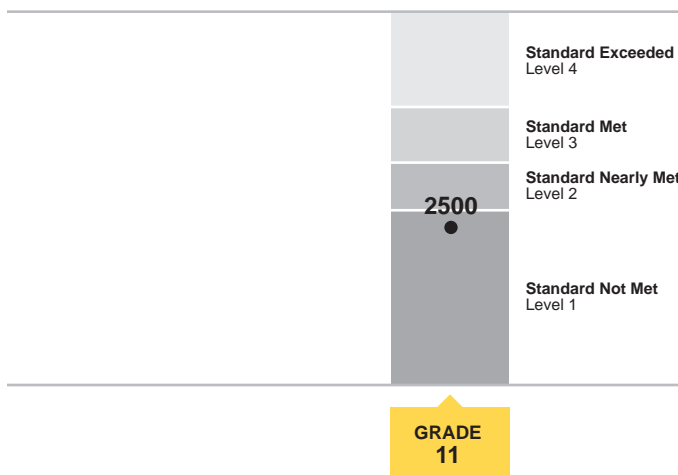
| | |
|-------------------|--------------|
| Achievement Level | Standard Met |
| State Average** | 2596 |

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MATHEMATICS

Bella's overall
score for 2017: **2500**
Standard Not Met (Level 1)

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



| 2017 AREA PERFORMANCE | Below Standard | Near Standard | Above Standard |
|---|----------------|---------------|----------------|
| Concepts & Procedures: How well does your child use mathematical rules and ideas? | ✓ | | |
| Problem Solving and Modeling & Data Analysis: How well can your child show and apply problem-solving skills? | ✓ | | |
| Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem? | | ✓ | |

BELLA'S SCORE HISTORY

| | |
|-------------------|------------------|
| Achievement Level | Standard Not Met |
| State Average** | 2564 |

[Conditional Code would display here.] Lorem ipsum dolor sit amet, ex dicit appareat quo, an mucus reprehendunt pro. Sententiae conclusionemque sed et.

* EAP status is provided as an indication of college readiness for all grade 11 students. CAASPP/EAP results are shared with the California State University and participating California Community College, if the student authorized that release during the time of testing.

** State averages are based on California students' scores from previous years. The state averages are updated each year, which may cause slight changes from what was displayed on past reports.

To see scale score ranges for all grades or for complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/>.

A Parent's Guide to Bella's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT #: 9999999999 DATE OF BIRTH: 04/01/2000
GRADE: 11 TEST DATE: Spring 2017

FOR THE PARENT/GUARDIAN OF:
BELLA MITCHELL
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California High School
LEA: California Unified
CDS: 99999919999991

Dear Parent/Guardian of Bella Mitchell:

This report shows Bella's scores on the California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics.

These tests are based on California's goal of preparing students for college and career. Bella's scores provide an indication of readiness for college-level work after graduation. Please see the Early Assessment Program portion of this report for information about steps Bella can take in 12th grade to be ready for college.

Students achieve more when their parents are involved in their learning. Please use the resources outlined below to find out more about how you can help Bella continue to make progress and prepare for a bright future.

Sincerely,

Tom Torlakson

Tom Torlakson
State Superintendent of Public Instruction



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California Science Test (CAST) for High School Science

This year, students in high school took part in a pilot of the new California Science Test (CAST). When complete, this new test will measure students' understanding of the new California Next Generation Science Standards (CA NGSS), which encompass the core ideas, concepts, and practices in science and engineering that students should master to be ready for college and a 21st-century career.

The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with the new standards and content. Individual student scores will not be available until the new test is ready for operational use statewide.

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California Assessment of Student Performance and Progress

California Alternate Assessment

California Alternate Assessments (CAA)

Students in grade eleven who have a significant cognitive disability as designated in their Individual Education Plan (IEP) participated in the California Alternate Assessment in the areas of English language arts/literacy (ELA) and mathematics. 2017 administration of the California Alternate Assessment was the first official administration of the test.

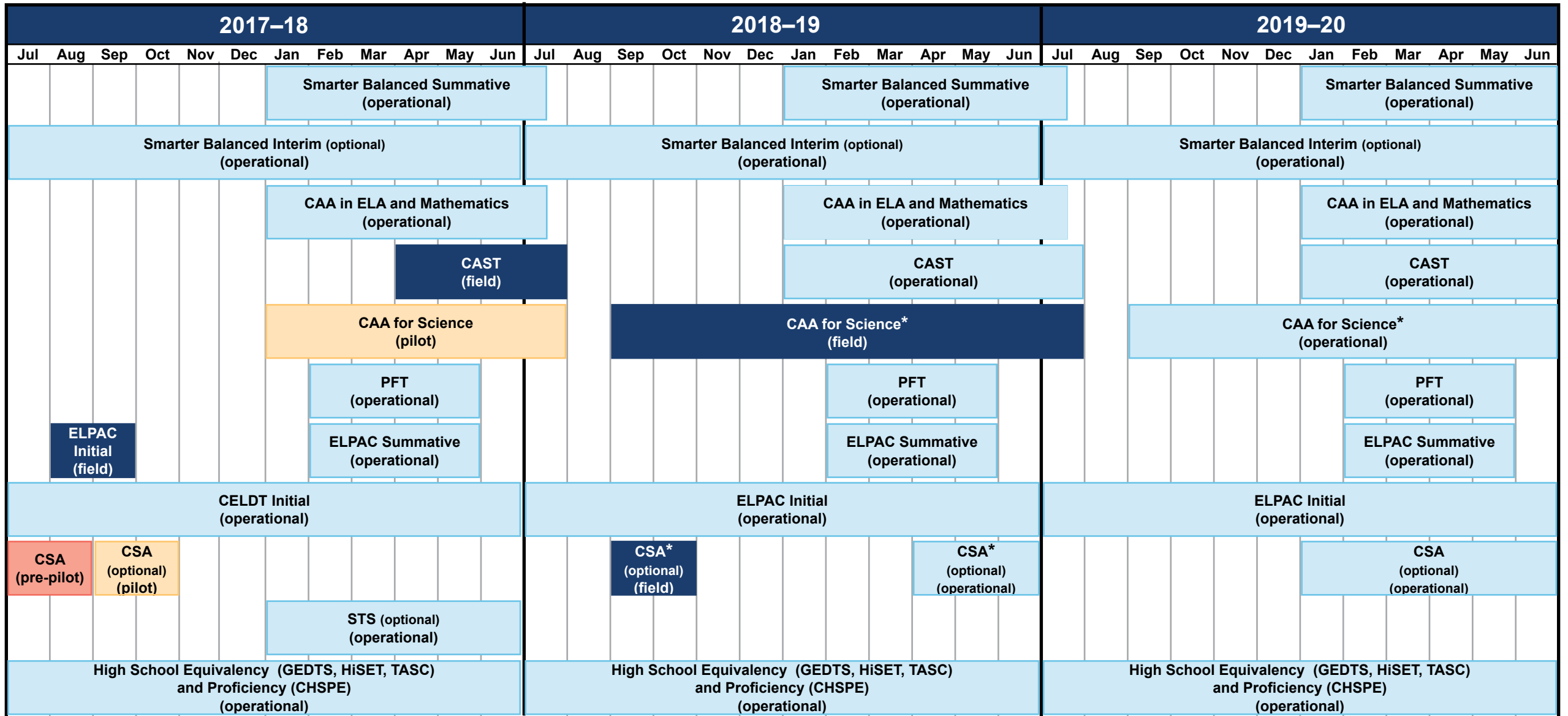
California Alternate Assessments are based on new alternate achievement standards called Core Content Connectors.

Students received individual California Alternate Assessment score reports, however there are no school or district reports available due to the small sample size in AUHSD.

| California Alternate Assessment Reporting Performance Level Descriptors English | |
|---|--|
| Level 3 – Alternate | The student showed understanding of core concepts in English language arts/literacy. |
| Level 2 – Alternate | The student showed foundational understanding of core concepts in English language arts/literacy. |
| Level 1 - Alternate | The student showed limited understanding of core concepts in English language arts/literacy. |

| California Alternate Assessment Reporting Performance Level Descriptors Mathematics | |
|---|---|
| Level 3 – Alternate | The student showed understanding of core concepts in mathematics |
| Level 2 – Alternate | The student showed foundational understanding of core concepts in mathematics. |
| Level 1 - Alternate | The student showed limited understanding of core concepts in mathematics. |

Three Year Assessment Time Line



Pre-Pilot

Pilot

Field

Operational

CAA – California Alternate Assessments
CAST – California Science Test
CELDT – California English Language Development Test
CHSPE – California High School Proficiency Exam

CSA – California Spanish Assessment
ELA – English Language Arts/Literacy
ELPAC – English Language Proficiency Assessments for California
GEDTS – General Educational Development Testing Service

HiSET – High School Equivalency Test
PFT – Physical Fitness Test
STS – Standards-based Test in Spanish
TASC – Test Assessing Secondary Completion



* Tentative dates

July 2017



Achievement Grades

2017

Acalanes

Campolindo

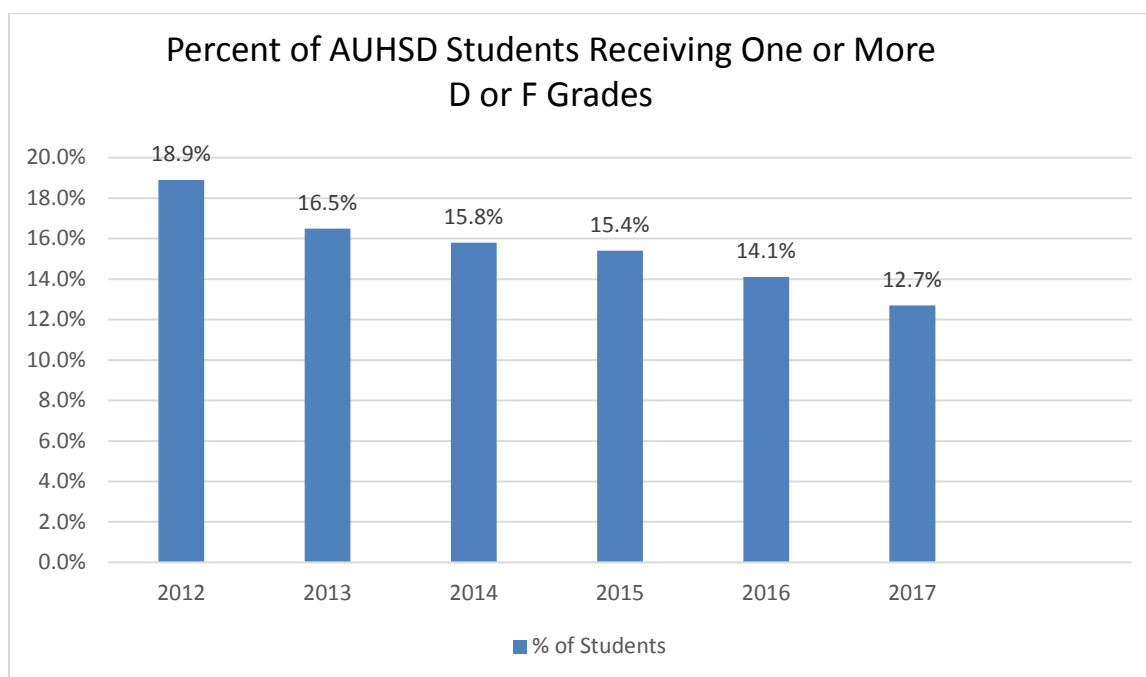
Las Lomas

Miramonte

Achievement Grades**Students receiving one or more grades below a “c”**

Six-year overview of students receiving one or more second semester D or F grades

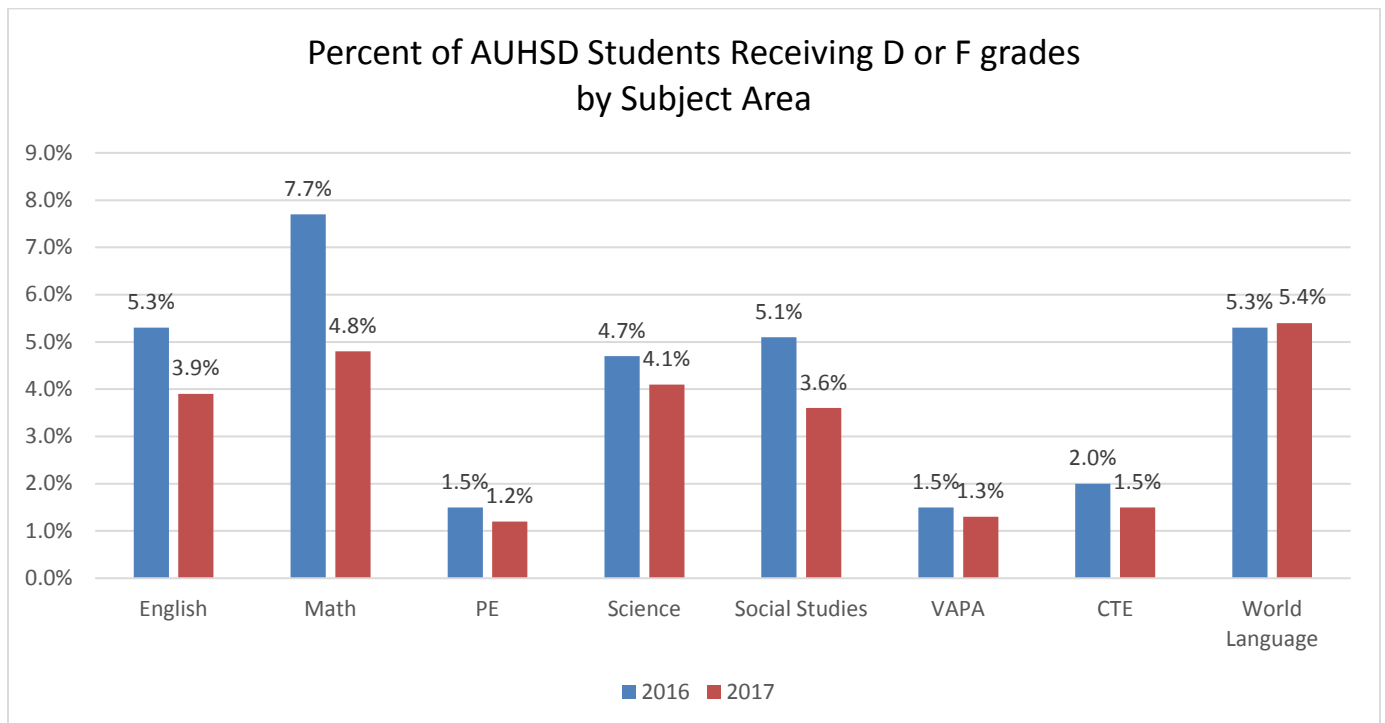
| School Year | Total Enrollment | # of Students receiving 1 or more D or F grades | % of Students Receiving 1 or more D or F grades |
|--------------------|-------------------------|--|--|
| 2011-2012 | 5403 | 1019 | 18.9 % |
| 2012-2013 | 5354 | 882 | 16.5 % |
| 2013-2014 | 5330 | 846 | 15.8 % |
| 2014-2015 | 5311 | 816 | 15.4% |
| 2015-2016 | 5358 | 756 | 14.1% |
| 2016-2017 | 5497 | 696 | 12.7% |



Students with grades below a “C” by subject and subgroup

Percentage of students receiving grades below a “C” (at least one D or F) broken down by subject area. Grades reported below are 2016-2017 second semester grades.

| All Students | English | Math | PE | Science | Social Studies | VAPA | CTE | World Language |
|---|-------------|-------------|-------------|-------------|----------------|-------------|-------------|----------------|
| 2015-2016 % of students receiving D or F | 5.3% | 7.7% | 1.5% | 4.7% | 5.1% | 1.5% | 2.0% | 5.3% |
| 2016-2017 % of students receiving D or F | 3.9% | 4.8% | 1.2% | 4.1% | 3.6% | 1.3% | 1.5% | 5.4% |

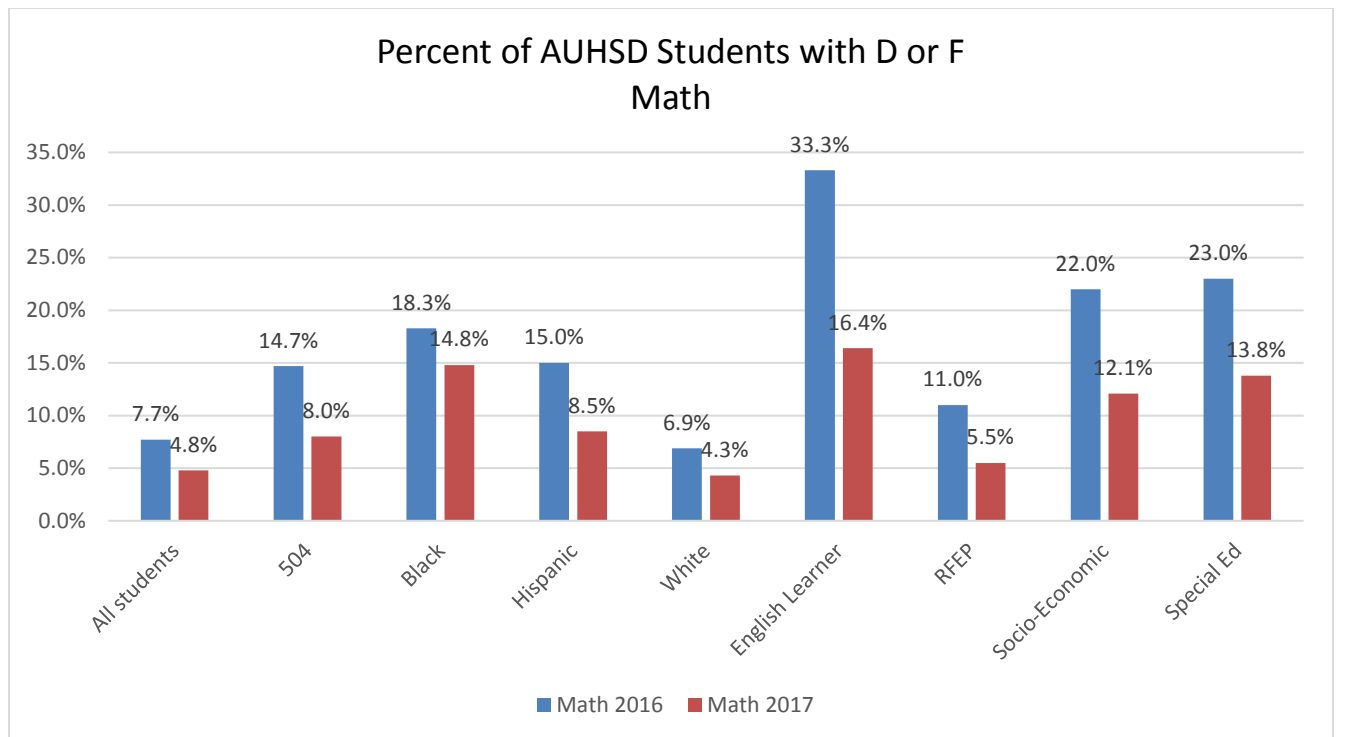
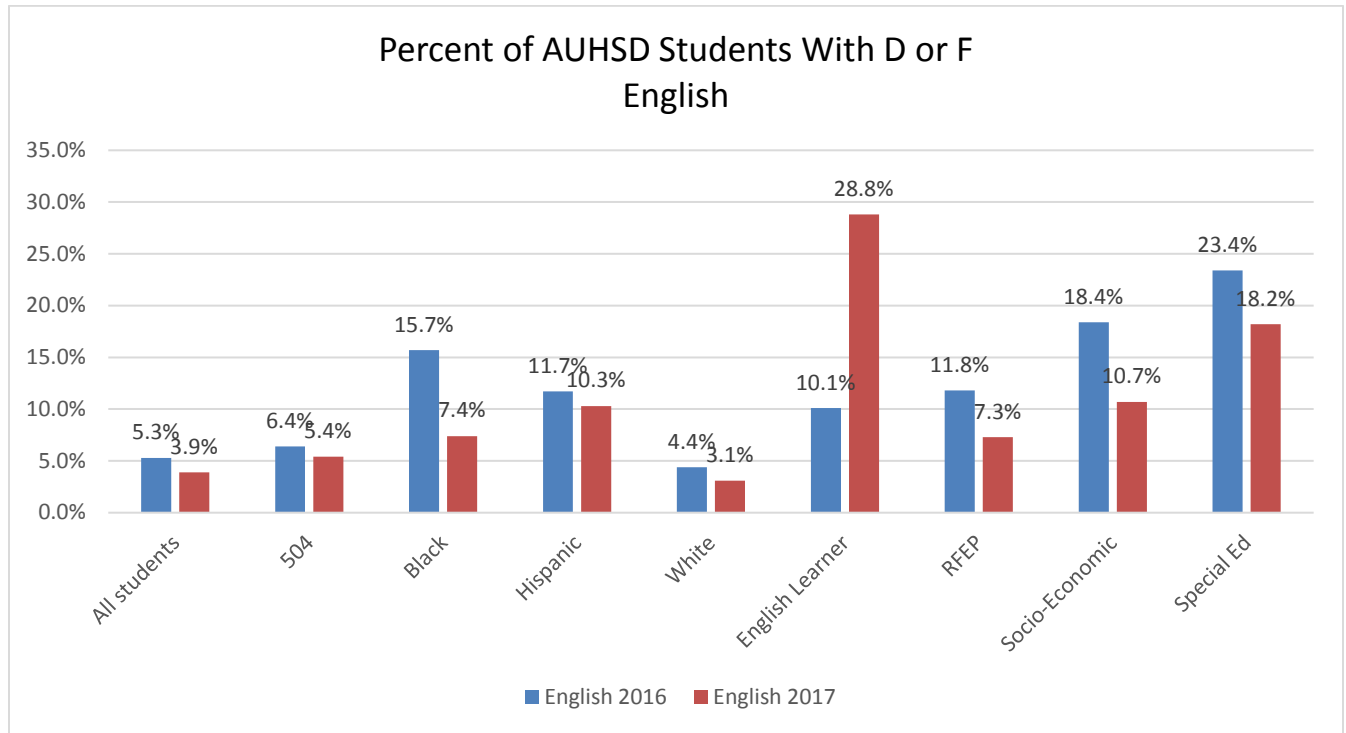


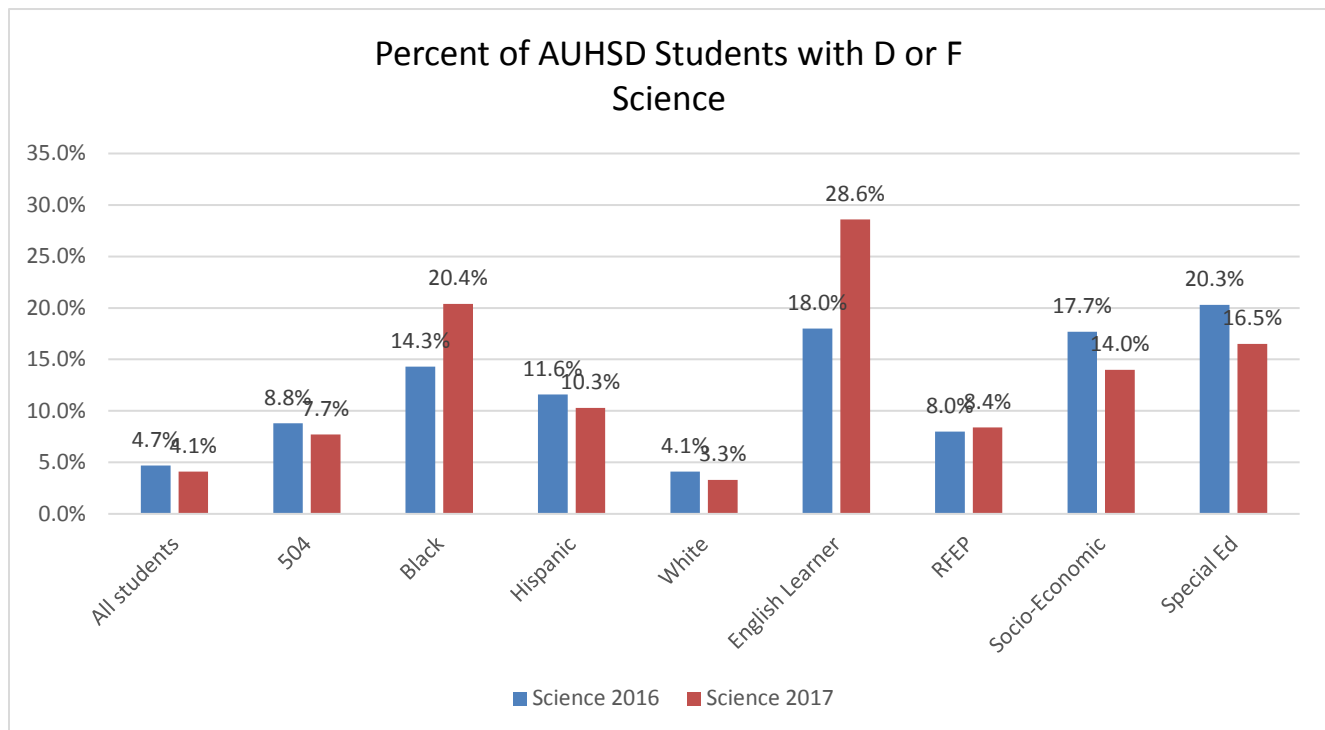
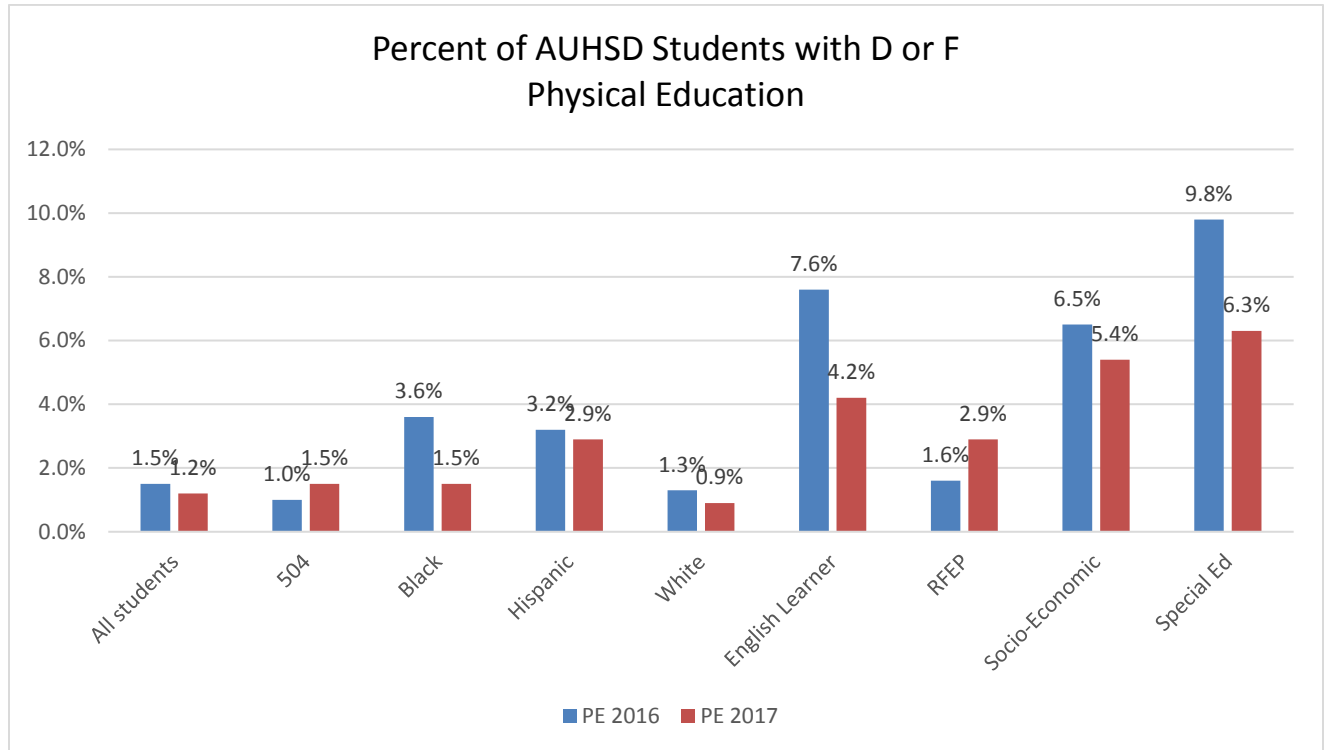
Acalanes Union High School District

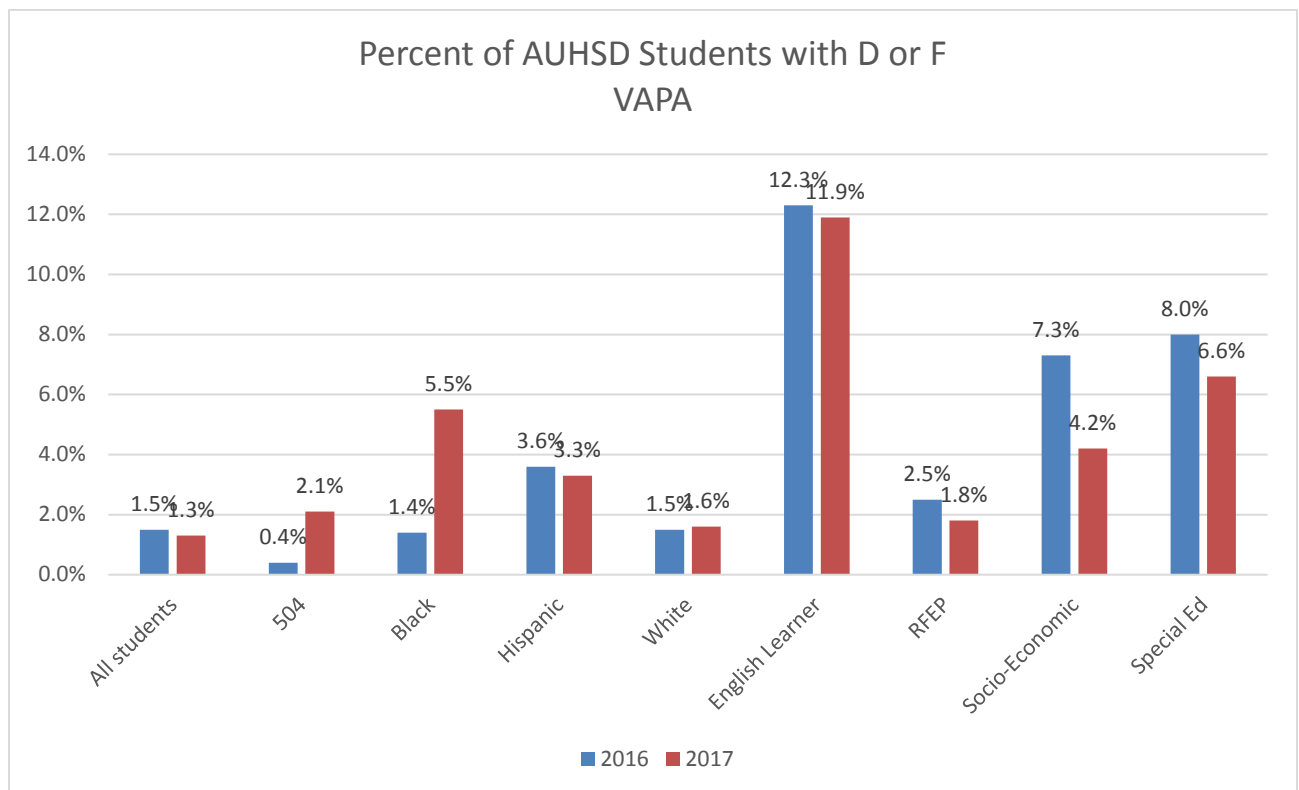
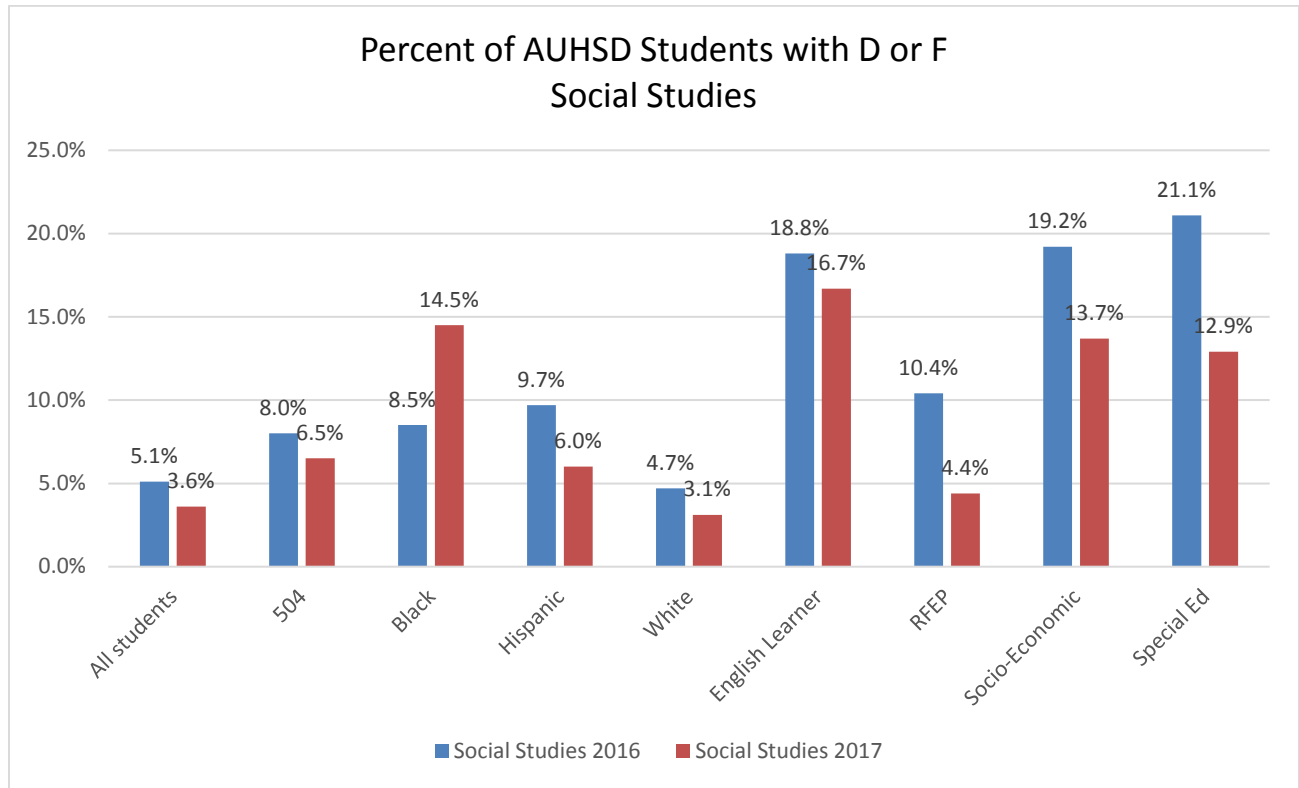
2017 Assessment Report

Percentage of students receiving grades below a “C” (at least one D or F) broken down by subject area and LCAP designated subgroup. Grades reported below are 2015-2016 and 2016-2017 second semester grades.

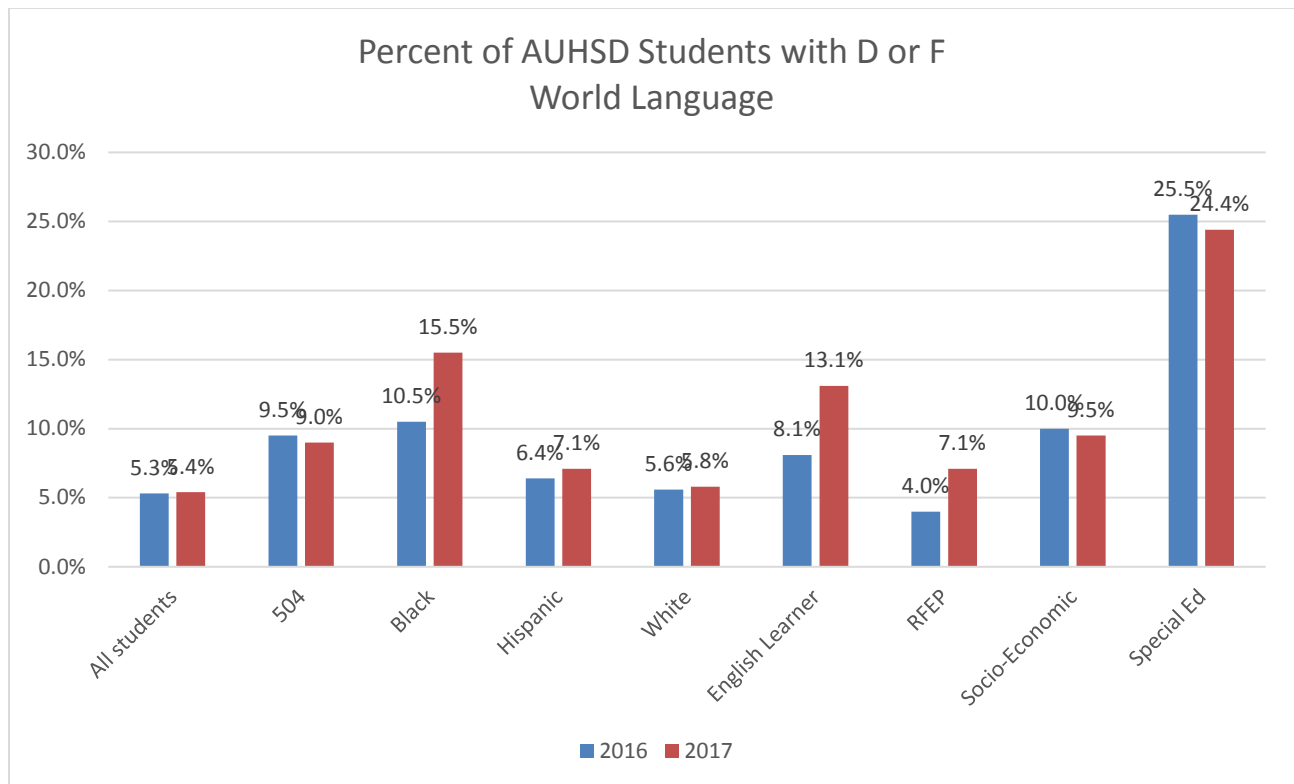
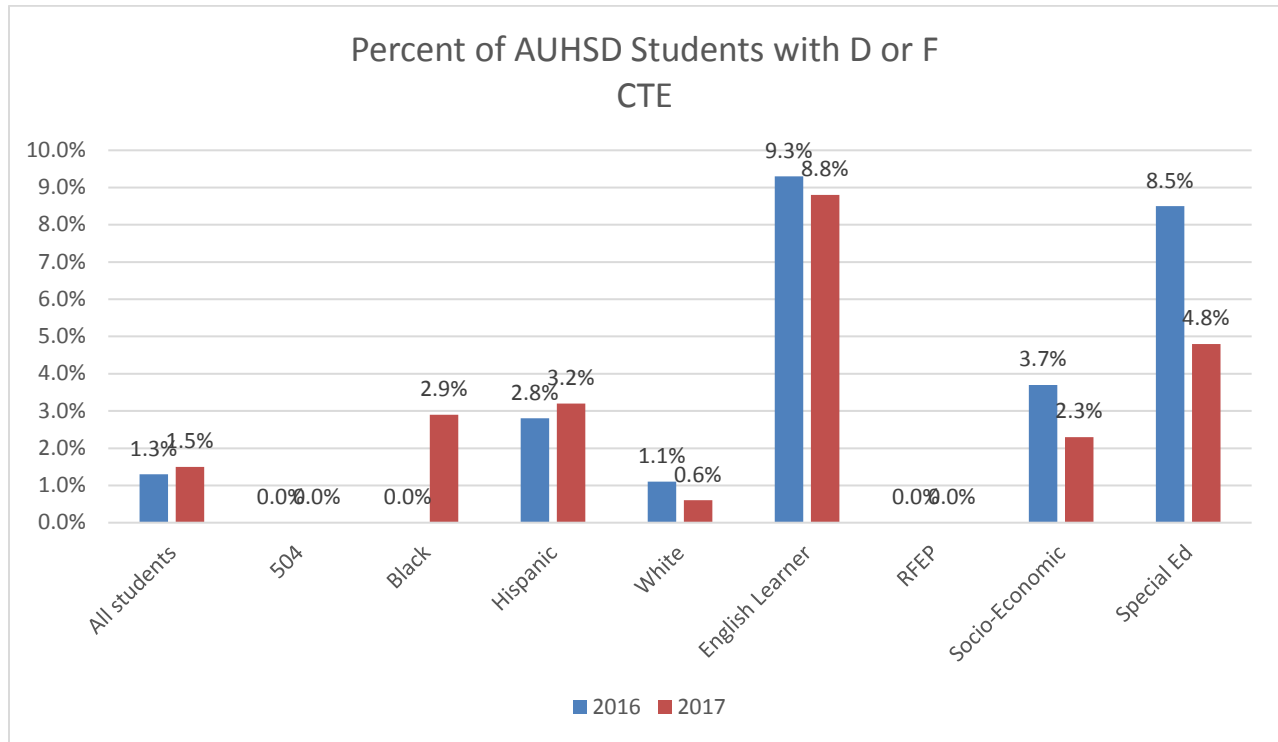
| | English | Math | PE | Science | Social Studies | VAPA | CTE | World Language |
|-----------------------------|--------------|--------------|-------------|--------------|----------------|--------------|-------------|----------------|
| 2016 All Students | 5.3% | 7.7% | 1.52% | 4.7% | 5.1% | 1.5% | 1.3% | 5.3% |
| 2017 All Students | 3.9% | 4.8% | 1.2% | 4.1% | 3.6% | 1.3% | 1.5% | 5.4% |
| 2016 - 504 | 6.4% | 14.7% | 1% | 8.8% | 8% | 0.4% | 0% | 9.5% |
| 2017 -504 | 5.4% | 8.0% | 1.5% | 7.7% | 6.5% | 2.1% | 0% | 9% |
| 2016 Black/ Af. Am. | 15.7% | 18.3% | 3.6% | 14.3% | 8.5% | 1.4% | 0% | 10.5% |
| 2017 Black/ Af.Am. | 7.4% | 14.8% | 1.5% | 20.4% | 14.5% | 5.5% | 2.9% | 15.5% |
| 2016 Hispanic | 11.7% | 15% | 3.2% | 11.6% | 9.7% | 3.6% | 2.8% | 6.4% |
| 2017 Hispanic | 10.3% | 8.5% | 2.9% | 10.3% | 6.0% | 3.3% | 3.2% | 7.1% |
| 2016 White | 4.4% | 6.9% | 1.3% | 4.1% | 4.7% | 1.5% | 1.1% | 5.6% |
| 2017 White | 3.1% | 4.3% | 0.9% | 3.3% | 3.1% | 1.6% | 0.6% | 5.8% |
| 2016 English Learner | 10.1% | 33.3% | 7.6% | 18% | 18.8% | 12.3% | 9.3% | 8.1% |
| 2017 English Learner | 28.8% | 16.4% | 4.2% | 28.6% | 16.7% | 11.9% | 8.8% | 13.1% |
| 2016 RFEP | 11.8% | 11% | 1.6% | 8% | 10.4% | 2.5% | 0% | 4% |
| 2017 RFEP | 7.3% | 5.5% | 2.9% | 8.4% | 4.4% | 1.8% | 0% | 7.1% |
| 2016 Socio-Economic | 18.4% | 22% | 6.5% | 17.7% | 19.2% | 7.3% | 3.7% | 10% |
| 2017 Socio-Economic | 10.7% | 12.1% | 5.4% | 14% | 13.7% | 4.2% | 2.3% | 9.5% |
| 2016 Special Ed | 23.4% | 23.2% | 9.8% | 20.3% | 21.1% | 8% | 8.5% | 25.5% |
| 2017 Special Ed | 18.2% | 13.8% | 6.3% | 16.5% | 12.9% | 6.6% | 4.8% | 24.4% |







2017 Assessment Report





Physical Fitness Test

2017

Acalanes

Campolindo

Las Lomas

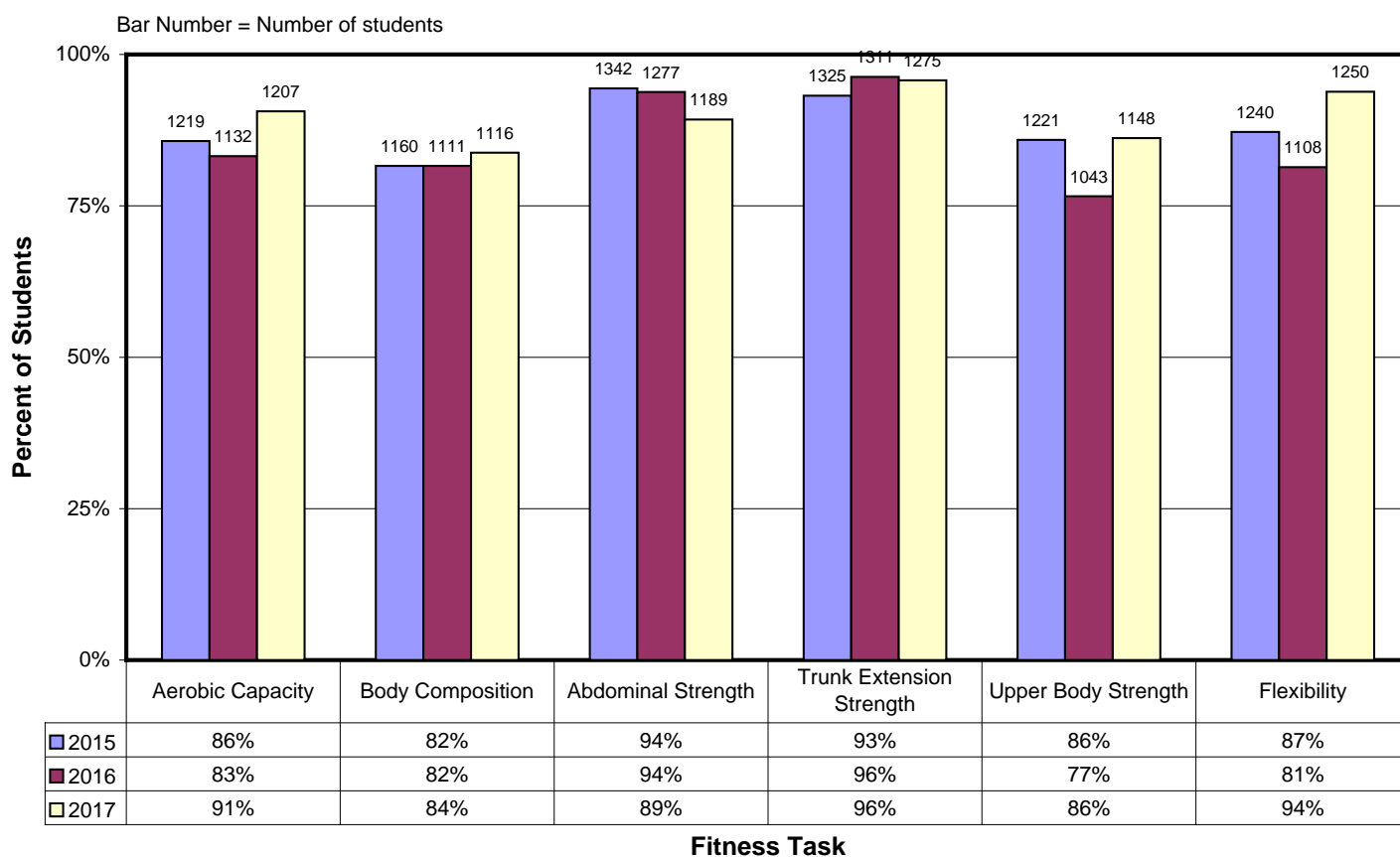
Miramonte

Physical Fitness Test (PFT)

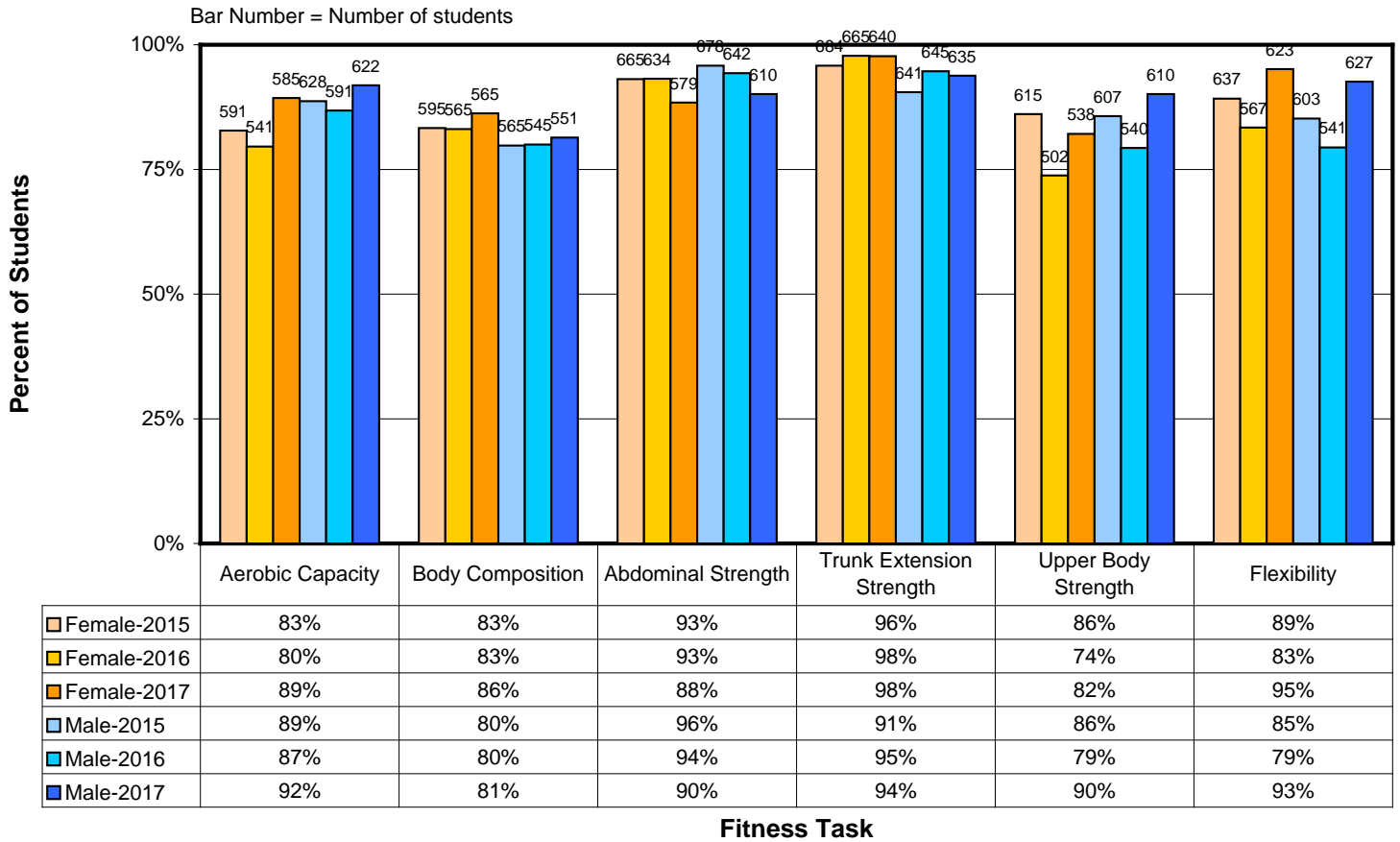
All AUHSD Grade 9 students take the Physical Fitness Test. The Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM. The test is required by California Education Code (60800). AUHSD students take the assessment in March – May in their PE 9 courses as administered by the PE teachers.

Students are scored against the criterion-referenced standards in six fitness areas. These standards represent minimum levels of fitness and achievement of the fitness standards is based upon a score falling in the Healthy Fitness Zone (HFZ) for each of the six fitness areas.

**Acalanes Union High
Percent of Students Passing Fitness Tasks-Overall 2015-2017**

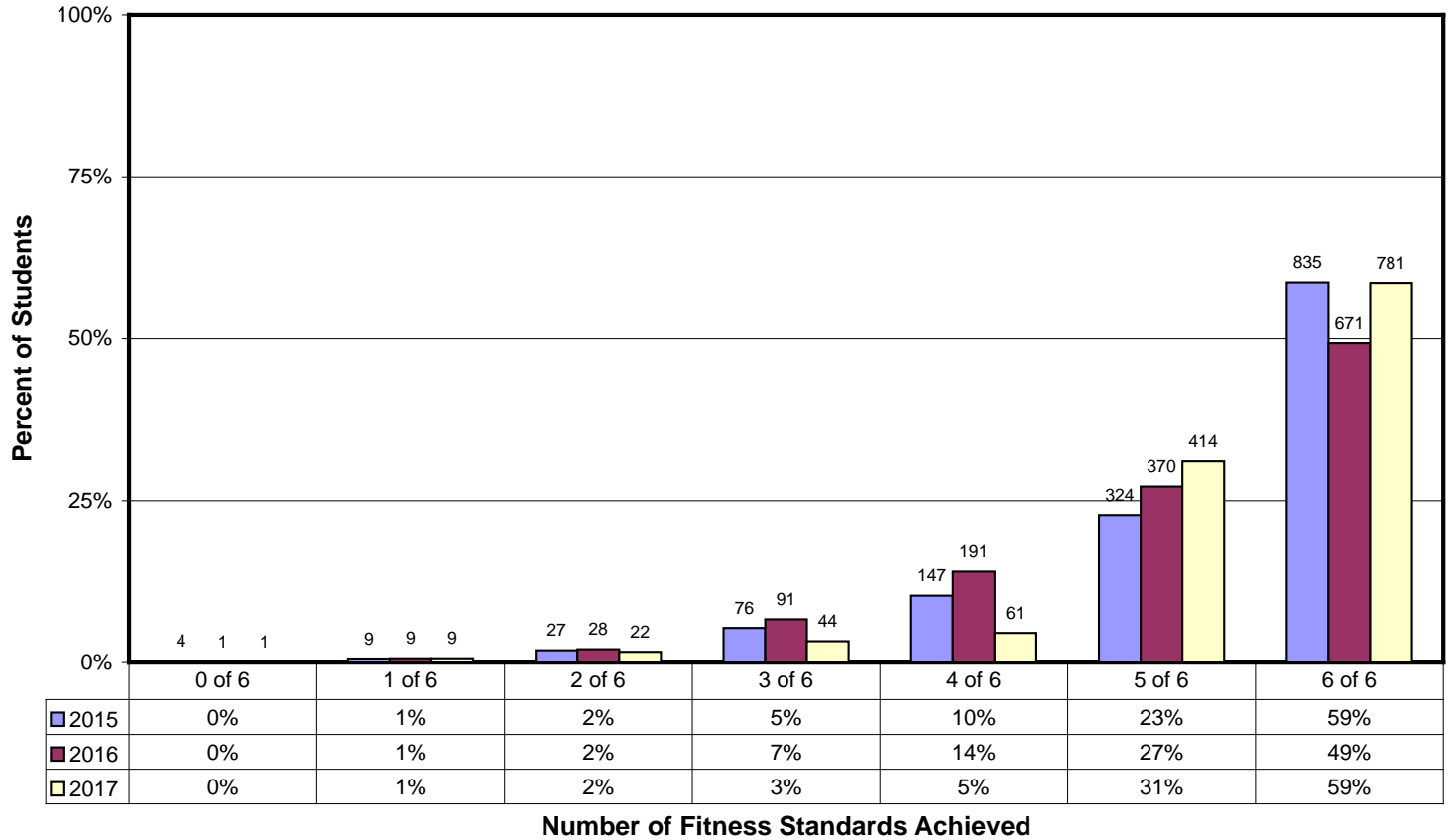


**Acalanes Union High
Percent of Students Passing Fitness Tasks-Gender 2015-2017**



**Acalanes Union High
Percent of Students Meeting Fitness Standards-Overall 2015-2017**

Bar Number = Number of students



**Acalanes Union High
Percent of Students Meeting Fitness Standards-Gender 2015-2017**

Bar Number = Number of students

