ACALANES UNION
HIGH SCHOOL DISTRICT

2019 ASSESSMENT REPORT

Acalanes *Campolindo* *Las Lomas* *Miramonte*

2019 ASSESSMENT REPORT
PART II

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Acalanes ***Campolindo*** ***Las Lomas*** ***Miramonte***

California Assessment of Student Performance and Progress

2019

Acalanes *Campolindo* *Las Lomas* *Miramonte*

California Assessment of Student Performance and Progress

(CAASPP)

2018-2019 school year, marked the fifth year of administration of the California Assessment of Student Performance and Progress (CAASPP) System of state assessments to the AUHSD students.

2018-2019 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 and Interim Assessment Blocks 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 (CAST)
    - California Science Test (CAST) given to students who have completed all science state standards or 12th graders
- 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 science test was aligned to the Next Generation Science Standards.

Interim Assessments and Interim Blocks were widely utilized in the classrooms across the district to get the students familiar with the testing interface and inform the teachers of types of questions and practices being assessed.

The Digital Library was available; however, was infrequently used by the AUHSD teachers and administrators.

Smarter Balanced Assessment Results

- Smarter Balanced Assessment is given to all Grade 11 students
- Students eligible through their IEP to participate in a California Alternate Assessment do not take the Smarter Balanced Assessment
- English Learners who are in their first 12 months of attending a school in United States are exempt from taking the English Language Arts Smarter Balanced Assessment.
- Four levels of achievement:
    - Standard Exceeded: Level 4
    - Standard Met: Level 3
    - Standard Nearly Met: Level 2
    - Standard Not Met: Level 1

Number of AUHSD Students with Scores (Smart Balanced Assessment Participation Rate)				
2014-2015	2015-2016	2016-2017	2017-2018	**2018-2019**
ELA: 1002 (76%)	ELA: 1247 (93%)	ELA: 1346 (95%)	ELA: 1312 (96%)	**ELA: 1308 (97%)**
Math: 969 (74%)	Math: 1236 (92%)	Math: 1318 (93%)	Math: 1311 (96%)	**Math: 1292 (96%)**

Students Meeting or Exceeding Achievement Standards (Grade 11)					
State of California (Grade 11 Only)					
	2015	2016	2017	2018	**2019**
English Language Arts/Literacy (ELA)					
Students with Scores	420,327	433,920	444,860	439,134	**439,947**
% Meeting Achievement Standards	56%	59%	60%	56%	**57%**
Mathematics					
Students with Scores	418,491	432,108	442,457	437,883	**438,107**
% Meeting Achievement Standards	29%	33%	32%	31%	**32%**
All District Students					
	2015	2016	2017	2018	**2019**
English Language Arts/Literacy (ELA)					
Students with Scores	1002	1247	1346	1312	**1,308**
% Meeting Achievement Standards	85%	83%	84%	82%	**89%**
Mathematics					
Students with Scores	969	1236	1318	1311	**1,292**
% Meeting Achievement Standards	70%	69%	69%	69%	**72%**

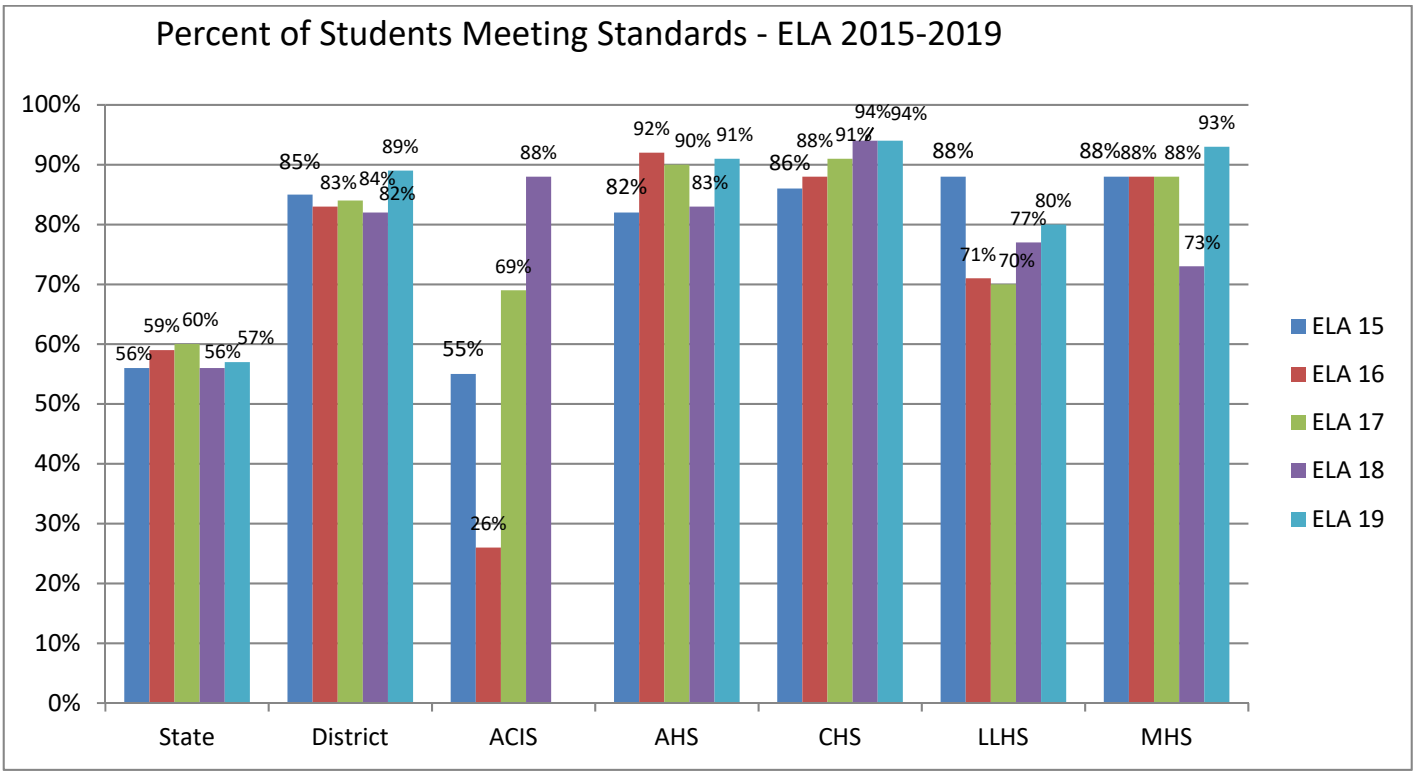
Acalanes Center for Independent Study					
	2015	2016	2017	2018	**2019**
English Language Arts/Literacy (ELA)					**NA**
Students with Scores	20	23	13	17	**Fewer than**
% Meeting Achievement Standards	55%	26%	69%	88%	**10 Students**
Mathematics					**NA**
Students with Scores	17	20	0	17	**Fewer than**
% Meeting Achievement Standards	12%	0%	NA	53%	**10 Students**

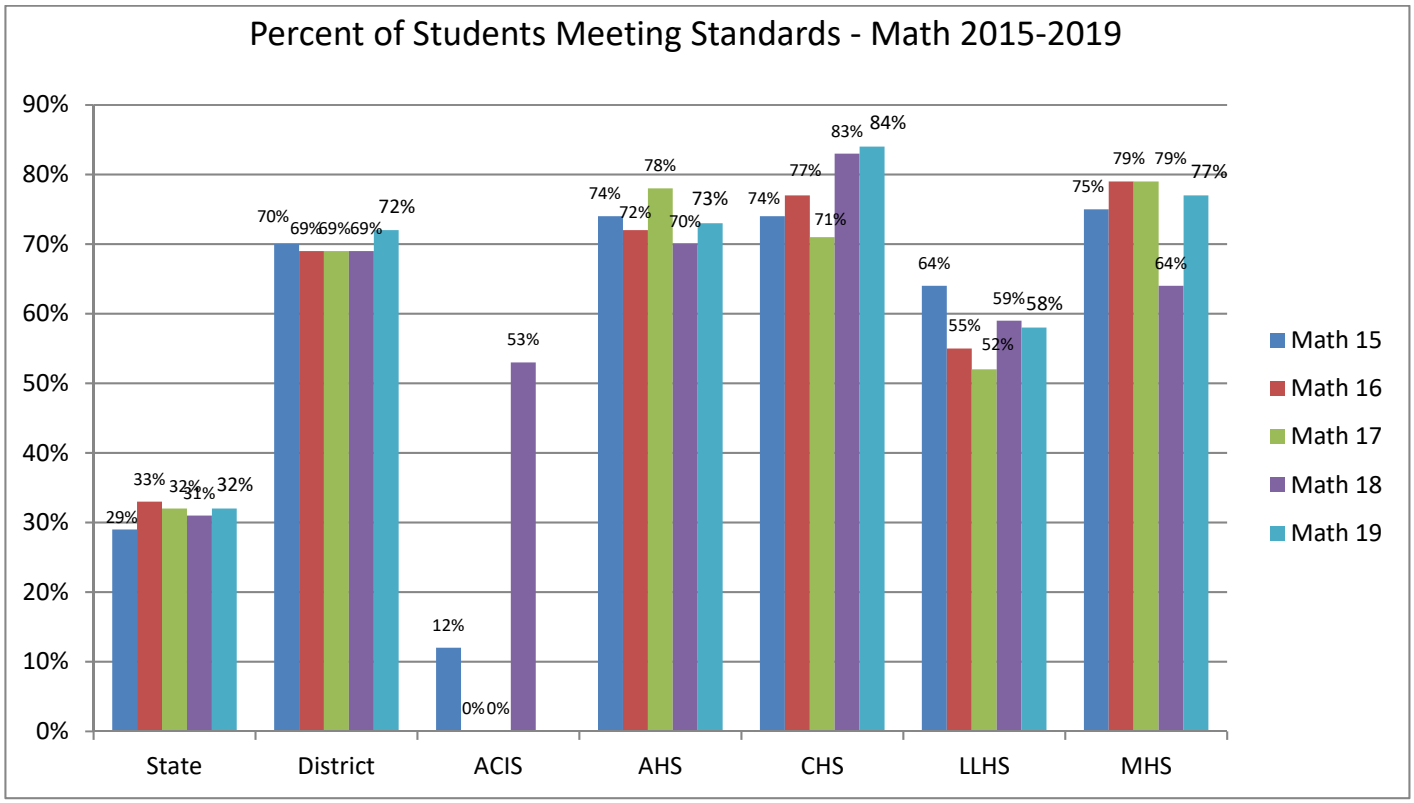
Acalanes High School					
	2015	2016	2017	2018	**2019**
English Language Arts/Literacy (ELA)					
Students with Scores	287	294	337	303	**303**
% Meeting Achievement Standards	82%	92%	90%	83%	**91%**
Mathematics					
Students with Scores	286	292	323	302	**299**
% Meeting Achievement Standards	74%	72%	78%	70%	**73%**

Campolindo High School					
	2015	2016	2017	2018	**2019**
English Language Arts/Literacy (ELA)					
Students with Scores	173	317	311	340	**299**
% Meeting Achievement Standards	86%	88%	91%	94%	**94%**
Mathematics					
Students with Scores	156	317	312	340	**298**
% Meeting Achievement Standards	74%	77%	71%	83%	**84%**

Las Lomas High School					
	2015	2016	2017	2018	**2019**
English Language Arts/Literacy (ELA)					
Students with Scores	280	333	364	346	**385**
% Meeting Achievement Standards	88%	71%	70%	77%	**80%**
Mathematics					
Students with Scores	283	333	352	347	**375**
% Meeting Achievement Standards	64%	55%	52%	59%	**58%**

Miramonte High School					
	2015	2016	2017	2018	**2019**
English Language Arts/Literacy (ELA)					
Students with Scores	242	280	319	305	**309**
% Meeting Achievement Standards	88%	88%	88%	73%	**93%**
Mathematics					
Students with Scores	227	274	319	304	**308**
% Meeting Achievement Standards	75%	79%	79%	64%	**77%**


Percent of Students Meeting Standards - ELA 2015-2019
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
56% 59% 60% 56% 57%
85% 83% 84% 82% 89%
55% 26% 69% 88%
82% 92% 90% 83% 91%
86% 88% 91% 94% 94%
88% 71% 70% 77% 80%
88% 88% 88% 73% 93%
State
District
ACIS
AHS
CHS
LLHS
MHS
ELA 15
ELA 16
ELA 17
ELA 18
ELA 19

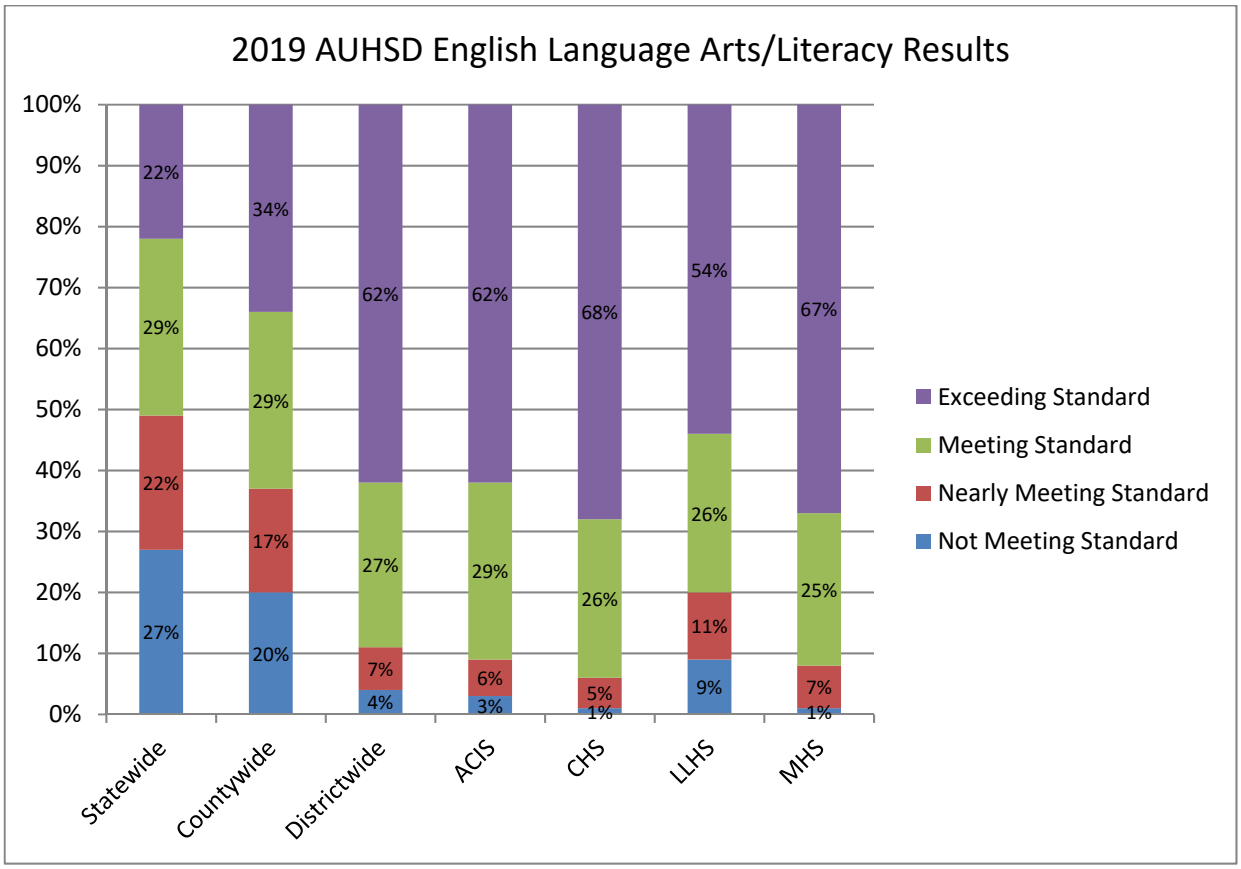

Percent of Students Meeting Standards - Math 2015-2019
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
29% 33% 32% 31% 32%
70% 69% 69% 69% 72%
12% 0% 0% 53%
74% 72% 78% 70% 73%
74% 77% 71% 83% 84%
64% 55% 52% 59% 58%
75% 79% 79% 64% 77%
State
District
ACIS
AHS
CHS
LLHS
MHS
Math 15
Math 16
Math 17
Math 18
Math 19

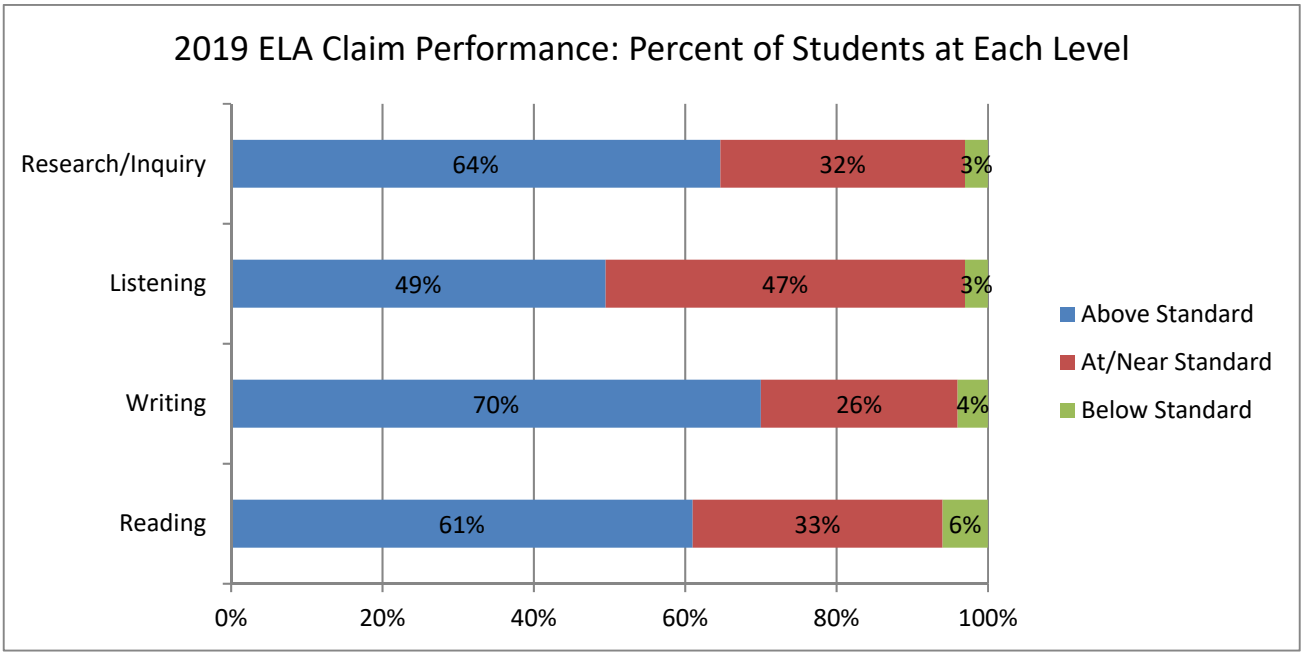
Smarter Balanced Assessment AUHSD Results

English Language Arts/Literacy

	Site	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Mean Scale Score	State	2591.8	2599.9	2602.5	2592.4	2596.6
	County	2600.8	2612.7	2613.5	2603.9	2610.7
	AUHSD District	2671.7	2666.6	2676.6	2665.8	2692.9
	Acalanes	2666.8	2681.9	2695.2	2669.2	2695.3
	Campolindo	2677.5	2679.1	2697.9	2706.6	2709.3
	Las Lomas	2669.4	2634.3	2633.1	2647.4	2666.2
	Miramonte	2682.1	2684.4	2690.2	2637.9	2707.4
% Exceeding the Standard	State	23%	26%	28%	26%	22%
	County	28%	31%	33%	31%	34%
	AUHSD District	51%	50%	55%	50%	62%
	Acalanes	51%	54%	61%	51%	62%
	Campolindo	55%	55%	63%	67%	68%
	Las Lomas	49%	39%	38%	43%	54%
	Miramonte	53%	57%	63%	40%	67%
% Meeting the Standard	State	33%	33%	32%	30%	29%
	County	31%	32%	30%	29%	29%
	AUHSD District	34%	33%	29%	32%	27%
	Acalanes	31%	38%	28%	32%	29%
	Campolindo	31%	33%	28%	27%	26%
	Las Lomas	39%	32%	32%	34%	26%
	Miramonte	35%	31%	25%	33%	25%
% Nearly Meeting the Standard	State	24%	22%	32%	22%	22%
	County	22%	19%	19%	20%	17%
	AUHSD District	10%	10%	10%	11%	7%
	Acalanes	13%	6%	8%	13%	6%
	Campolindo	12%	8%	6%	5%	5%
	Las Lomas	8%	16%	19%	14%	11%
	Miramonte	7%	8%	7%	15%	7%
% Not Meeting the Standard	State	20%	19%	19%	22%	27%
	County	19%	17%	18%	21%	20%
	AUHSD District	4%	6%	6%	7%	4%
	Acalanes	5%	1%	2%	5%	3%
	Campolindo	2%	5%	4%	1%	1%
	Las Lomas	4%	14%	11%	9%	9%
	Miramonte	4%	4%	5%	12%	1%

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



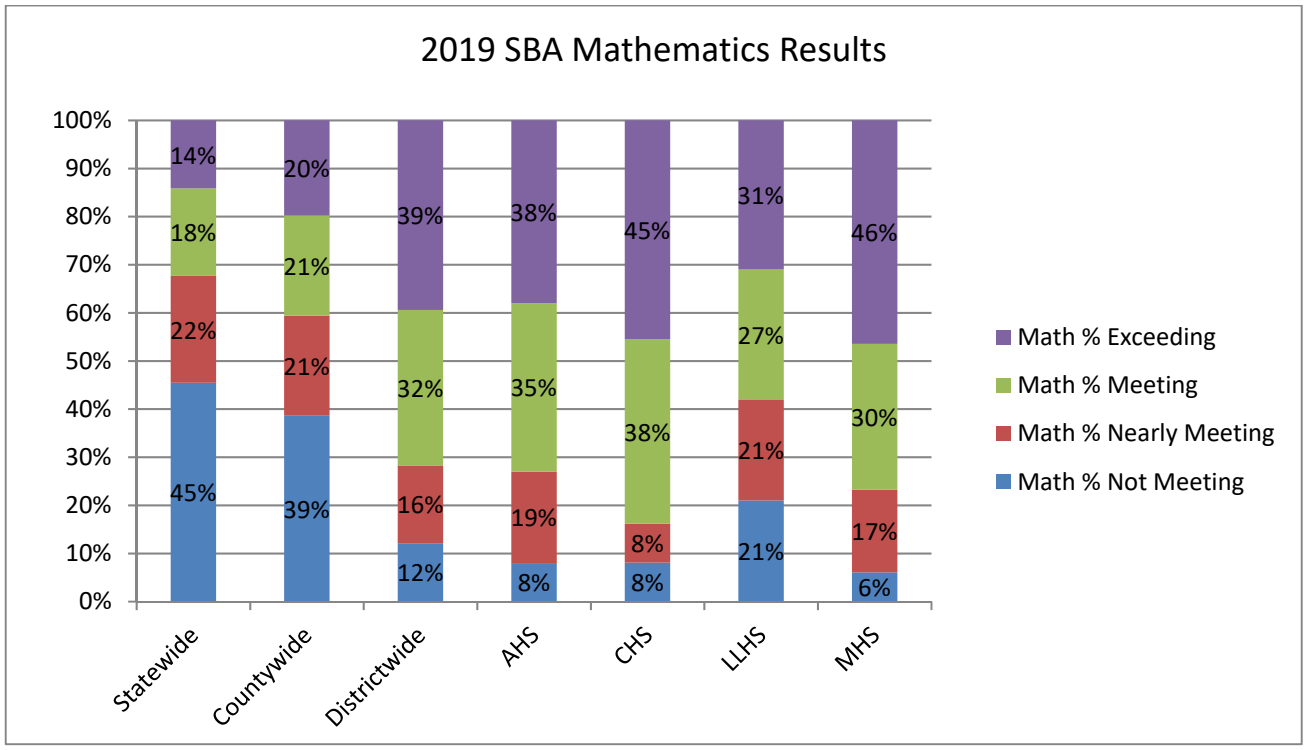


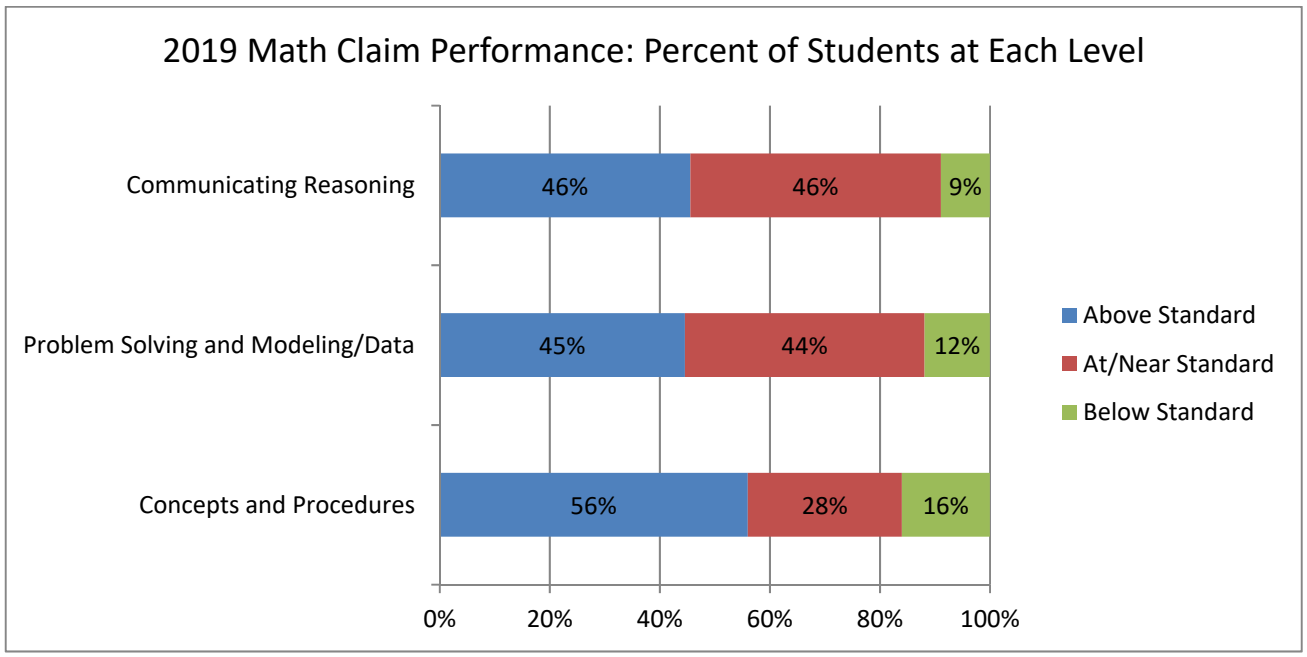
Smarter Balanced Assessment – 11th Grade

Mathematics

	Site	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Mean Scale Score	State	2560.3	2567.9	2565	2561.4	2563.9
	County	2576.1	2589.7	2583.6	2582.0	2586.5
	AUHSD District	2678.7	2669.5	2675.2	2671.2	2680.4
	Acalanes	2684	2681.3	2702.1	2672.7	2683.4
	Campolindo	2697.4	2686	2687.7	2702.5	2702.1
	Las Lomas	2657.5	2630.1	2625.5	2650.3	2645.4
	Miramonte	2697.5	2699.7	2694.9	2663.2	2702.2
% Exceeding the Standard	State	11%	13%	13%	13%	14%
	County	16%	18%	18%	18%	20%
	AUHSD District	40%	37%	40%	36%	39%
	Acalanes	44%	38%	48%	38%	38%
	Campolindo	46%	42%	43%	42%	45%
	Las Lomas	31%	26%	23%	31%	31%
	Miramonte	44%	48%	49%	35%	46%
% Meeting the Standard	State	18%	20%	19%	18%	18%
	County	21%	23%	21%	21%	21%
	AUHSD District	30%	32%	29%	32%	32%
	Acalanes	30%	34%	29%	32%	35%
	Campolindo	28%	35%	28%	40%	38%
	Las Lomas	33%	29%	29%	27%	27%
	Miramonte	31%	31%	30%	30%	30%
% Nearly Meeting the Standard	State	25%	25%	24%	23%	22%
	County	22%	22%	22%	22%	21%
	AUHSD District	19%	17%	18%	18%	16%
	Acalanes	14%	16%	15%	15%	19%
	Campolindo	18%	15%	18%	12%	8%
	Las Lomas	23%	24%	26%	23%	21%
	Miramonte	19%	12%	12%	21%	17%
% Not Meeting the Standard	State	45%	43%	44%	46%	45%
	County	41%	37%	39%	40%	39%
	AUHSD District	11%	14%	13%	13%	12%
	Acalanes	12%	12%	8%	15%	8%
	Campolindo	8%	9%	11%	5%	8%
	Las Lomas	13%	22%	22%	18%	21%
	Miramonte	6%	9%	9%	14%	6%

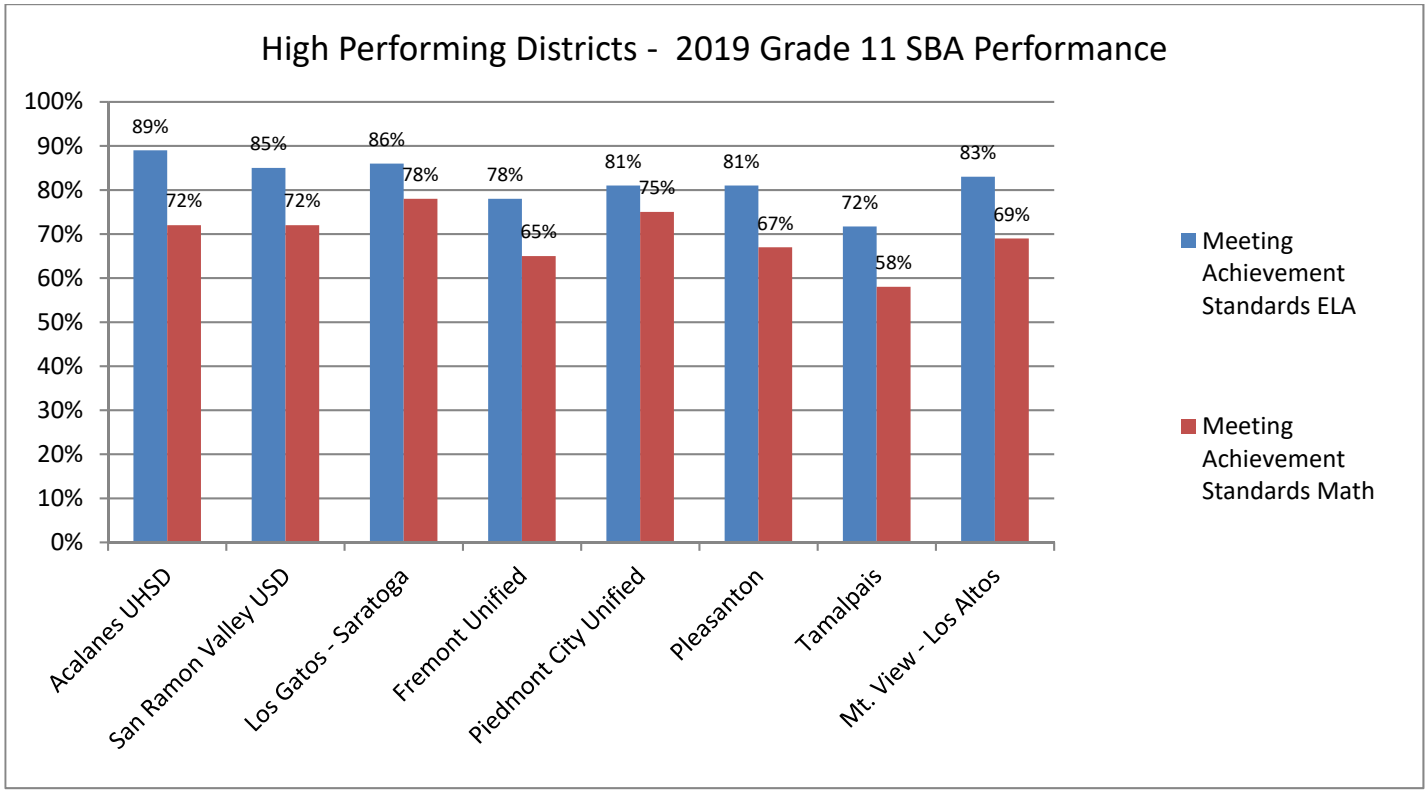
Mathematics Achievement Level and Area (Claim) Performance





Smarter Balanced Assessment

Performance Comparison with High-Performing Districts



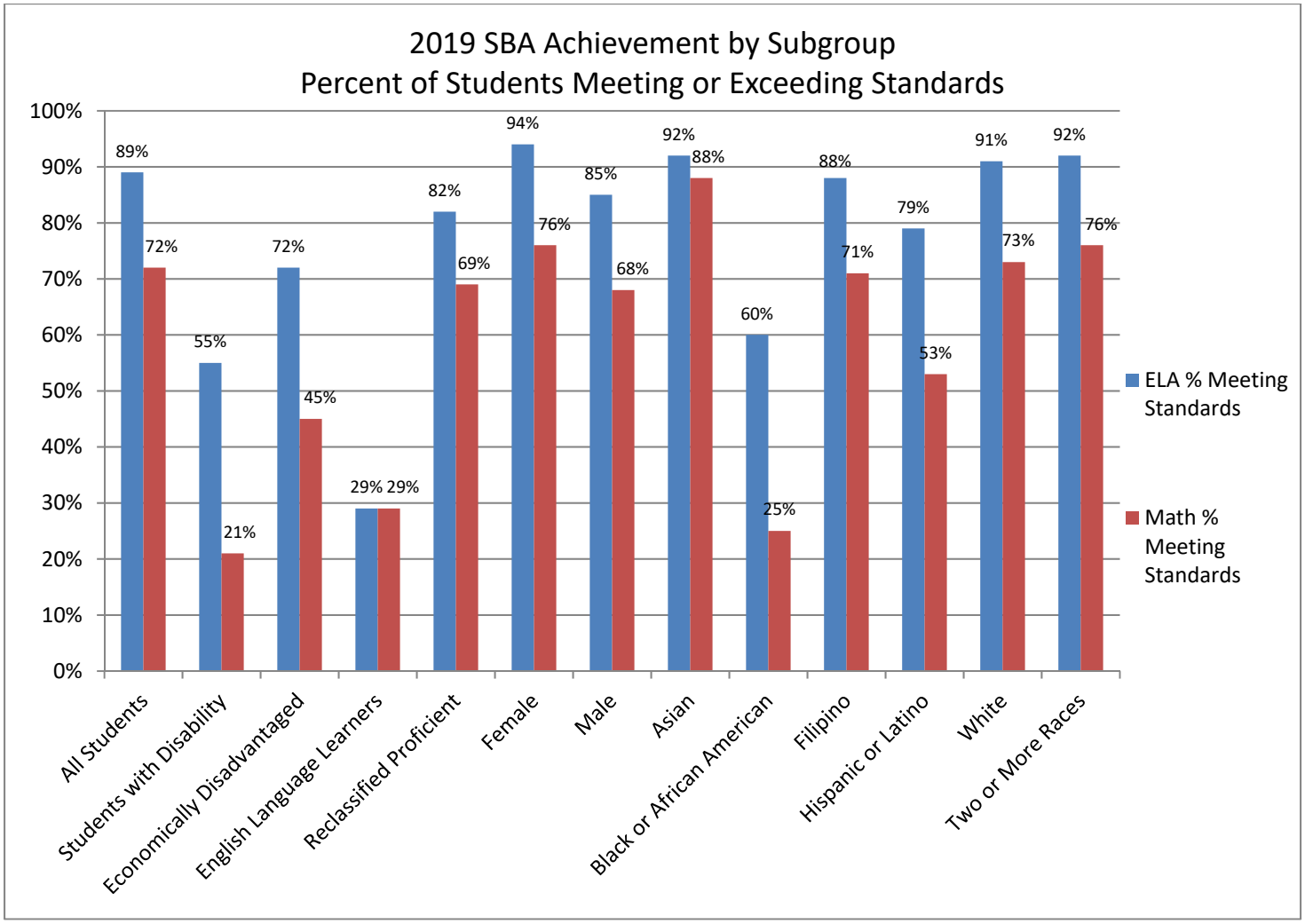
2019 Smarter Balanced Assessment

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	1311	97%	89%	1293	96%	72%
Students with Disability	129	9.5%	55%	125	9.3%	21%
Economically Disadvantaged	93	6.9%	72%	87	6.5%	45%
English Learners	15	1.1%	29%	14	1.0%	29%
Reclassified Fluent English Proficient	111	8.2%	82%	108	8.0%	69%
Female	627	47%	94%	615	47%	76%
Male	684	51%	85%	678	50%	68%
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	159	12%	92%	159	12%	88%
Black or African American	25	1.9%	60%	24	1.8%	25%
Filipino	24	1.8%	88%	24	1.8%	71%
Hispanic or Latino	135	10.0%	79%	130	9.7%	53%
Native Hawaiian or Pacifica Islander	NA	NA	NA	NA	NA	NA
White	865	65.2%	91%	852	63%	73%
Two or More Races	93	6.9%	92%	94	6.9%	76%

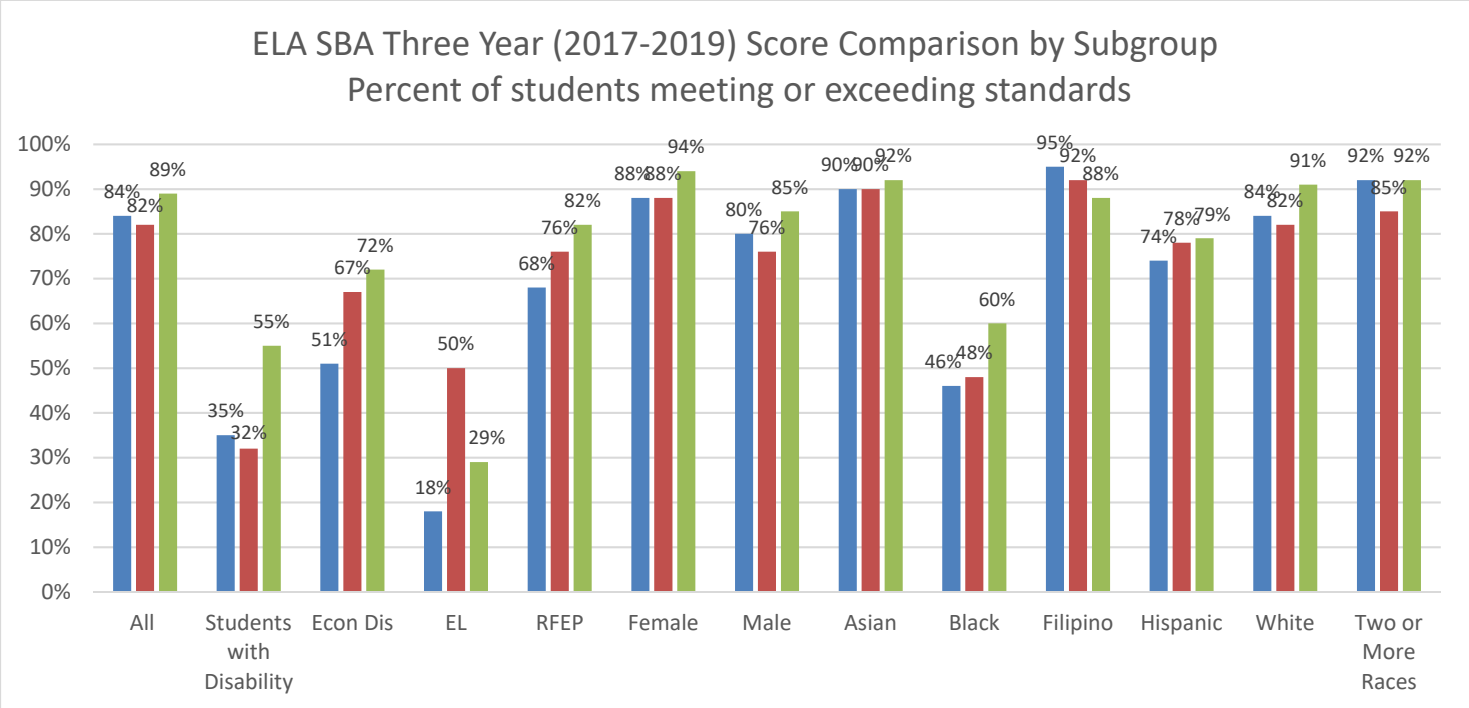
*% of Students Tested – calculation provided by the CDE, students with a valid score.

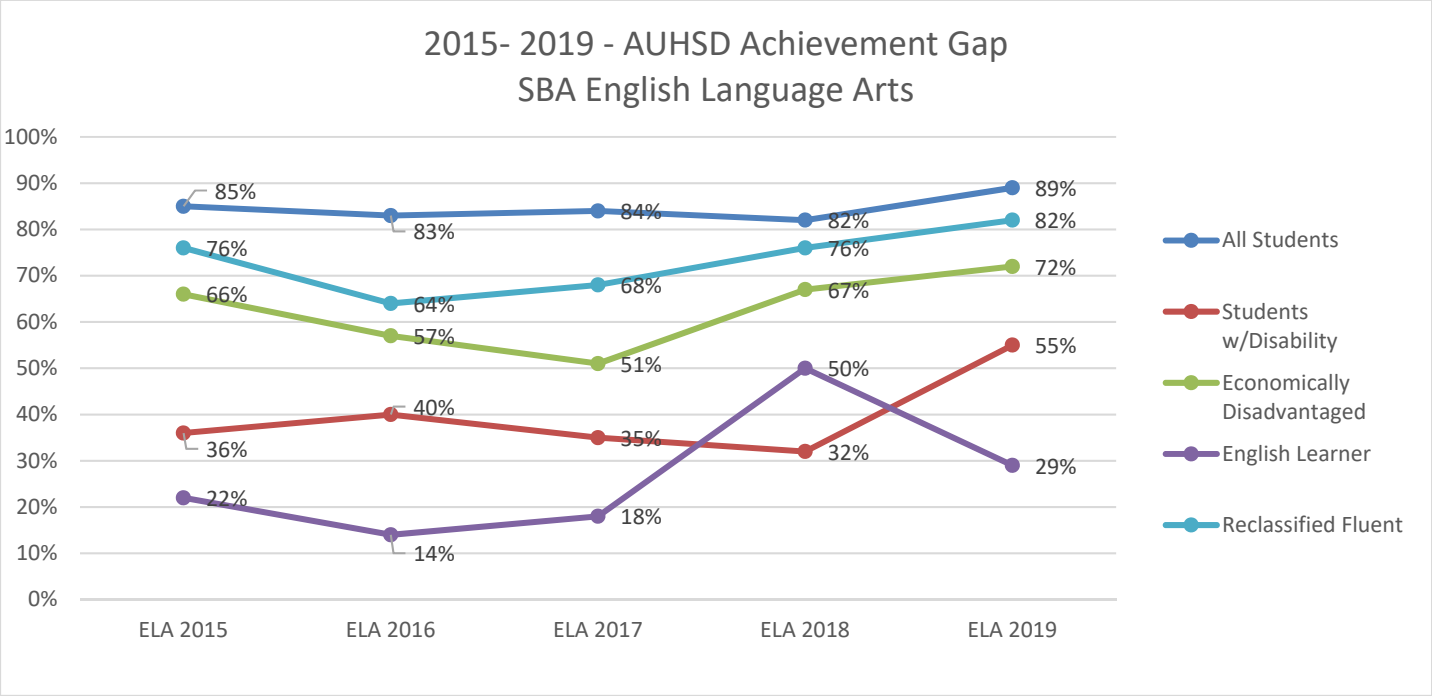
*% Meeting Standard – number includes students who Exceeded or Met the Standard

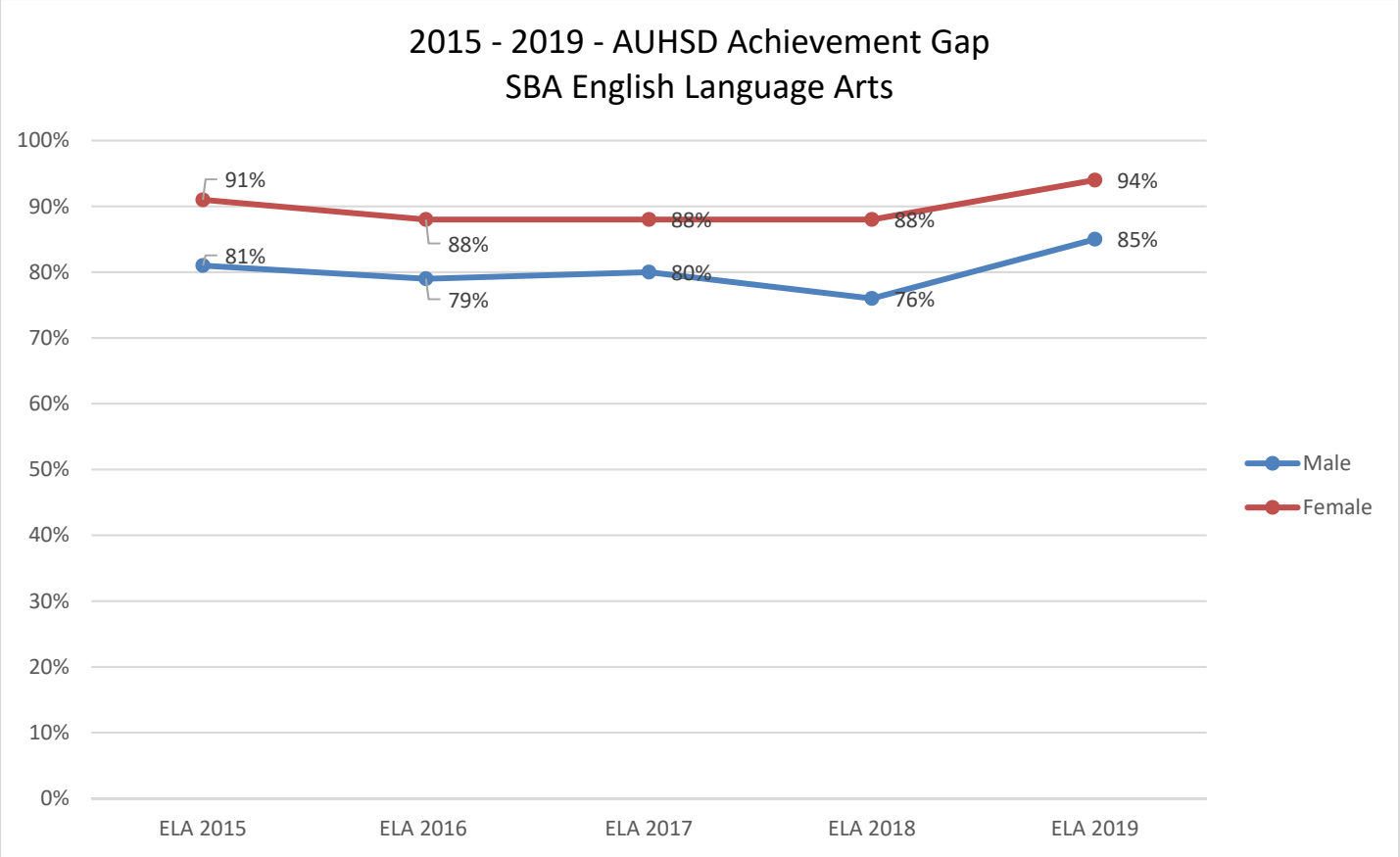

2019 SBA Achievement by Subgroup
Percent of Students Meeting or Exceeding Standards
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
89%
72%
55%
21%
72%
45%
29%
29%
82%
69%
94%
76%
85%
68%
92%
88%
60%
25%
88%
71%
79%
53%
91%
73%
92%
76%
All Students
Students with Disability
Economically Disadvantaged
English Language Learners
Reclassified Proficient
Female
Male
Asian
Black or African American
Filipino
Hispanic or Latino
White
Two or More Races
ELA % Meeting Standards
Math % Meeting Standards

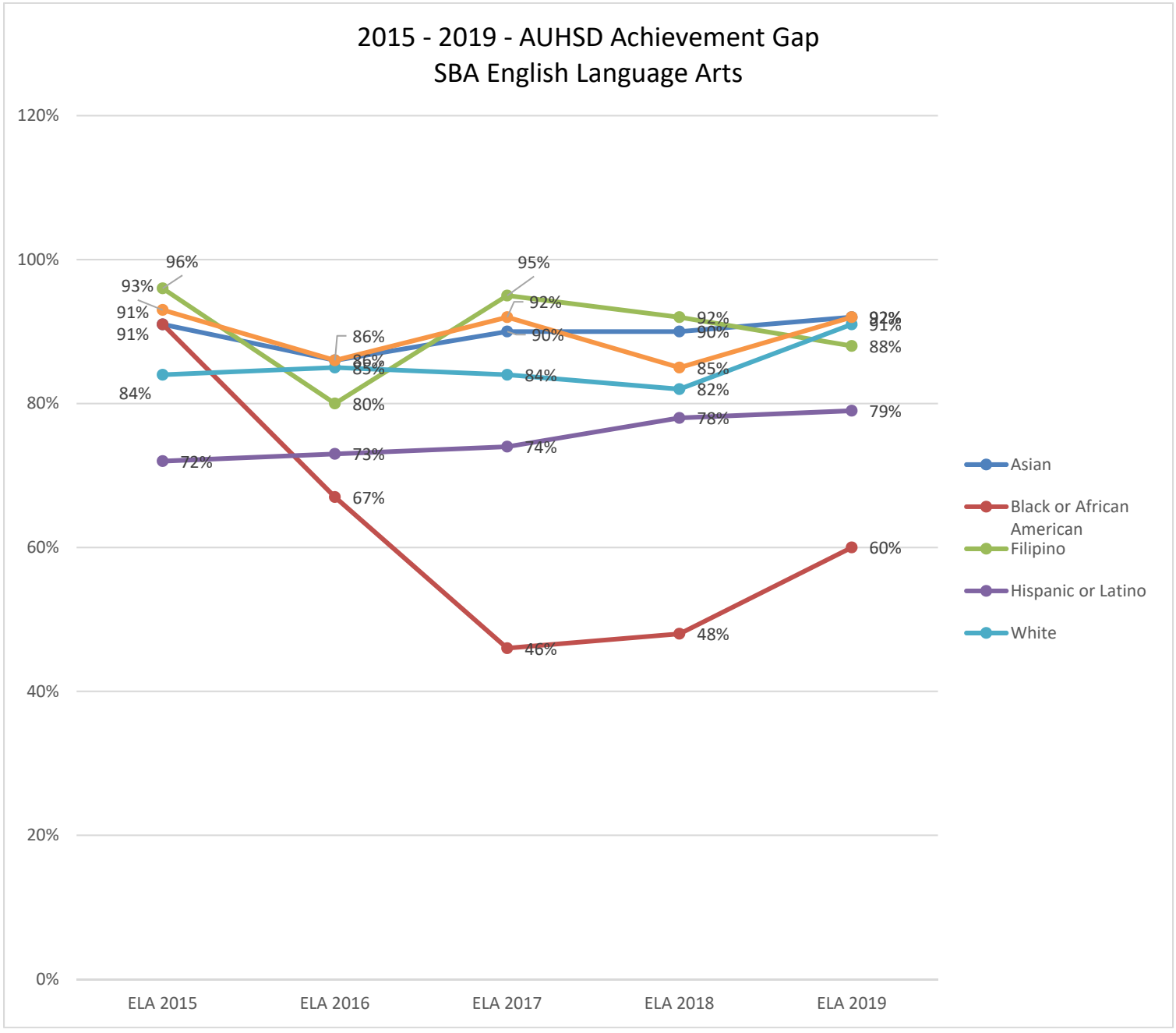
Smarter Balanced Assessment; Three-Year Achievement Comparison by Subgroup

Percent of Students Meeting or Exceeding Standards English Language Arts					
	2016	2017	2018	2019	# of Students Tested (2019)
All	83%	84%	82%	89%	1311
Students with Disability	40%	35%	32%	55%	129
Econ Dis	57%	51%	67%	72%	93
EL	14%	18%	50%	29%	15
RFEP	64%	68%	76%	82%	111
Female	88%	88%	88%	94%	627
Male	79%	80%	76%	85%	684
Asian	86%	90%	90%	92%	159
Black	67%	46%	48%	60%	25
Filipino	80%	95%	92%	88%	24
Hispanic	73%	74%	78%	79%	135
White	85%	84%	82%	91%	865
Two or More Races	86%	92%	85%	92%	93

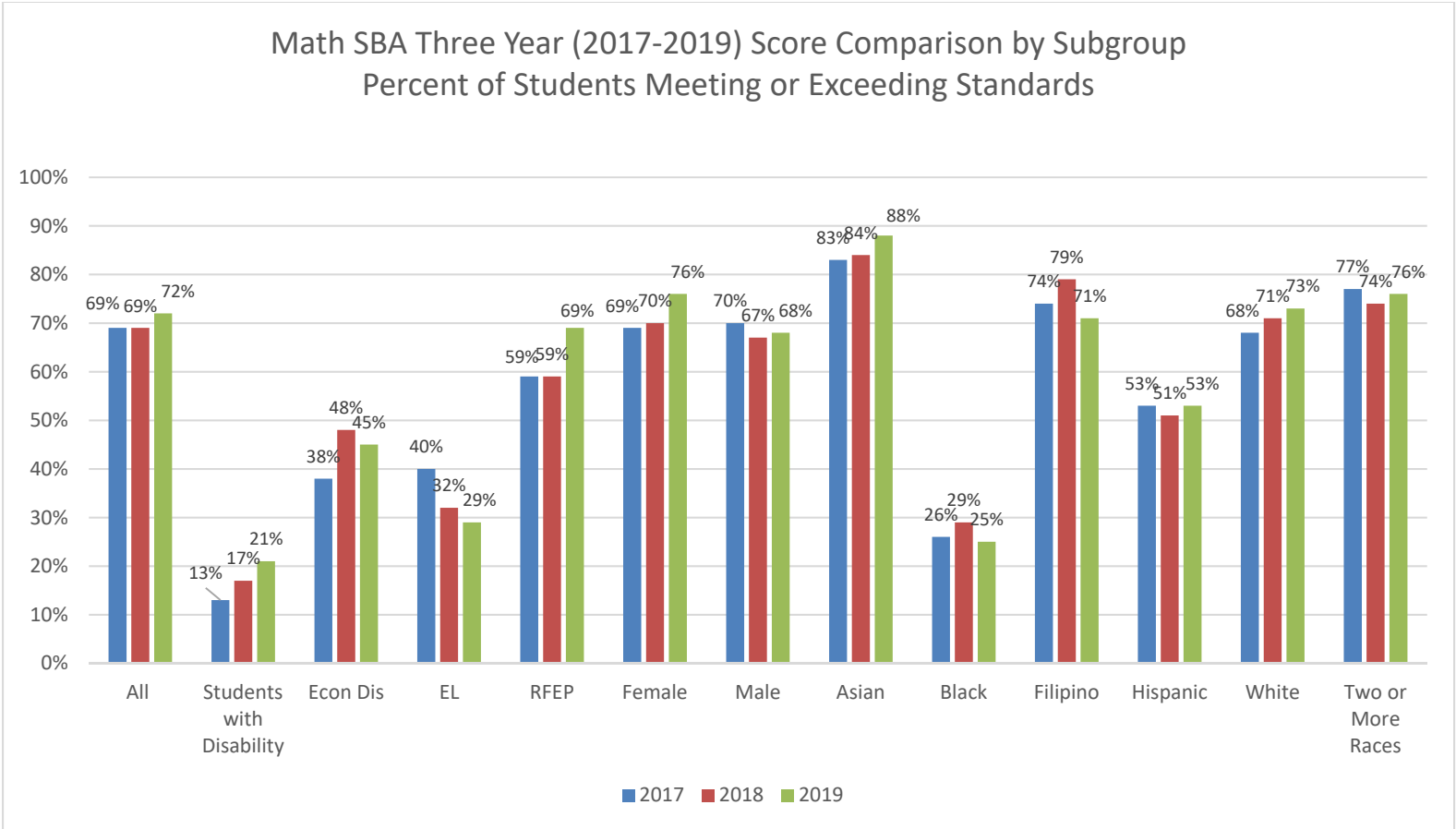


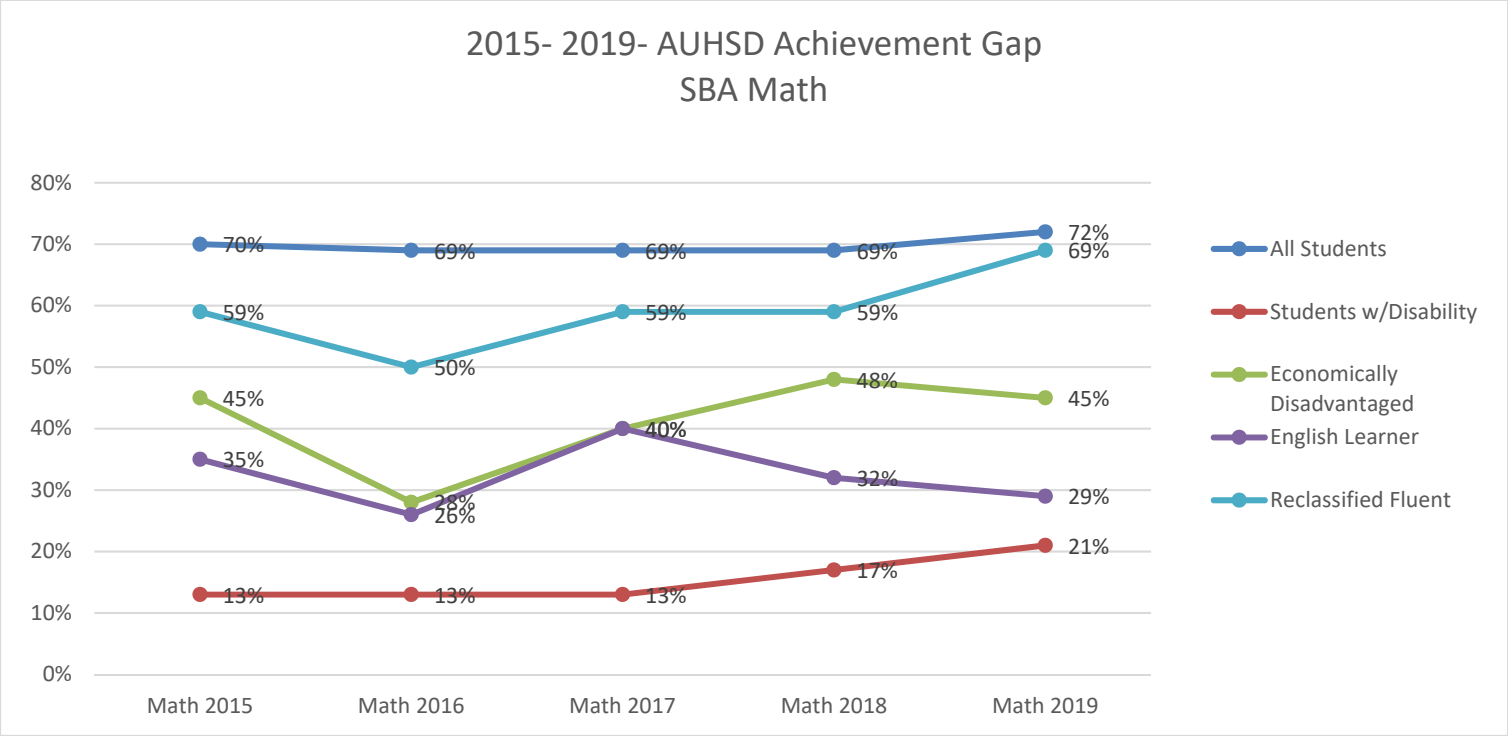

2015- 2019 - AUHSD Achievement Gap
SBA English Language Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
ELA 2015
ELA 2016
ELA 2017
ELA 2018
ELA 2019
85%
83%
84%
82%
89%
76%
64%
68%
76%
82%
66%
57%
51%
67%
72%
36%
40%
35%
32%
55%
22%
14%
18%
50%
29%
All Students
Students w/Disability
Economically Disadvantaged
English Learner
Reclassified Fluent

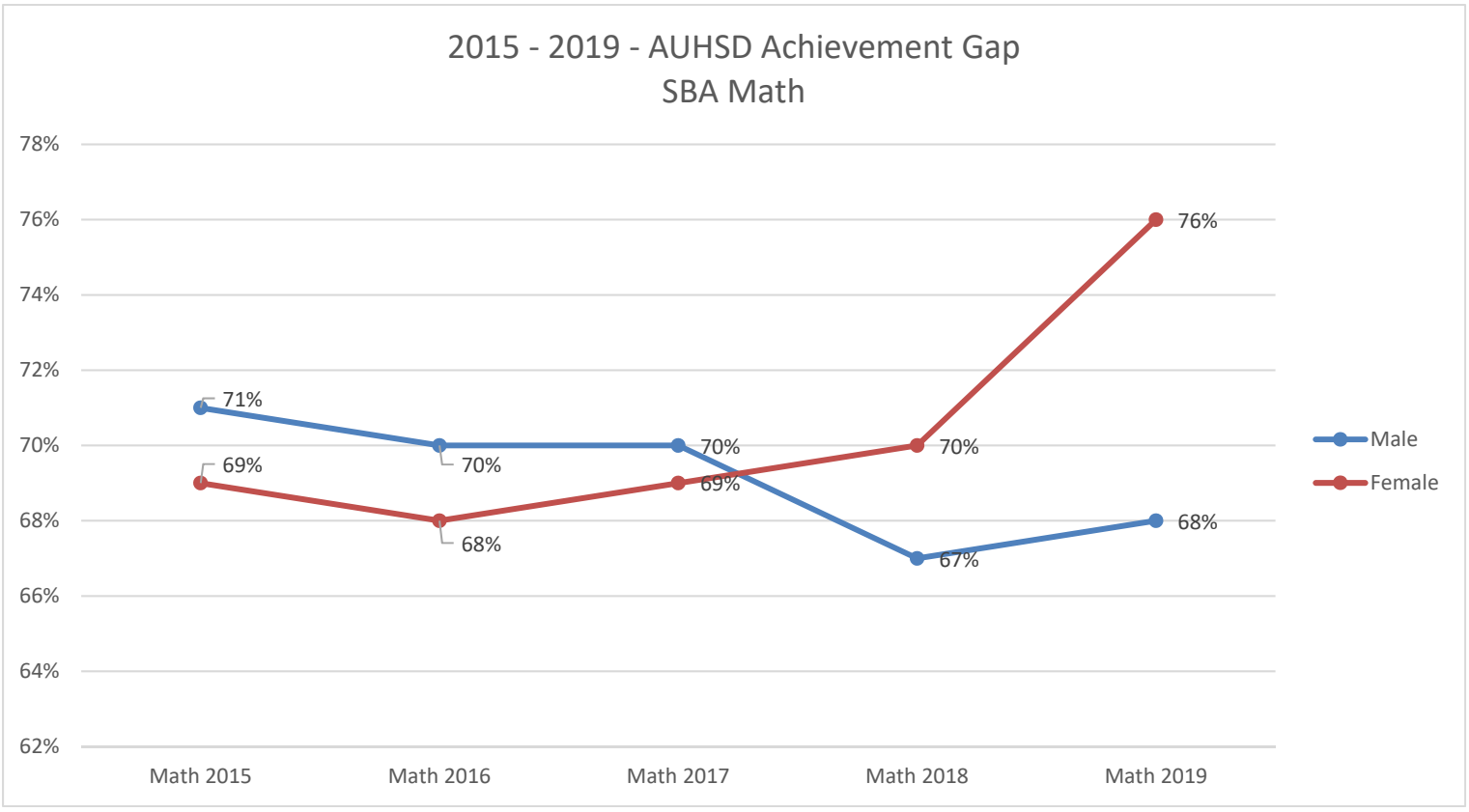

2015 - 2019 - AUHSD Achievement Gap
SBA English Language Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
ELA 2015
ELA 2016
ELA 2017
ELA 2018
ELA 2019
91%
88%
88%
88%
94%
81%
79%
80%
76%
85%
Male
Female

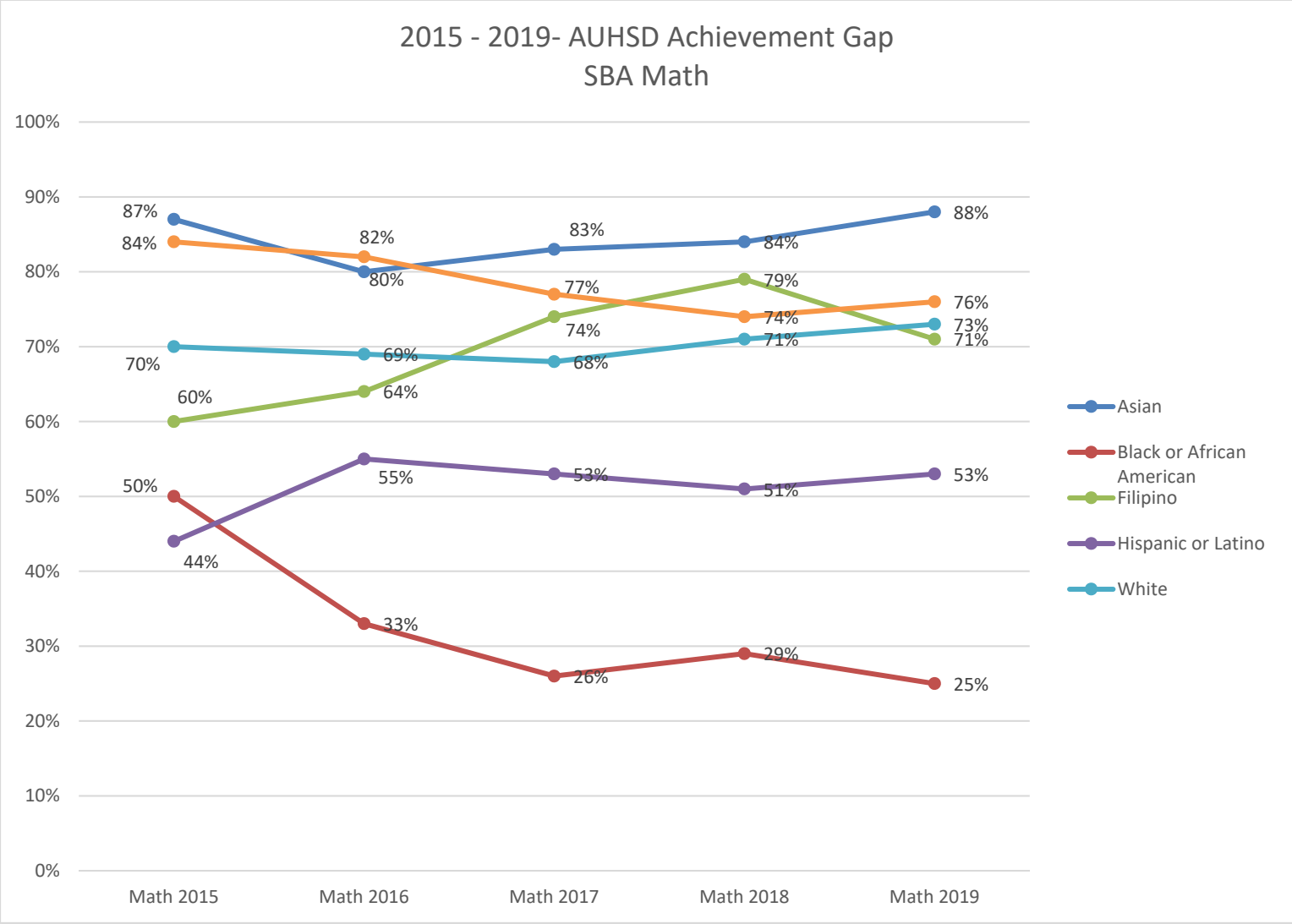

2015 - 2019 - AUHSD Achievement Gap
SBA English Language Arts
120%
100%
80%
60%
40%
20%
0%
ELA 2015
ELA 2016
ELA 2017
ELA 2018
ELA 2019
96%
93%
91%
91%
84%
86%
85%
80%
95%
92%
90%
84%
74%
67%
46%
92%
90%
85%
82%
78%
48%
92%
91%
88%
79%
72%
73%
60%
Asian
Black or African American
Filipino
Hispanic or Latino
White

Percent of Students Meeting or Exceeding Standards					
Math					
	2016	**2017**	**2018**	**2019**	**# of Students Tested (2019)**
All	69%	69%	69%	72%	1293
Students with Disability	13%	13%	17%	21%	125
Econ Dis	28%	38%	48%	45%	87
EL	26%	40%	32%	29%	14
RFEP	50%	59%	59%	69%	108
Female	68%	69%	70%	76%	615
Male	70%	70%	67%	68%	678
Asian	80%	83%	84%	88%	159
Black	33%	26%	29%	25%	24
Filipino	64%	74%	79%	71%	24
Hispanic	55%	53%	51%	53%	130
White	69%	68%	71%	73%	852
Two or More Races	72%	77%	74%	76%	94




2015- 2019- AUHSD Achievement Gap
SBA Math
80%
70%
60%
50%
40%
30%
20%
10%
0%
Math 2015
Math 2016
Math 2017
Math 2018
Math 2019
70%
69%
69%
69%
72%
59%
50%
59%
59%
69%
45%
28%
48%
45%
35%
26%
40%
32%
29%
13%
13%
13%
17%
21%
All Students
Students w/Disability
Economically Disadvantaged
English Learner
Reclassified Fluent


2015 - 2019 - AUHSD Achievement Gap
SBA Math
78%
76%
74%
72%
70%
68%
66%
64%
62%
Math 2015
Math 2016
Math 2017
Math 2018
Math 2019
71%
70%
70%
67%
68%
69%
68%
69%
70%
76%
Male
Female


2015 - 2019- AUHSD Achievement Gap
SBA Math
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Math 2015
Math 2016
Math 2017
Math 2018
Math 2019
87%
84%
82%
80%
83%
77%
84%
74%
88%
76%
70%
69%
68%
71%
73%
60%
64%
74%
79%
71%
50%
55%
53%
51%
53%
44%
33%
26%
29%
25%
Asian
Black or African American
Filipino
Hispanic or Latino
White

California Assessment of Student Performance and Progress

California Alternate Assessment (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 and the individual scores were reported to students.
Students were assessed during the 2019 administration and received individual scores. Due to few number of students the state did not publish AUHSD districtwide data.

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

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.

Following is data based on the 2018 California Alternate Assessment. While AUHSD administered the assessment in 2019, fewer than 10 students were tested. When there are fewer than 10 student, districtwide and schoolwide data is not available for reporting to ensure student privacy.

California Alternate Assessment (CAA) Results 2018			
CAA English Language Arts/Literacy		**CAA mathematics**	
# of Students Tested	13	# of Students Tested	14
Level 3	8%	Level 3	21%
Level 2	38%	Level 2	14%
Level 1	54%	Level 1	64%

Achievement Grades

2019

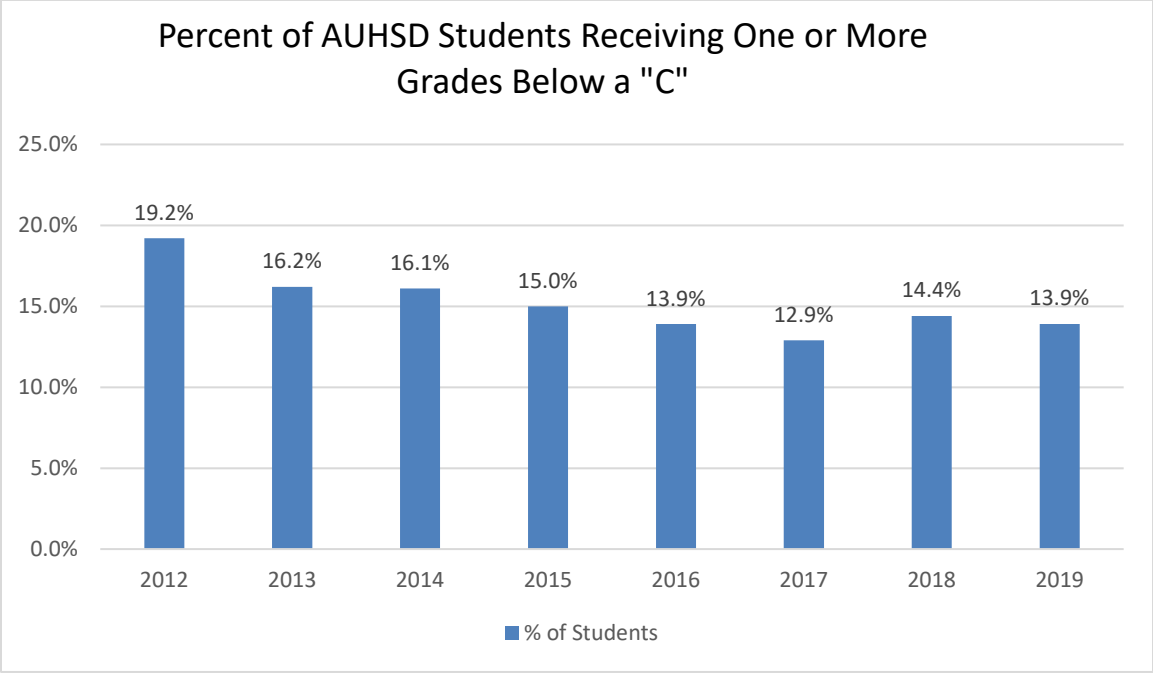
Acalanes *Campolindo* *Las Lomas* *Miramonte*

Achievement Grades

The table below is an overview of number and percent of students receiving one or more grades below a “C” at the end of the school year.

Grades do not include Incomplete or No Mark grades. Data is for all schools; four comprehensive sites and independent study. Student enrollment is reflective of the end of year enrollment.

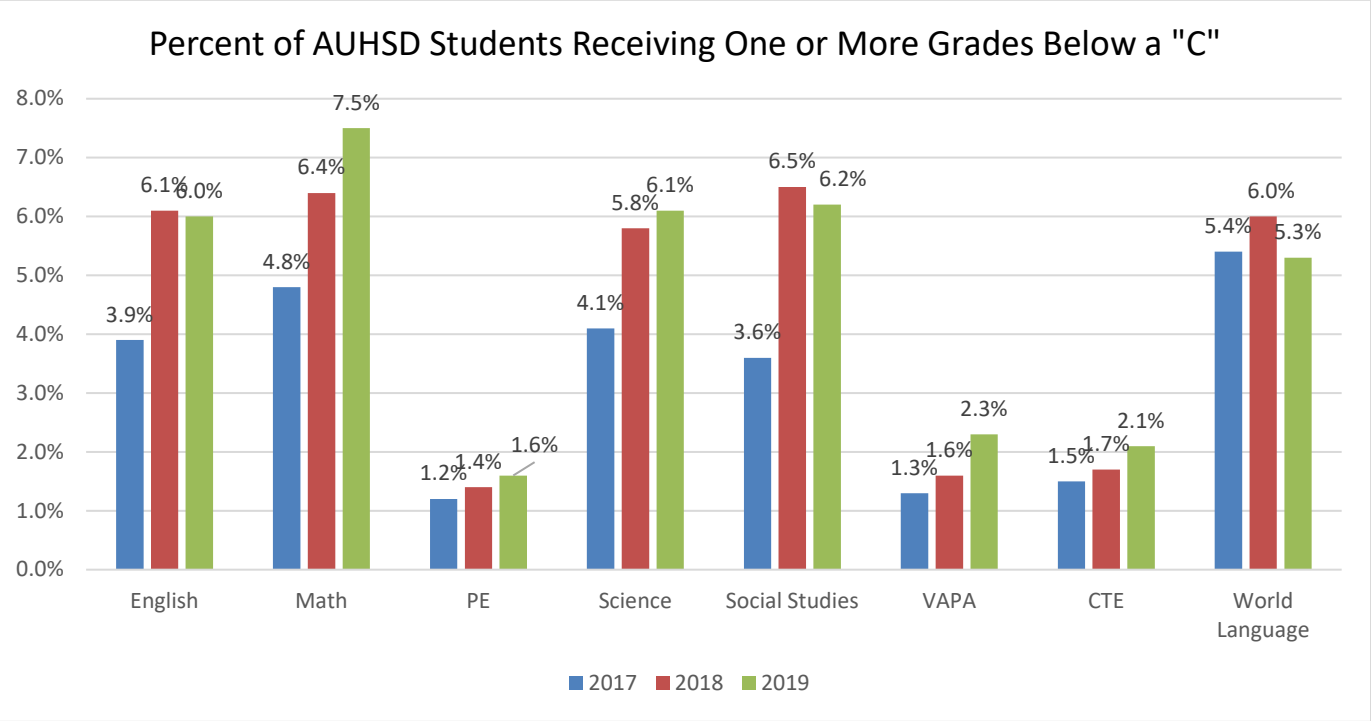
School Year	Total Enrollment	# of students receiving one or more grades below C	% of students receiving one or more grades below C
2011-2012	5286	1014	19.2%
2012-2013	5293	856	16.2%
2013-2014	5208	841	16.1%
2014-2015	5298	796	15.0%
2015-2016	5409	750	13.9%
2016-2017	5440	700	12.9%
2017-2018	5570	801	14.4%
2018-2019	5571	778	13.9%



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 end of the year (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%
2017-2018 % of students receiving D or F	6.1%	6.4%	1.4%	5.8%	6.5%	1.6%	1.7%	6.0%
2018-2019 % of students receiving D or F	**6.0%**	**7.5%**	**1.6%**	**6.1%**	**6.2%**	**2.3%**	**2.1%**	**5.3%**

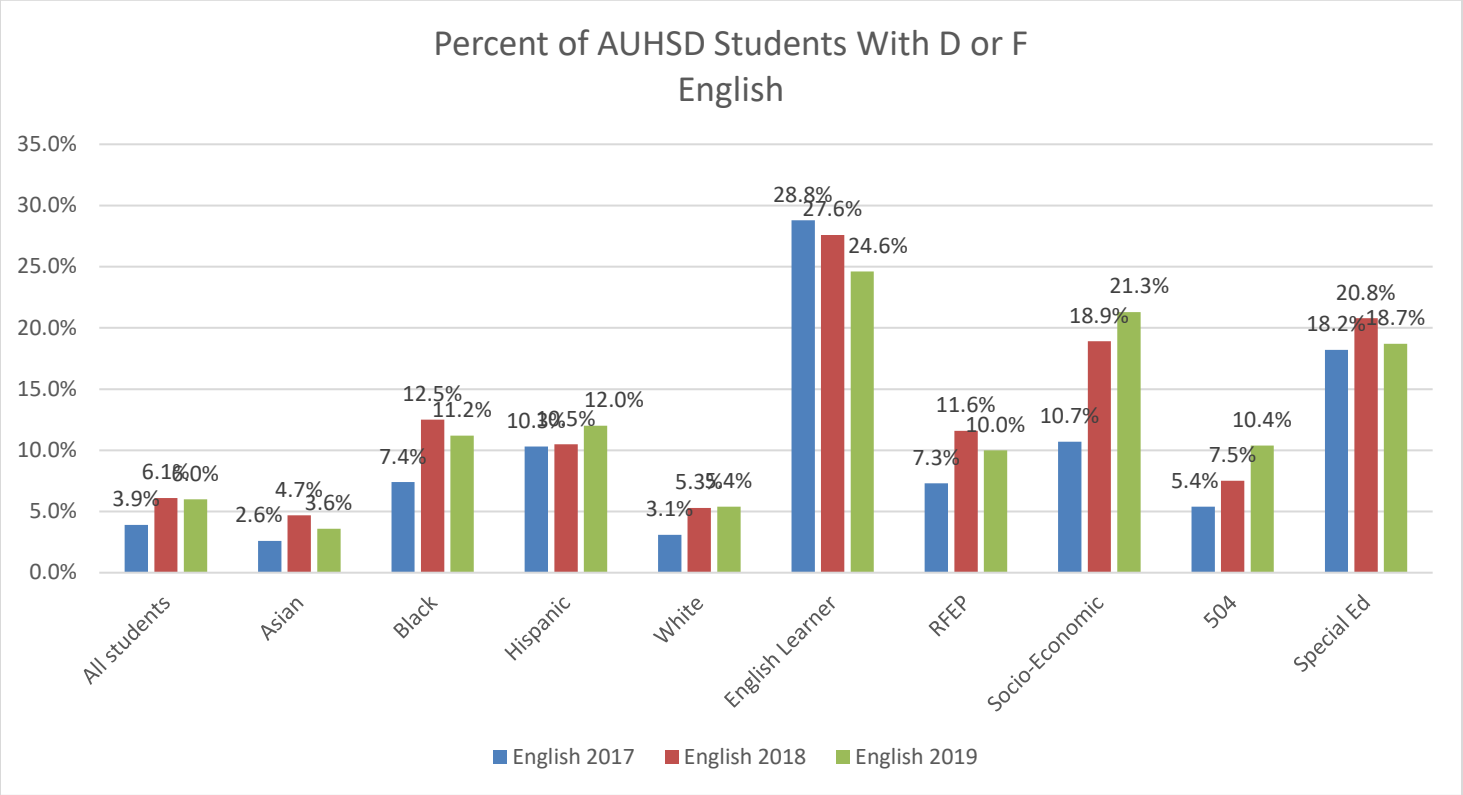


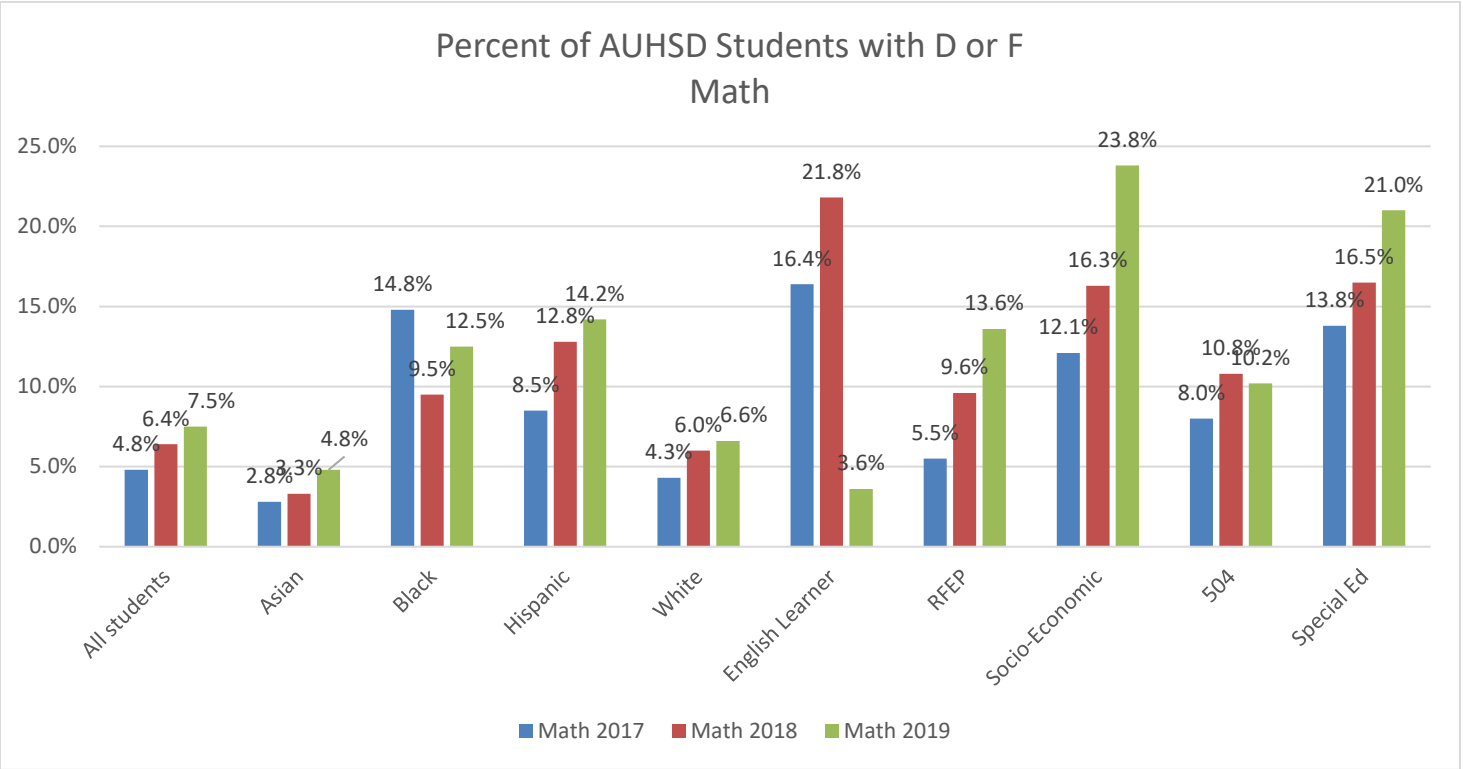
Percentage of students receiving grades below a “C” (at least one D or F) broken down by subject area and LCAP designated subgroup. Grades reported below are 2015-2016, 2016-2017, 2017-2018 and 2018-2019 end of the year grades.

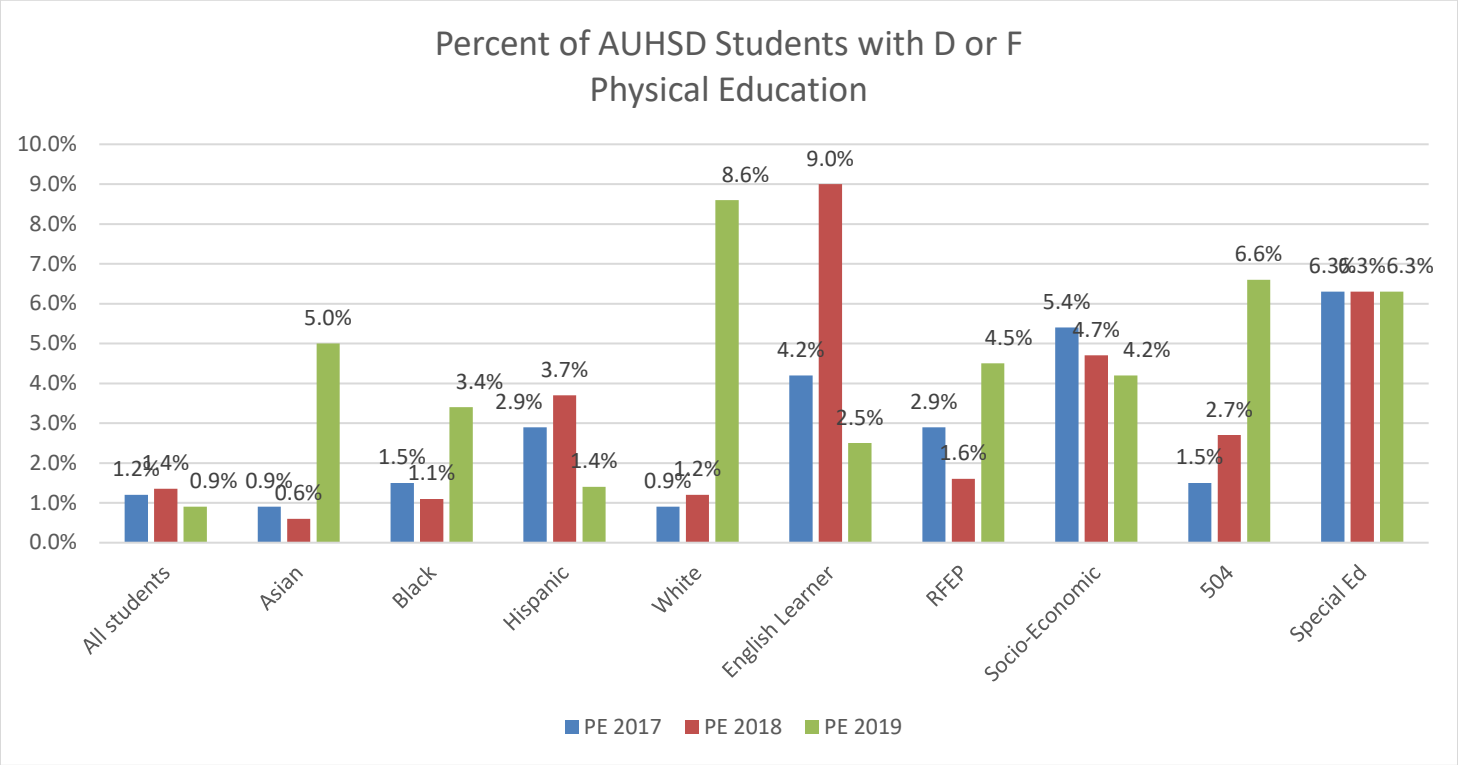
	English	Math	PE	Science	Social Studies	VAPA	CTE	World Language
2016 All Students	5.3%	7.7%	1.52%	4.7%	5.1%	1.5%	1.3%	5.3%
2017 All Students	3.9%	4.8%	1.2%	4.1%	3.6%	1.3%	1.5%	5.4%
2018 All Students	6.1%	6.4%	1.4%	5.8%	6.5%	1.6%	1.7%	6.0%
2019 All Students	**6.0%**	**7.5%**	**1.6%**	**6.1%**	**6.2%**	**2.3%**	**2.1%**	**5.3%**
2016 Asian	2.9%	5.4%	0.6%	2.3%	3.4%	0.5%	0.6%	1.7%
2017 Asian	2.6%	2.8%	0.9%	3.5%	4.1%	0.8%	1.2%	1.9%
2018 Asian	4.7%	3.3%	0.6%	2.6%	4.6%	1.3%	1.5%	2.8%
2019 Asian	**3.6%**	**4.8%**	**0.9%**	**3.2%**	**3.2%**	**1.3%**	**3.1%**	**2.1%**

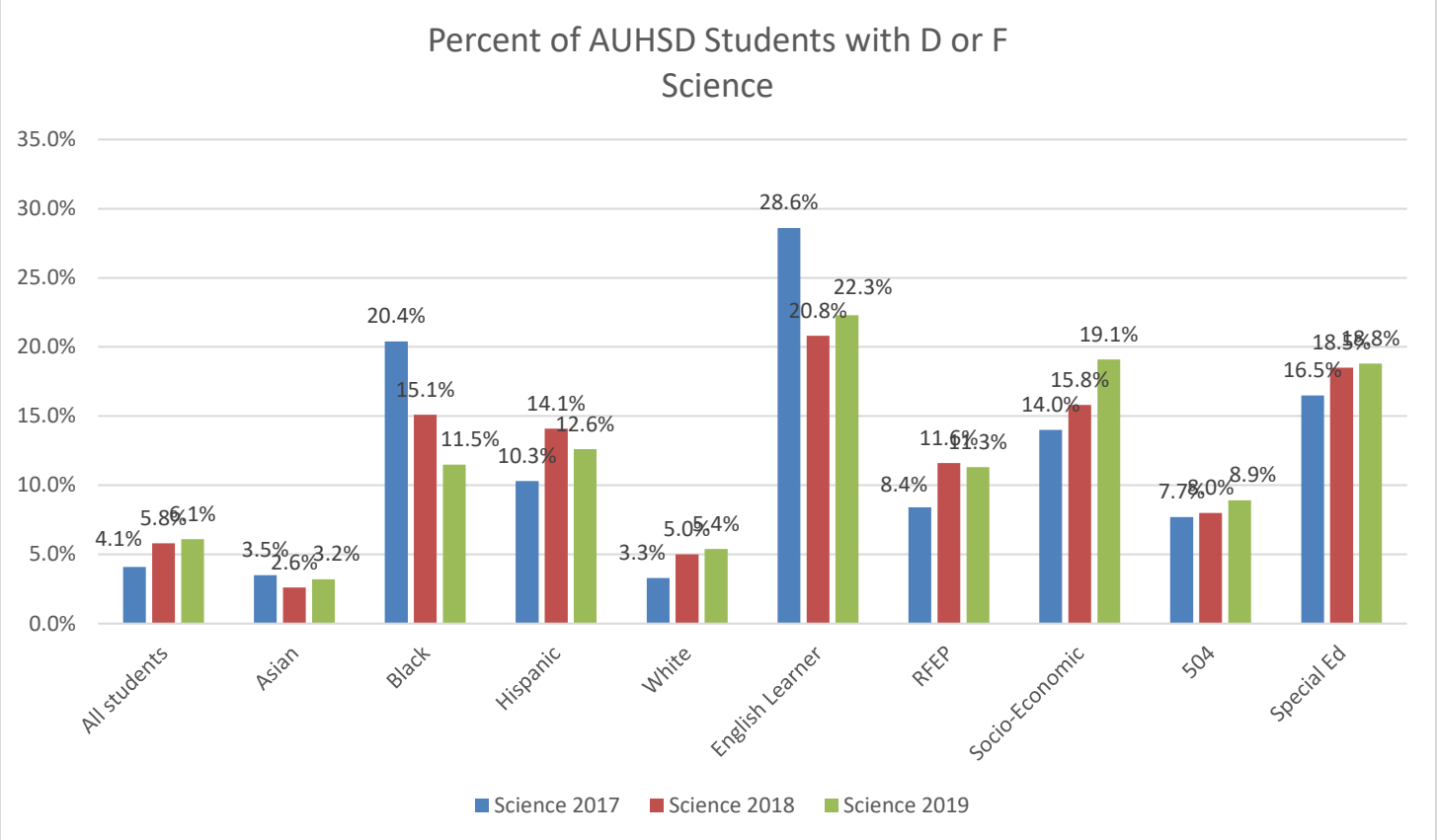
	English	Math	PE	Science	Social Studies	VAPA	CTE	World Language
2016 Black/ Af. Am.	15.7%	18.3%	3.6%	14.3%	8.5%	1.4%	0%	10.5%
2017 Black/ Af.Am.	7.4%	14.8%	1.5%	20.4%	14.5%	5.5%	2.9%	15.5%
2018 Black/Af.Am	12.5%	9.5%	1.1%	15.1%	18.1%	1.4%	2.2%	20.5%
2019 Black/Af.Am	**11.2%**	**12.5%**	**5.0%**	**11.5%**	**14.8%**	**7.0%**	**5.0%**	**12.8%**
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%
2018 Hispanic	10.5%	12.8%	3.7%	14.1%	12.2%	4.4%	3.8%	7.9%
2019 Hispanic	**12%**	**14.2%**	**3.4%**	**12.6%**	**13.1%**	**4.8%**	**3.0%**	**7.5%**
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%
2018 White	5.3%	6.0%	1.2%	5.0%	5.8%	1.3%	1.5%	6.2%
2019 White	**5.4%**	**6.6%**	**1.4%**	**5.4%**	**5.6%**	**2.1%**	**1.8%**	**5.4%**

	English	Math	PE	Science	Social Studies	VAPA	CTE	World Language
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%
2018 English Learner	27.6%	21.8%	9.0%	20.8%	30.8%	13.7%	6.6%	16.7%
2019 English Learner	**24.6%**	**30.6%**	**8.6%**	**22.3%**	**24.2%**	**19.2%**	**13.0%**	**12.9%**
2016 RFEP	11.8%	11.0%	1.6%	8.0%	10.4%	2.5%	0.0%	4.0%
2017 RFEP	7.3%	5.5%	2.9%	8.4%	4.4%	1.8%	0.0%	7.1%
2018 RFEP	11.6%	9.6%	1.6%	11.6%	11.1%	3.2%	3.0%	7.2%
2019 RFEP	**10.0%**	**13.6%**	**2.5%**	**11.3%**	**10.2%**	**3.6%**	**4.2%**	**6.2%**
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%
2018 Socio-Economic	18.9%	16.3%	4.7%	15.8%	18.4%	5.4%	2.6%	10.6%
2019 Socio-Economic	**21.3%**	**23.8%**	**4.5%**	**19.1%**	**17.5%**	**7.4%**	**5.4%**	**10.0%**
2016 - 504	6.4%	14.7%	1.0%	8.8%	8.0%	0.4%	0.0%	9.5%
2017 - 504	5.4%	8.0%	1.5%	7.7%	6.5%	2.1%	0.0%	9.0%
2018 - 504	7.5%	10.8%	2.7%	8.0%	7.8%	3.2%	3.3%	11.6%
2019 - 504	**10.4%**	**10.2%**	**4.2%**	**8.9%**	**8.6%**	**3.2%**	**2.9%**	**12.5%**
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%
2018 Special Ed	20.8%	16.5%	6.3%	18.5%	21.0%	6.9%	4.5%	24.6%
2019 Special Ed	**18.7%**	**21%**	**6.6%**	**18.8%**	**20.5%**	**8.8%**	**4.2%**	**24.1%**


Percent of AUHSD Students With D or F
English
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
All students
Asian
Black
Hispanic
White
English Learner
RFEP
Socio-Economic
504
Special Ed
English 2017
English 2018
English 2019


Percent of AUHSD Students with D or F
Math
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
All students
Asian
Black
Hispanic
White
English Learner
RFEP
Socio-Economic
504
Special Ed
Math 2017
Math 2018
Math 2019


Percent of AUHSD Students with D or F
Physical Education
10.0%
9.0%
8.0%
7.0%
6.0%
5.0%
4.0%
3.0%
2.0%
1.0%
0.0%
1.2%
1.4%
0.9%
0.9%
0.6%
5.0%
1.5%
1.1%
3.4%
2.9%
3.7%
1.4%
0.9%
1.2%
8.6%
4.2%
9.0%
2.5%
2.9%
1.6%
4.5%
5.4%
4.7%
4.2%
1.5%
2.7%
6.6%
6.3%
6.3%
6.3%
All students
Asian
Black
Hispanic
White
English Learner
RFEP
Socio-Economic
504
Special Ed
PE 2017
PE 2018
PE 2019


Percent of AUHSD Students with D or F
Science
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
4.1%
5.8%
6.1%
3.5%
2.6%
3.2%
20.4%
15.1%
11.5%
10.3%
14.1%
12.6%
3.3%
5.0%
5.4%
28.6%
20.8%
22.3%
8.4%
11.6%
11.3%
14.0%
15.8%
19.1%
7.7%
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8.9%
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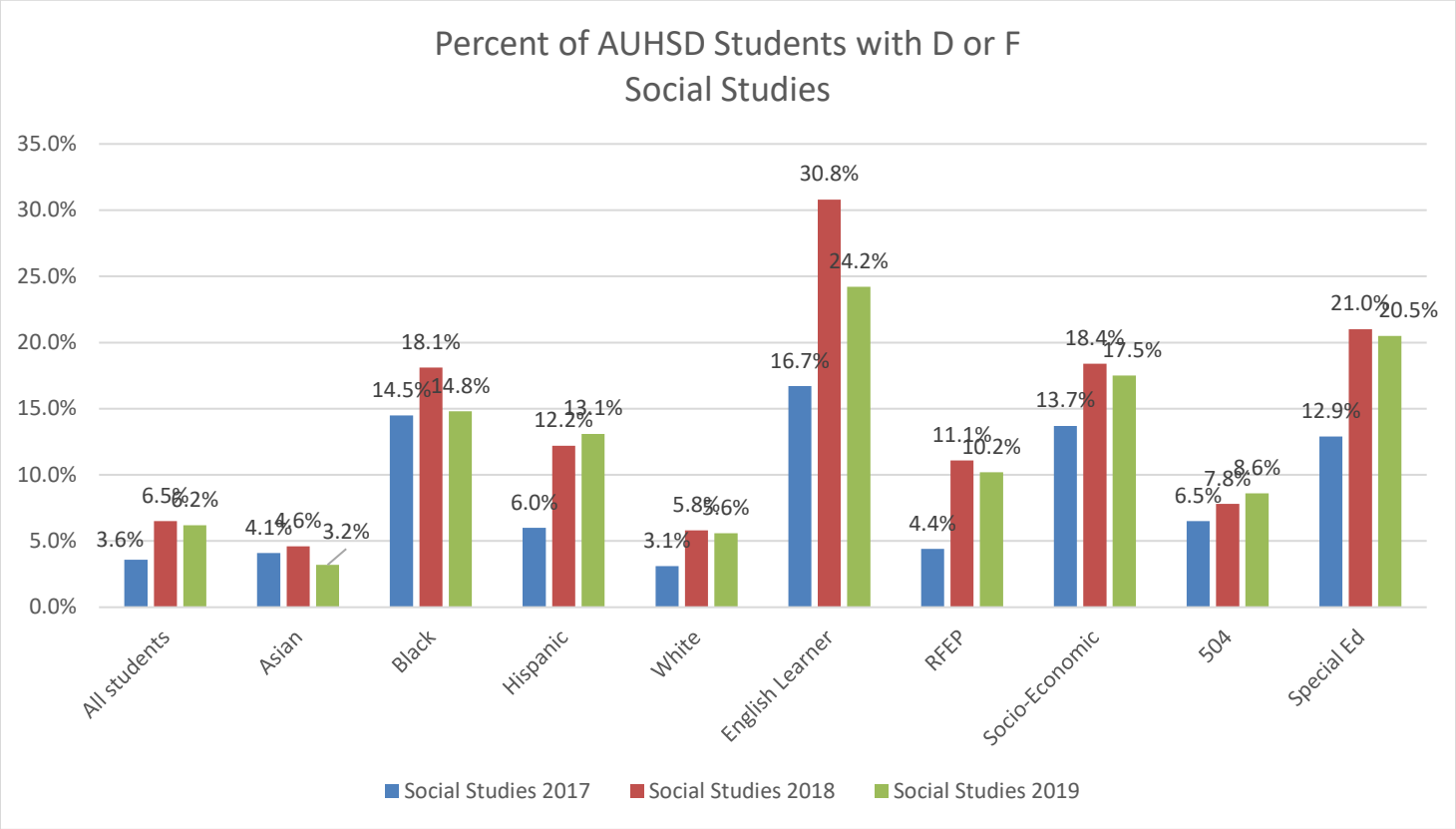
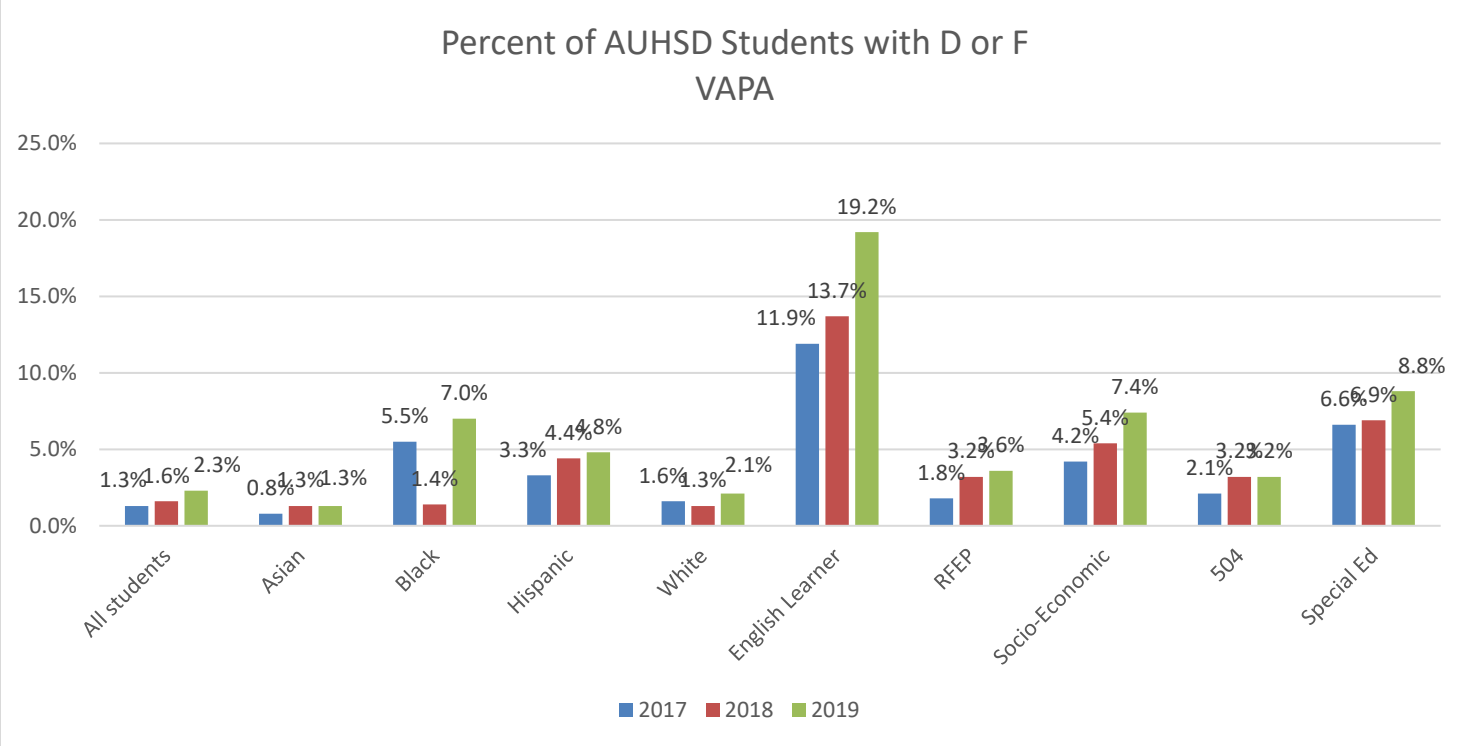
18.5%
18.8%
All students
Asian
Black
Hispanic
White
English Learner
RFEP
Socio-Economic
504
Special Ed
Science 2017
Science 2018
Science 2019


Percent of AUHSD Students with D or F
Social Studies
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
3.6%
6.5%
6.2%
4.1%
4.6%
3.2%
14.5%
18.1%
14.8%
6.0%
12.2%
13.1%
3.1%
5.8%
5.6%
16.7%
30.8%
24.2%
4.4%
11.1%
10.2%
13.7%
18.4%
17.5%
6.5%
7.8%
8.6%
12.9%
21.0%
20.5%
All students
Asian
Black
Hispanic
White
English Learner
RFEP
Socio-Economic
504
Special Ed
Social Studies 2017
Social Studies 2018
Social Studies 2019


Percent of AUHSD Students with D or F
VAPA
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
1.3%
1.6%
2.3%
0.8%
1.3%
1.3%
5.5%
1.4%
7.0%
3.3%
4.4%
4.8%
1.6%
1.3%
2.1%
11.9%
13.7%
19.2%
1.8%
3.2%
3.6%
4.2%
5.4%
7.4%
2.1%
3.2%
3.2%
6.6%
6.9%
8.8%
All students
Asian
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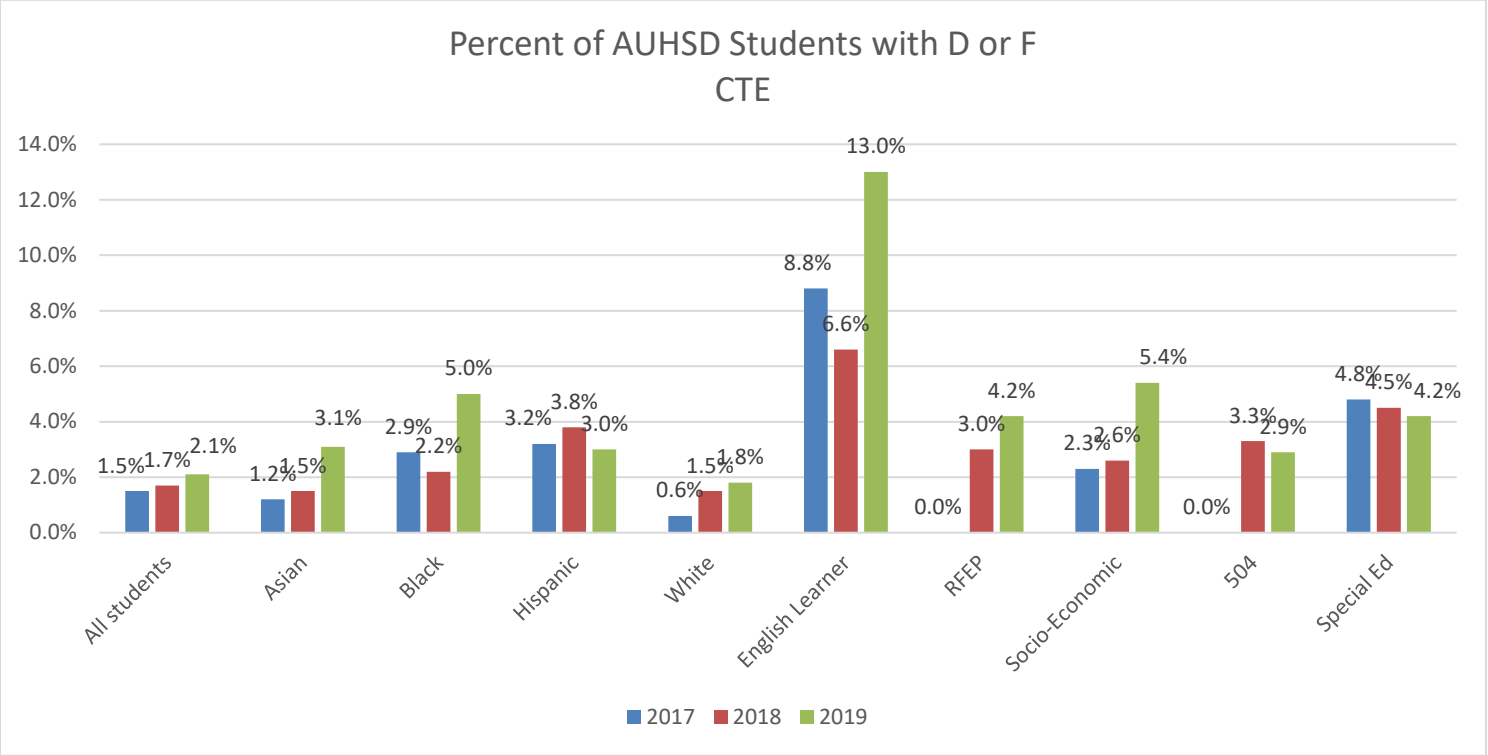
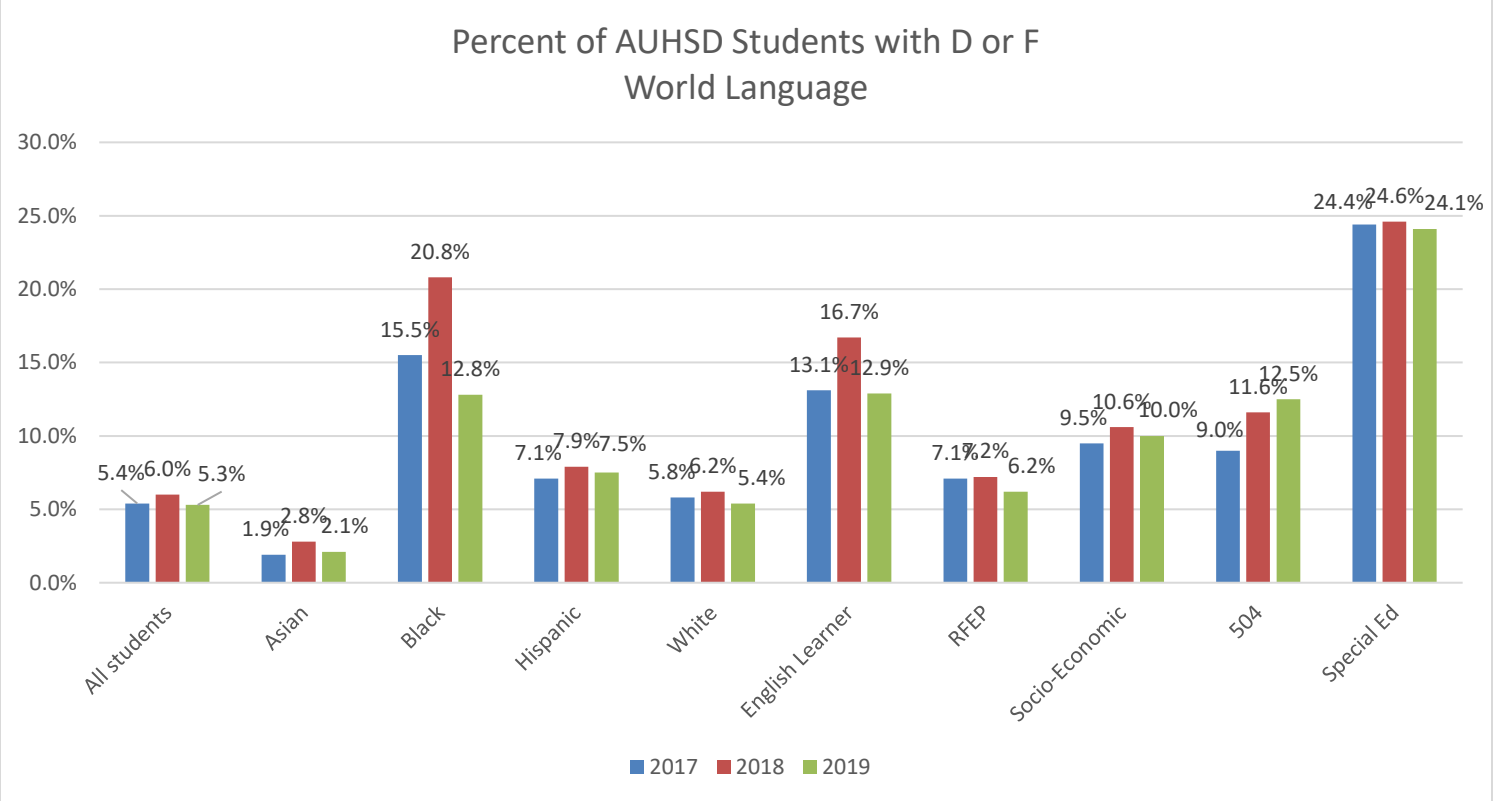
White
English Learner
RFEP
Socio-Economic
504
Special Ed
2017
2018
2019


Percent of AUHSD Students with D or F
CTE
14.0%
12.0%
10.0%
8.0%
6.0%
4.0%
2.0%
0.0%
1.5% 1.7% 2.1%
1.2% 1.5% 3.1%
2.9% 2.2% 5.0%
3.2% 3.8% 3.0%
0.6% 1.5% 1.8%
8.8% 6.6% 13.0%
0.0% 3.0% 4.2%
2.3% 2.6% 5.4%
0.0% 3.3% 2.9%
4.8% 4.5% 4.2%
All students
Asian
Black
Hispanic
White
English Learner
RFEP
Socio-Economic
504
Special Ed
2017
2018
2019


Percent of AUHSD Students with D or F
World Language
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
5.4% 6.0% 5.3%
1.9% 2.8% 2.1%
15.5% 20.8% 12.8%
7.1% 7.9% 7.5%
5.8% 6.2% 5.4%
13.1% 16.7% 12.9%
7.1% 7.2% 6.2%
9.5% 10.6% 10.0%
9.0% 11.6% 12.5%
24.4% 24.6% 24.1%
All students
Asian
Black
Hispanic
White
English Learner
RFEP
Socio-Economic
504
Special Ed
2017
2018
2019

Graduation Data

2019

Acalanes *Campolindo* *Las Lomas* *Miramonte*

Graduation Data

The report below displays the four-year adjusted cohort graduation rate by Race/Ethnicity or Program Subgroup for the 2017-2018 school year. The report also includes the number of graduates who met UC/CSU entrance requirements, earned a State Seal of Biliteracy or earned a Golden Seal Merit Diploma.

The four-year adjusted cohort graduation rate is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade nine for the first time adjusted by adding into the cohort any student who transfers in later during grade nine or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

For the adjusted cohort graduation rate, a "regular high school diploma" is the standard high school diploma awarded to the students and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals. 2016-2017 was the first time adjusted cohort graduation rate did not include diploma equivalency tests and therefore represented different methodology in calculating graduation rate than what was used in prior years.

California School Dashboard includes graduation rate as one of the measures and will include UC/CSU entrance requirements, Seal of Biliteracy and Golden State Seal Merit Diploma as parts of the College and Career indicator. Below are the definitions of those terms.

Golden State Seal Merit Diploma Indicator: Those cohort graduates who, in accordance with Education Code Section 51454, earned the Golden State Seal Merit Diploma by having (a) completed of all requirements for a high school diploma, and (b) demonstrated mastery of the curriculum in at least six subject matter areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.

Graduates Meeting UC/CSU Requirements: Those cohort graduates who a local educational agency determined met all the (a-g) requirements for admission to a University of California or California State University school.

State Seal of Biliteracy: Those cohort graduates who, in accordance with Education Code Section 51460(a), attained a high level of proficiency in one or more languages (including American Sign Language), in addition to English and earned the State Seal of Biliteracy.

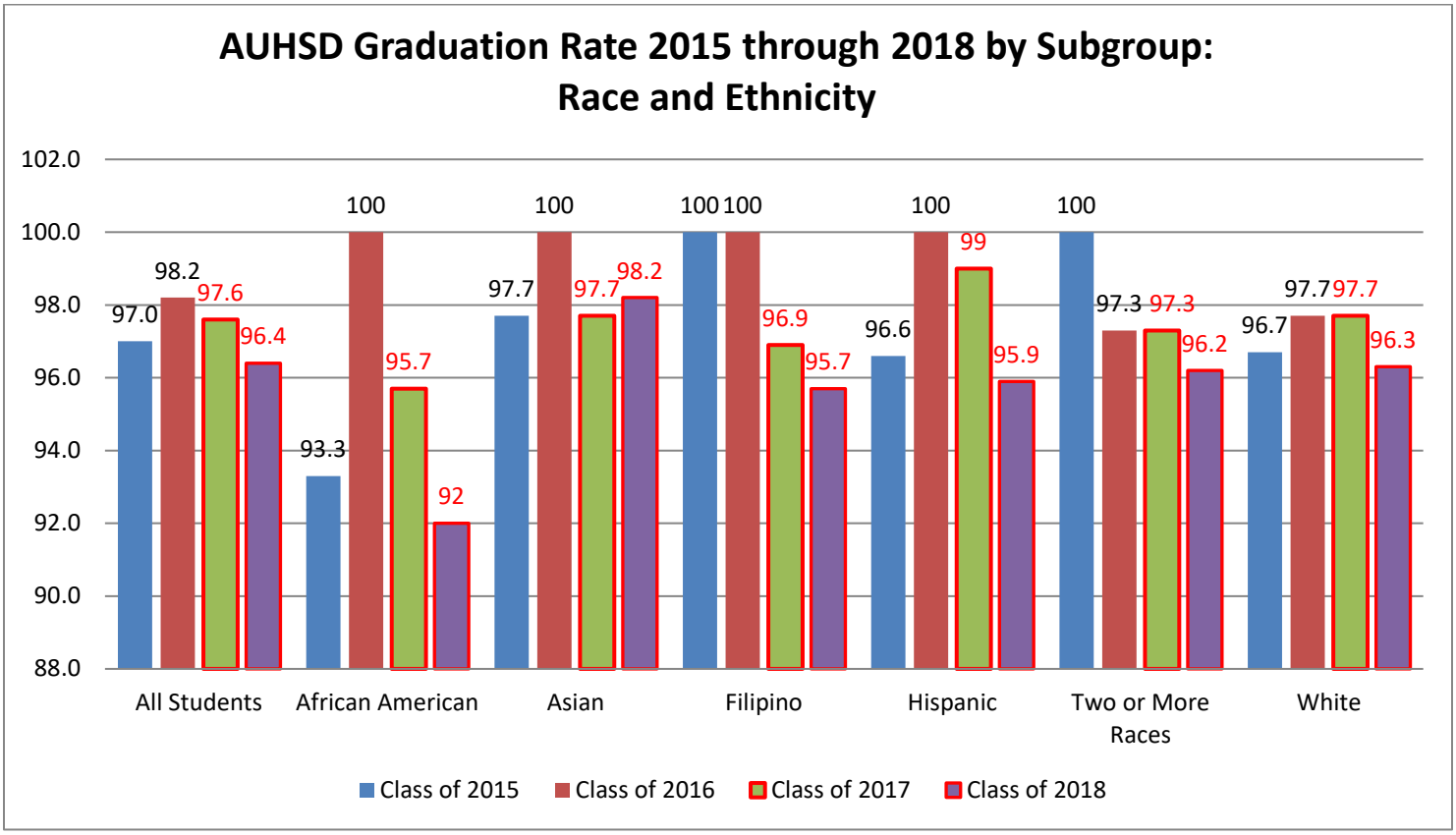
2017-2018 Four-Year Adjusted Cohort Graduation Rate						
Students	**Cohort Students**	**Cohort Graduates**	**Cohort Graduation Rate**	**Graduates Meeting UC/CSU Requirements**	**Graduates Earning Seal of Biliteracy**	**Graduates Earning a Golden State Seal Merit Diploma**
All students	1,427	1,376	96.4%	75%	36%	44%
African American	25	23	92.0%	64%	20%	12%
Asian	227	223	98.2%	82%	54%	63%
Filipino	23	22	95.7%	78%	48%	43%
Hispanic or Latino	147	141	95.9%	61%	34%	33%
Two or More Races	79	76	96.2%	81%	43%	49%
White	912	878	96.3%	75%	31%	42%
English Learners	46	42	91.3%	33%	11%	13%
Special Education	156	131	84.0%	19%	3.2%	4.5%
Socioeconomically Disadvantaged	155	142	91.6%	52%	28%	26%
Female	719	701	97.5%	80%	42%	47%
Male	708	675	95.3%	70%	29%	42%

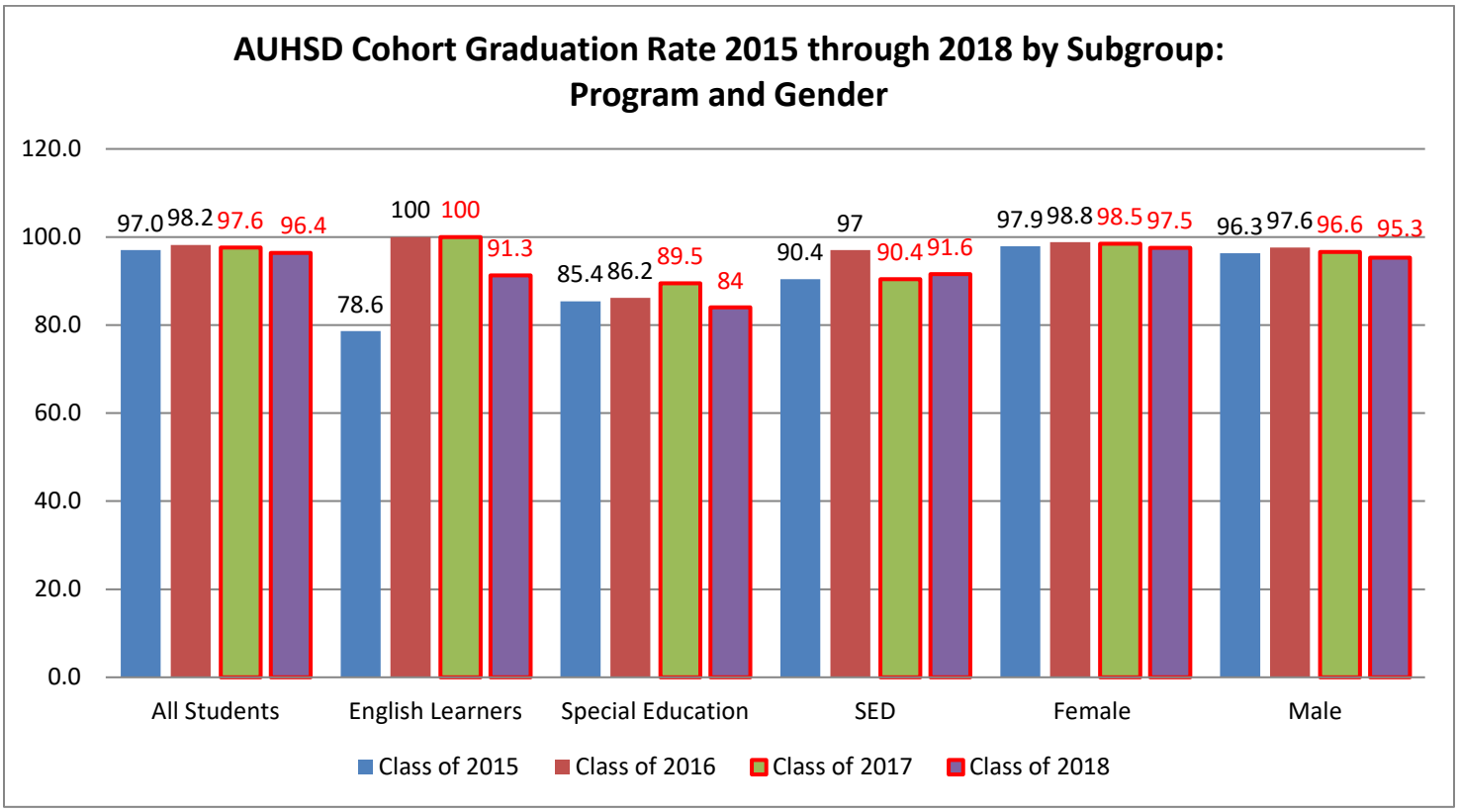
School	**Cohort Students**	**Cohort Graduates**	**Cohort Graduation Rate**	**Graduates Meeting UC/CSU Requirements**	**Graduates Earning Seal of Biliteracy**	**Graduates Earning a Golden State Seal Merit Diploma**
Acalanes Center for Independent Study	29	19	65.5%	21%	0%	0%
Acalanes HS	373	352	94.4%	77%	31%	28%
Campolindo HS	314	310	97.4%	79%	35%	59%
Las Lomas HS	378	370	97.9%	67%	26%	38%
Miramonte HS	328	320	97.6%	85%	57%	60%
AUHSD	1,427	1,376	96.4%	75%	36%	44%
Contra Costa County	13,435	11,807	87.9%	47%	16%	33%
Statewide	434,745	379,566	87.3%	43%	10%	20%

Due to changes in the methodology for calculating the 2016-17 adjusted cohort graduation rate and subsequent years, the CDE strongly discourages against comparing the 2016-17 data with the cohort outcome data from prior years.

Multi-year review of AUHSD graduation data.

Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropout Rate
2018	1,427	1,376	96.4%	1.3%
2017	1324	1292	97.6%	0.1%
2016	1309	1285	98.2%	0.5%
2015	1249	1212	97.0%	1.0%
2014	1337	1307	97.8%	0.8%
2013	1397	1370	98.1%	0.6%
2012	1331	1300	97.7%	1.1%
2011	1406	1360	96.7%	1.4%




AUHSD Cohort Graduation Rate 2015 through 2018 by Subgroup: Program and Gender
120.0
100.0
80.0
60.0
40.0
20.0
0.0
97.0 98.2 97.6 96.4
78.6 100 100 91.3
85.4 86.2 89.5 84
90.4 97 90.4 91.6
97.9 98.8 98.5 97.5
96.3 97.6 96.6 95.3
All Students
English Learners
Special Education
SED
Female
Male
Class of 2015
Class of 2016
Class of 2017
Class of 2018

A-G Readiness

Admission to CSU and UC is dependent on the completion and grades in the "a-g" course work. Students are a-g ready if they complete all a-g requirements with a grade of C or above. This data will be included in the College and Career Readiness Indicator in the California School Dashboard.

The table below includes numbers and percent of graduates meeting a-g requirements. Some of the subgroup information was omitted due to a small number of students in an effort to protect student confidentiality.

Data below based on the local student data system, Aeries Analytics.

Percent and Number of AUHSD Graduates A-G Ready									
	2017			**2018**			**2019**		
	% A-G Ready	**# of Grads**	**% A-G Ready**	**# of Grads**	**% A-G Ready**	**# of Grads**	**% A-G Ready**	**# of Grads**	**# of Grads AG Ready**
All Students	77.9%	1294	79.2%	1294	75.0%	1294	79.3%	1335	1058
Female	83.4%	668	83.4%	668	83.4%	668	83.6%	670	560
Male	76.4%	626	76.4%	626	76.4%	626	74.9%	665	498
African American	79.4%	34	79.4%	34	79.4%	34	63.6%	22	14
Asian	85.1%	201	85.1%	201	85.1%	201	79.1%	158	125
Filipino	77.1%	35	77.1%	35	77.1%	35	78.3%	23	18
Hispanic	71.7%	92	71.7%	92	71.7%	92	69.0%	142	98
Two or More Races	78.0%	109	78.0%	109	78.0%	109	86.7%	143	124
White	81.0%	957	81.0%	957	81.0%	957	80.3%	839	674
504	64.0%	100	64.0%	100	64.0%	100	74.0%	100	74
Special Education	22.9%	105	22.9%	105	22.9%	105	23.1%	117	27
English Learners	9.1%	11	9.1%	11	9.1%	11	11.1%	18	2
RFEP	65.0%	40	65.0%	40	65.0%	40	72.9%	107	78
Socio-Economic	36.7%	49	36.7%	49	36.7%	49	54.4%	103	56

Percent and Number of Acalanes High School Graduates A-G Ready									
	2017			2018			2019		
	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready
All Students	76.3%	300	238	76.9%	365	287	77.5%	324	251
Female	84%	150	126	82.6%	167	138	80.7%	166	134
Male	75%	150	112	75.3%	198	149	74.1%	158	117
African American	56%	9	5						
Asian	88%	42	37	85.4%	48	41	71.4%	28	20
Filipino	88%	8	7						
Hispanic	75%	20	15	63%	27	17	68.8%	32	22
Two or More Races	90%	30	27	88%	25	22	88.9%	27	24
White	78%	238	186	78.4%	259	203	79.6%	226	180
504	63%	24	15	82.6%	23	19	77.3%	22	17
Special Education	10%	30	3	15.6%	32	5	25.5%	47	12
RFEP	56%	9	5	80%	15	12	72.7%	11	8

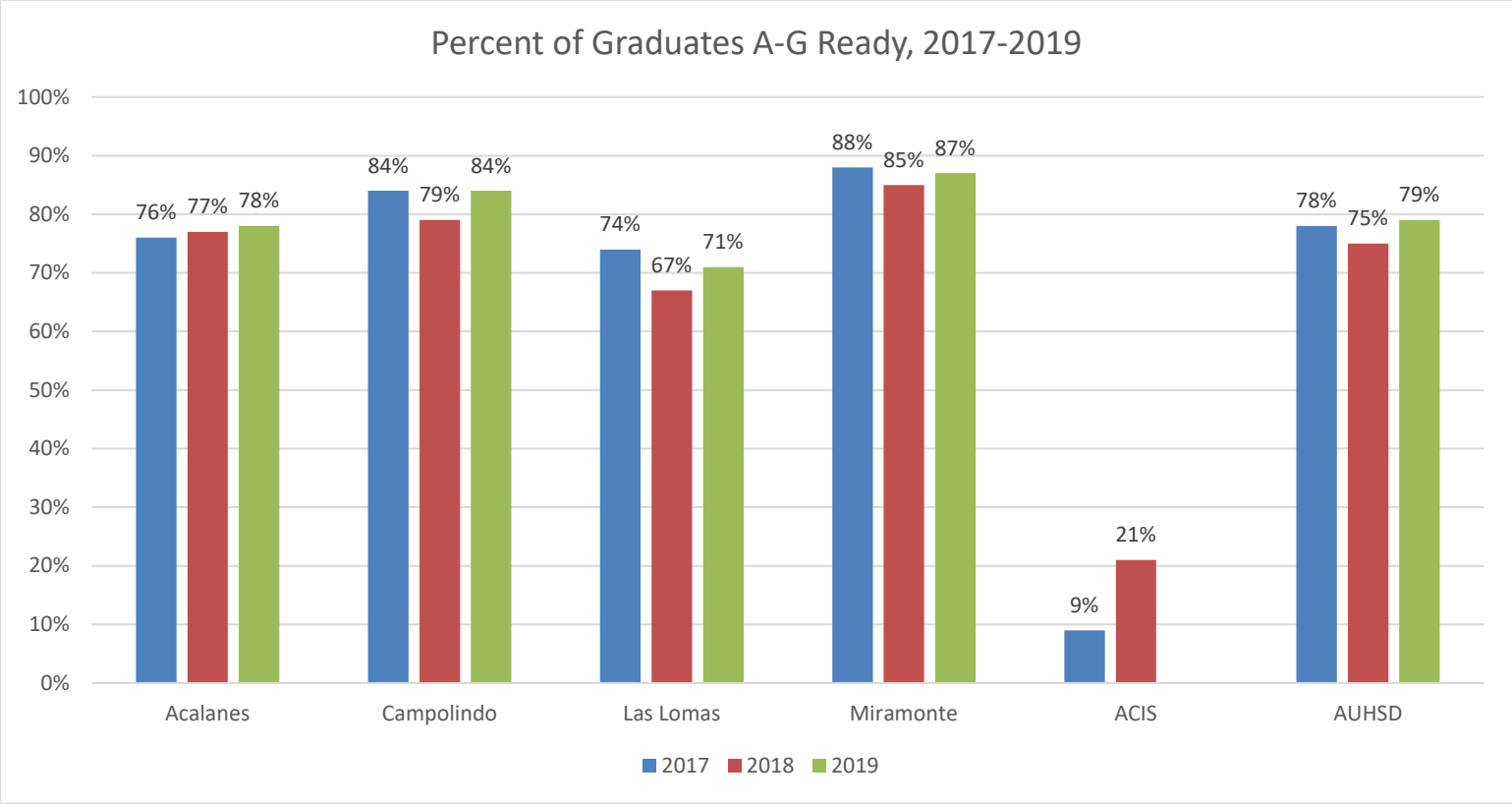
Percent and Number of Campolindo High School Graduates A-G Ready									
	2017			2018			2019		
	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready
All Students	84.2%	317	267	78.9%	314	248	83.7%	277	331
Female	87.9%	165	145	82.2%	157	129	87.9%	165	145
Male	80.3%	152	122	75.8%	157	119	79.5%	166	132
African American	100.0%	8	8						
Asian	88.9%	54	48	88.9%	54	48	94.2%	52	49
Filipino	83.3%	6	5						
Hispanic	90.9%	22	20	65.5%	29	19	86.1%	36	31
Two or More Races	84.8%	33	28	86.7%	30	26	87.2%	39	34
White	83.5%	242	202	77.7%	194	150	80.3%	198	159
504	77.4%	31	24	58.8%	34	20	70.8%	34	17
Special Education	26.7%	30	8	16.7%	24	4	19.0%	21	4
RFEP	100.0%	10	10	73.3%	15	11	96.0%	25	24
Socio-Economic	0.0%	6	0	57.1%	21	12	70.0%	10	7

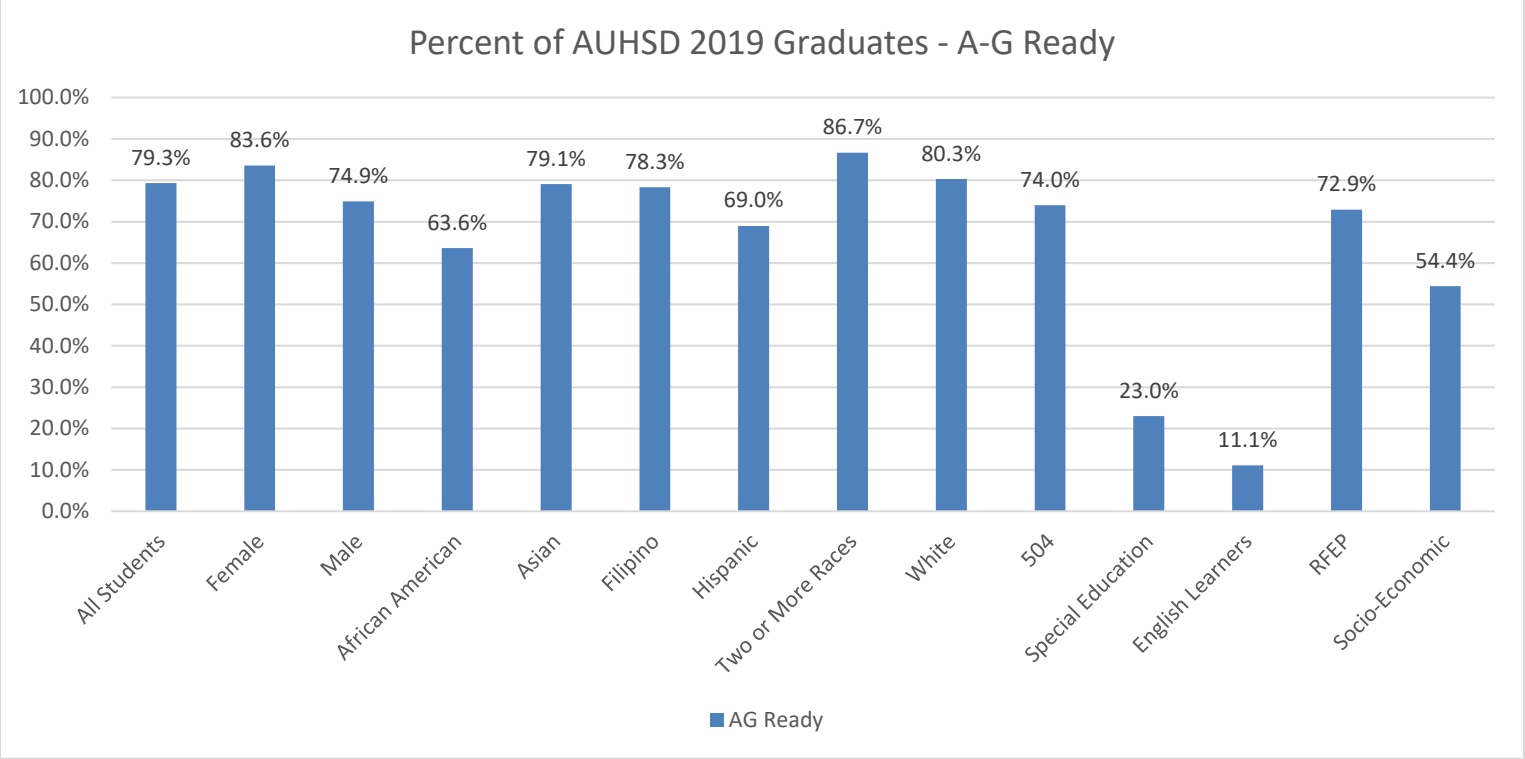
Percent and Number of Las Lomas High School Graduates A-G Ready									
	2017			2018			2019		
	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready
All Students	73.7%	369	278	66.6%	375	252	71.0%	362	257
Female	79.9%	194	155	74.9%	207	155	76.3%	177	135
Male	70.3%	175	123	57.7%	168	97	65.9%	185	122
African American	83.3%	12	10	64.3%	14	9			
Asian	73.6%	53	39	69.4%	49	34	71.7%	46	33
Filipino	72.2%	18	13	84.6%	13	11	75.0%	12	9
Hispanic	50.0%	30	15	46.2%	52	24	59.6%	31	21
Two or More Races	55.0%	20	11	72.7%	11	8	63.6%	7	3
White	77.4%	274	212	71.3%	230	164	74.2%	233	173
504	56.0%	25	14	68.2%	22	15	69.7%	33	10
Special Education	22.6%	31	7	12.1%	33	4	13.0%	23	3
English Learners	0.0%	10	0	0.0%	6	0	0.0%	9	0
RFEP	65.0%	40	26	40.4%	47	19	61.5%	32	20
Socio-Economic	40.7%	27	11	50.8%	65	33	48.1%	52	25

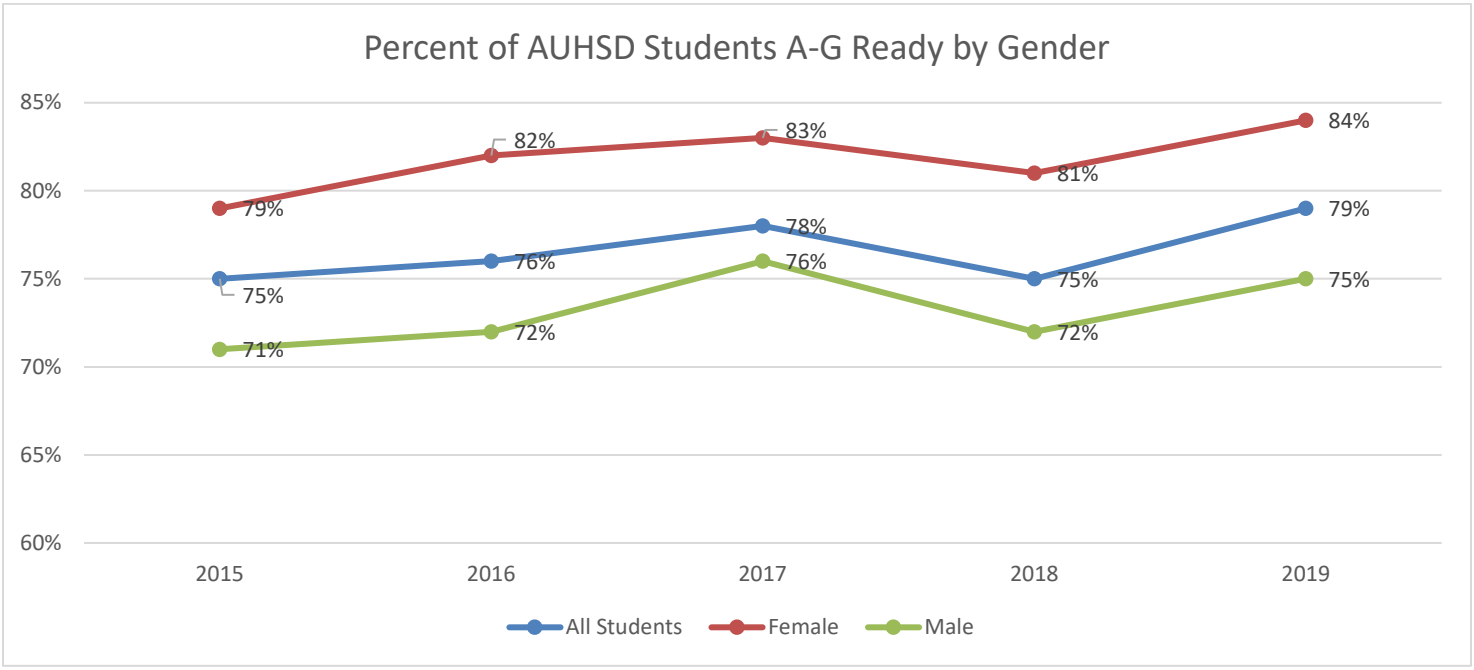
Percent and Number of Miramonte Graduates A-G Ready									
	2017			2018			2019		
	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready
All Students	88.2%	275	246	84.7%	314	248	86.7%	315	273
Female	89.3%	140	125	82.2%	157	129	90.7%	161	146
Male	89.6%	135	121	75.8%	157	119	82.5%	127	27
African American	80.0%	5	4				90.9%	11	10
Asian	90.4%	52	47	88.9%	54	48	71.9%	32	23
Filipino	66.7%	3	2						
Hispanic	80.0%	20	16	65.5%	29	19	66.7%	21	14
Two or More Races	85.7%	21	18	86.7%	30	26	92.2%	64	59
White	86.2%	203	175	77.7%	193	150	89.0%	182	162
504	55.0%	20	11	58.8%	34	20	85.0%	20	17
Special Education	42.9%	14	6	16.7%	24	4	33.3%	24	8
RFEP	62.5%	8	5	73.3%	15	11	73.7%	19	14

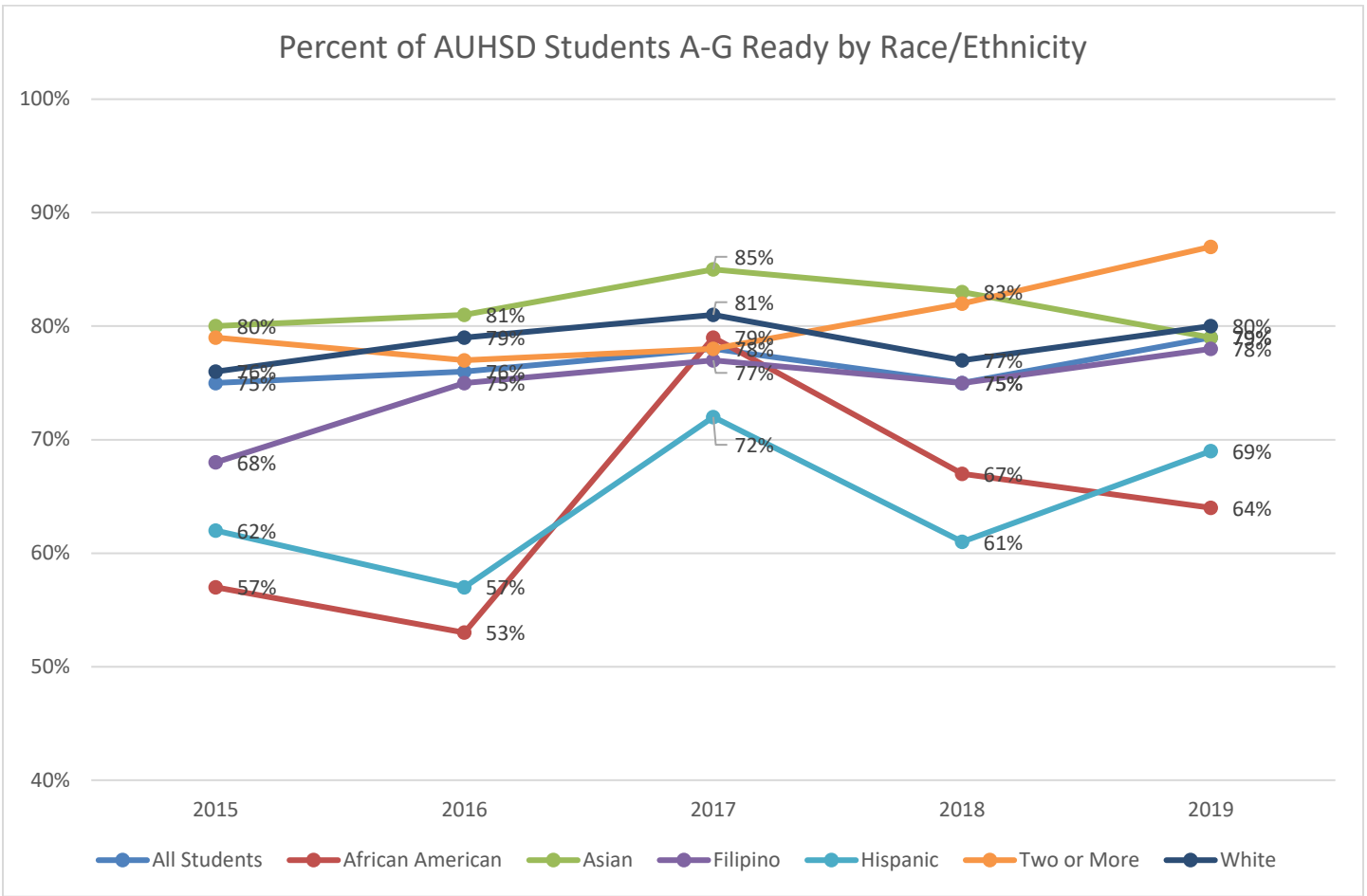
Due to the small number of students in grade 12 at ACIS, data for 2019 is not included.

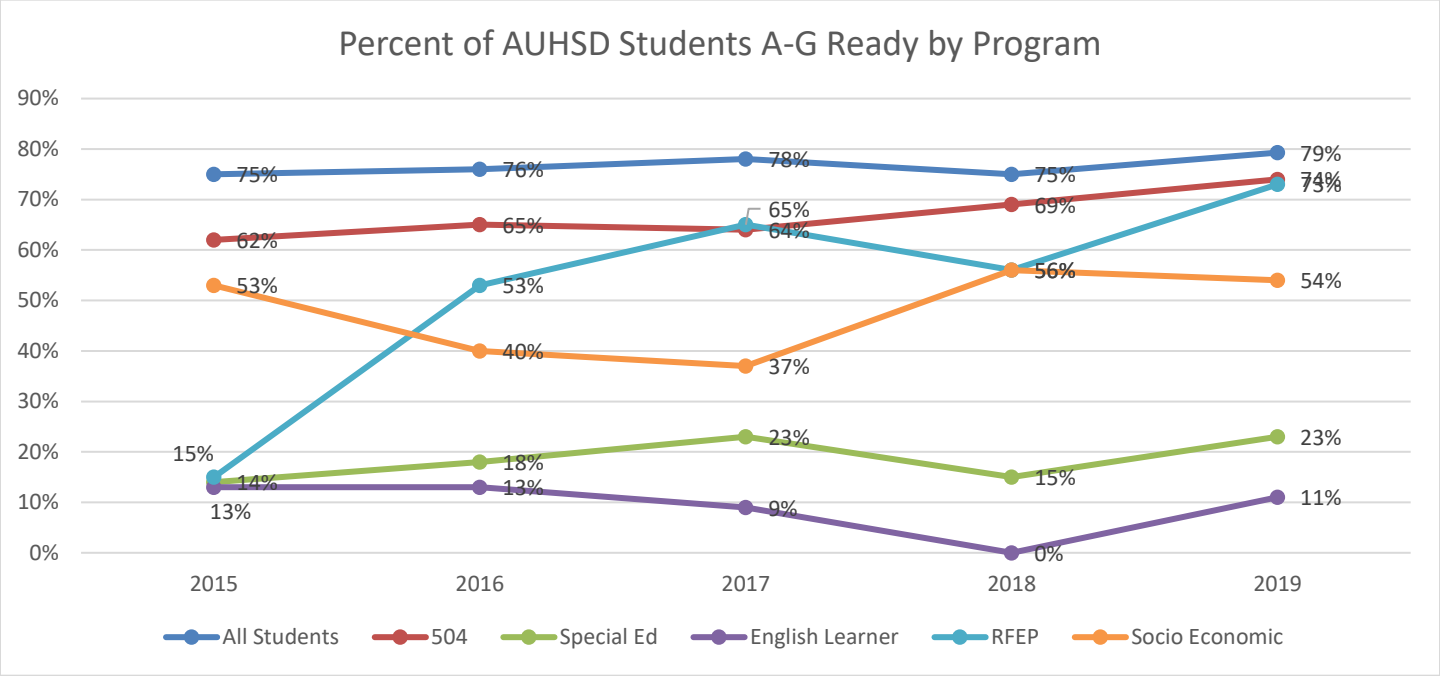
Percent and Number of Acalanes Center for Independent Study Graduates A-G Ready									
	2017			2018			2019		
	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready	% A-G Ready	# of Grads	# of Grads AG Ready
All Students	8.6%	33	5	20.6%	15	2			
Female	31.6%	19	6						
Male	7.1%	14	1						


Percent of Graduates A-G Ready, 2017-2019
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
76%
77%
78%
84%
79%
84%
74%
67%
71%
88%
85%
87%
9%
21%
78%
75%
79%
Acalanes
Campolindo
Las Lomas
Miramonte
ACIS
AUHSD
2017
2018
2019


Percent of AUHSD 2019 Graduates - A-G Ready
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
79.3%
83.6%
74.9%
63.6%
79.1%
78.3%
69.0%
86.7%
80.3%
74.0%
23.0%
11.1%
72.9%
54.4%
All Students
Female
Male
African American
Asian
Filipino
Hispanic
Two or More Races
White
504
Special Education
English Learners
RFEP
Socio-Economic
AG Ready


Percent of AUHSD Students A-G Ready by Gender
85%
80%
75%
70%
65%
60%
2015
2016
2017
2018
2019
79%
82%
83%
81%
84%
75%
76%
78%
75%
79%
71%
72%
76%
72%
75%
All Students
Female
Male


Percent of AUHSD Students A-G Ready by Race/Ethnicity
100%
90%
80%
70%
60%
50%
40%
2015
2016
2017
2018
2019
All Students
African American
Asian
Filipino
Hispanic
Two or More
White


Percent of AUHSD Students A-G Ready by Program
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2015
2016
2017
2018
2019
75%
76%
78%
75%
79%
62%
65%
64%
69%
74%
53%
53%
65%
56%
73%
40%
37%
54%
15%
14%
18%
23%
15%
23%
13%
13%
9%
0%
11%
All Students
504
Special Ed
English Learner
RFEP
Socio Economic

Physical Fitness Test

2019

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 March through May in their PE 9 courses as administered by the PE teachers.

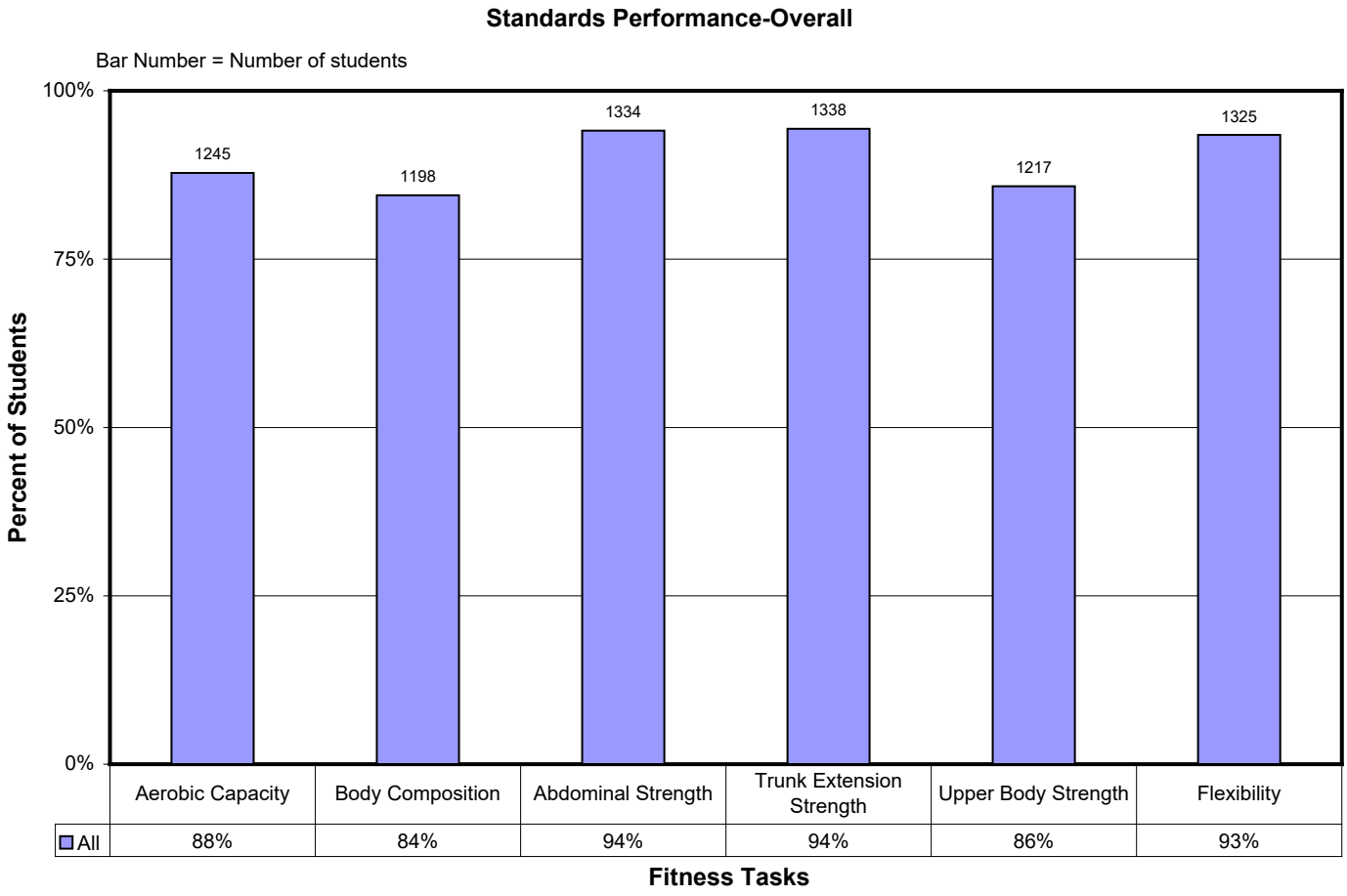
Students are scored against the criterion-referenced standards in six fitness areas. These standards represent minimum levels of fitness and achievement of the fitness standards is based upon a score falling in the Healthy Fitness Zone (HFZ) for each of the six fitness areas.

Physical Fitness Test Contents:

- Standards Performance
- Student are presented with multiple options to pass the tests
- Students assessed in:
    1. Aerobic Capacity
    2. Body Composition
    3. Abdominal Strength
    4. Upper Body Strength
    5. Trunk Extension Strength
    6. Flexibility

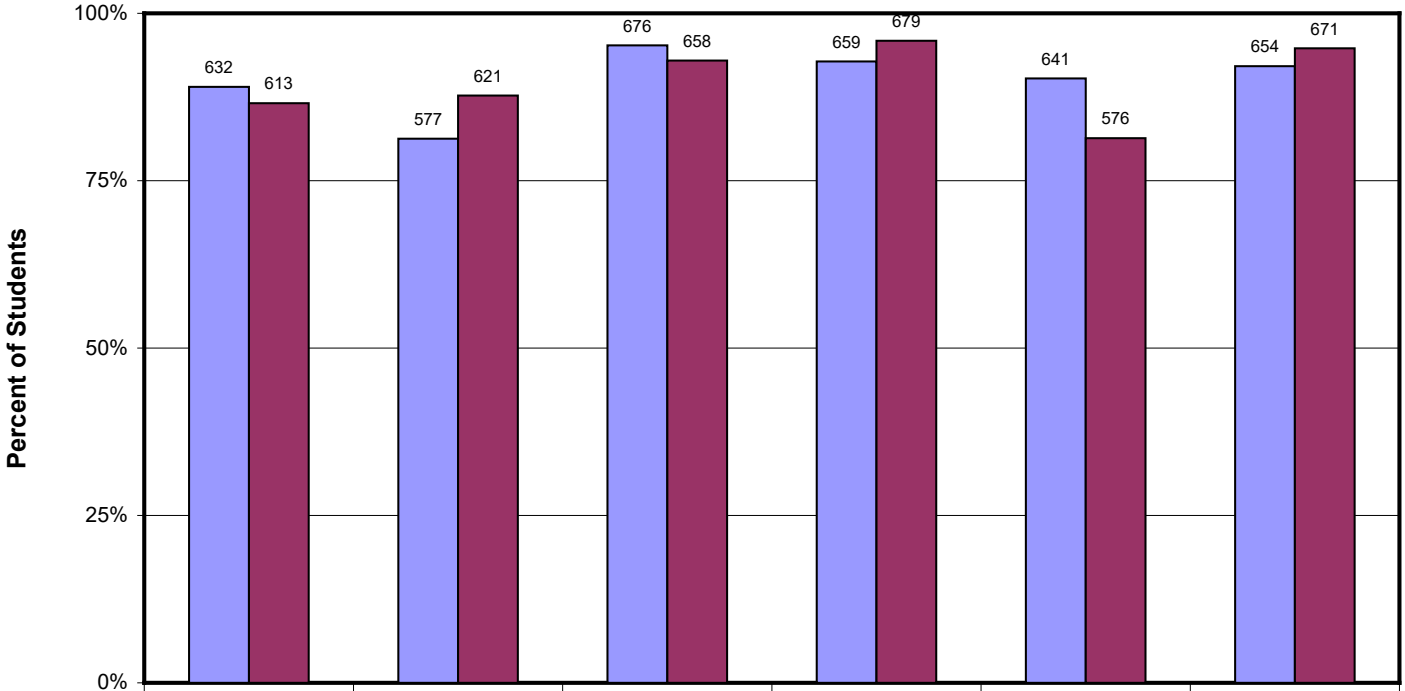
AUHSD 2019 Student Performance – Physical Fitness Test

*Displays the percentages of students “within” of “exceeding” the Healthy Fitness Zone (HFZ) for each of the six tests.



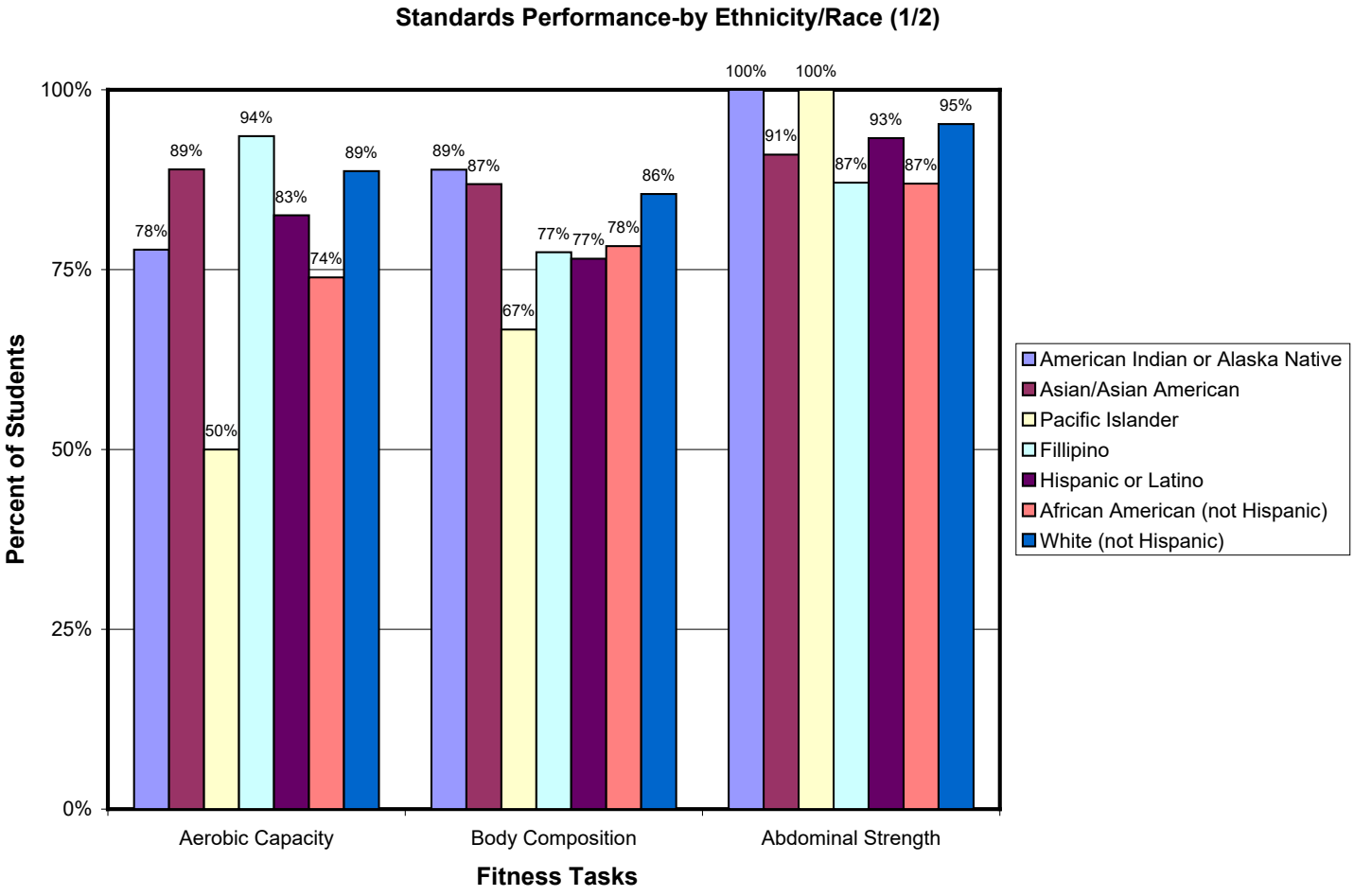
Standards Performance-by Gender

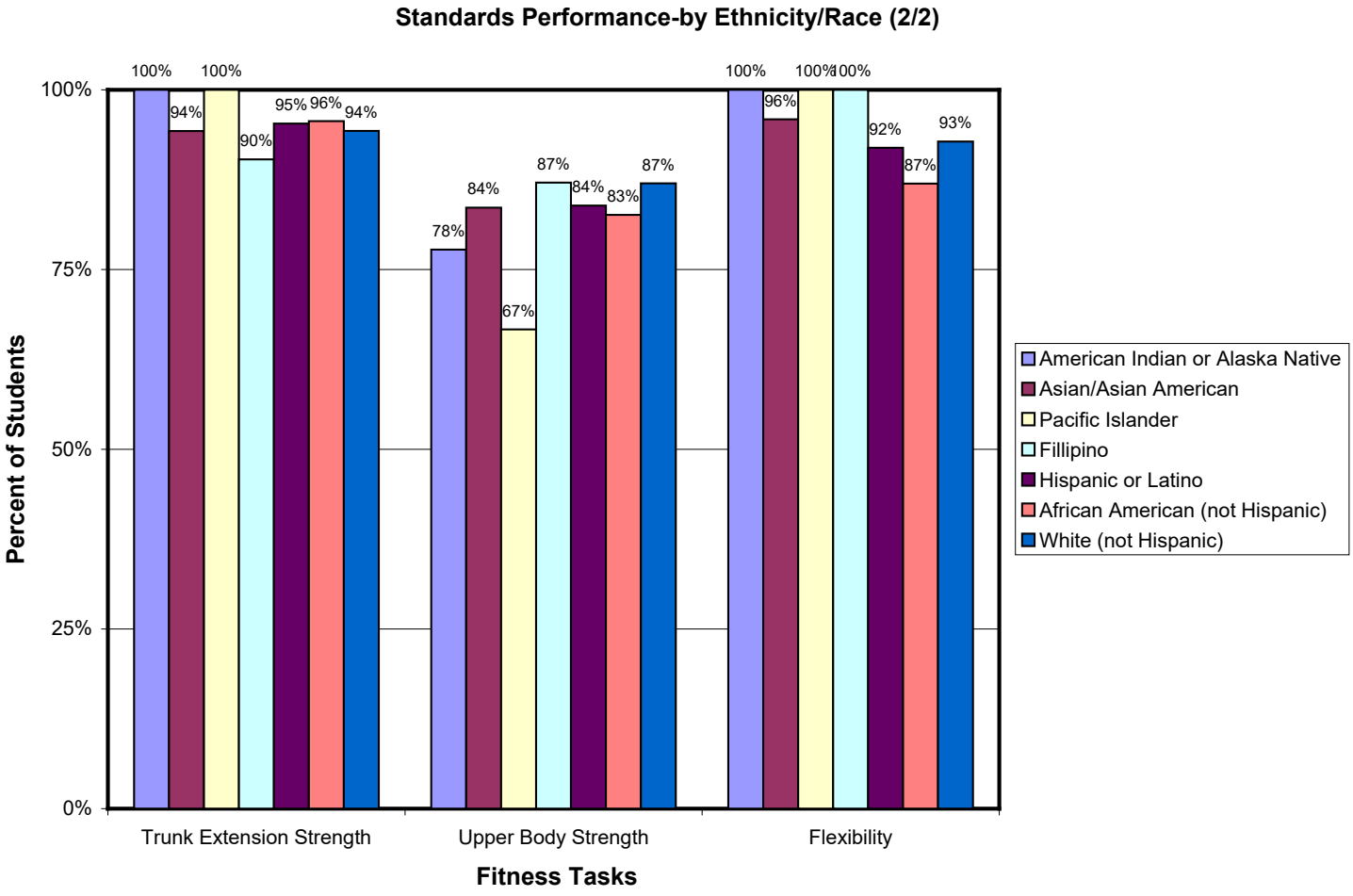
Bar Number = Number of students



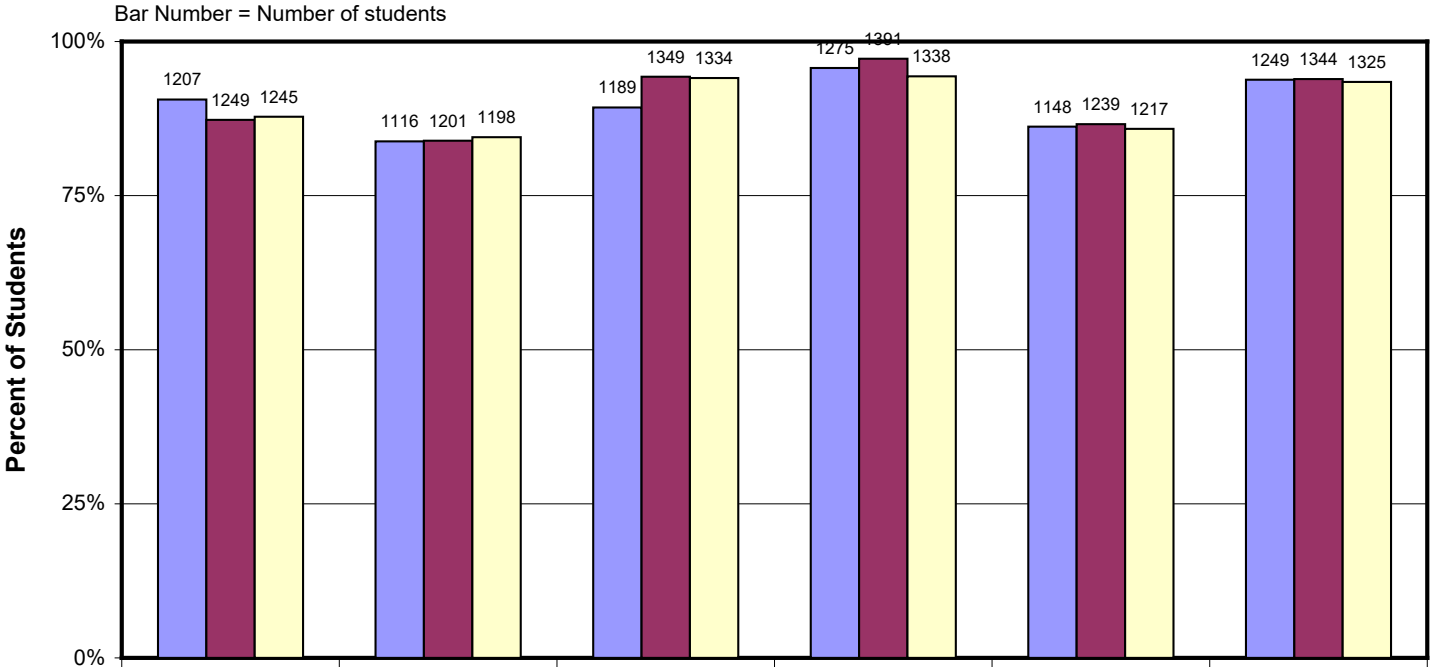
	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
Male	89%	81%	95%	93%	90%	92%
Female	87%	88%	93%	96%	81%	95%

Fitness Tasks


Standards Performance-by Ethnicity/Race (1/2)
100%
75%
50%
25%
0%
Percent of Students
78%
89%
50%
94%
83%
74%
89%
89%
87%
67%
77%
77%
78%
86%
100%
91%
100%
87%
93%
87%
95%
Aerobic Capacity
Body Composition
Abdominal Strength
Fitness Tasks
American Indian or Alaska Native
Asian/Asian American
Pacific Islander
Fillipino
Hispanic or Latino
African American (not Hispanic)
White (not Hispanic)


Standards Performance-by Ethnicity/Race (2/2)
Percent of Students
100%
75%
50%
25%
0%
100% 94% 100% 90% 95% 96% 94%
78% 84% 67% 87% 84% 83% 87%
100% 96% 100% 100% 92% 87% 93%
Trunk Extension Strength
Upper Body Strength
Flexibility
Fitness Tasks
American Indian or Alaska Native
Asian/Asian American
Pacific Islander
Fillipino
Hispanic or Latino
African American (not Hispanic)
White (not Hispanic)

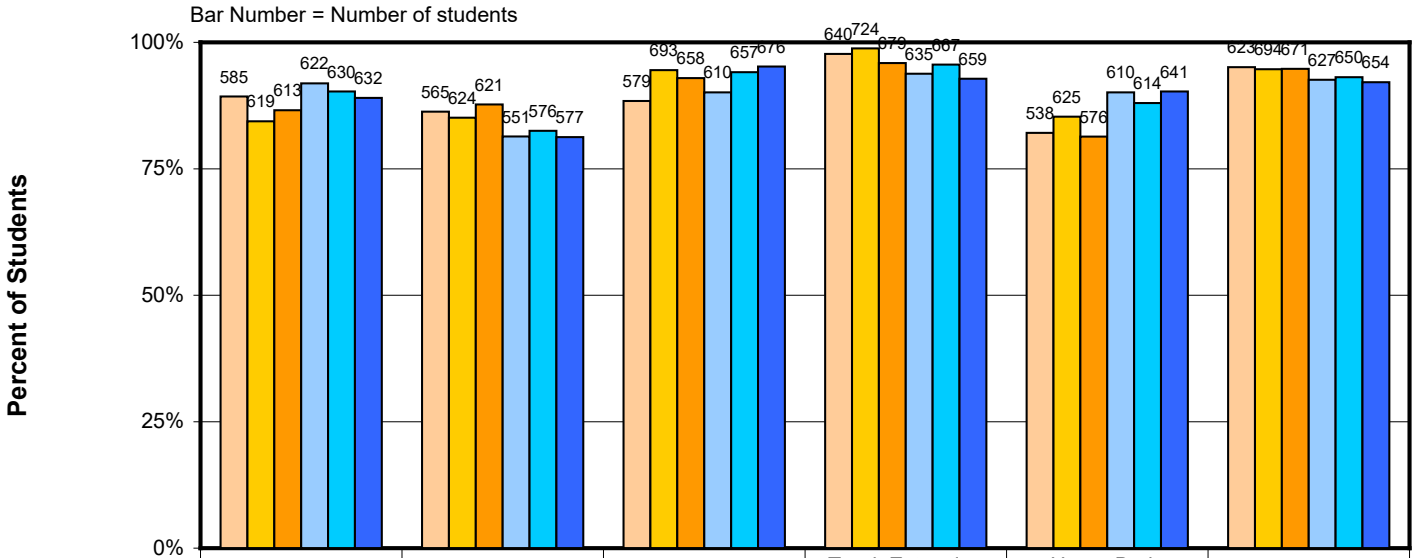
Acalanes Union High
Percent of Students Passing Fitness Tasks-Overall 2017-2019



	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
2017	91%	84%	89%	96%	86%	94%
2018	87%	84%	94%	97%	87%	94%
2019	88%	84%	94%	94%	86%	93%

Fitness Task

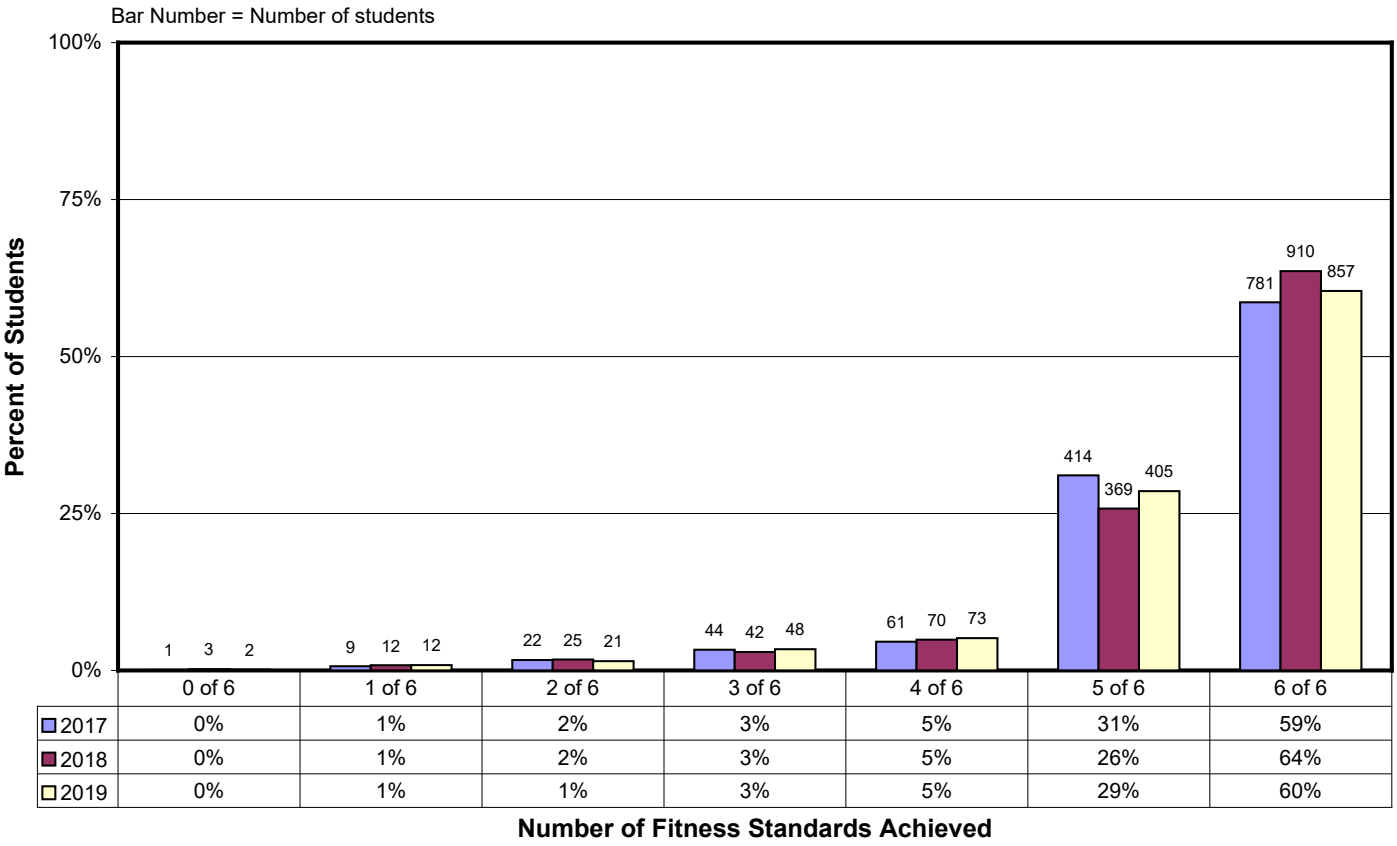
Acalanes Union High
Percent of Students Passing Fitness Tasks-Gender 2017-2019



	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
Female-2017	89%	86%	88%	98%	82%	95%
Female-2018	84%	85%	95%	99%	85%	95%
Female-2019	87%	88%	93%	96%	81%	95%
Male-2017	92%	81%	90%	94%	90%	93%
Male-2018	90%	83%	94%	96%	88%	93%
Male-2019	89%	81%	95%	93%	90%	92%

Fitness Task

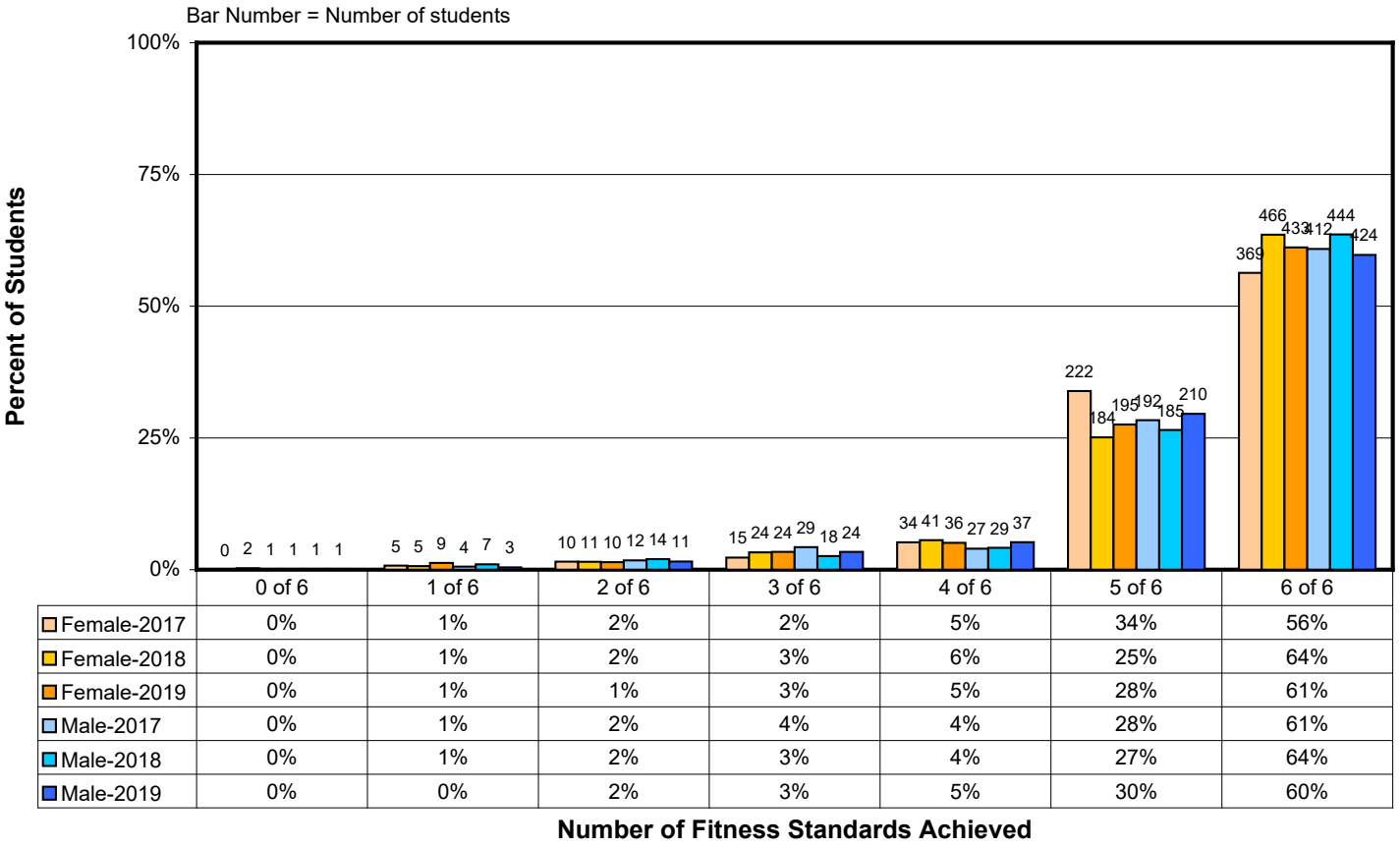
Acalanes Union High
Percent of Students Meeting Fitness Standards-Overall 2017-2019



	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
2017	0%	1%	2%	3%	5%	31%	59%
2018	0%	1%	2%	3%	5%	26%	64%
2019	0%	1%	1%	3%	5%	29%	60%

Number of Fitness Standards Achieved

Acalanes Union High
Percent of Students Meeting Fitness Standards-Gender 2017-2019



	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Female-2017	0%	1%	2%	2%	5%	34%	56%
Female-2018	0%	1%	2%	3%	6%	25%	64%
Female-2019	0%	1%	1%	3%	5%	28%	61%
Male-2017	0%	1%	2%	4%	4%	28%	61%
Male-2018	0%	1%	2%	3%	4%	27%	64%
Male-2019	0%	0%	2%	3%	5%	30%	60%

Number of Fitness Standards Achieved