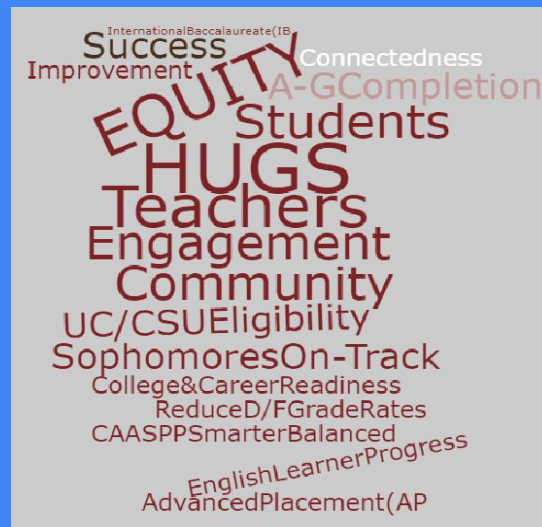




## LCAP Goal 2 -

# Academic Achievement Update - DRAFT

October 10, 2019



## LCAP Goal 2 - Reported Metrics (Comprehensive Schools)

- Algebra I/English I C- or Better (spring 2019)
- Sophomores On-Track (Post-Summer School)
- CAASPP Math and English (spring 2019)
- A-G Completion/Readiness (class of 2019)
- AP/IB Course Enrollment (all eligible students)



Link  
[SMUHSD ELD Level  
Descriptors](#)

## English Learner Program

ELD 1 - Use English as means of communication, communicating primarily in their native language

ELD 2 - Use English as a means of communication, beginning to use it for learning

ELD 3 - Use English as a means of learning content in the mainstream program

EL in ELD - ELD 1, 2 and 3 as a combined cohort.

Long-Term EL (LTEL)-EL not reclassified after 5+ years.

RFEP - Full English proficiency, state standards (ELPAC) mastered.



EMERGING	EXPANDING	BRIDGING	
Level 1	Level 2	Level 3	Level 4



## LCAP Goal 2 - *English I Metrics*

- **Spring English I - Years 2017, 2018, and 2019**
  - Increase the number of students earning a C- or better grade

Overall Target =

3% increase for all students over previous school year

Historically Underrepresented Students Target =

5% increase for all students over previous school year

## LCAP Goal 2 - Analysis

- **English I w/ C- or Better grade**
  - Overall increase 2015-19 (3%) in district average (91%)
  - Latino Students increased (6.7%) relative to 2018
  - Significant gaps in achievement for HUGS persist (and worsened in some areas)
- **Algebra I w/C- or Better**
  - Overall maintenance of average (82%)
  - Latino Students increased (2%) from 2015-19
  - Gaps persist, LTEL and SED students saw significant decline



Cohort

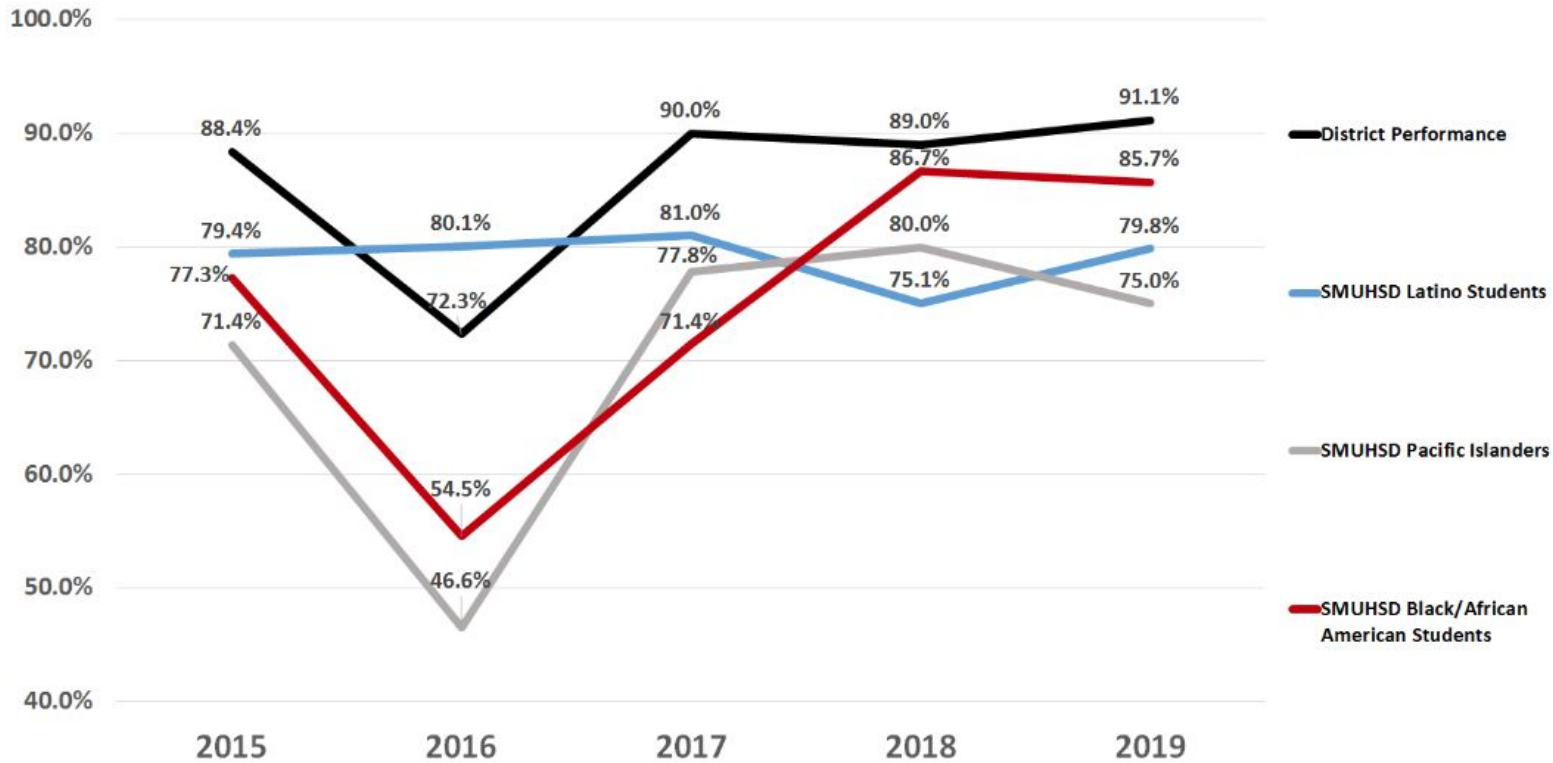


District

Spring 2019  
English I Cohort

SMUHSD Latino Students	2188
SMUHSD Pacific Islanders	610
SMUHSD Black/African American Students	48
	14



Spring 5-Year Trend English I Students w/ C- Grades or Better  
Historically Underrepresented Populations



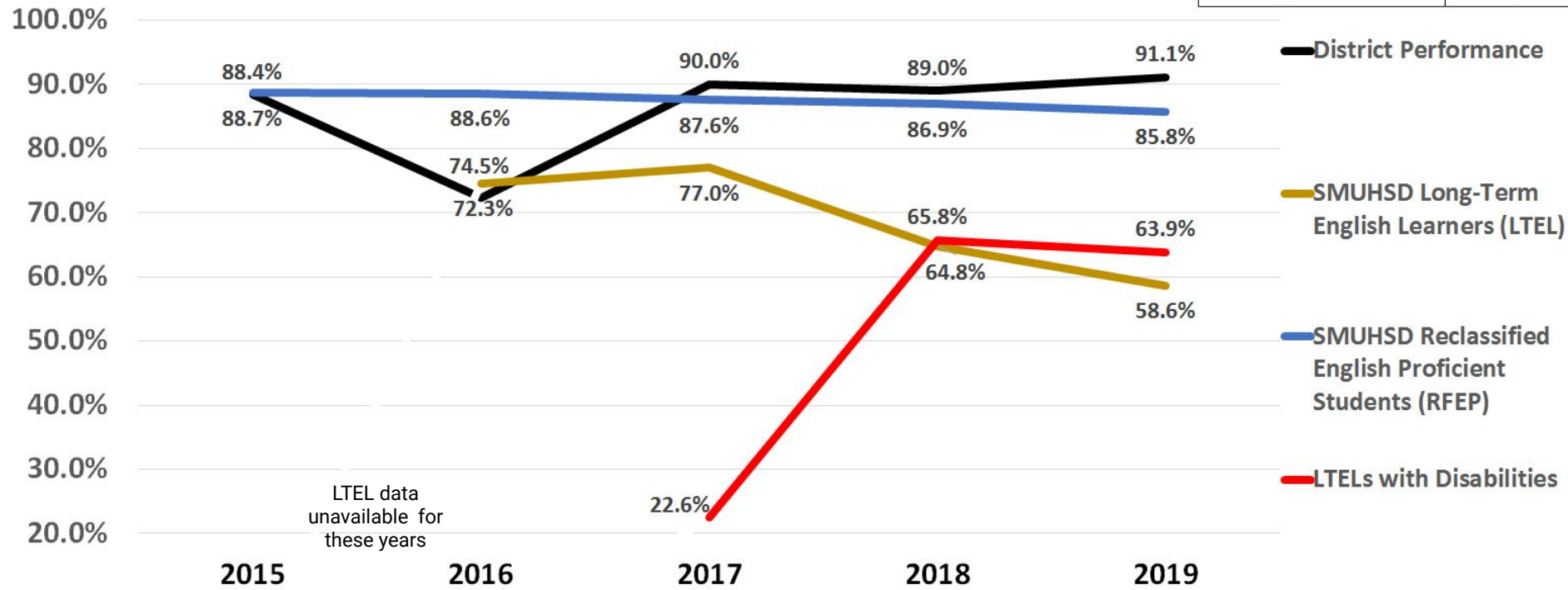
# English I C- or Better Rate

[Link to Detailed Report](#)





	Cohort		Spring 2019 English I Cohort
District	2188		
SMUHSD Long-Term English Learners	70		
SMUHSD Reclassified English Proficient Students (RFEP)	600		
SMUHSD LTELs w/ Disabilities	35		

## Spring 5-Year Trend English Students English Learner

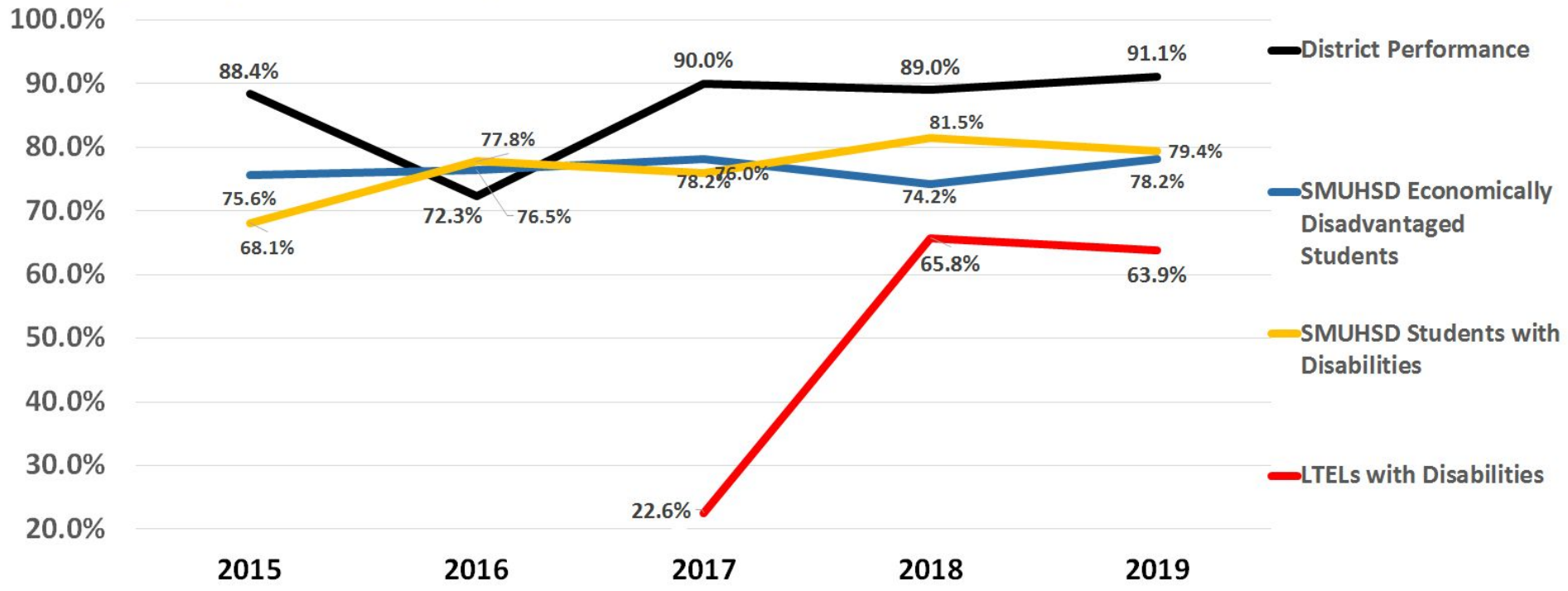


# English I C- or Higher Pass Rate

[Link to Detailed Report](#)

	Cohort		Spring 2019 English I Cohort
District			2188
SMUHSD Economically Disadvantaged Students			427
SMUHSD Students with Disabilities			184
SMUHSD LTELs w/ Disabilities			35

## Spring 5-Year Trend English Students Historically Underrepresented Student Groups





## LCAP Goal 2 - *Algebra I Metrics*

- **Spring Algebra I - Years 2017, 2018, and 2019**
  - Increase the number of students earning a C- or better grade

Overall Target =

3% increase for all students over previous school year

Historically Underrepresented Students Target =

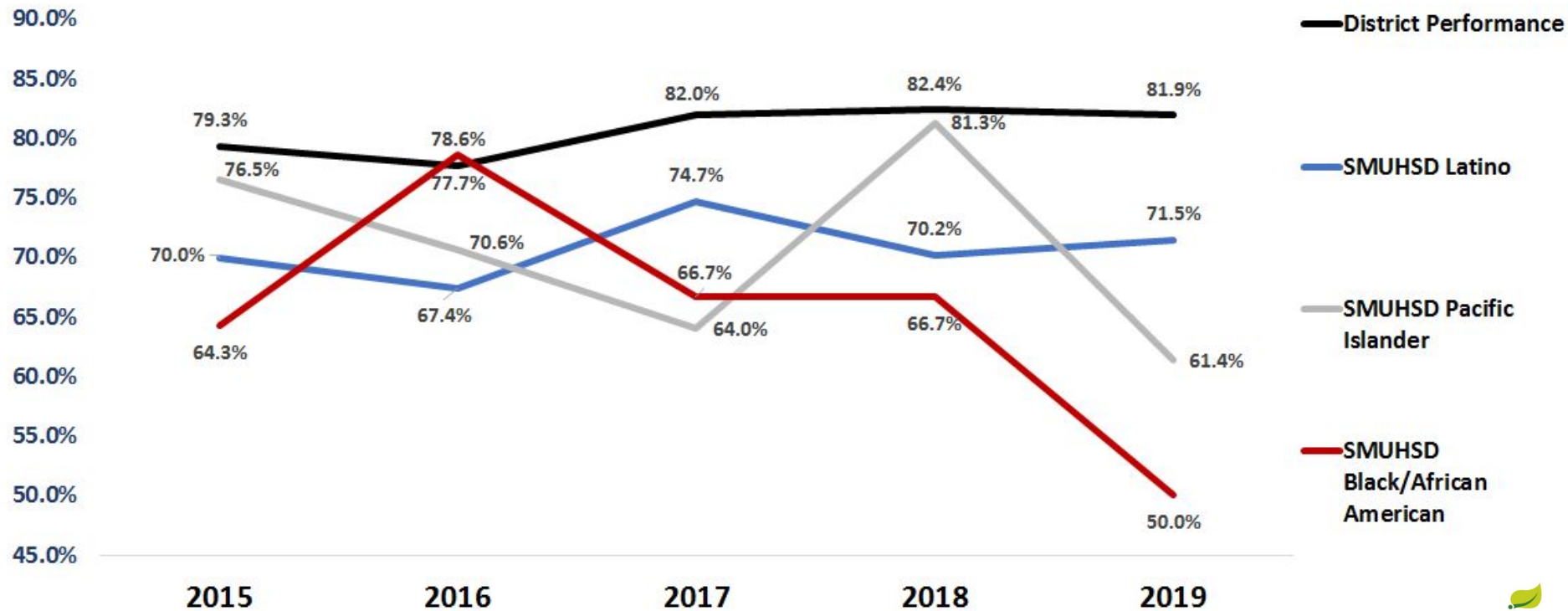
5% increase for all students over previous school year

# Algebra I C- or Higher Pass Rate

[Link to Detail Report](#)

Students	Spring 2019 Algebra I Cohort
District Performance	1576
SMUHSD Latino	564
SMUHSD Pacific Islander	44
SMUHSD Black/African American	13

Spring 5-Year Trend Algebra I Students w/ C- or Better Grades  
Historically Underrepresented Populations



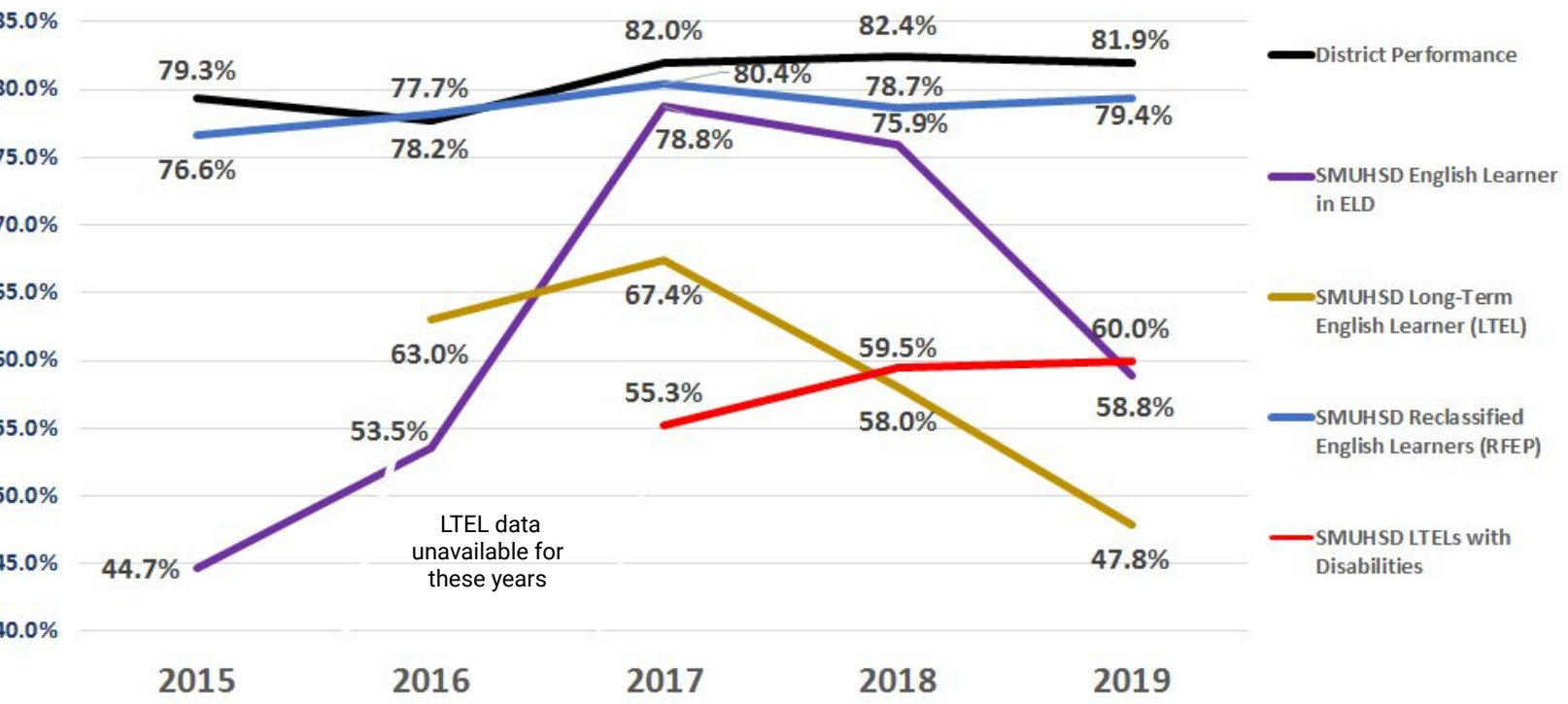
# Algebra I C- or Higher Pass Rate



[Link to Detail Report](#)

Cohort	Spring 2019 Algebra I Cohort
District Performance	1576
English Learner in ELD	34
Long-Term English Learner (LTEL)	69
Reclassified English Learners (RFEP)	462
LTEs w/ Disabilities	35

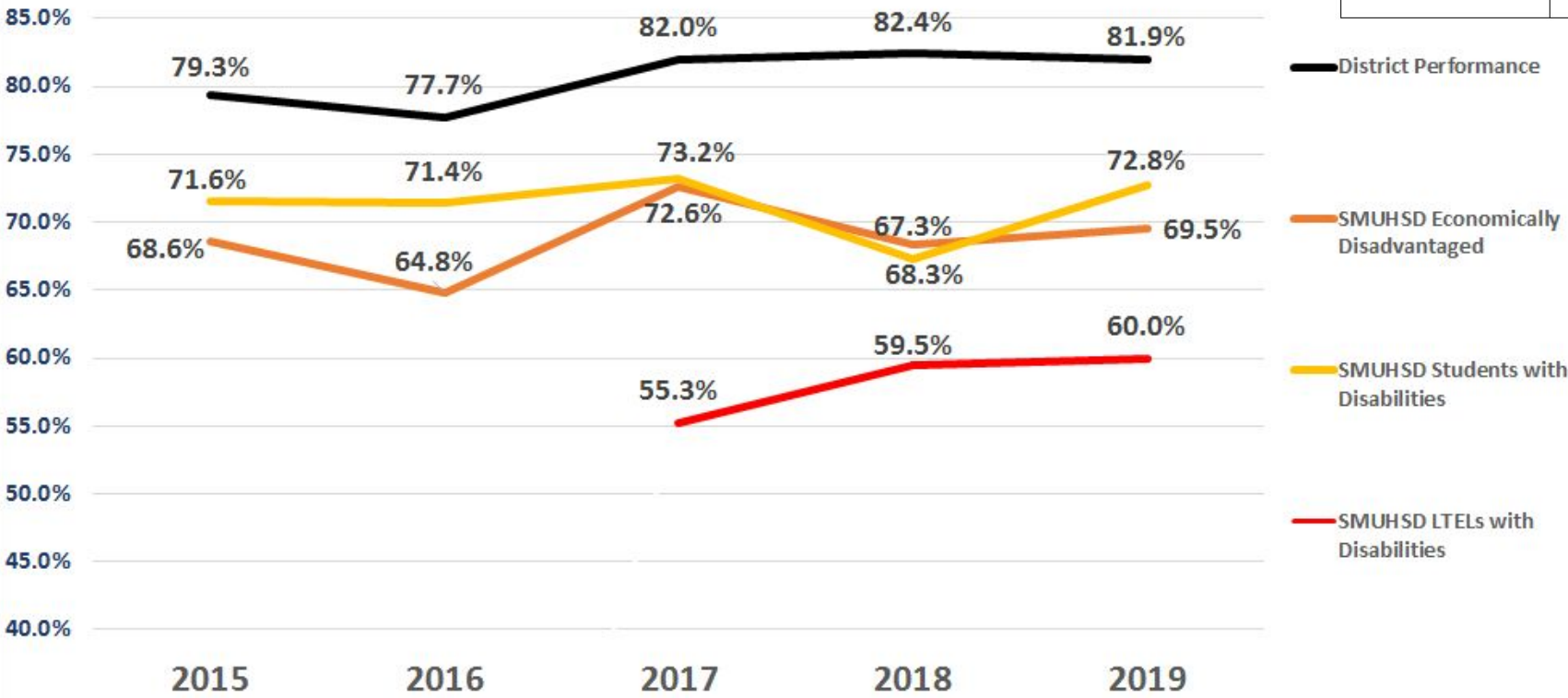
Spring 5-Year Trend Algebra I Students w/ C- or Better Grades  
Historically Underrepresented Student Groups





Cohort	Spring 2019 Algebra I Cohort
District Performance	1576
Economically Disadvantaged	407
Students with Disabilities	180
LTEs w/ Disabilities	35

Spring 5-Year Trend Algebra I Students w/ C- or Better Grades  
Historically Underrepresented Student Groups



## LCAP Goal 2 - Reported Metrics

- **Sophomores On-Track - 2017-19SY**

-Increase Number of 10th Graders “On-Track” for Graduation

Overall Target =

3% increase for all students since previous school year

Historically Underrepresented Students Target =

5% increase for all students since previous school year

Data reflects student status of 10th grade completion including summer school, with the exception of the LTEL with Disabilities Cohort. \*LTEL with Disabilities Cohort shows end of 10th grade year status since the data for the succeeding summer is unavailable.

## LCAP Goal 2 - Sophomores “On-Track” Analysis

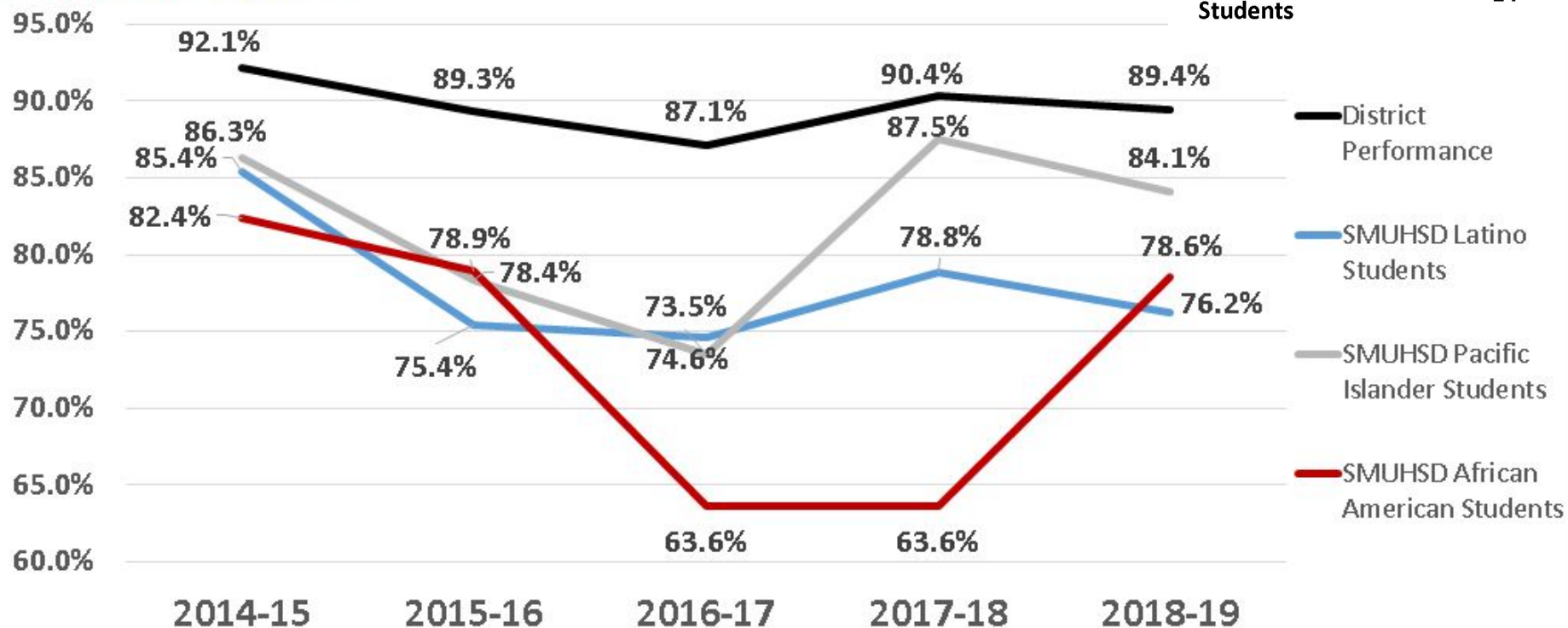
- Some of the overall slight decline in % “On-Track” is likely due to improved counting method initiated in 2016-17
- Subgroups are generally improved over last three years
- Summer School significantly improves students being “on-track” by beginning of Junior Year, but gaps persist



## 2018-19SY Sophomores On-Track

	Sophomore Cohort
District Performance	2113
Latino Students	659
Pacific Islander Students	44
African American Students	14

**Sophomores On-Track Rate, 5-Year Trend  
Underrepresented Populations**

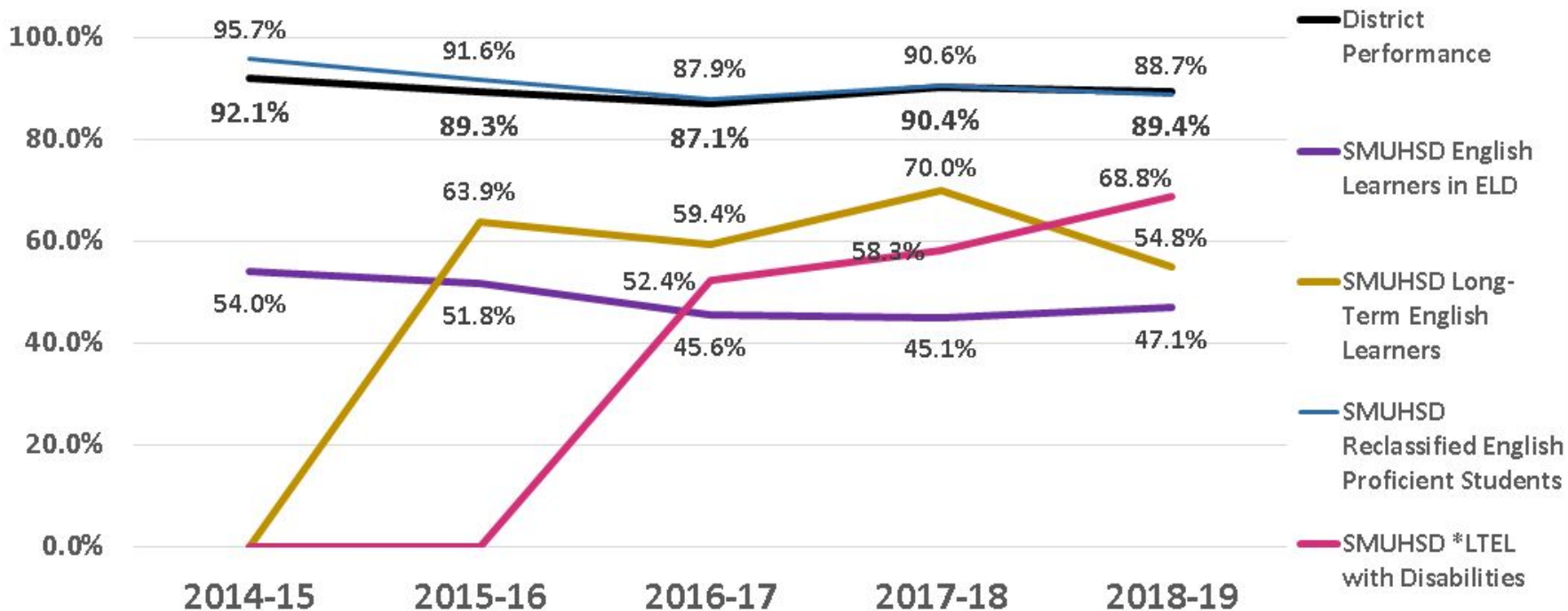




## 2018-19SY Sophomores On-Track

	Sophomore Cohort
District Performance	2113
English Learners in ELD	76
Long-Term English Learners	62
Reclassified English Proficient Students	601
*LTEL with Disabilities	189

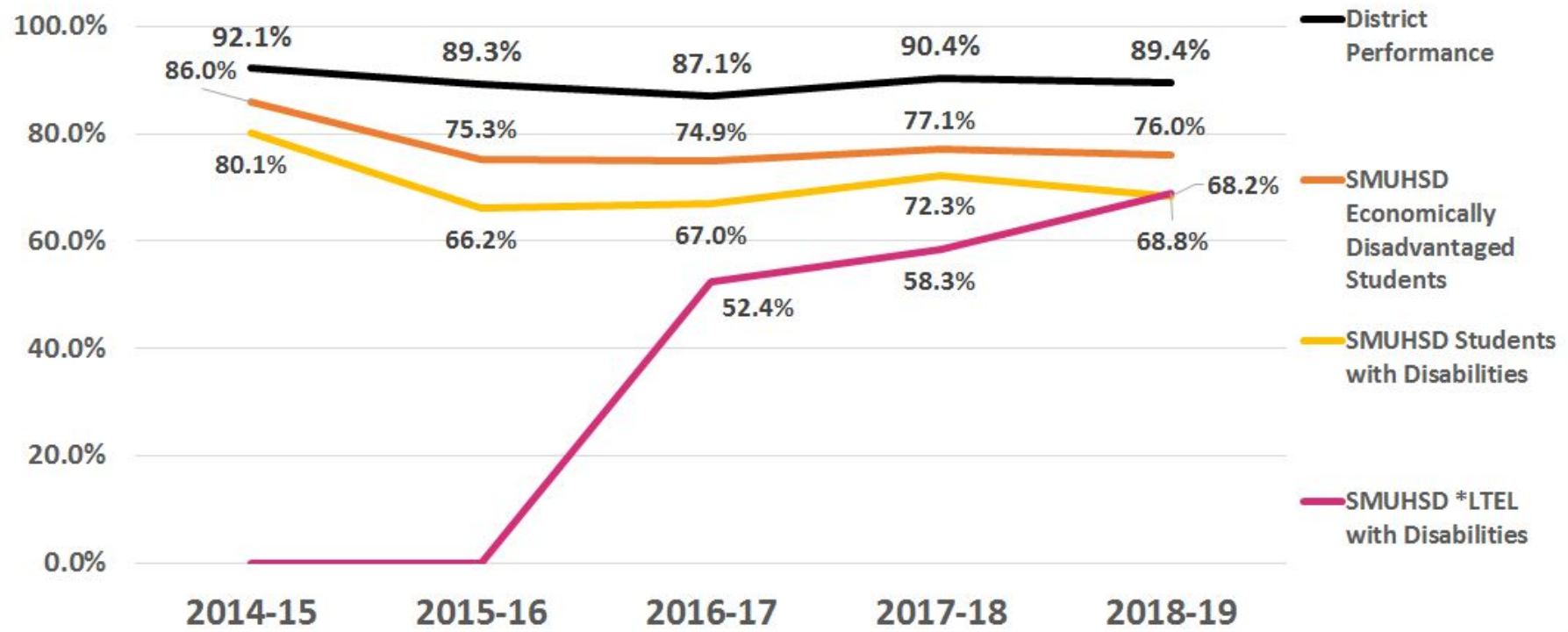
### Sophomores On-Track Rate, 5-Year Trend English Learner







District Performance Economically Disadvantaged Students	2113
Students with Disabilities	525
*LTEL with Disabilities	211
	189

Sophomores On-Track Rate, 5-Year Trend  
Historically Underrepresented Student Populations





 	<b>2018-19</b> EOY Sophomore On-Track Rate	<b>2018-19</b> Sophomore On-Track, Post-Summer School	Summer School Effectiveness Rate - Percent Change Increase, After SS Completion	Sophomore Cohort
<b>District Performance</b>	82.2%	89.4%	8.81%	2113
Latino Students	65.4%	76.2%	16.47%	659
Pacific Islander Students	80.4%	84.1%	4.55%	44
African American Students	78.6%	78.6%	0.00%	14
English Learners in ELD	42.4%	47.1%	10.92%	76
Long-Term English Learners	48.4%	54.8%	13.33%	62
Reclassified English Proficient Students	58.6%	88.7%	51.29%	601
Economically Disadvantaged Students	65.9%	76.0%	15.32%	525
Students with Disabilities	63.5%	68.2%	7.46%	211
*LTEL with Disabilities	50.0%	68.8%	0.27%	189

### Preliminary Data

- **Class of 2019 A-G (College Readiness) Rate**

-The District will improve A-G completion overall and increase attainment among key subgroups in 2018-19.

Overall Target =

3% increase for all students since previous school year

Historically Underrepresented Students Target =

5% increase for all students since previous school year

# LCAP Goal 2: A-G Completion - Analysis

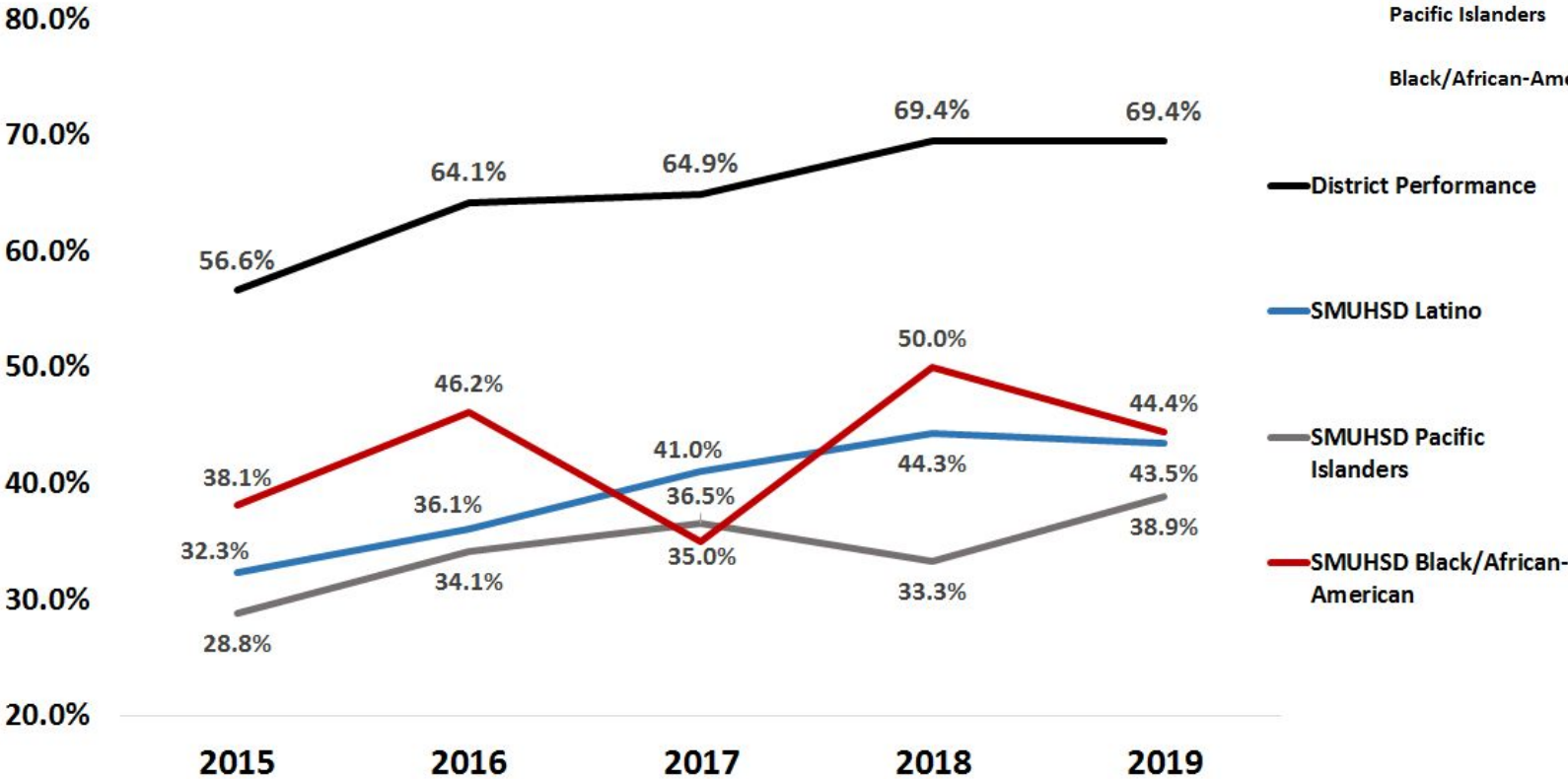
- **22% increase in overall A-G Readiness over 5 years**
- **35% increase for Latino students 2015-19**
- **30% increase among Economically Disadvantaged students 2015-19**
- **Persistent Gaps continue**

***We will move from reporting A-G Completion to CA's new College and Career Indicator going forward (and will report on this in December)***

Preliminary Data Only, California Dashboard will present full Adjusted 4-Year Cohort Outcomes this winter

Class of 2019 A-G College Readiness Rates	2015	2016	2017	2018	2019	Percent Change 1 Year	Percent Change Since 2016	Class of 2019 A-G Eligible Estimated Cohort Count	Class of 2019 Graduates
District Performance	56.6%	64.1%	64.9%	69.4%	69.4%	0.0%	8.3%	1419	2044
Aragon High	55.5%	66.9%	70.2%	77.0%	73.1%	-5.0%	9.4%	283	387
Burlingame High	56.0%	79.4%	75.6%	79.3%	82.3%	3.8%	3.7%	284	345
Capuchino High	57.0%	62.6%	60.9%	65.1%	58.9%	-9.5%	-5.9%	152	258
Hillsdale High	53.8%	53.1%	58.5%	70.1%	72.5%	3.4%	36.4%	232	320
Mills High	72.8%	84.4%	74.8%	75.7%	79.2%	4.6%	-6.1%	229	289
San Mateo High	54.4%	55.2%	61.1%	64.4%	63.6%	-1.2%	15.3%	238	374

**SMUHSD**  
**UC/CSU (A-G) College Readiness Rate, 5-Year Trend**  
**Underrepresented Populations**



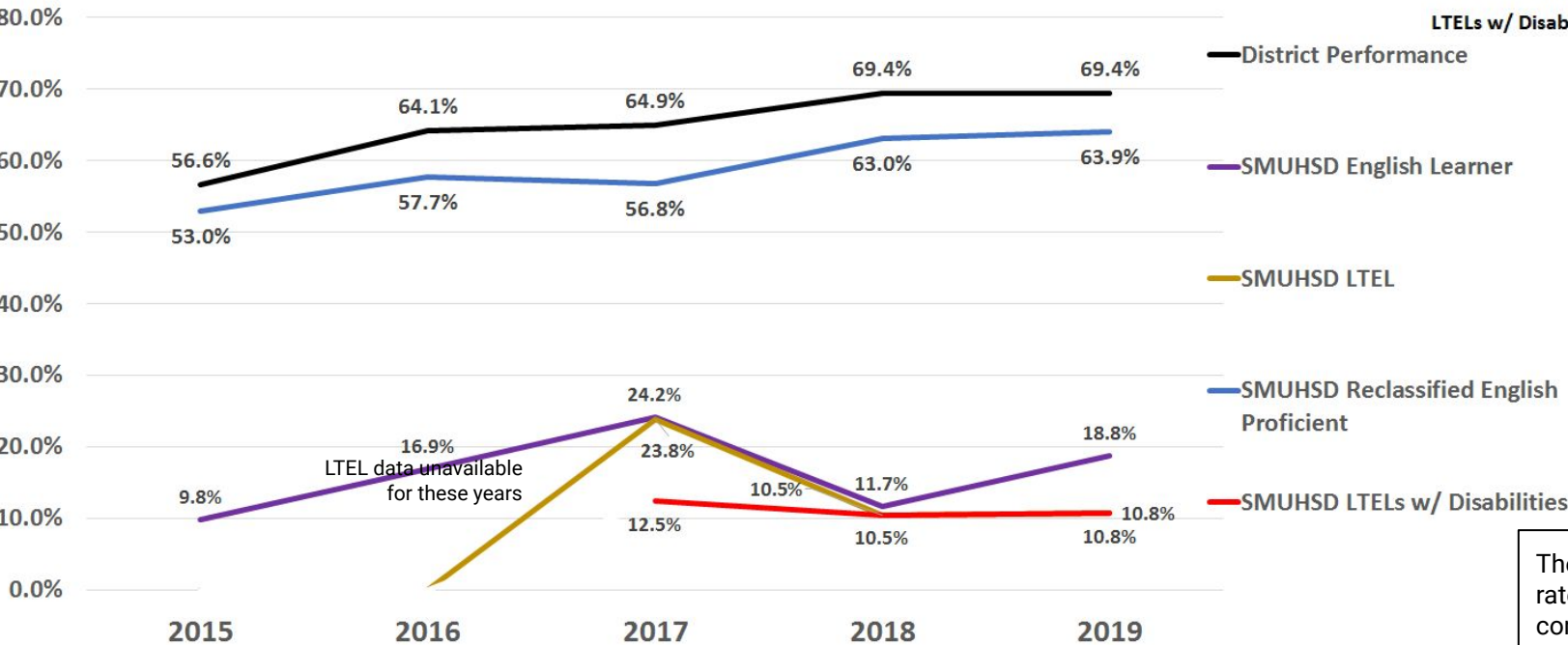
Cohort	Class of 2019 Graduate
District Performance	2044
Latino	589
Pacific Islanders	54
Black/African-American	18





Preliminary Data Only, California Dashboard will present full Adjusted 4-Year Cohort Outcomes this winter

SMUHSD  
UC/CSU (A-G) College Readiness Rate, 5-Year Trend  
English Learner

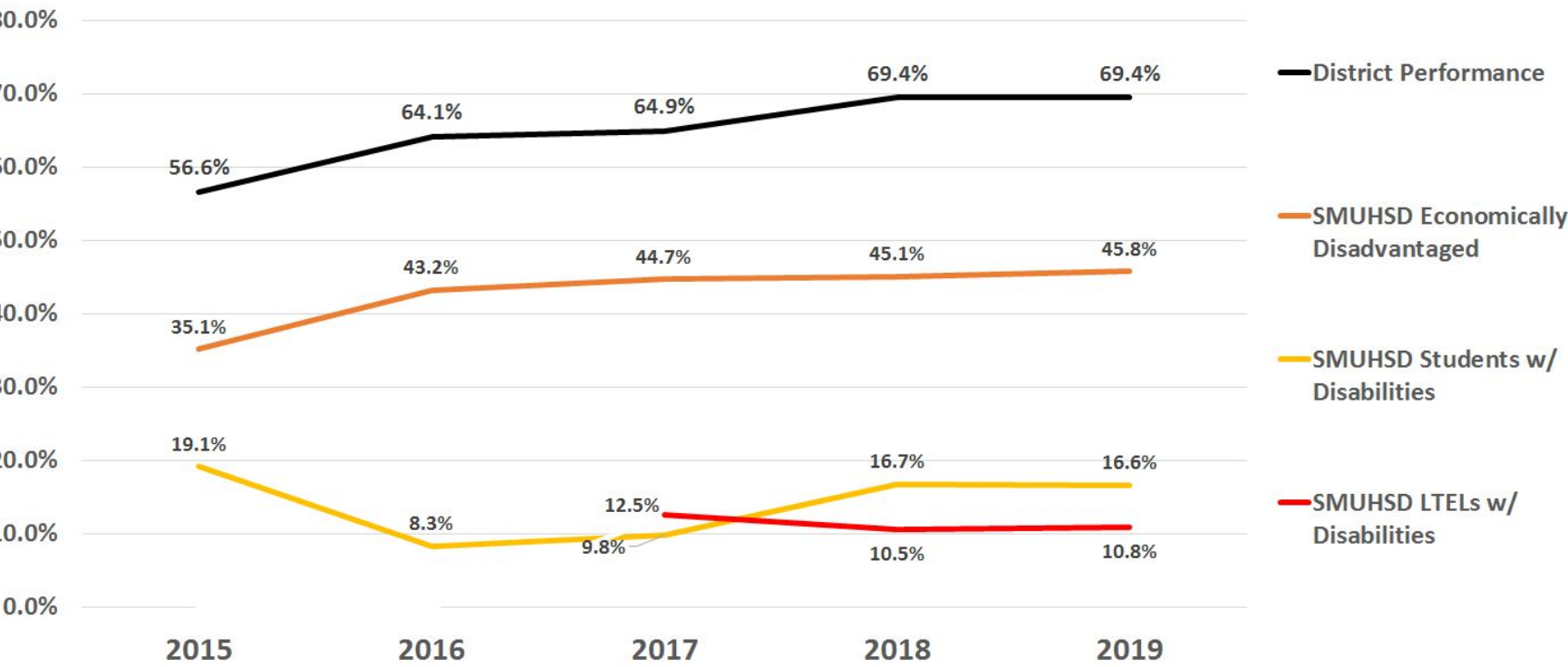


Cohort	Class of 2019
	Graduates
District Performance	2044
English Learner	112
LTEL	37
Reclassified English Proficient	632
LTELs w/ Disabilities	24



The English Learner A-G rate is calculated by combining ELs in ELD and not in ELD. The state calculation will include the RFEP cohort.

SMUHSD  
UC/CSU (A-G) College Readiness Rate, 5-Year Trend  
Historically Underrepresented





## LCAP Goal 2 - Reported Metrics

- **Increase Advanced Placement/Int'l Bac. Assessment-taking**

Overall Target =

1% increase for all students since previous school year

Historically Underrepresented Students Target =

3% increase for all students since previous school year

## 2018-19SY AP/IB Assessment-taking

Comprehensive School, Race/Ethnicity	# of Upperclassmen who took an AP Class	Percentage of Upperclassman who took an AP Class	2018-19SY Upperclassmen Cohort
<b>SMUHSD</b>	<b>2114</b>	<b>48.7%</b>	<b>4343</b>
Asian	769	76.7%	1002
Black	8	20.0%	40
Filipino	103	43.5%	237
Latino	330	21.1%	1565
Native American/Alaskan		0.0%	13
Pacific Islanders	16	14.0%	114
Two or More Races	240	53.0%	453
White	648	55.9%	1160

CAASPP Math  
Spring 2019



## Results



# LCAP Goal 2: CAASPP - Analysis

- **ELA performance overall is high (in relation to state and region)**
- **Math performance continues to be well below ELA**
- **Achievement has plateaued in both subject areas**
- **Student engagement with the assessment varies among students given its perceived importance**
- **11th grade PSAT performance will be reviewed at Feb. Board meeting so as to see a separate metric**



Spring 2019

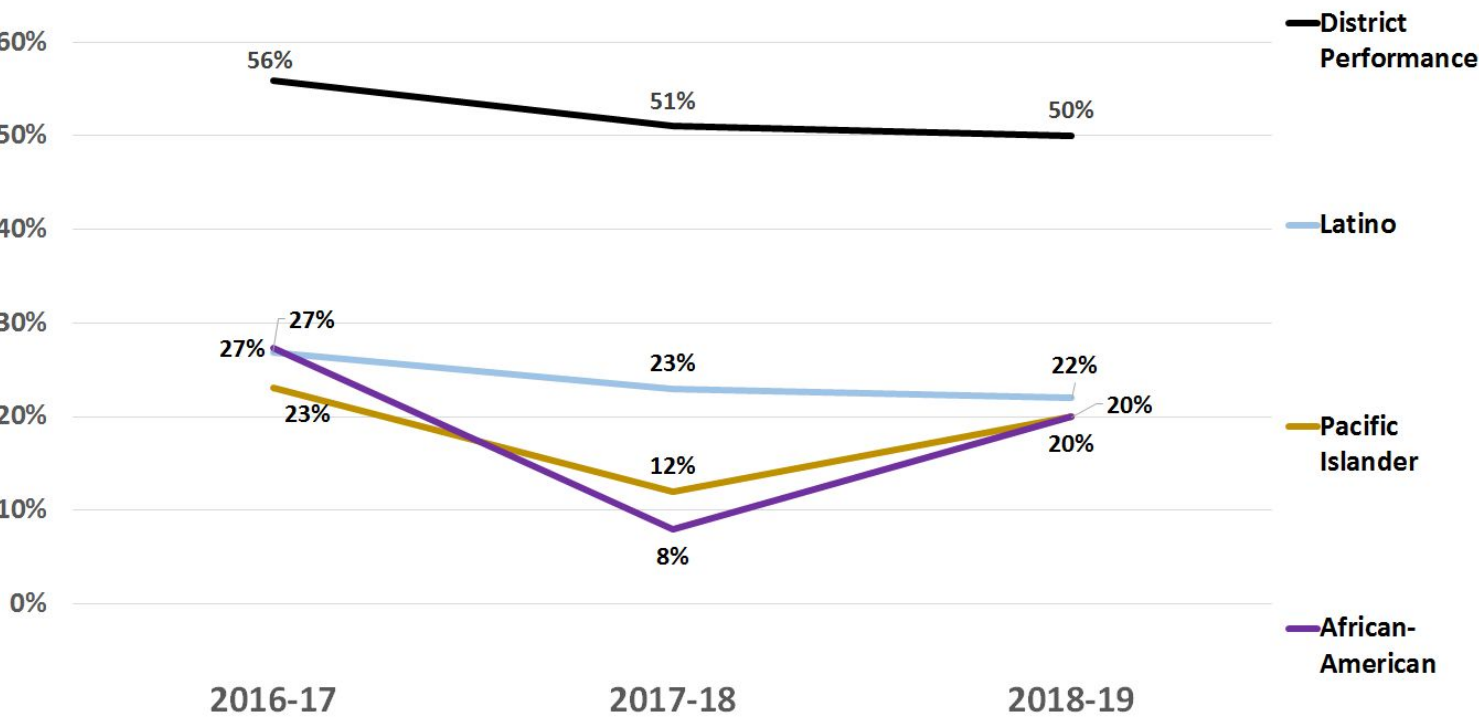
## Mathematics Results by School

### Students Meeting/Exceeding Math CAASPP Standard

All	Status 2016-17	Status 2017-18	Status 2018-19
District Performance	56%	51%	50%
Aragon High	63%	54%	51%
Burlingame High	63%	63%	59%
Capuchino High	43%	33%	34%
Hillsdale High	58%	52%	49%
Mills High	75%	70%	66%
Peninsula High	2%	0%	0%
San Mateo High	41%	46%	50%

Target = 5% (points) from the 2017-18 baseline.

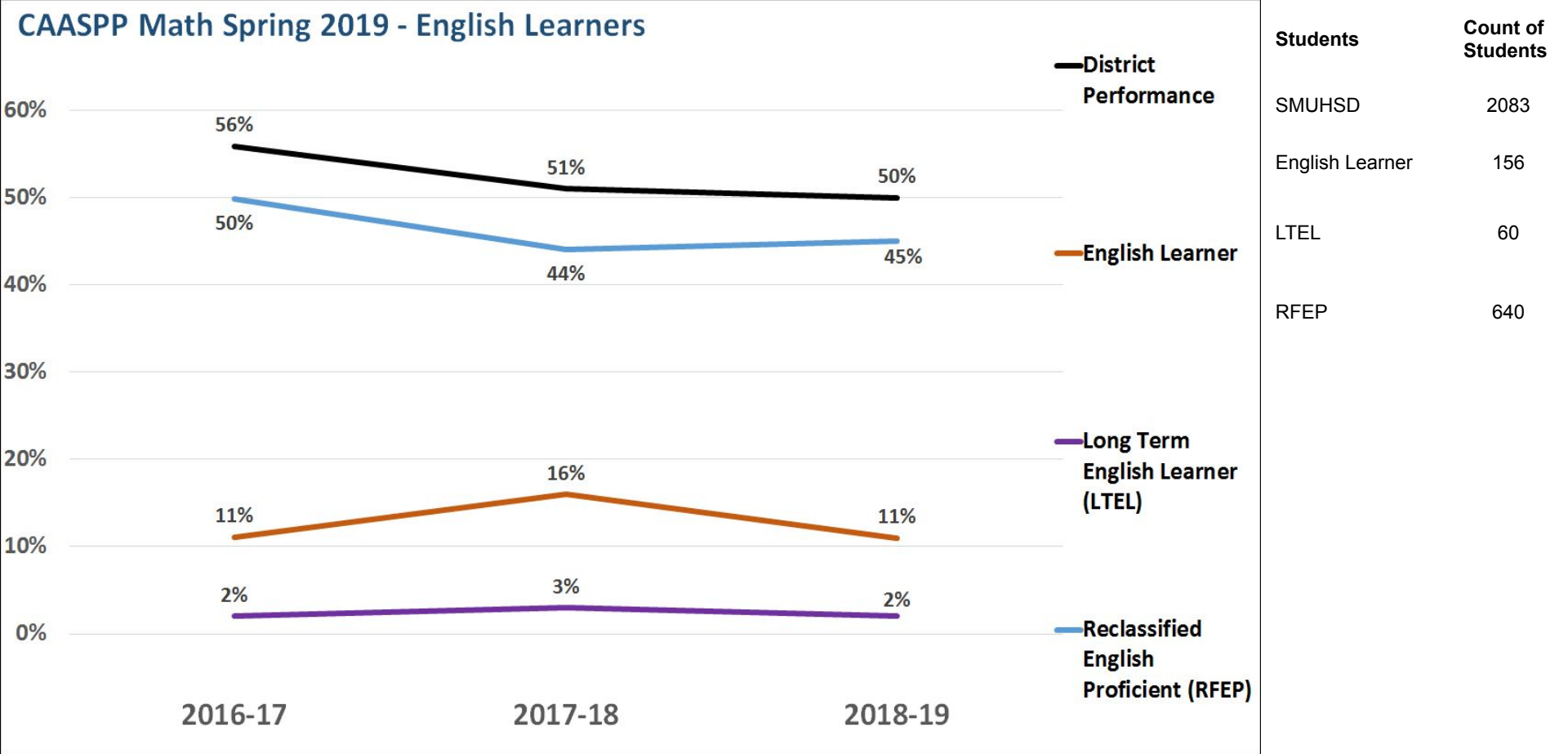
# CAASPP Math Spring 2019 by Race/Ethnicity



Students	Count of Students
SMUHSD	2083
Latino	709
Pacific Islander	47
African American	11

-Target Rates  
Overall - District and School = 5% increase from the 2017-18 baseline.  
Historically Underrepresented Populations = 7% increase from the 2017-18 baseline.

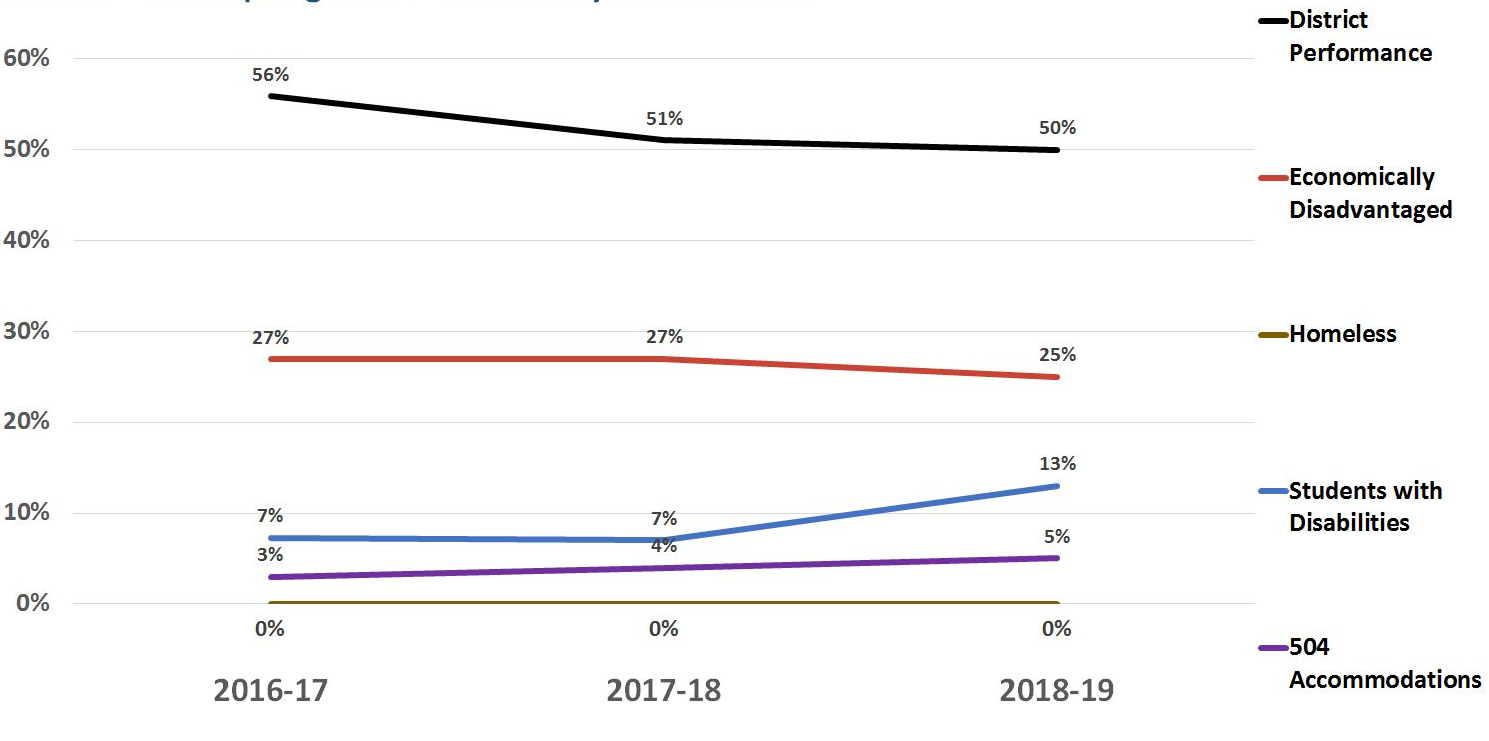
# CAASPP Math Spring 2019 - English Learners



Students	Count of Students
SMUHSD	2083
English Learner	156
LTEL	60
RFEP	640

-Target Rates  
Overall - District and School = 5% increase from the 2017-18 baseline.  
Historically Underrepresented Populations = 7% increase from the 2017-18 baseline.

CAASPP Math Spring 2019 - Historically Underserved



Students	Count of Students
SMUHSD	2083
Econ. Disadvantaged	578
Homeless	5
Stu. w/ Disabilities	158
504	140

-Target Rates  
Overall - District and School = 5% increase from the 2017-18 baseline.  
Historically Underrepresented Populations = 7% increase from the 2017-18 baseline.



CAASPP ELA  
Spring 2019



## Results





## Students Meeting/Exceeding ELA CAASPP Standard

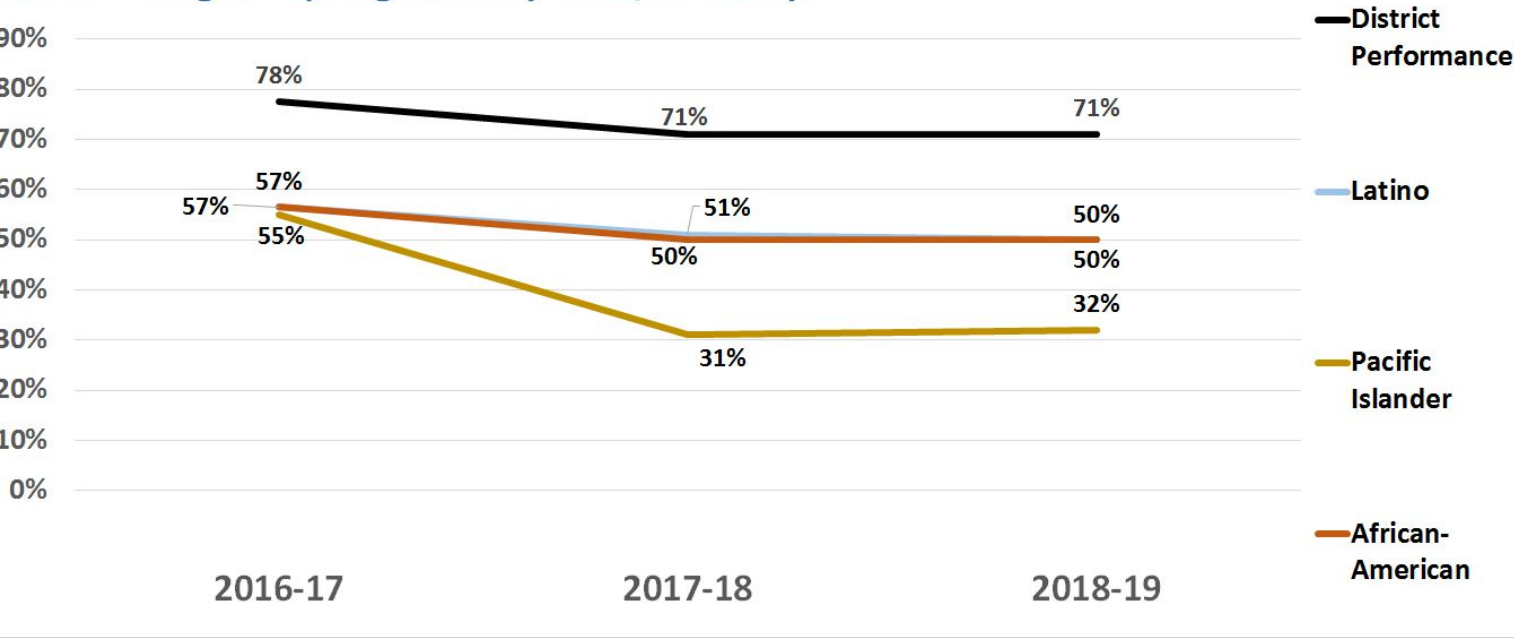
Spring 2019

English  
Language Arts  
Results by School

CAASPP ELA Spring 2019	Status 2016-17	Status 2017-18	Status 2018-19
District Performance	78%	71%	71%
Aragon High	84%	80%	77%
Burlingame High	89%	82%	80%
Capuchino High	73%	66%	61%
Hillsdale High	74%	74%	71%
Mills High	90%	76%	75%
Peninsula High	15%	13%	16%
San Mateo High	64%	62%	68%

Target = 5% (points) from the 2017-18 baseline.

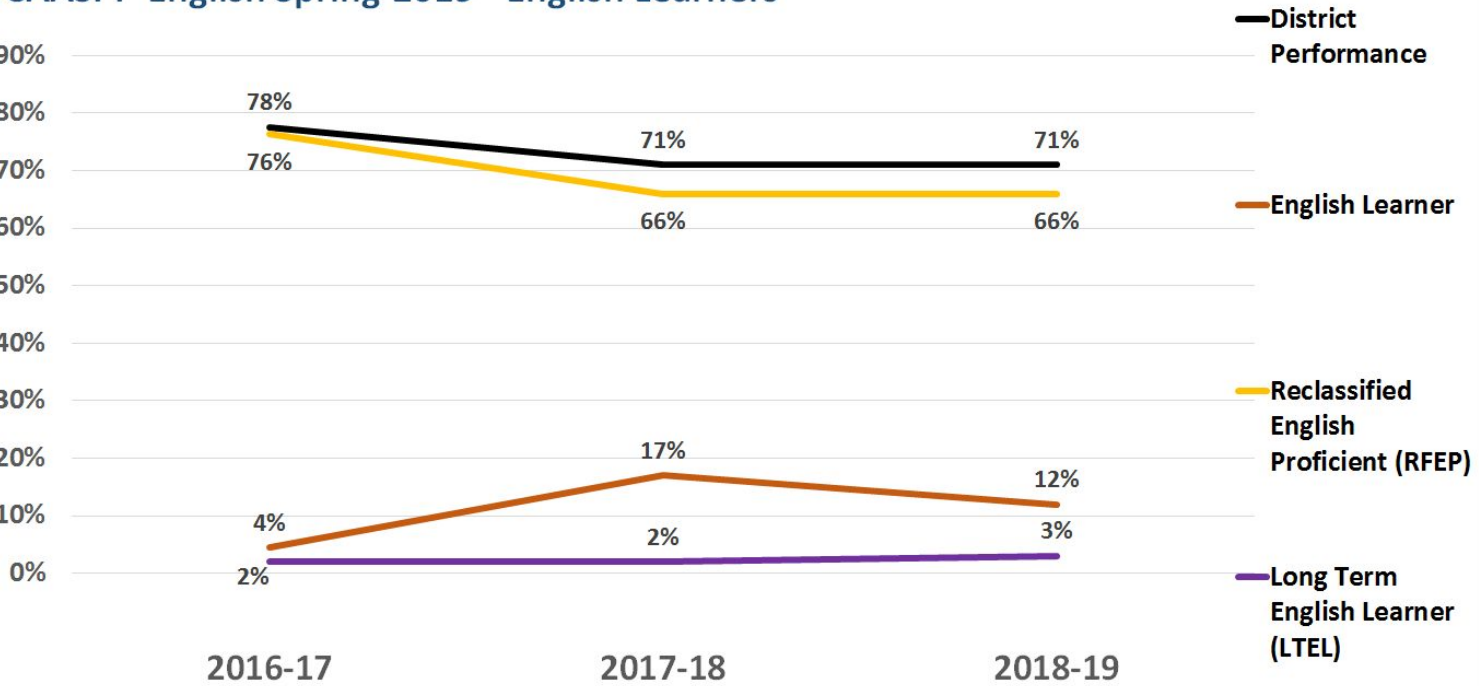
# CAASPP English Spring 2019 by Race/Ethnicity



Students	Count of Students
SMUHSD	2077
Latino	708
Pacific Islander	47
African American	12

**-Target Rates**  
Overall - District and School = 5% increase from the 2017-18 baseline.  
Historically Underrepresented Populations = 7% increase from the 2017-18 baseline.

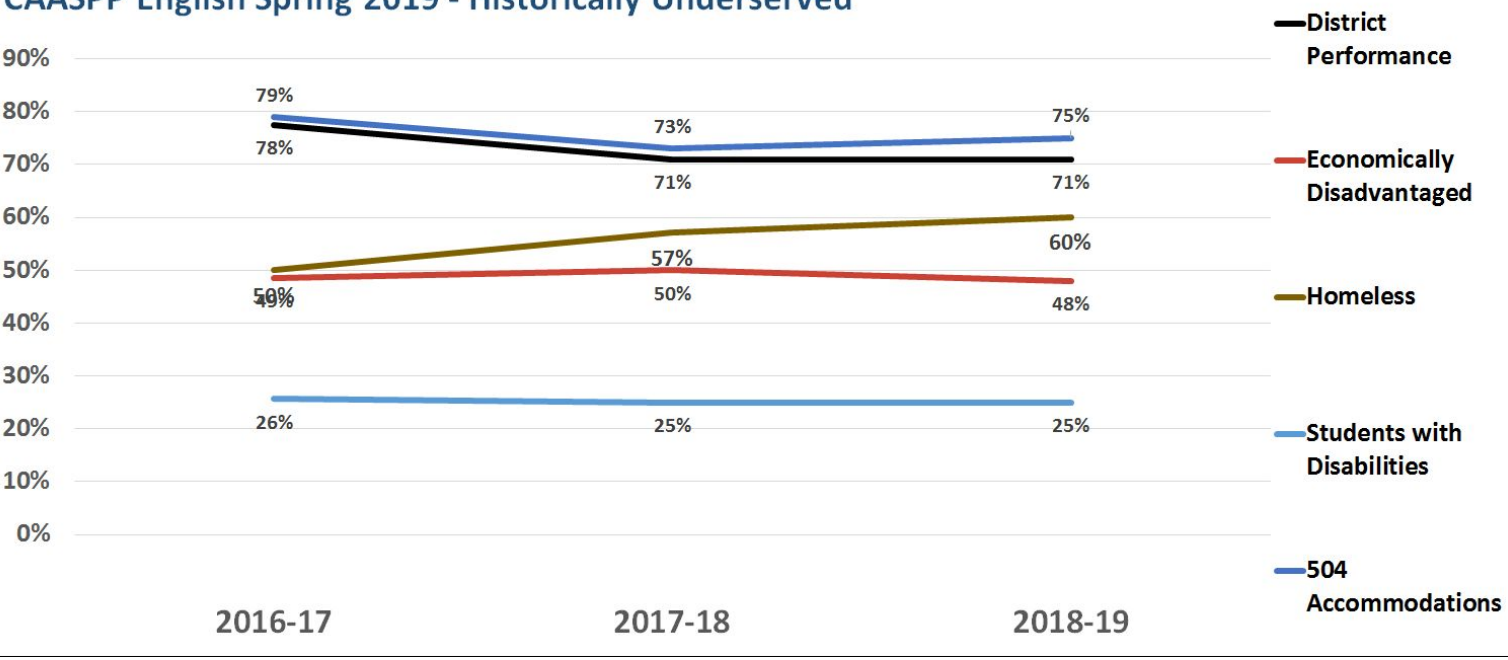
# CAASPP English Spring 2019 - English Learners



Students	Count of Students
SMUHSD	2077
English Learner	147
LTEL	60
RFEP	648

-Target Rates  
Overall - District and School = 5% increase from the 2017-18 baseline.  
Historically Underrepresented Populations = 7% increase from the 2017-18 baseline.

# CAASPP English Spring 2019 - Historically Underserved




Students	Count of Students
SMUHSD	2077
Econ. Disadvantaged	579
Homeless	5
Stu. w/ Disabilities	160
504	141

**-Target Rates**  
Overall - District and School = 5% increase from the 2017-18 baseline.  
Historically Underrepresented Populations = 7% increase from the 2017-18 baseline.

# Actions being taken:

- Review of the data by District and Site teams
- Re-tooling of weekly triage/intervention meetings (Counseling staff)
- Sites are identifying universal supports (“Tier I”) that should be in place in all classes to address student needs
- Continued work to implement pedagogical best practices that support EL/LTEL students in mainstream classes (*Constructing Meaning*)
- Continued use of the new technology infrastructure (Canvas/Aeries) to coordinate student support
- Continued implementation of innovative approaches to intervention:
  - Flex Time
  - Roving” math instructors in Algebra I
  - Ethnic Studies
  - Support classes
  - Chronic Absenteeism abatement strategies
  - Various social-emotional/wellness supports



# APPENDIX.

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Forthcoming:

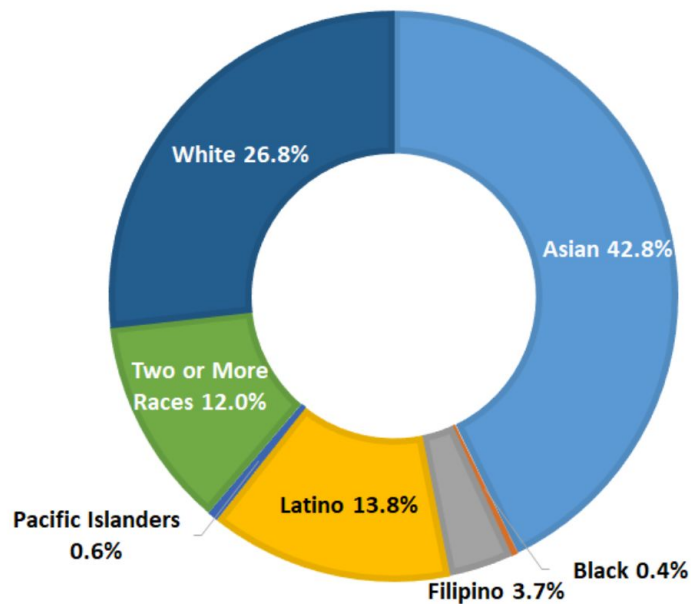
<https://tinyurl.com/SMUHSDPadlet>

[SMUHSD](#)  
[CollegeBoard](#)  
[Integrated Report 2019](#)

[ELPAC Results Site](#)

# Advanced Placement (AP) Test-Taker Demographics and AP Class Enrollment

\*ARAGON - AP TESTING % OF STUDENTS BY RACE



Comprehensive School, Race/Ethnicity	# of Upperclassmen who took an AP Class	Percentage of Upperclassman who took an AP Class	2018-19SY Upperclassmen Cohort
Aragon High School	478	58.6%	816
Asian	167	87.9%	190
Black	3	33.3%	9
Filipino	21	55.3%	38
Latino	81	34.6%	234
Native American/Alaskan		0.0%	3
Pacific Islanders	7	21.2%	33
Two or More Races	62	65.3%	95
White	137	64.0%	214

\*Percentage of **Economically Disadvantaged Student** in the 2018-19SY AP Testing Cohort.

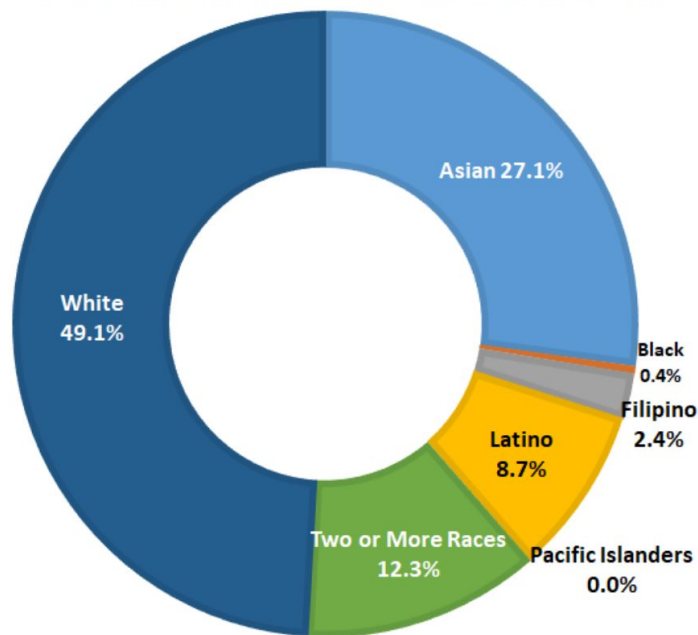
**13%**

\*Data has been provided for trend analysis. There is a 1% difference in calculated values from source data, AP Test raw data file vs. [CollegeBoard's Integrated Summary](#). Soft match data mining was performed on 1% of the source data where inaccurate or no student IDs appeared in the file. Source data also contained students who did not match back to the SMUHSD student information system with active or inactive EOY status.



# Advanced Placement (AP) Test-Taker Demographics and AP Class Enrollment

\*BURLINGAME - AP TESTING % OF STUDENTS BY RACE



Comprehensive School, Race/Ethnicity	# of Upperclassmen who took an AP Class	Percentage of Upperclassman who took an AP Class	2018-19SY Upperclassmen Cohort
<b>Burlingame High School</b>	<b>429</b>	<b>60.1%</b>	<b>714</b>
Asian	110	78.6%	140
Black	2	33.3%	6
Filipino	10	50.0%	20
Latino	42	32.8%	128
Native American/Alaskan		0.0%	4
Pacific Islanders	1	20.0%	5
Two or More Races	51	67.1%	76
White	213	63.6%	335
<b>Capuchino High School</b>	<b>22</b>	<b>3.6%</b>	<b>603</b>
Asian	2	2.8%	72

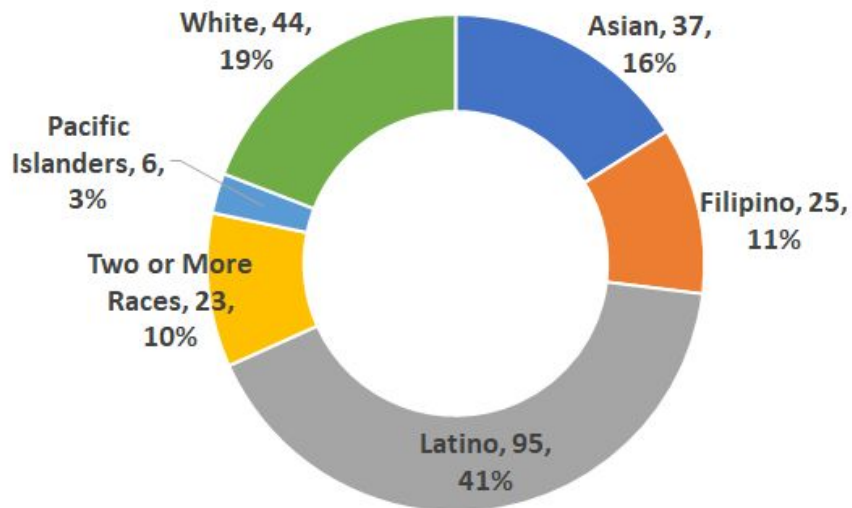
\*Percentage of **Economically Disadvantaged Students** in the 2018-19SY AP Testing Cohort.

**7%**

\*Data has been provided for trend analysis. There is a 1% difference in calculated values from source data, AP Test raw data file vs. [CollegeBoard's Integrated Summary](#). Soft match data mining was performed on 1% of the source data where inaccurate or no student IDs appeared in the file. Source data also contained students who did not match back to the SMUHSD student information system with active or inactive EOY status.

# 2018-19SY Capuchino High IB AP/IB Test-Taker Demographics and Enrollment

Capuchino AP/IB Test-Takers by Race



Race/Ethnicity	Passed AP/IB Test	Students who Took an AP/IB Test	AP/IB Test Pass Rate
Asian	24	37	64.9%
Filipino	14	25	56.0%
Latino	69	95	72.6%
Two or More Races	16	23	69.6%
Pacific Islanders		6	n/a
White	24	44	54.5%
Capuchino Total	147	227	64.8%

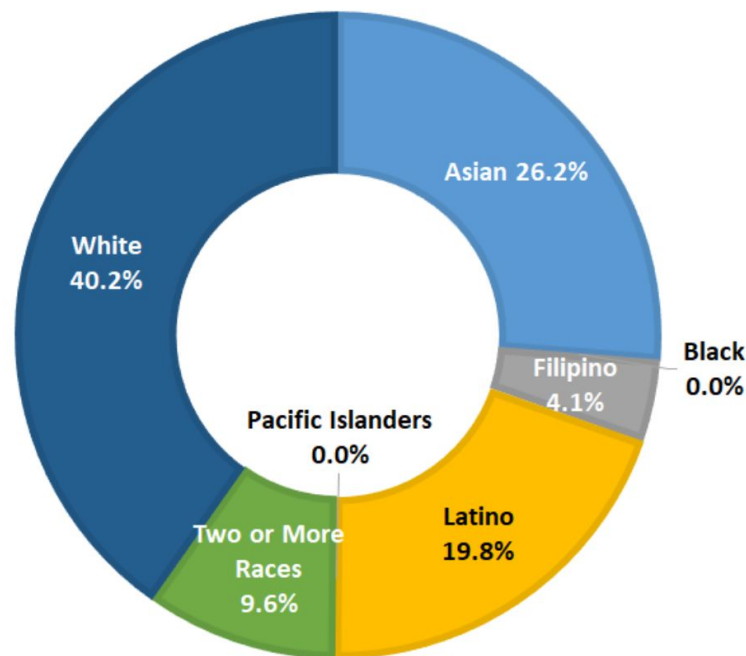
\*Percentage of  
**Economically Disadvantaged Student** in the 2018-19SY AP Testing Cohort.

**34.4%**

\*Data has been provided for trend analysis. There is a 1% difference in calculated values from source data, AP Test raw data file vs. [CollegeBoard's Integrated Summary](#). Soft match data mining was performed on 1% of the source data where inaccurate or no student IDs appeared in the file. Source data also contained students who did not match back to the SMUHSD student information system with active or inactive EOY status.

# Advanced Placement (AP) Test-Taker Demographics and AP Class Enrollment

\*HILLSDALE - AP TESTING % OF STUDENTS BY RACE



Comprehensive School, Race/Ethnicity	# of Upperclassmen who took an AP Class	Percentage of Upperclassman who took an AP Class	2018-19SY Upperclassmen Cohort
Hillsdale High School	356	47.5%	750
Asian	79	71.8%	110
Black		0.0%	6
Filipino	17	44.7%	38
Latino	69	27.2%	254
Native American/Alaskan		0.0%	4
Pacific Islanders	1	33.3%	3
Two or More Races	38	48.7%	78
White	152	59.1%	257

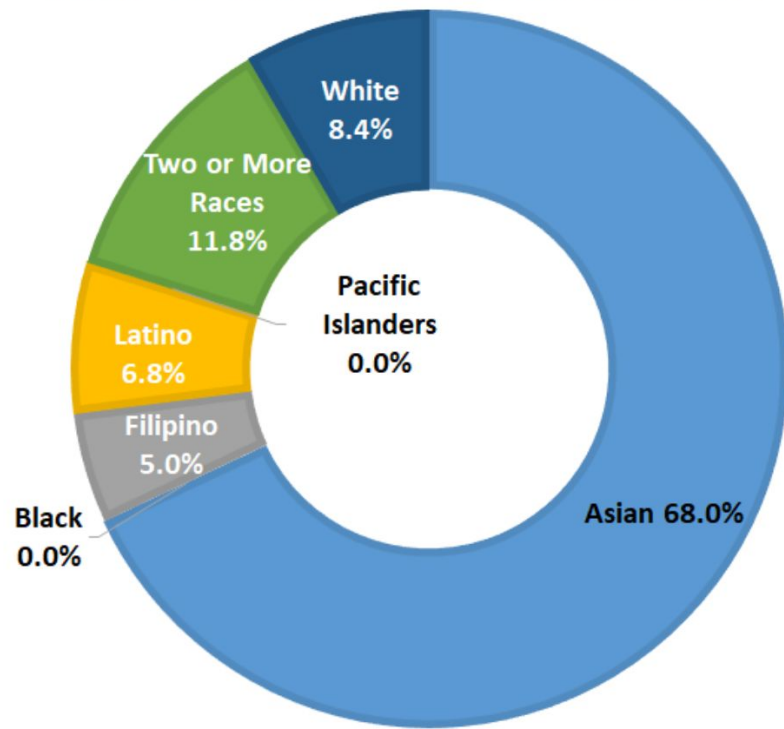
\*Percentage of Economically Disadvantaged Students in the 2018-19SY AP Testing Cohort.

11%

\*Data has been provided for trend analysis. There is a 1% difference in calculated values from source data, AP Test raw data file vs. [CollegeBoard's Integrated Summary](#). Soft match data mining was performed on 1% of the source data where inaccurate or no student IDs appeared in the file. Source data also contained students who did not match back to the SMUHSD student information system with active or inactive EOY status.

# Advanced Placement (AP) Test-Taker Demographics and AP Class Enrollment

\*MILLS - AP TESTING % OF STUDENTS BY RACE



Comprehensive School, Race/Ethnicity	# of Upperclassmen who took an AP Class	Percentage of Upperclassman who took an AP Class	2018-19SY Upperclassmen Cohort
Mills High School	388	62.9%	617
Asian	234	82.7%	283
Black		0.0%	1
Filipino	29	52.7%	55
Latino	39	36.4%	107
Pacific Islanders	3	15.8%	19
Two or More Races	41	59.4%	69
White	42	50.6%	83

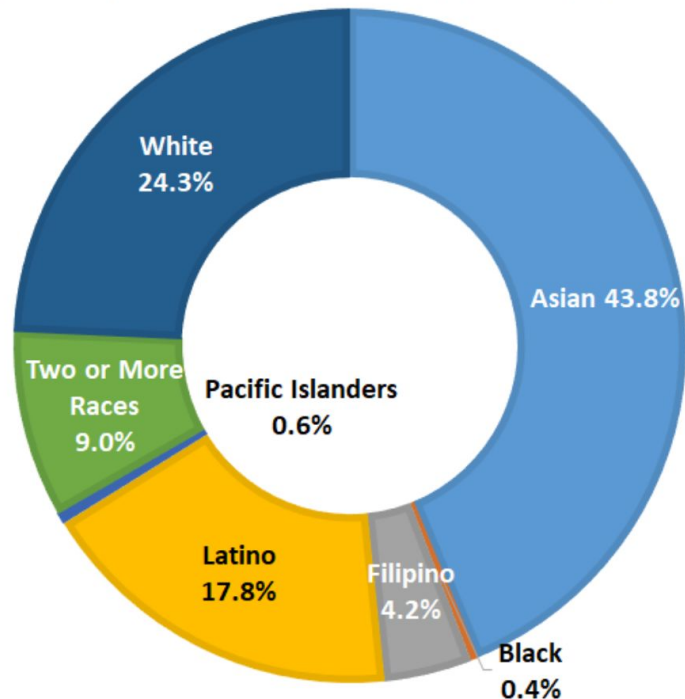
\*Percentage of  
**Economically Disadvantaged Students** in the 2018-19SY  
AP Testing Cohort.

**16%**

\*Data has been provided for trend analysis. There is a 1% difference in calculated values from source data, AP Test raw data file vs. [CollegeBoard's Integrated Summary](#). Soft match data mining was performed on 1% of the source data where inaccurate or no student IDs appeared in the file. Source data also contained students who did not match back to the SMUHSD student information system with active or inactive EOY status.

# Advanced Placement (AP) Test-Taker Demographics and AP Class Enrollment

**\*SAN MATEO - AP TESTING % OF STUDENTS BY RACE**



Comprehensive School, Race/Ethnicity	# of Upperclassmen who took an AP Class	Percentage of Upperclassman who took an AP Class	2018-19SY Upperclassmen Cohort
San Mateo High School	441	52.3%	843
Asian	177	88.9%	199
Black	2	20.0%	10
Filipino	22	61.1%	36
Latino	94	25.7%	366
Native American/Alaskan		0.0%	1
Pacific Islanders	4	26.7%	15
Two or More Races	43	64.2%	67
White	99	66.4%	149

\*Percentage of **Economically Disadvantaged Students** in the 2018-19SY AP Testing Cohort.

**15%**

\*Data has been provided for trend analysis. There is a 1% difference in calculated values from source data, AP Test raw data file vs. [CollegeBoard's Integrated Summary](#). Soft match data mining was performed on 1% of the source data where inaccurate or no student IDs appeared in the file. Source data also contained students who did not match back to the SMUHSD student information system with active or inactive EOY status.