Claremont Unified

Explore the performance of Claremont Unified under California's Accountability System.

- **Chronic Absenteeism**: Green
- **Suspension Rate**: Green
- **English Learner Progress**: No Performance Color
- **Graduation Rate**: Green
- **College/Career**: Green
- **English Language Arts**: Green
- **Mathematics**: Green
- **Implementation of Academic Standards**: STANDARD MET
- **Parent and Family Engagement**: STANDARD MET
- **Local Climate Survey**: STANDARD MET
- **Access to a Broad Course of Study**: STANDARD MET

### District Details

- **NAME**: Claremont Unified
- **ADDRESS**: 170 West San Jose Avenue, Claremont, CA 91711-5285
- **WEBSITE**: http://www.cusd.claremont...
- **GRADES SERVED**: K-Adult

### Student Population

- **Enrollment**: 6,945
- **Socioeconomically Disadvantaged**: 35.8%
- **English Learners**: 5.1%
- **Foster Youth**: 0.2%
Academic Performance

View Student Assessment Results and other aspects of school performance.

**English Language Arts**
- **Green**: 34.5 points above standard
- **Maintained 2.3 Points**

**Mathematics**
- **Green**: 0.7 points above standard
- **Increased 3.9 Points ▲**

**English Learner Progress**
- **53.8% making progress towards English language proficiency**
- **Number of EL Students: 208**

**College/Career**
- **Green**: 61.3% prepared
- **Increased 2.8% ▲**

Local Indicators

**Implementation of Academic Standards**
- **STANDARD MET**

Academic Engagement

See information that shows how well schools are engaging students in their learning.
LEARN MORE

Chronic Absenteeism

Green

5.9% chronically absent
Declined 0.9% ▼

Graduation Rate

Green

94.3% graduated
Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color

<table>
<thead>
<tr>
<th>Color</th>
<th>Red</th>
<th>Orange</th>
<th>Yellow</th>
<th>Green</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

LEARN MORE

Local Indicators

Access to a Broad Course of Study

STANDARD MET

CLAREMONT UNIFIED

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

2% suspended at least once
Maintained 0.2%
Local Indicators

- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

Academic Performance
Academic Performance
View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

Student Group Details
All Student Groups by Performance Level

- **Red**
  - No Students

- **Orange**
  - African American
  - English Learners

- **Yellow**
  - Homeless
  - Students with Disabilities

- **Green**
  - Hispanic
  - Two or More Races
  - Socioeconomically Disadvantaged

- **Blue**
  - Asian
  - Filipino
  - White

- **No Performance Color**
  - American Indian
  - Foster Youth
  - Pacific Islander

Number of Students: 3,409
**Distance From Standard (English Language Arts)**
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>32.2 points above standard</td>
<td>32.2 points above standard</td>
<td>34.5 points above standard</td>
</tr>
</tbody>
</table>

**English Language Arts Data Comparisons: English Learners**
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

<table>
<thead>
<tr>
<th></th>
<th>Current English Learners</th>
<th>Reclassified English Learners</th>
<th>English Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74.7 points below standard</td>
<td>9.6 points above standard</td>
<td>37.8 points above standard</td>
</tr>
<tr>
<td></td>
<td>Declined 4.3 Points ▼</td>
<td>Maintained 0.5 Points</td>
<td>Maintained 2.3 Points</td>
</tr>
<tr>
<td>Number of Students:</td>
<td>126</td>
<td>Number of Students: 196</td>
<td>Number of Students: 2,785</td>
</tr>
</tbody>
</table>

**Mathematics**

**All Students**
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**Student Group Details**

**All Student Groups by Performance Level**

10 Total Student Groups

- **Red**
  - No Students
- **Orange**
  - African American
- **Yellow**
  - Hispanic
<table>
<thead>
<tr>
<th>English Learners</th>
<th>Homeless</th>
<th>Socioeconomically Disadvantaged</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Blue</td>
<td>No Performance Color</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Filipino</td>
<td>American Indian</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td>Foster Youth</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Color</td>
<td>Performance</td>
<td>Change</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>American Indian</td>
<td>No Color</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>No Color</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>No Color</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Orange</td>
<td>64.3 points below standard</td>
<td>Declined 8.4 Points</td>
</tr>
<tr>
<td>English Learners</td>
<td>Orange</td>
<td>39.7 points below standard</td>
<td>Maintained -2 Points</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Yellow</td>
<td>26.1 points below standard</td>
<td>Increased 4.7 Points</td>
</tr>
<tr>
<td>Homeless</td>
<td>Yellow</td>
<td>45.5 points below standard</td>
<td>Increased 9.4 Points</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Yellow</td>
<td>32.1 points below standard</td>
<td>Increased 8.3 Points</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Yellow</td>
<td>74.3 points below standard</td>
<td>Increased 8.6 Points</td>
</tr>
<tr>
<td>Asian</td>
<td>Green</td>
<td>61.4 points above standard</td>
<td>Declined 3 Points</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Green</td>
<td>20.3 points above standard</td>
<td>Declined 8.2 Points</td>
</tr>
<tr>
<td>White</td>
<td>Green</td>
<td>17.8 points above standard</td>
<td>Increased 6.8 Points</td>
</tr>
<tr>
<td>Filipino</td>
<td>Blue</td>
<td>35.8 points above standard</td>
<td>Maintained 2.1 Points</td>
</tr>
</tbody>
</table>
Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

<table>
<thead>
<tr>
<th>Current English Learners</th>
<th>Reclassified English Learners</th>
<th>English Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.7 points below standard</td>
<td>15.3 points below standard</td>
<td>1.6 points above standard</td>
</tr>
<tr>
<td>Declined 14.3 Points ▼</td>
<td>Increased 3.5 Points ▲</td>
<td>Increased 4.4 Points ▲</td>
</tr>
<tr>
<td>Number of Students: 126</td>
<td>Number of Students: 196</td>
<td>Number of Students: 2,784</td>
</tr>
</tbody>
</table>

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**ELPAC Levels**

**ELPI Levels**

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**All Students**

Green

61.3% prepared

Increased 2.8% ▲
Student Group Details
All Student Groups by Performance Level

6 Total Student Groups

- **Red**
  - Students with Disabilities
- **Orange**
  - No Students
- **Yellow**
  - White
- **Green**
  - Homeless
  - Socioeconomically Disadvantaged
- **Blue**
  - Asian
  - Hispanic
- **No Performance Color**
  - African American
  - American Indian
  - English Learners
  - Filipino
  - Foster Youth
  - Two or More Races
  - Pacific Islander
<table>
<thead>
<tr>
<th>Group</th>
<th>Performance Color</th>
<th>Prepared (%)</th>
<th>Increased (%)</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>No Performance Color</td>
<td>60%</td>
<td>26.7%</td>
<td>20</td>
</tr>
<tr>
<td>American Indian</td>
<td>No Performance Color</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td>20.6%</td>
<td>1</td>
</tr>
<tr>
<td>English Learners</td>
<td>No Performance Color</td>
<td>20.6%</td>
<td>4.6%</td>
<td>34</td>
</tr>
<tr>
<td>Filipino</td>
<td>No Performance Color</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td>6</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>No Performance Color</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td>3</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>No Performance Color</td>
<td>65.4%</td>
<td>-5.6%</td>
<td>26</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>No Performance Color</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td>Less than 11 students - data not displayed for privacy</td>
<td>2</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Red</td>
<td>5.8%</td>
<td>-8.9%</td>
<td>69</td>
</tr>
<tr>
<td>White</td>
<td>Yellow</td>
<td>59.5%</td>
<td>-6.4%</td>
<td>215</td>
</tr>
<tr>
<td>Homeless</td>
<td>Green</td>
<td>45%</td>
<td>2.6%</td>
<td>60</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Green</td>
<td>51.9%</td>
<td>3.6%</td>
<td>291</td>
</tr>
<tr>
<td>Asian</td>
<td>Blue</td>
<td>82.7%</td>
<td>3.9%</td>
<td>75</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Blue</td>
<td>57.4%</td>
<td>9.4%</td>
<td>249</td>
</tr>
</tbody>
</table>
Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploration And Research Phase</td>
</tr>
<tr>
<td>2</td>
<td>Beginning Development</td>
</tr>
<tr>
<td>3</td>
<td>Initial Implementation</td>
</tr>
<tr>
<td>4</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>5</td>
<td>Full Implementation And Sustainability</td>
</tr>
</tbody>
</table>

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts – Common Core State Standards for English Language Arts</td>
<td>Full Implementation And Sustainability</td>
<td>5</td>
</tr>
<tr>
<td>English Language Development (Aligned to English Language Arts Standards)</td>
<td>Initial Implementation</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
<td>Full Implementation And Sustainability</td>
<td>5</td>
</tr>
<tr>
<td>Next Generation Science Standards</td>
<td>Initial Implementation</td>
<td>3</td>
</tr>
<tr>
<td>History - Social Science</td>
<td>Initial Implementation</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts – Common Core State Standards for English Language Arts</td>
<td>Full Implementation And Sustainability</td>
<td>5</td>
</tr>
<tr>
<td>English Language Development (Aligned to English Language Arts Standards)</td>
<td>Full Implementation And Sustainability</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
<td>Full Implementation</td>
<td>4</td>
</tr>
<tr>
<td>Next Generation Science Standards</td>
<td>Initial Implementation</td>
<td>3</td>
</tr>
</tbody>
</table>
Policy & Program Support
Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

- **English Language Arts – Common Core State Standards for English Language Arts**
  - Initial Implementation
  - Full Implementation And Sustainability

- **Mathematics – Common Core State Standards for Mathematics**
  - Initial Implementation
  - Full Implementation

- **Next Generation Science Standards**
  - Initial Implementation

- **History - Social Science**
  - Initial Implementation

Implementation of Standards
Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

- **Career Technical Education**
  - Full Implementation

- **Health Education Content Standards**
  - Full Implementation

- **Physical Education Model Content Standards**
  - Full Implementation And Sustainability

- **Visual and Performing Arts**
  - Full Implementation And Sustainability

- **World Language**
  - Full Implementation And Sustainability

Engagement of School Leadership
Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- **Identifying the professional learning needs of groups of teachers or staff as a whole**
  - Full Implementation And Sustainability

- **Identifying the professional learning needs of individual teachers**
  - Full Implementation And Sustainability

- **Providing support for teachers on the standards they have not yet mastered**
  - Full Implementation

Additional Comments
The LEA surveys teachers and administrators regarding their comfort level with implementing the California Standards in ELA and math. This information is utilized to plan and implement professional development (PD) for the following year. Currently, 72% of certificated staff agree that they have adequate curriculum. The LEA continued to provide PD for grades 9-12 in math, K-12 in writing and Thinking Maps, K-12 in NGSS, and 7-12 in HSS. Additionally, the LEA had begun work in training teachers on arts integration and social-emotional learning.

PD in NGSS for grades K-12 will continue to be provided in 2019-2020, and the work in mathematics will be expanded to grades 7-8. CUSD will explore options for professional development in history social science. Additionally, site TOSAs continue to provide coaching and support in all curricular areas.

Secondary teachers in history social science and world language recently adopted new materials aligned with the new frameworks. In addition, our Science, Innovation, and Technology TOSA and Director of Educational Services is leading the charge in developing a plan of adoption/implementation of new NGSS materials for CUSD teachers. In the meantime, teachers have gap materials.

The EL Facilitators and Director continue to provide resources for administrators and teachers to use for professional development in the ELD standards. Work continues on ensuring that staff are trained in implementing the ELD standards with fidelity.