

Acalanes Center for Independent Study

School Accountability Report Card



GRADES 9-12

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Mark Uhrenholt, Director

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Director's Message

The Acalanes Center for Independent Study ("CIS") is the newest school in the Acalanes Union High School District ("District"). CIS is located at the Del Valle Education Center in Walnut Creek in a beautiful setting just over the hills east of the University of California near Mt. Diablo. Del Oro High School, the district's continuation high school and its independent study program divided into separate schools in 2004. CIS became the only alternative high school in 2010-11 with the closure of Del Oro High School. CIS is a WASC accredited high school receiving a six-year term of accreditation after a site visitation in March 2011.

CIS serves the students who live in the suburban residential communities of Lafayette, Moraga, Orinda and Walnut Creek who attend one of the four comprehensive high schools in the District – Acalanes, Campolindo, Las Lomas and Miramonte. Parents in these communities are engaged primarily in professional occupations, have high expectations for their schools, are active participants in their students' education, and are supportive in their financial support to the District. In 2011, the Acalanes Union High School District ranked number two among high school districts in California based on API scores.

CIS offers a college preparatory program for all students with classes that meet the University of California's "a-g" requirements. Limited elective classes are available for students and students may enroll in adult education, ROP or community college classes. CIS classes are small and the students have an opportunity to interact with teachers and fellow students. Students have access to the district internet for research, and computers and printers for class work.

CIS is a safe, clean and orderly campus, with 14 part-time teachers, 2 full-time support staff and one administrator. The campus is quiet and calm during the school day.

Mission Statement

The Mission of the Acalanes Center for Independent Study is to provide opportunities for students with special or unique educational interests to succeed in meeting their academic goals through a guided independent study program.

School Safety

The District Office and the Director of the Del Valle Education Center review the School Safety Plan annually in the fall and it was last reviewed in February 2011. The CIS staff is notified of the procedures for emergencies including fire, earthquake and evacuation. The procedures are posted in every classroom and office. CIS works directly with the Walnut Creek Police and Fire Departments in the implementation of the plan.

Before the start of school, the administration reviews key elements of the District's discipline policy with the staff. The policy and administrative regulations are available in the main office for staff and parents.

Staff members are responsible for the supervision of the CIS students. The site is checked daily for vandalism, graffiti, and theft by the Del Valle Education Center staff.

"CIS Expectations: Do the Right Thing, Treat Others How You Want To Be Treated, Help Make This A Better Place."

*Study Like A Scholar: Go to Class Everyday, Be Early, Work Hard
(Do Your Best, Do All Your Work and Turn It In)."*

Acalanes Union High School District

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John Nickerson, Ed. D.
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



"We educate every student to excel and contribute in a global society."



Acalanes UHSD Governing Board

Tom Mulvaney, Board President

Gwen Reinke, Board Clerk

Kathy Coppersmith, Board Member

Susie Epstein, Board Member

Richard Whitmore, Board Member

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 9

Four of Six Standards	❖
Five of Six Standards	❖
Six of Six Standards	❖



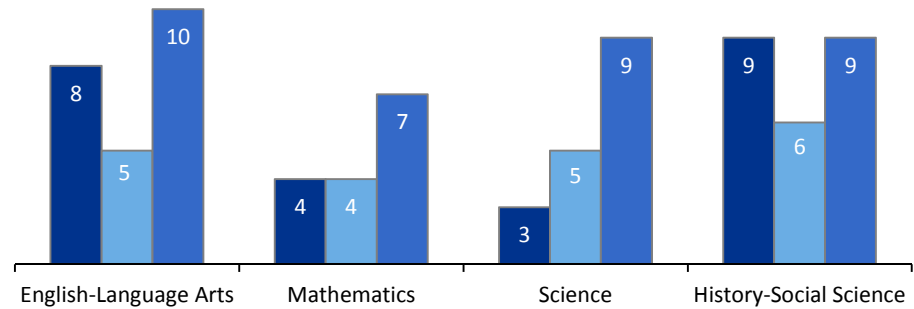
Student Enrollment by Group

CIS	
Socioeconomically Disadvantaged	8.2%
English Learners	4.7%
Students with Disabilities	0%

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

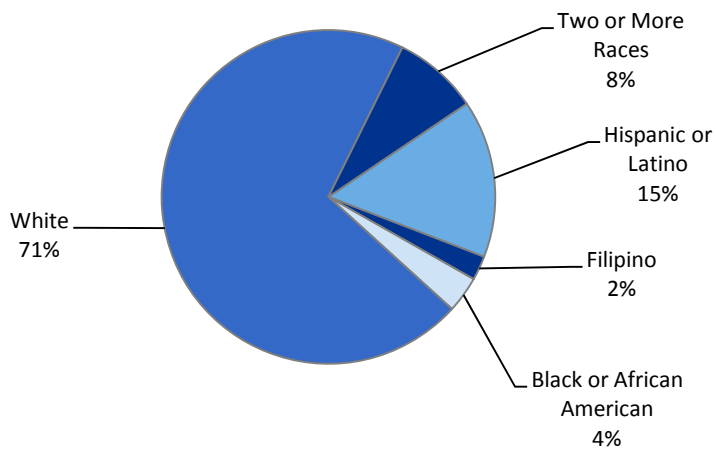


Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	11			11			14		
Mathematics	7			7			3		
Science	1			4			2		
History-Social Science	6			6			6		

Enrollment and Demographics

The total enrollment at the school was 85 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			11/04/2011
Date of the Most Recent Completion of the Inspection Form			11/04/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Structural	The roofs in B-3, B-5 and B-6 (part of the B wing) are in fair condition and sometimes leak. We repair them as needed. The B-wing is scheduled to be torn down in 2012-2013.

School Facilities

The Center for Independent Study is housed on the Del Valle Education Center, which presently is in various stages of renovation, located on the West side of Walnut Creek near the Rossmoor Community. CIS is primarily housed in the D Wing, but there are also some classes held in B-3, B-5 and C-6. The D Wing was remodeled in 2000 and is in excellent condition.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$150,000 for the Deferred Maintenance Program. This represents 0.28% of the District's general fund budget.



Types of Services Funded

There are no programs or supplemental services provided at the school through categorical funds.

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Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

CIS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

CIS	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

CIS	
Currency of Textbook Information	
Data Collection Date	05/2011

Textbooks and Instructional Materials

Acalanes Center for Independent Study uses textbooks adopted by the Acalanes Union High School District that are based on the California Content Standards. Textbooks are selected from lists pre-approved by the State education officials.

Pursuant to the California Education Code and the Williams Settlement, site administrators and District departments have ensured that all students access to the current Standards-based textbooks and instructional materials.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Edge	2007
English-Language Arts	High Point (Level 1)	2007
English-Language Arts	Impact, 50 Short Stories; 2nd Edition	2003
English-Language Arts	Poetry, A Pocket Anthology	2003
English-Language Arts	Points of View: <i>An Anthology of Short Stories</i>	2003
English-Language Arts	The Word Within the Word, Vol. 1	2003
English-Language Arts	The Word Within the Word, Vol. 1 (Eng 2)	2003
English-Language Arts	The Word Within the Word, Vol. 2 (Eng 3)	2003
English-Language Arts	The Word Within the Word, Vol. 2 (Eng 4)	2003
Mathematics	Algebra 1	2007
Mathematics	Algebra II: <i>Concepts, Skills and Problem Solving, CA Edition</i>	2008
Mathematics	Calculus I, 8th Ed.	2006
Mathematics	Calculus II, 8th Ed.	2006
Mathematics	California Algebra Readiness	2007
Mathematics	California Geometry	2007
Mathematics	Pre-Calculus with Trigonometry: <i>Concepts and Applications</i>	2002
Mathematics	Pre-Calculus, Third Edition	2008
Science	Biology: <i>Exploring Life</i>	2004
Science	Earth Science; <i>Geology, the Environ., and the Universe</i>	2001
Science	Physics	2004
Science	World of Chemistry	2008
Social Studies	A People & A Nation, 7th Ed.	2004

Continued on page 5

✧ Not applicable.

Textbooks and Instructional Materials *Continued from page 4*

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Social Studies	Modern World Hist.: <i>Patterns/Interaction</i> California Ed.	2005
Social Studies	Psychology, 8th ed.	2006
Social Studies	The Americans: <i>Reconstruction Through/21st Century</i>	2005
Social Studies	United States Government: <i>Democracy in Action</i>	1998
Social Studies	World History: <i>Patterns of Interaction</i> (National Edition)	2005
Social Studies/ Economics	Economics Concepts and Choices, California Ed.	2008
Physical Education	Guide to Sexuality	2005
Physical Education	Health & Wellness	2005
World Languages	Bon Voyage, Levels 1-3	2003-04
World Languages	El Espanol para Nosotros, Books 1 & 2	2005
World Languages	Latin for Americans, Level 1	2003
World Languages	Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 & Latin 3)	2003
World Languages	Realidades, Levels 1-3	2003

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Parental Involvement

Parent participation in CIS is possible with the Alternative Education Advisory Council, implementation of the WASC Action Plans, Back-to-School Night and school-wide meetings.

For more information on how to become involved, contact Mark Uhrenholt, Director of Adult and Alternative Education, at (925) 280-3945 or muhrenholt@acalanes.k12.ca.us.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	CIS			Acalanes UHSD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.015	0.018	0.129	0.058	0.050	0.038
Expulsion Rate	0.000	0.000	0.000	0.001	0.000	0.000



Career Technical Education Programs

CIS students may concurrently enroll in the Contra Costa County ROP. The ROP classes available to CIS students include Auto Technology, Biotechnology, Cosmetology and Sports Medicine.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	CIS			Acalanes UHSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	52%	59%	59%	85%	84%	85%	49%	52%	54%
Mathematics	8%	❖	9%	53%	56%	56%	46%	48%	50%
Science	27%	❖	❖	86%	85%	85%	50%	54%	57%
History-Social Science	57%	50%	45%	83%	82%	84%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	85%	56%	85%	84%
All Students at the School	59%	9%	❖	45%
Male	60%	❖	❖	62%
Female	59%	6%	❖	36%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	62%	12%	❖	43%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	5*	5*	4*
Similar Schools API Rank	*	*	*

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						CIS — Actual API Change		
	CIS		Acalanes UHSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	31	679	4,012	903	4,683,676	778	8	-17	-26
Black or African American	1	■	58	796	317,856	696	■	■	■
American Indian or Alaska Native	0	■	3	■	33,774	733	■	■	■
Asian	0	■	493	938	398,869	898	■	■	■
Filipino	1	■	61	899	123,245	859	■	■	■
Hispanic or Latino	3	■	292	832	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	10	■	26,953	764	■	■	■
White	24	676	2,835	905	1,258,831	845	■	■	■
Two or More Races	2	■	245	918	76,766	836	■	■	■
Socioeconomically Disadvantaged	1	■	137	747	2,731,843	726	■	■	■
English Learners	0	■	138	746	1,521,844	707	■	■	■
Students with Disabilities	2	■	332	689	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Professional Development

The Acalanes Union High School District provides professional development and training for teachers and administrators. A district staff development committee, comprised of administrators and teachers, determines the district-wide training and workshops for the district's Summer Institute and in-service during the school year. A district staff development committee, comprised of administrators and teachers, determines the district-wide training and workshops for the district's Summer Institute and in-service during the school year. Staff development is offered by the site, district and county office of education. In previous years, the Summer Institute workshops provided for professional growth in English, math, science, social science and world languages. In addition, district-wide training for technology has been a focus at the Summer Institute and district in-service. All these activities strengthen and enhance teaching pedagogy and individual learning. Before the budget cuts and district furlough days, the three days allocated for staff development were used to review and interpret data from standardized tests, district standards and benchmarks and assessment. Staff meetings are now used to align instruction with the Standards-based curriculum, assessment and to review and interpret data from standardized tests. Teacher collaboration is encouraged between and among the CIS staff and the comprehensive high school staffs. For the 2008-09 and 2009-10 school years, we dedicated three days for professional development. In 2010-11, there were zero days dedicated for professional development because they were turned into furlough days.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	CIS		Acalanes UHSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	**		Yes	
Graduation Rate	▲		Yes	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	CIS	Acalanes UHSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

** The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.

▲ The graduation rate criteria for AYP was not calculated because there were fewer than 50 students in the graduation denominator (graduates plus dropouts). Therefore, the graduation rate is not applicable to the school.

◇ Not applicable.

Completion of High School Graduation Requirements

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	CIS	Acalanes UHSD
All Students	63.4%	96.9%
Black or African American	❖	91.7%
American Indian or Alaska Native	❖	❖
Asian	❖	98.9%
Filipino	❖	93.5%
Hispanic or Latino	❖	92.4%
Native Hawaiian or Pacific Islander	❖	❖
White	63.6%	96.9%
Two or More Races	❖	100.0%
Socioeconomically Disadvantaged	❖	85.5%
English Learners	❖	66.7%
Students with Disabilities	❖	85.8%

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, visit www.cde.ca.gov/ta/tg/hs.

“Parents in these communities are engaged primarily in professional occupations, have high expectations for their schools, are active participants in their students’ education, and are supportive in their financial support to the District.”

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
CIS	79.31%	64.71%	64.3%	8.3%	38.8%	18.5%
Acalanes UHSD	97.72%	96.69%	96.61%	0.9%	0.8%	0.4%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

“CIS is a safe, clean and orderly campus, with 14 part-time teachers, 2 full-time support staff and one administrator.”





Advanced Placement Courses

Advanced placement courses are not currently offered at Acalanes Center for Independent Study.



Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
CIS	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	68.5%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	7.4%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

	Percentage of Students Scoring at Proficient or Advanced Levels					
	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
CIS	54%	74%	❖	55%	50%	❖
Acalanes UHSD	91%	90%	88%	89%	87%	87%
California	52%	54%	59%	53%	54%	56%

District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

	Percentage of Students Achieving at Each Performance Level		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	12%	21%	66%
Mathematics	13%	35%	51%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Acalanes UHSD	CIS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	297	15	16	15
Without Full Credential	0	1	1	0
Teaching Outside Subject Area of Competence		1	1	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	CIS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	5
Total Teacher Misassignments	1	1	5
Vacant Teacher Positions	0	2	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
CIS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
CIS	
Total Expenditures Per Pupil	\$5,026
Expenditures Per Pupil From Restricted Sources	\$0
Expenditures Per Pupil From Unrestricted Sources	\$5,026
Annual Average Teacher Salary	\$2,688*

"CIS is located at the Del Valle Education Center in Walnut Creek in a beautiful setting just over the hills east of the University of California near Mt. Diablo."



Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Acalanes UHSD	Similar Sized District
Beginning Teacher Salary	\$40,000	\$42,954
Mid-Range Teacher Salary	\$70,148	\$69,905
Highest Teacher Salary	\$89,801	\$89,464
Average Principal Salary	\$130,819	\$128,348
Superintendent Salary	\$200,000	\$205,119
Teacher Salaries — Percent of Budget	40%	37%
Administrative Salaries — Percent of Budget	5%	5%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
CIS	\$5,026	\$2,688*
Acalanes UHSD	\$6,093	\$75,987
California	\$5,455	\$70,570
School and District — Percent Difference	-21.2%	-2,726.9%*
School and California — Percent Difference	-8.5%	-2,525.4%*

* CIS teachers work on an hourly basis. The \$2,688 figure reflects the total amount that was paid to teachers for the year divided by average daily attendance. Please keep this in mind when reviewing the percent difference amounts between the school and district and the school and the state.

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.