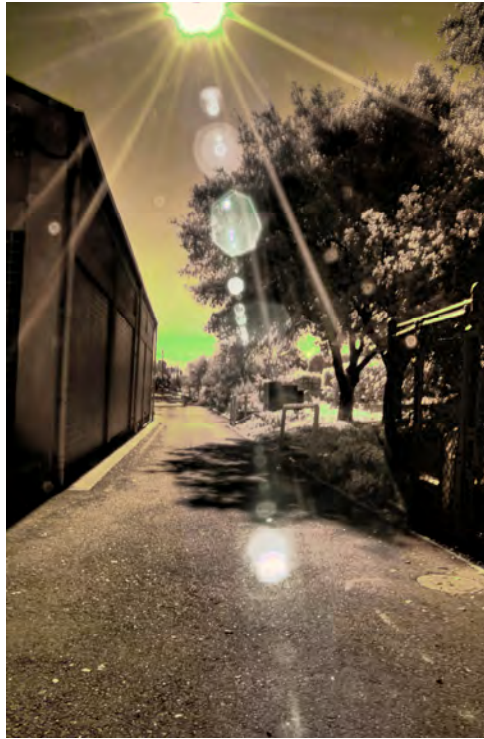# ACALANES HIGH SCHOOL
ACALANES UNION HIGH SCHOOL DISTRICT

Focus on
LEARNING
WASC SELF-STUDY 2011

Acalanes High School

WASC Self-Study 2010-2011

Focus on Learning

Artwork by: Stefan Mannich, Class of 2012

Submitted to the

Western Association of Schools and Colleges

and the

California State Department of Education

Aida Glimme, Principal
Carol Ashford, Associate Principal
Steven France, Associate Principal

1200 Pleasant Hill Rd.
Lafayette Ca, 94549
925.280.3970

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

Table of Contents

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

Preface

Artwork by: Adam Gambel, Class of 2012

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

WASC Visiting Committee

Mr. David W. Moss
Superintendent
Committee Chair

Ms. Regina Williams
WASC Coordinator
Committee Member

Ms. Melissa Ambrose
Special Services Counselor
Committee Member

Ms. Kathy Burgardt
Assistant Principal
Committee Member

Ms. Emily Burton
Teacher
Committee Member

Mr. Dave Nickerson
Assistant Principal
Committee Member

Acalanes Union High School District

Board of Education

Tom Mulvaney   President
Gwen Reinke   Board Clerk
Kathy Coppersmith   Board Member
Susan Epstein   Board Member
Richard Whitmore   Board Member
Marissa Cunha   Student Board Member

District Administration

John Stockton   Superintendant
John Nickerson   Associate Superintendant,
                                    Curriculum and Assessment
Chris Learned   Associate Superintendant, Business Services
Shannon Rogers   Coordinator of Administrative Services
Dennis Regalado   Director of Del Valle Education Center
Frank Acojido   Director of Adult and Alternative Education
Julie Bautista   Director of Fiscal Services
Cheryl Davis   Technology Consultant
Diane Deshler   Director of Food and Custodial Services
Steve Fishbaugh   Director of Maintenance,
                                    Grounds and Transportation
Dave Humphrey   Director of Facilities and Construction
Cheryl Hazell-Small   Director of Special Education
Colleen Calvano   Director of Technology

Acalanes High School Administration

Aida Glimme   Principal
Carol Ashford   Associate Principal
Steven France   Associate Principal

Cathy Challacombe   Student Activities Advisor
Randall Takahashi   Athletic Director

WASC Self Study Coordinators

Cathy Challacombe
Bruce Lengacher

WASC Leadership Team

Barbara Mochizuki, Math	Assessment and Accountability
Cheryl Lua, Counseling	Culture
Chris Clark, P.E.	Culture
Heidi Skvarna, World Language	Assessment and Accountability
Heller Stanton, English	Curriculum
Jed Morrow, Social Studies	Curriculum
Joseph Schottland, Social Studies	Instruction
Karen Findlay, Library	Instruction
Lori Tewksbury, Science	Leadership
Robert Porter, Visual and Performing Arts	Leadership

Student Home Group

Lauren Alexander	Leadership
Kiara Harewood	Leadership
Elena Teare	Leadership
Akoni Viray	Leadership
Kate Avery	Curriculum
Maggie Graves	Curriculum
Lucas Levine	Curriculum
Michael Sanders	Curriculum
Jackson Foote	Instruction
Emily Lindsay	Instruction
Jenanne Vaccaro	Instruction
Audrey Vogel	Instruction
Abby Woodman	Instruction
Joe Barton	Assessment and Accountability
Mallika Lal	Assessment and Accountability
Katrina Mitroff	Assessment and Accountability
Makoyi Watson	Assessment and Accountability
Evan Farmer	Culture
Amber Fearon	Culture
Vaibhev Loomba	Culture
John Shumaker	Culture

Parent/Community Home Group

Sheree Bauer	Leadership
Henry Kim	Leadership
Tom Mulvaney	Leadership
Ann Baer	Curriculum
Kim Greer	Curriculum
Amy Lai	Curriculum
Kim Stewart	Instruction
Patty Gonser	Instruction
Susan Nork	Assessment and Accountability
Karla McQuain	Assessment and Accountability
Nancy Falk	Culture
Denise Murphy	Culture
Rachael Yates	Assessment and Accountability

Acalanes High School Certificated Staff

Aida Glimme	Principal
Amy Clarkson	Special Education
Amy Smedley	English
Ann Rasmussen	World Language
Arnie Hoffman	Math
Barbara Mochizuki	Math
Bear Begelmann	Technical Education
Betsy Holland	World Language
Brian Smith	Social Studies
Bruce Downing	Math
Bruce Lengacher	Visual Performing Arts
Carol Ashford	Associate Principal
Cass Mulholland	Social Studies
Cathy Challacombe	English
Charlotte Howard	Math
Cheryl Lua	Counseling
Chris Clark	Physical Education
Chris Huber	Physical Education
Christi Costa	Physical Education/Dance
Cliff Shaw	World Language
Dan Reyes	Science
Deb Taylor	Visual Performing Arts
Donna Hensen	Math
Dvora Citron	Nurse
Ed Meehan	Visual Performing Arts
Ed Seelenbacher	Social Studies
Elizabeth Gough	World Language
Elyce Johnson	English
Eric Honda	English
Grant Cusick	Technical Education
Harriet Kaizer	Math
Heidi Skvarna	World Language
Heller Stanton	English
Jada Paniagua	Science
Jan Heaton	Science
Jay Chugh	Science
Jed Morrow	Social Studies
Jennifer Buschmann	Science
Joseph Schottland	Social Studies
Julee Henderson	Math
Karen Findlay	Librarian

Karin Kauzer	Special Education
Ken Derr	English
Ken Lorge	Math
Kerry Leyden	Technical Education
Kristin Vernon	Counseling
Larry Freeman	Social Studies
Laura Guthrie	Physics
Lee Storey	Special Education
Liz Cusick	English
Liz Ng	School Psychologist
Liz Pagano	English
Lori Tewksbury	Science
Lyenne Denny	Social Studies
Lynn Millar	Counseling
Ma-Chen Tu	World Language
Manny Myers	Physical Education
Marie Townsend	Special Education
Marjorie Thompson	English
Marshall Pfeiffer	English
Matt Wagner	Visual and Performing Arts
Michael McAlister	Social Studies
Mike Ivankovich	Physical Education/Social Studies
Misha Buchel	Math
Monica Thurston	Special Education
Monika Voellm	World Language
Natalie Moore	English
Pat Johnson	Counseling
Randy Takahashi	Math
Rick Kravitz	Science
Robert Barter	Social Studies
Robert Porter	Visual Performing Arts
Ron Dygert	Technical Education
Sheila Sedlachek	Physical Education
Sheryl Disher	English
Steven France	Associate Principal
Susan Lane	Visual and Performing Arts
Susan McCauley	Visual and Performing Arts
Thomas McNamara	Science
Vicki Zalewski	Math

Acalanes High School Classified Staff

Joyce Kaplan   Library Assistant
LeeAnn Martini   Administrative Assistant
Michele Setterbo   Instructional Assistant
Brad Beltz   Instructional Assistant
Terri Catanesi   Computer Lab Technician
Terri Humann   Attendance Clerk
Betsy Klemmedson   Instructional Assistant
Janet Klemmedson   Financial Technician
Liza Dyer   Instructional Assistant
Teresa Caldwell   Instructional Assistant
Deborah Rand-Hawkins   Instructional Assistant
Jeanie Gale   Attendance Clerk
Matt Hopkins   Instructional Assistant
Randy Verarde   Study Hall Supervisor
Andy McDonald   Campus Supervisor
Emily Finn   Registrar
Morgan Caldwell   Instructional Assistant
Christine Callaway   Cafeteria
Scott Cofer   Grounds
Jorge Gonzalez   Custodial
Michelle Green   Cafeteria
Regina Henry   Cafeteria
Joan Karr   College and Career Center
Mindy LaSalla   Cafeteria
Lupe Moore   Cafeteria
Lorna Navarro   Cafeteria
Daniel Ruiz-Wenze   Custodial
Dory Wurzel   Workability

Acalanes High School

WASC Focus Groups

Group 1:
Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (A)

Group Leaders
Lori Tewksbury	Science
Robert Porter	Visual Performing Arts

Administration/WASC Coordinator
Aida Glimme	Principal

Certificated Staff
Amy Clarkson	Special Education
Charlotte Howard	Math
Chris Huber	Physical Education
Elizabeth Gough	World Language
Jennifer Buschmann	Science
Liz Ng	School Psychologist
Lyenne Denny	Social Studies
Lynn Millar	Counseling
Michael McAlister	Social Studies
Natalie Moore	English
Randy Takahashi	Math

Classified Staff
Joyce Kaplan	Library Assistant
LeeAnn Martini	Administrative Assistant
Michele Setterbo	Instructional Assistant

Students

Akoni Viray	Student
Elena Teare	Student
Kiara Harewood	Student
Lauren Alexander	Student

Parents/Community members
Henry Kim	Parent
Sheree Bauer	Parent
Tom Mulvaney	AUHSD School Board President

Acalanes High School

WASC Focus Groups

Group 2:
Standards-based Student Learning: Curriculum (B)

Group Leaders
Heller Stanton   English
Jed Morrow   Social Studies

Administration/WASC Coordinator
Bruce Lengacher   Visual Performing Arts

Certificated Staff
Arnie Hoffman   Math
Betsy Holland   World Language
Bruce Downing   Math
Eric Honda   English
Jada Paniagua   Science
Jan Heaton   Science
Karin Kauzer   Special Education
Ken Derr   English
Larry Freeman   Social Studies
Laura Guthrie   Physics
Sheila Sedlachek   Physical Education
Susan Lane   Visual and Performing Arts

Classified Staff
Brad Beltz   Instructional Assistant
Terri Catanesi   Computer Lab Technician
Terri Humann   Attendance Clerk

Students
Kate Avery   Student
Lucas Levine   Student
Maggie Graves   Student
Michael Sanders   Student

Parents/Community members
Amy Lai   Parent
Ann Baer   Parent
Kim Greer   Parent

Acalanes High School

WASC Focus Groups

Group 3:
Standards-based Student Learning: Instruction (C)

Group Leaders
Joseph Schottland   Social Studies
Karen Findlay   Librarian

Administration/WASC Leader
Cathy Challacombe   English

Certificated Staff
Cass Mulholland   Social Studies
Cliff Shaw   World Language
Deb Taylor   Visual Performing Arts
Ed Seelenbacher   Social Studies
Julee Henderson   Math
Liz Cusick   English
Liz Pagano   English
Ma-Chen Tu   World Language
Marie Townsend   Special Education
Mike Ivankovich   Physical Education/Social Studies
Misha Buchel   Math
Rick Kravitz   Science

Classified Staff
Betsy Klemmedson   Instructional Assistant
Janet Klemmedson   Financial Technician
Liza Dyer   Instructional Assistant
Teresa Caldwell   Instructional Assistant

Students
Abby Woodman   Student
Audrey Vogel   Student
Emily Lindsay   Student
Jackson Foote   Student
Jenanne Vaccaro   Student

Parents/Community Members
Kim Stewart   Parent
Patty Gonser   Parent

Acalanes High School

WASC Focus Groups

Group 4:
Standards-based Student Learning – Assessment and Accountability (D)

Group Leaders
Barbara Mochizuki   Math
Heidi Skvarna   World Language

Administration/WASC Coordinator
Steven France   Associate Principal

Certificated Staff
Amy Smedley   English
Ann Rasmussen   World Language
Brian Smith   Social Studies
Grant Cusick   Technical Education
Harriet Kaizer   Math
Ken Lorge   Math
Kerry Leyden   Technical Education
Kristin Vernon   Counseling
Lee Storey   Special Education
Marjorie Thompson   English
Marshall Pfeiffer   English
Monika Voellm   World Language
Thomas McNamara   Science

Classified Staff
Deborah Rand-Hawkins   Instructional Assistant
Jeannie Gale   Attendance Clerk
Matt Hopkins   Instructional Assistant
Randy Verarde   Study Hall Supervisor

Students
Joe Barton   Student
Katrina Mitroff   Student
Makoyi Watson   Student
Malika Lai   Student

Parent/Community Members
Karla McQuain   Parent
Susan Nork   Parent

Acalanes High School

WASC Focus Groups

Group 5:
School Culture and Support for Students Personal and Academic Growth (E)

Group Leaders

Cheryl Lua	Counseling
Chris Clark	Physical Education

Administration/WASC Coordinator

Carol Ashford	Associate Principal

Certificated Staff

Bear Begelmann	Technical Education
Dan Reyes	Science
Donna Hensen	Math
Dvora Citron	Nurse
Ed Meehan	Visual Performing Arts
Elyce Johnson	English
Jay Chugh	Science
Manny Myers	Physical Education
Monica Thurston	Special Education
Pat Johnson	Counseling
Robert Barter	Social Studies
Sheryl Disher	English
Vicki Zalewski	Math

Classified Staff

Andy McDonald	Campus Supervisor
Emily Finn	Registrar
Morgan Caldwell	Instructional Assistant

Students

Amber Fearon	Student
Evan Farmer	Student
John Shumaker	Student
Vaibhev Loomba	Student

Parents/Community Members

Denise Murphy	Parent
Nancy Falk	Parent
Rachael Yates	Parent

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

Chapter 1:

Student Community Profile and Supporting Data and Findings

Artwork by: Kerisa Cost, Class of 2011

Chapter 1

Student/Community Profile and Supporting Data and Findings

The Community

Founded in 1940, Acalanes High School is one of four comprehensive high schools in the Acalanes Union High School District (AUHSD). Located in the suburban city of Lafayette, Acalanes High School serves a student population of 1400 students in grades 9 through 12. Lafayette is 14 miles east of Oakland and located on 15 square miles in Contra Costa County, one of nine counties of the San Francisco Bay Area. The settlement of the area began in 1848 and the city was incorporated in 1968. Lafayette, with its small-town-feel downtown, is noted for its high quality of life with low crime rate, clean air, mild climate and top rated schools. The median income for a household in the city is $132,200. Eighty-nine percent of the adults in Lafayette have pursued post-secondary education.   Lafayette is the site of the first school of Contra Costa County, indicating a long tradition of supporting education.

Most students at Acalanes High School come from upper and middle class, highly educated families. Most students are motivated to do well in school and have parents and families who value and support education. Ninety-six percent of students at Acalanes continue their education at post-secondary institutions after high school graduation.

Community Support

The community of Lafayette has a long history of outstanding community support of education. The parents of Acalanes High School took a leadership role in passing a bond measure in November 2008. This provided the District with $93 million for the purpose of improving facilities and equipping classrooms with modern technology. Classrooms have been modernized and a new swimming pool and new art room are under construction. The campus is fully wireless, which allows for the use of various technological devices such as electronic readers, laptops, iPads and iTouches. All outdated computers will be replaced and all classrooms will have wireless computer projectors and classroom audio systems as a result of this bond measure. Acalanes High School will operate in first-class instructional and athletic facilities throughout campus.

In November 2009, the District's electorate passed a continuous tax in the amount of $189 per parcel. This parcel tax generates approximately $6.7 million and primarily funds core and elective curricular student course offerings. The parcel tax pays for over 70 full-time teaching positions throughout the school district, which equates to 350 class sections of student course offerings.

In May 2010, the community passed a second tax in the amount of $124 per parcel. This five year long tax is being used to bridge a gap in funding due to the state's fiscal crisis.

Acalanes High School benefits from strong financial backing from organizations within the Lafayette community. This includes, but is not limited to: Acalanes Parents Club, Lafayette Partners in Education (LPIE, formerly known as Lafayette Arts and Science Foundation), Acalanes Athletic Boosters Club, and Performing Arts Boosters. In 2010-2011, contributions from these organizations totaled over $600,000. An additional $25,000 was contributed to the district specifically to save counseling positions. The community and environment of Acalanes High School is greatly enriched by the participation and dedication of these parent and community groups. Parent contributions, taxes, and site specific donations equate to 24.4 percent of the district budget.

LPIE supports Acalanes, as well as other Lafayette schools, through developing, staffing, and delivering high-quality, curriculum-based core and enrichment programs in the classroom. LPIE also provides support through equipment and materials purchases. Specific Acalanes items funded by LPIE include: "Writing for Mastery" (a program that provides writing tutorials for history students), artists in residence (a program that brings artists into the classroom), music accompanists, visual and performing art materials, science materials, peer tutoring funding, and technology tools to enhance instruction.

The Acalanes Parents Club supports the classroom by funding instructional materials and teacher clerical support. The Parents Club also funds programs such as: Leadership, New Crew (Freshman support), Peer Tutoring Center, Staff Development, Academic Support Center, Talking to the Text, School Nurse position (1 day), and stress and crisis counselors. Currently, the Parents Club is also funding sections of English 1, World History, and Spanish 1 so that class size can be reduced.

The Performing Arts Boosters organization funds transportation and entry fees for music tours, vocal coaches, and supplies for music, dance, and drama courses.

The Acalanes Athletic Boosters Club supplements sports funding by providing the athletic department and individual sports teams with uniforms and equipment, athletic trainer's salary and supplies and capital projects related to athletic services.

Accreditation History

The previous self-study was completed by Acalanes High School during the Spring of 2005. The school was granted a 6-year term with a mid-term visit. Acalanes has consistently met all of its Adequate Yearly Progress targets.

School's Vision, Purpose and Expected Schoolwide Learning Results

Acalanes High School has a long-standing tradition of excellence. Since 1940, the school has provided an education that fosters the intellectual, physical, and social development of each student. Our mission is to educate every student to excel and contribute in a global society.

During the 2009-2010 school year, the Acalanes Staff, parents, and students revisited the school's Expected Schoolwide Learning Results (ESLR's) to determine if they were current with the school community's values and beliefs about education. Following an inclusive process involving representatives of all areas of the school community, a revised set of five ESLR's was approved:

AHS students will be **creative and complex thinkers**.
- Analyze and synthesize information from a variety of sources to make predictions, draw logical conclusions, and produce a finished project.
- Solve complex problems with critical thinking skills.
- Produce work that reflects creativity and original thinking.

AHS students will **demonstrate curricular knowledge** and skills.
- Meet or exceed current curricular standards in all subject areas.
- Effectively use study skill strategies.
- Effectively use technology to collect, synthesize, and deliver information.

AHS students will demonstrate **effective communication** skills.
- Listen, speak, and write effectively.
- Collaborate with others to produce quality work.
- Appropriately communicate using technology.

AHS will prepare its students to be **purposeful and responsible learners.**
- Establish priorities and use time effectively.
- Practice habits of mental, physical, and social health.
- Adhere to district, school, and classroom policies.
- Display academic integrity and honesty.

AHS will prepare its student to be **positive and productive citizens.**
- Contribute time, energy, and talents to improve the quality of life in their local and global community.
- Respect and embrace diverse cultures, lifestyles, and ideas.
- Accept individual and group responsibility.
- Exhibit positive citizenship at school and in the community.

Demographic Data:

Enrollment Trends

Following are Acalanes enrollment trends from 2005 through 2010.

2005………. 1378
2006………. 1351
2007………. 1346
2008………. 1298
2009………. 1357
2010………. 1401
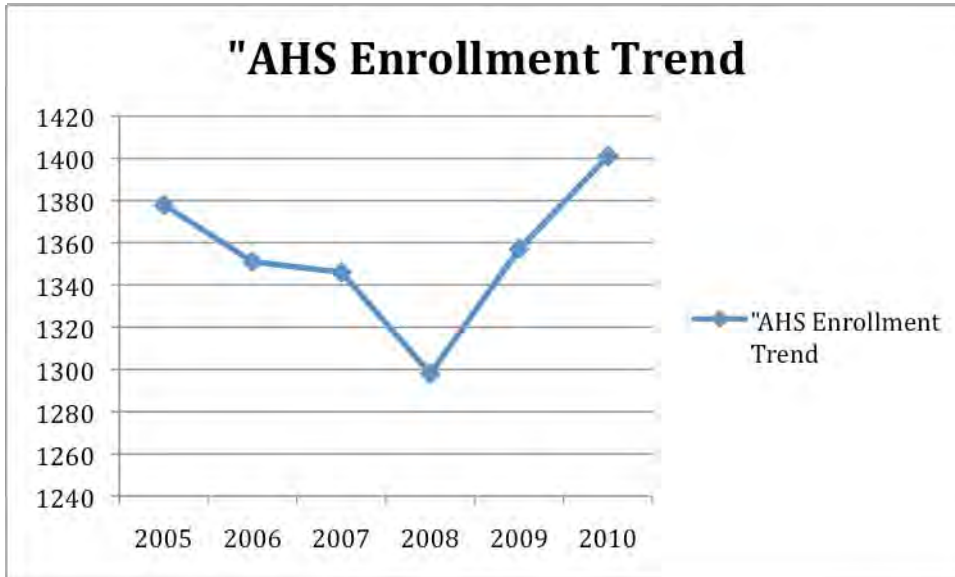
Enrollment Data

Acalanes High School is a comprehensive public high school of 1401 students. Following is the current student population breakdown by grade level.

Acalanes High School Enrollment by Grade 2010-2011	
Grade Level	**Enrollment**
Grade 9	364
Grade 10	390
Grade 11	321
Grade 12	326
TOTALS	1401

Population Grade Breakdown

12th grade; 23%

9th grade; 26%

11th grade; 23%

10th grade; 28%

- 9th grade
- 10th grade
- 11th grade
- 12th grade
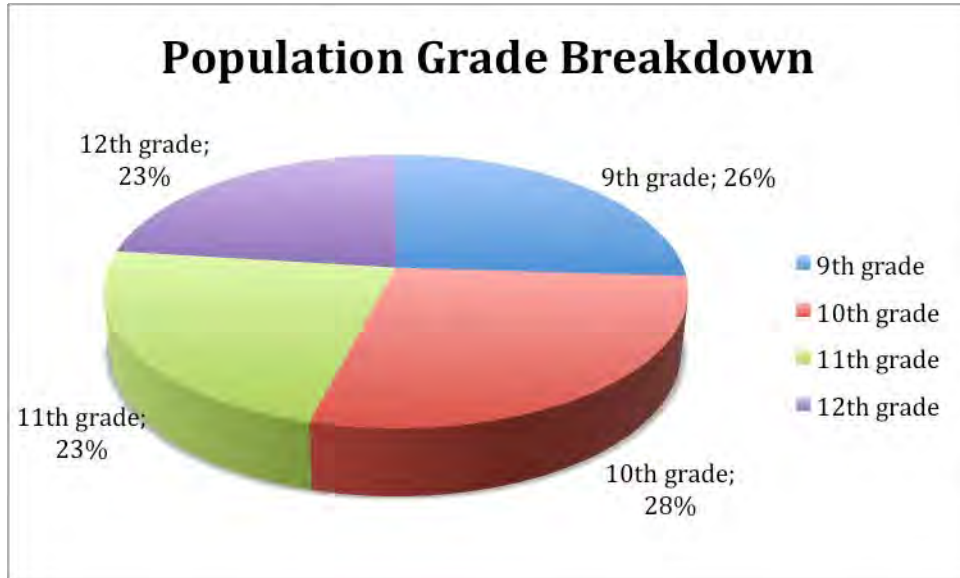
Our student body is composed of 73 percent White (not Hispanic), 9 percent Asian, 2 percent Hispanic or Latino, 1 percent African American (not Hispanic), 1 percent Filipino and 14 percent Multiple or No Response. The ethnic distribution has remained constant throughout recent years.

English Language Learners represent 0.2 percent of the Acalanes High School student population.

Acalanes High School Enrollment by Ethnicity		
Ethnicity	Enrollment #	Percent
American Indian or Alaskan Native	2	0
Asian	124	9
Pacific Islander	1	0
Filipino	23	2
Hispanic or Latino	34	2
African American not Hispanic	15	1
White not Hispanic	1013	72
Multiple or no response	189	13
TOTAL	**1401**	**100**
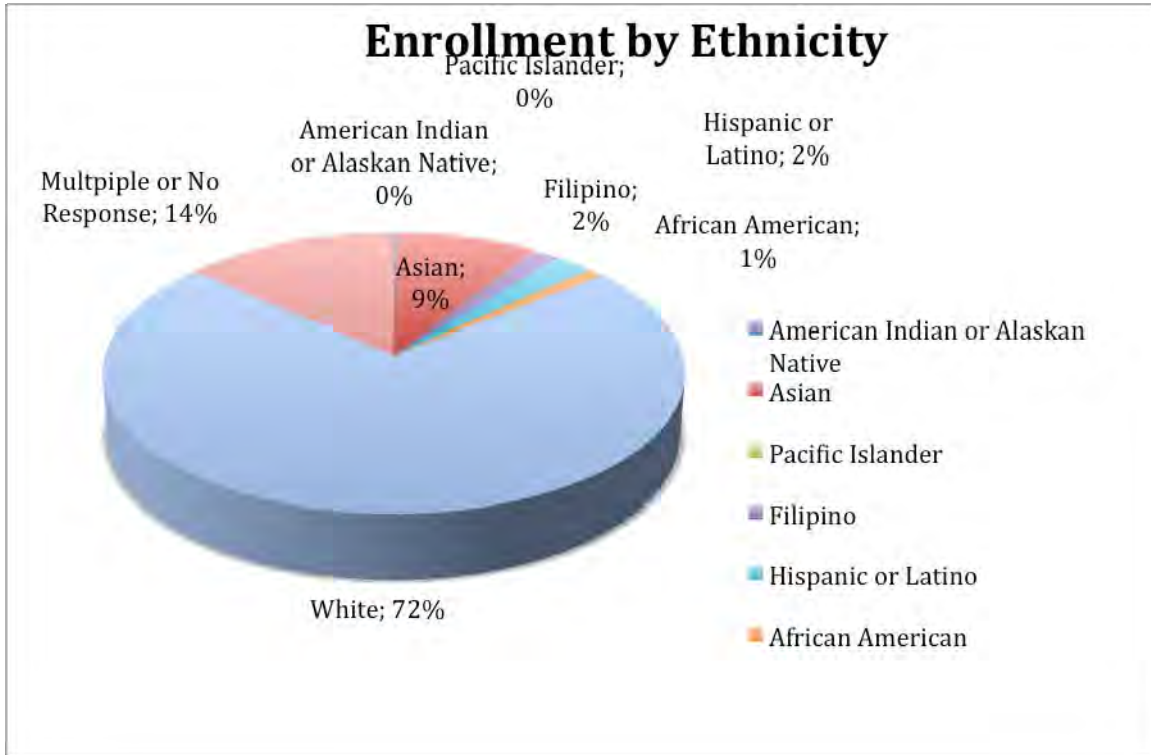
AHS class size varies by department with the average in 2010-11 (including PE classes) being 29.1. Average class size, excluding PE classes, is 26.5. Acalanes has 64 full time teachers on staff.

Student Community

The Acalanes High School educational community, including parents and students, expects the school to encourage students to become well educated members of society, to prepare students for acceptance into college, and to experience success at a high level in further education and in their chosen profession. High academic standards have been established over the years and Acalanes has an outstanding reputation throughout the area. Eighty percent of Acalanes High School students come from Stanley Middle School. In general, Acalanes students are motivated and well-prepared.

Students participate in many extra-curricular activities such as school clubs and community organizations, promoting a respect for community and global involvement. Service clubs such as Build On, Environmental Club, Interact Club, Interfaith Club, Key Club, Pals for Paws, and Think Pink have grown over the years and provide an opportunity for students to participate in community service. Students may choose to compete as part of academic clubs such as Academic Decathlon, Model UN, Mock Trial and Science Bowl. Additional clubs on campus include: Acalanes Debate, FISH Club, Animal Club, Art Club, Anime and Japanese Culture Club, Asian Interactive Youth Association, Badminton, Best Buddies, Biking Club, Hiking Club, Drama Club, French

Club, Middle Eastern and Central Asian Club, Spanish Club, Student Led Art Movement Club, Ultimate Frisbee and Vegetarian Club.

Acalanes High School has a community service requirement for each grade level. Grades 9 through 11 are required to complete 12 hours of community service while 12th graders are required to do 15 hours and an accompanying project through their Government Class.

Seventy-five percent of students are involved in the school athletic program. A variety of students serve on committees such as School Site Council, Challenge Success and WASC. Leadership class has grown in the past few years and has an enrollment of 50 students. Elections for student government offices are held every spring.

Attendance/Dropout Rate/Suspensions/Expulsions

The Acalanes High School community recognizes the importance of regular attendance and has developed an extensive program to improve our attendance rate. Students' attendance rates are very high (96 percent to 98 percent). Acalanes responds to truancy using a variety of approaches including proactive counseling and disciplinary measures. Administration is involved by assigning detention and/or Saturday School. A consistent School Attendance Review Board (SARB) process is used to ensure high attendance rates.

Dropout rate is very low at 1.1 percent.

Acalanes High School has clear guidelines regarding suspensions. The administrative team visits all classrooms at the start of the school year to review the disciplinary policies and procedures. The focus of discussion has been respect for others, bullying, and hazing. All policies are included within the student handbook, which all students receive at Don's Days. Administration also communicates with the students via weekly newsletters, monthly Friday Forums, and the school website.

Overall, students are well-behaved. The number of expulsions has remained very low for the last four years. The number of suspensions and expulsions rose in 2007-2008 as compared to the 2006-2007 school year; however, suspensions and expulsions have since decreased and stabilized in 2008.

Suspension and Expulsion Rates				
	2006-2007	**2007-2008**	**2008-2009**	**2009-2010**
Number of Suspensions	126	151	67	43
Rate of Suspensions	0.09	0.10	0.05	0.03
Number of Expulsions	1	8	2	0
Rate of Expulsions	0.0007	0.005	0.001	0

CBEDS data indicates that during the 2006-2007 school year, most suspensions were due to disruption of school activities and defiance of authority, as well as fighting with another person, and use of tobacco.

In the 2007-2008 school year, most suspensions were due to disruption of school activities and substance abuse that includes: alcohol, tobacco, and controlled substances. During the 2008-2009 school year, most suspensions were a result of substance abuse.

Special Education

The Special Education program at Acalanes High School consists of Learning Skills classes and Special Day courses. Special Education staff is comprised of five teachers and nine instructional assistants who work either six or seven hours a day. Students with an IEP are enrolled in the least restrictive environment. Most are enrolled in one to two Learning Skills classes where they work on their IEP goals, study skills, and daily learning skills. Our Learning Skills teachers work in collaboration with the General Education teachers by holding regular meetings and providing them with information relevant to the specific child. In addition to meetings with the General Education teachers, Learning Skills teachers also spend one of their periods teaching collaboratively with the General Education teachers.

Fifteen students are enrolled in the Special Day classes, where students with moderate to severe disabilities are served. Students spend at least 50 percent of their day in the Special Education environment and many are enrolled in various General Education courses.

Special Education population breakdown by grade and gender

Grade	9	10	11	12	Totals
All Students	37	22	33	28	120
Female	14	7	14	7	42
Male	23	15	19	21	78

Gifted and Talented Education (GATE)

GATE students may choose from a wide range of honors and AP courses. Offerings include honors courses in Geometry, Algebra II/Trigonometry, English 3, Physics, French 4, Mandarin 4, Spanish 4, and Art. We also offer AP courses in Biology, Chemistry, Statistics, Calculus AB and BC, English 4, European History, U.S. History, Comparative Government, French 5, Spanish 5, Music Theory and Art.

A small number of students are enrolled in the district-wide Acalanes Gifted and Talented Education (AGATE) program. While part of the AGATE program, students are asked to develop and present an independent research project.

Faculty and Staff Community

Acalanes High School has three full-time administrators, 70 certificated staff members, 4 counselors, and 20 classified employees. One hundred percent of teachers are fully credentialed, while 99 percent of the teachers have met the "Highly Qualified Teacher" requirements of NCLB. All teachers instruct within their credentialed areas and no teachers are teaching with emergency permits. All teachers are CLAD certified.

Staff Position	Staff FTE
Teachers	65.4
Librarians	1
Psychologist	0.8
Nurses	0.75
Counselors	4.0

The following chart summarizes the educational experience of the AHS faculty.

Degree	Percent of faculty
Bachelor's Degree	5
Bachelor's Degree plus 30 or more semester units	47
Masters Degree	43
Doctorate	5

AHS Staff Educational Experience

Doctorate; 5%   Bachelor's Degree; 5%

Masters Degree; 43%

Bachelor's Degree plus 30 or more semester units; 47%

- Bachelor's Degree
- Bachelor's Degree plus 30 or more semester units
- Masters Degree
- Doctorate
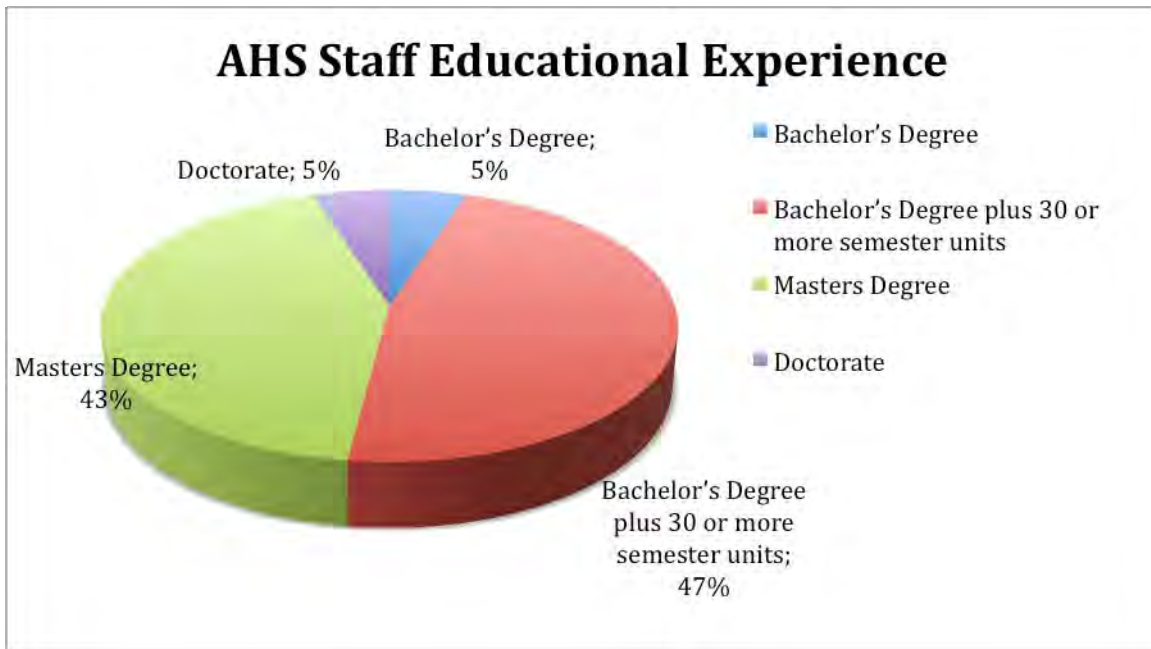
The Acalanes High School Administrative Team consists of a Principal and two Associate Principals. The principal is in her second year in this position. The previous principal served seven years in this role.

Acalanes currently benefits from a blend of stability and renewal within its Staff. Teachers on average have 16 years of teaching experience.

Number of years in the teaching profession	Percentage of Teachers	Percentage at Acalanes High School
1 -2 Years	3.3	4.8
3-5 Years	6.7	14.5
6-10 Years	11.7	32.3
11-15 Years	21.7	27.4
16 years or more	56.7	21

Faculty evaluation is an ongoing, cooperative process involving all site administrators, each of whom have been trained in teacher evaluation. Probationary and temporary teachers have formal evaluations every year, and permanent teachers are evaluated either every other year or every five years. Evaluations are based on current (2010) California Teaching Standards, observations, student surveys, and achievement data. Administrators also support instruction by performing "walk-through", non-evaluative observations.

Acalanes is committed to developing a professional learning community in which there is a commitment to continuous school improvement. Staff collaborative time has been carved into the weekly schedule. Teachers meet as staff, department or interdepartmental teams during Wednesday morning meeting time. Many teachers attend conferences and workshops, and all participate in school and district professional development opportunities.

The District offers an annual Summer Institute with a focus on "best practices in teaching and learning." Summer workshops in 2010 focused on the use of technology within the classroom. Approximately 20 percent of our teachers participated in this development opportunity during each of the past five summers. In addition, many faculty members pursue further education independently through studies, AP workshops, and travel. In all, teaching staff exhibits a continuous desire to improve curriculum, instruction, and school structure and climate.

In the past five years, all teachers participated in school-wide teams, designed to tackle ongoing issues and concerns that impact the school campus. The work of the school-wide teams has resulted in the following: diversity workshops; diversity training of staff, students and parents; Career Day with more than eighty various presenters; efforts to minimize student stress due to high expectations, implementation of new technology throughout the campus; intervention strategies for low achieving students; the community service program; and evaluation of the Academic Honesty policy. Currently, in addition to meeting within departments, staff meets in Focus Groups where schoolwide issues continue to be addressed.

The faculty, staff, and community of Acalanes High School are dedicated to providing a complete, well-rounded high school experience for all students. All teachers are required to participate in one or two extra-curricular activities. A large percentage of the staff are engaged daily in frequent interactions with students outside of class in conferences, as supervisors for their Teacher Assistants, as advisors to service groups and clubs, and as directors of school programs and events. Staff members also participate in important organizational functions, such as being representatives on Site Council, as members of the Instructional Council, and as leaders of WASC Focus Groups.

As a result of state budget deficit, class averages have increased over the past three years due to re-negotiated contracts between the teacher's union and the District Office. We expect the class sizes to decrease once state funding is reestablished.
(Master Schedule of Classes can be found in Appendix C)

Achievement or Outcome Data

Graduation Rate

The graduation rate at Acalanes High School has been consistently high at approximately 99 percent. This is in comparison to the district 97 percent and the county's average of 84 percent. Various opportunities such as summer school and intersession (independent study program) are available for students to make up missing credits.

Historically, between 5 and 10 percent of Acalanes freshmen do not make adequate progress toward graduation. The number increases slightly for the sophomores and decreases by junior year. Students use remedial opportunities to catch up following freshman year. In the past years, about 2 percent of juniors and seniors transferred to Del Oro, AUHSD Continuation School. Del Oro closed in the Spring of 2010 due to budget cuts.

Postsecondary Education

A great majority of Acalanes graduates attend a four year school with most of them attending the California public university system. In 2010, 98 percent of Acalanes students were college bound with 76 percent going to a 4-year college.
(Follow Up Study for the class of 2010 can be found in Appendix D)

	Acalanes High School	**County Average**	**State Average**
Graduates meeting UC or CSU Requirements	76%	39%	36%
AP Exams Passed per 100 juniors and seniors	88	29	27
2010 Graduates attending UC	22%	11%	8%
2010 graduates attending CSU	20%	14%	13%
2010 graduates attending community college	22%	7%	30%

Acalanes students attending a junior college primarily attend Diablo Valley College (DVC). Assessment data from DVC is examined and analyzed yearly and the following are results of the previous four years as assessed by the DVC placement test in writing, reading and math.

Writing

Term	Basic Skills English 98		Developmental English 118		College English 122		Total	
	No.	%	No.	%	No.	%	No.	%
Fall 2006	1	1.3	23	30.7	51	68.0	75	100.0
Fall 2007	3	6.7	15	33.3	27	60.0	45	100.0
Fall 2008	1	1.7	25	42.4	33	55.9	59	100.0
Fall 2009	0	0	26	50.5	26	50.0	52	100.0

*   Basic Skills level (two below college level)
**   Developmental Level (one below college level)
*** College- Level
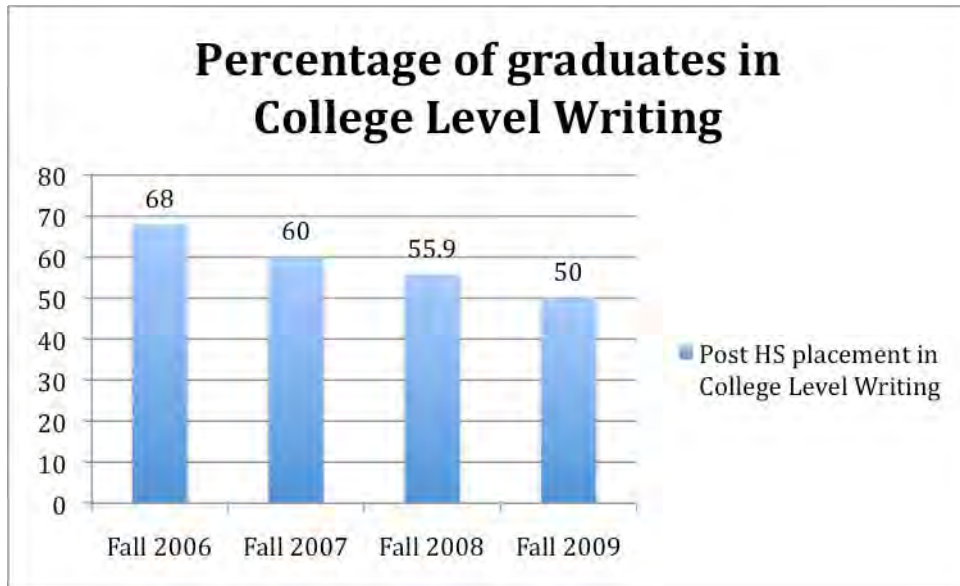
Reading

Term	Basic Skills English 98		Developmental English 118		College English 122		Total	
	No.	%	No.	%	No.	%	No.	%
Fall 2006	8	11.0	34	46.6	31	42.5	73	100.0
Fall 2007	8	17.8	18	40.0	19	42.2	45	100.0
Fall 2008	11	16.7	16	24.2	39	59.1	66	100.0
Fall 2009	10	18.5	20	37.0	24	44.4	54	100.0
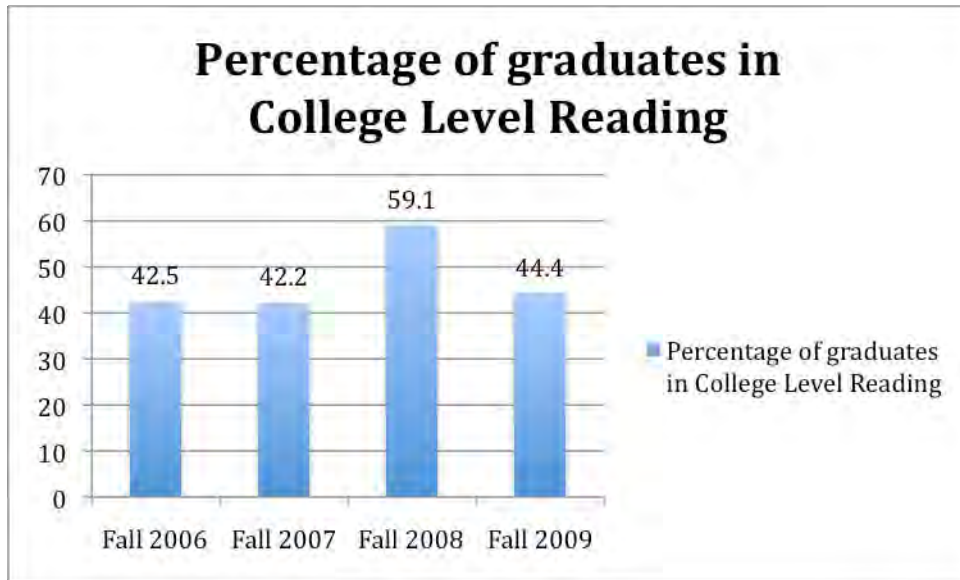
Math

| Term | Basic Skills | | Developmental | | College-Level | | Above College-Level | | Total | |
| | Math 65 and 75 | | Math 110 and 120 | | Math 121 and 191 | | Math 192 | | | |
	No.	%	No.	%	No.	%	No.	%	No.	%
Fall 2006	8	12.1	23	34.9	24	36.4	11	16.7	66	100.0
Fall 2007	5	12.2	26	63.4	5	12.2	5	12.2	41	100.0
Fall 2008	6	9.2	36	55.5	16	24.6	7	10.8	65	100.0
Fall 2009	1	2.0	25	51.0	18	36.7	5	10.2	49	100.0

*   Basic Skills (two below college level) – Pre-Algebra
**   Algebra (one below college level) – Algebra
***   College Level – Trigonometry, College Algebra, Calculus, Pre-Calculus
**** One above college level – Analytic Geometry and Calculus I
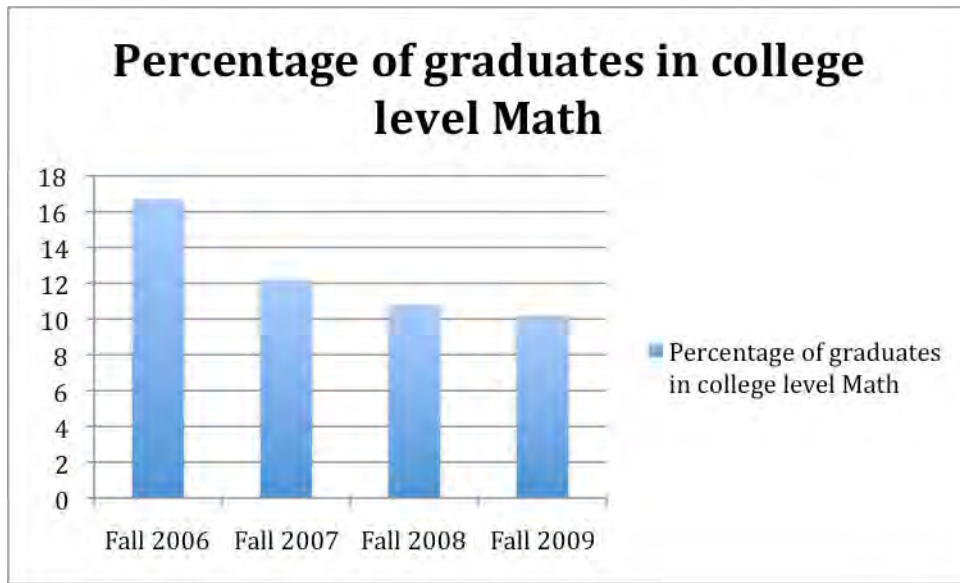
Fall Overall Success and Retention Rates at DVC

English

The overall success rates for Acalanes' students were consistently higher than the overall success rates at DVC. The success rates in English were higher than those at DVC in three of past five years.

* Success rate – grades of "A", "B", "C" and "P" divided by all grades
**Retention rate – all grades except "W" divided by all grades.

Fall	2005	2006	2007	2008	2009
(seat count)	**Success Rates in English Courses**				
HS Grads at DVC	70.1%	66.7%	74.1%	76.7%	67.0%
All DVC Students	68.1%	67.7%	67.6%	68.8%	69.8%
(seat count)	**Enrollment at End-of-Term**				
HS Grads at DVC	107	102	85	103	109
All DVC Students	6500	6325	6400	6659	6737

Success in English Courses (Fall)
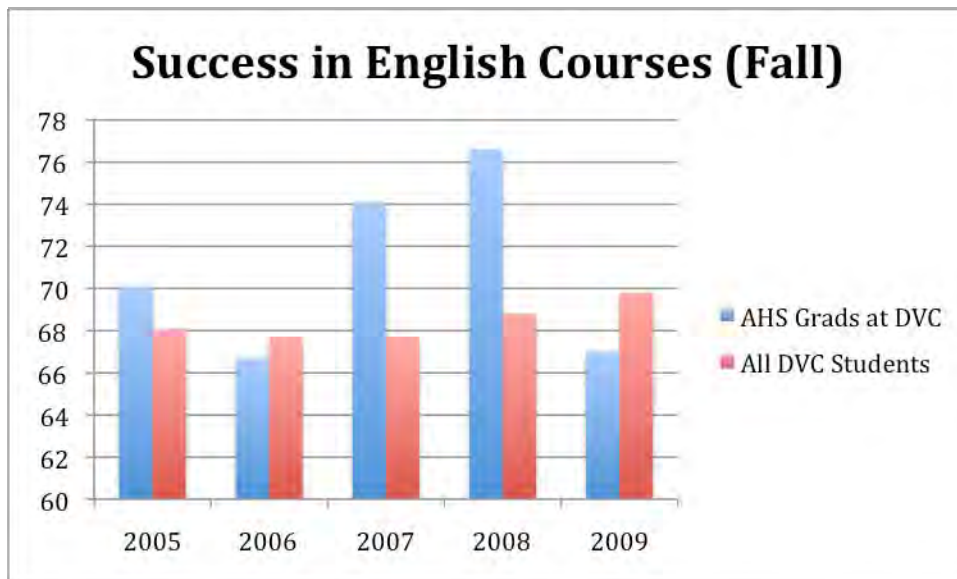
Math

The success rates in math were generally lower than those at DVC in the past five years.

Fall	2005	2006	2007	2008	2009
(seat count)	**Success Rates in Math Courses**				
HS Grads at DVC	54.5%	60.0%	54.7%	58.8%	58.6%
All DVC Students	59.1%	61.2%	59.7%	56.6%	58.7%
(seat count)	**Enrollment at End-of-Term**				
HS Grads at DVC	88	95	75	114	111
All DVC Students	5624	5691	5886	6013	6037
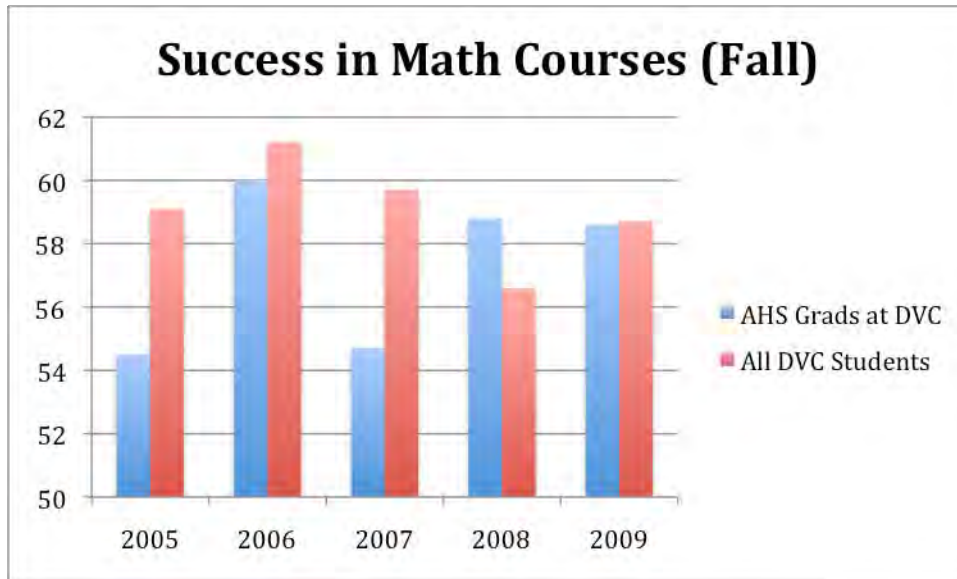
Early Assessment Program (EAP)

In 2010, 126 juniors at Acalanes High School participated in the EAP in English, with 64 needing more college preparation. Of the 120 juniors who participated in the math portion of the EAP, 28 showed they needed more college preparation.

In 2009, 132 juniors at AHS participated in the EAP in English, with 82 requiring more college preparation. Of the 96 juniors who participated in the math portion of the EAP, 27 showed they needed more college preparation.

Students needing remediation in areas of English and Math, as assessed by EAP

	2009			2010		
	Total # of Juniors	# needed remediation	% needing remediation	Total # of Juniors	# needed remediation	% needing remediation
English	132	82	62	126	64	51
Math	96	27	28	120	28	23

API, AYP and CAHSEE

Acalanes High School API scores reveal that the school has consistently ranked a "10" on scale of 1 to 10, in statewide ranking and a rank of "9" in "Similar Schools Rank". With the exception of 2009-2010 school year, API scores have been slowly increasing. Reportable sub-groups showed growth as well. The 2009-2010 school year API score has decreased by 4 points.

Year	API Score
2005	871
2006	889
2007	893
2008	896
2009	902
2010	898
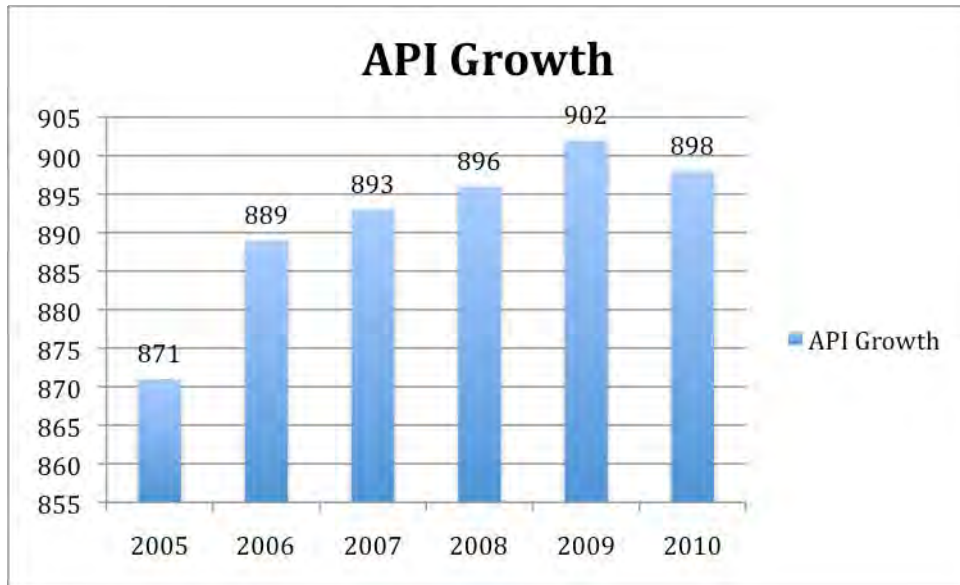
API Performance

Year	Number of Students Tested	Percent of students Tested	API Growth	API Base	Growth Target	Growth	School-wide target met	Subgroup Targets Met
2005-06	1042	97	889	871	A	4	Yes	Yes
2006-07	1007	98	893	889	A	4	Yes	Yes
2007-08	984	98	896	893	A	3	Yes	Yes
2008-09	976	99	902	896	A	6	Yes	Yes
2009-10	1023	99	898	902	A	-4	Yes	Yes

Note: An "A" indicates the school or subgroup scored at or above the statewide performance target.

School Ranking and Similar Schools Ranking

Year	Statewide Rank	Similar School Rank
2005	10	8
2006	10	9
2007	10	9
2008	10	9
2009	10	9
2010	10	9

Demographic Characteristics of the API Score

Through 2009, Acalanes High School had two numerically significant subgroups of students; Asian and White (not Hispanic) students. Both subgroups have shown an increase in API scores over the past five years. In 2010, the Asian subgroup was no longer a significant subgroup. The student group identifying as "two or more races" has reached a "significant" level. At the school and district level, students with disabilities tend to score the lowest. The 2009 API for the Special Education subgroup at the district level was 731, a growth of 31 points from 2008.

2009-2010 API Growth by Subgroups

Subgroups	Number of students included in 2009 API	Numerically significant	2010 Growth	2009 Base	2009-10 Growth	Met Subgroup Growth Target
African American (no Hispanic)	9	No				
American Indian or Alaska Native	0	No				
Asian	87	No				
Filipino	7	No				
Hispanic or Latino	76	No				
Pacific Islander	0	No				
White (not Hispanic)	673	Yes	902	905	-3	Yes
Socioeconomically Disadvantaged	16	No				
English Learners	21	No				
Students with Disabilities	17	No				
Two or more races	111	Yes		895		

2008-2009 API Growth by Subgroups

Subgroups	Number of students included in 2008 API	Numerically significant	2009 Growth	2008 Base	2008-09 Growth	Met Subgroup Growth Target
African American (no Hispanic)	21	No				
American Indian or Alaska Native	0	No				
Asian	117	Yes	927	920	7	Yes
Filipino	17	No				
Hispanic or Latino	42	No				
Pacific Islander	4	No				
White (not Hispanic)	762	Yes	903	897	6	Yes
Socioeconomically Disadvantaged	16	No				
English Learners	21	No				
Students with Disabilities	71	No				

2007-2008 API Growth by Subgroups

Subgroups	Number of students included in 2007API	Numerically significant	2008 Growth	2007 Base	2007-08 Growth	Met Subgroup Growth Target
African American (no Hispanic)	17	No				
American Indian or Alaska Native	0	No				
Asian	129	Yes	920	925	- 5	Yes
Filipino	15	No				
Hispanic or Latino	44	No				
Pacific Islander	2	No				
White (not Hispanic)	774	Yes	897	897	6	Yes
Socioeconomically Disadvantaged	11	No				
English Learners	11	No				
Students with Disabilities	76	No				

Note: * Data are reported only for numerically significant subgroups.

Chapter 1: Student/Community Profile   21

STAR (CST)

Data reported from the California Standards Tests (CST) shows relatively constant numbers of students testing as "proficient" or "advanced" for the last three years in math, English language arts, science and history/social science.

Percent Proficient and Advanced				
	2007	**2008**	**2009**	**2010**
English Language Arts, Grades 9-11	84.9	83.6	85.4	82.7
History Grade 11 and EOC	72.3	75.2	83.5	79.9
Math EOC	57.9	57.6	54.4	55.7
Science Grade 10	84.3	89.5	86.1	88.6
Science EOC	78.7	82.3	85.8	86.5

Percent Proficient and Advanced
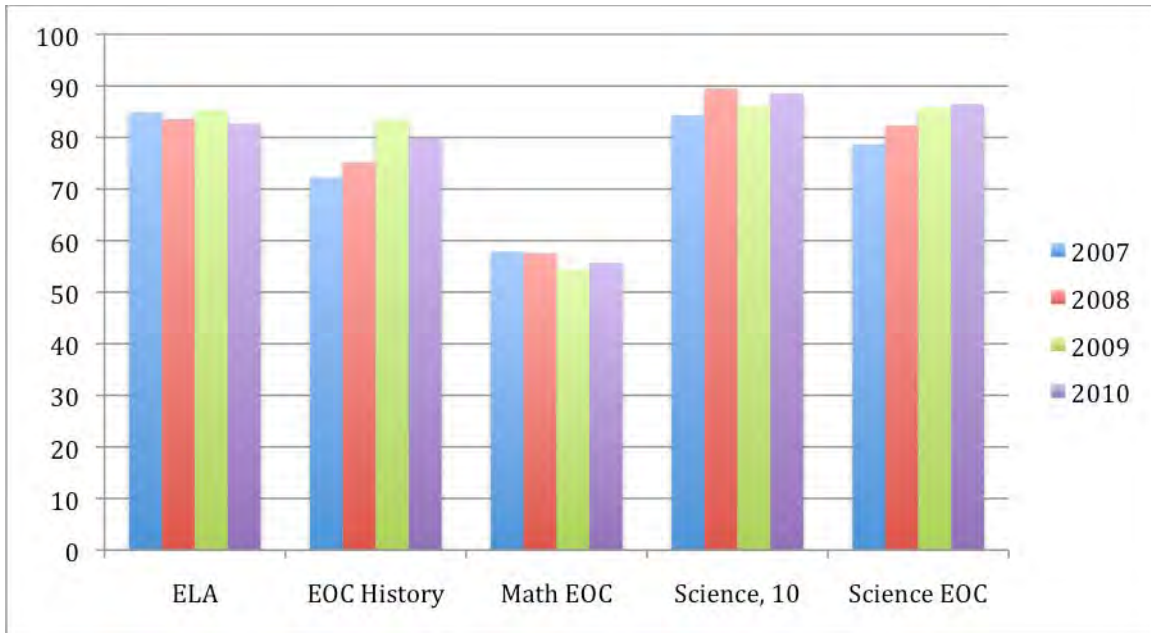
CST Data

CST Data shows slight differences in achievement by ethnic/racial groups. Asian students scored consistently higher than other subgroups. Statistically insignificant groups such as the Latino group scored lower relative to other groups. Students with disabilities consistently scored lower relative to other groups.

CST – English Language Arts

% Proficient or above												
English Language Arts	**9th Grade**				**10th Grade**				**11th Grade**			
	07	**08**	**09**	**10**	**07**	**08**	**09**	**10**	**07**	**08**	**09**	**10**
All students	92	85	90	85	83	86	80	85	80	81	88	77
Students with Disability	62	33	15	53	32	42	30	27	32	14	36	19
Asian	95	85	90	92	95	85	84	84	76	95	85	84
Hispanic or Latino	80	67	64	50	64	73	38	70	87	50	87	62
White (not Hispanic)	92	86	91	88	81	87	82	87	82	79	87	79
Male	90	83	90	83	76	83	78	84	77	74	82	76
Female	94	87	90	88	88	90	81	87	86	85	92	79
Gifted and Talented	100	98	100	97	100	98	100	97	96	98	100	98
Two or more				76				86				81

CST Percent Proficient or Above – 9th Grade
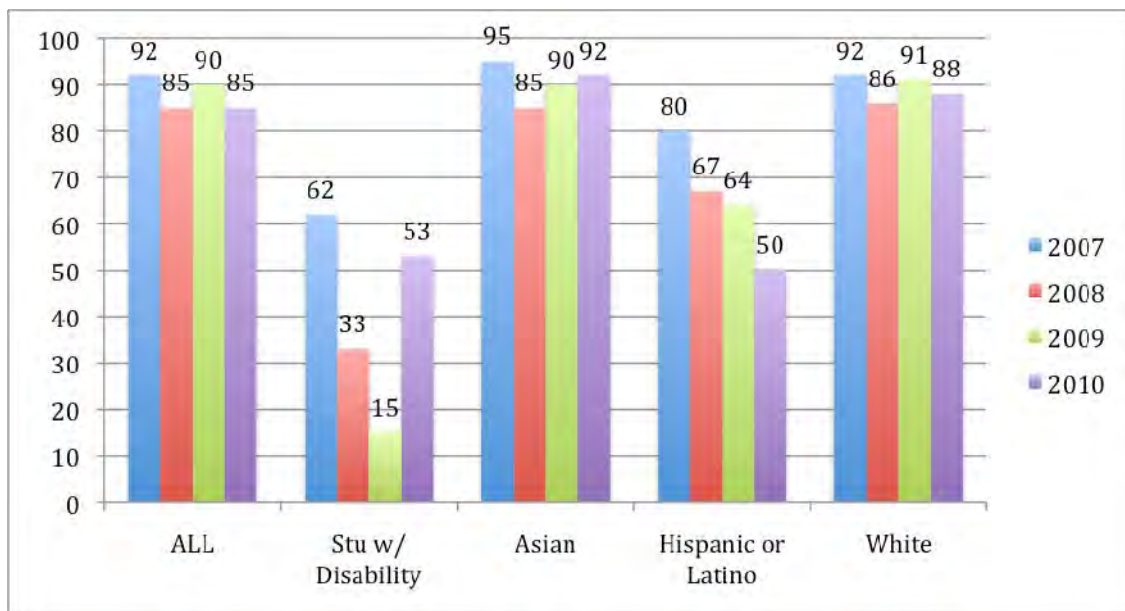
CST Percent Proficient or Above – 10th Grade
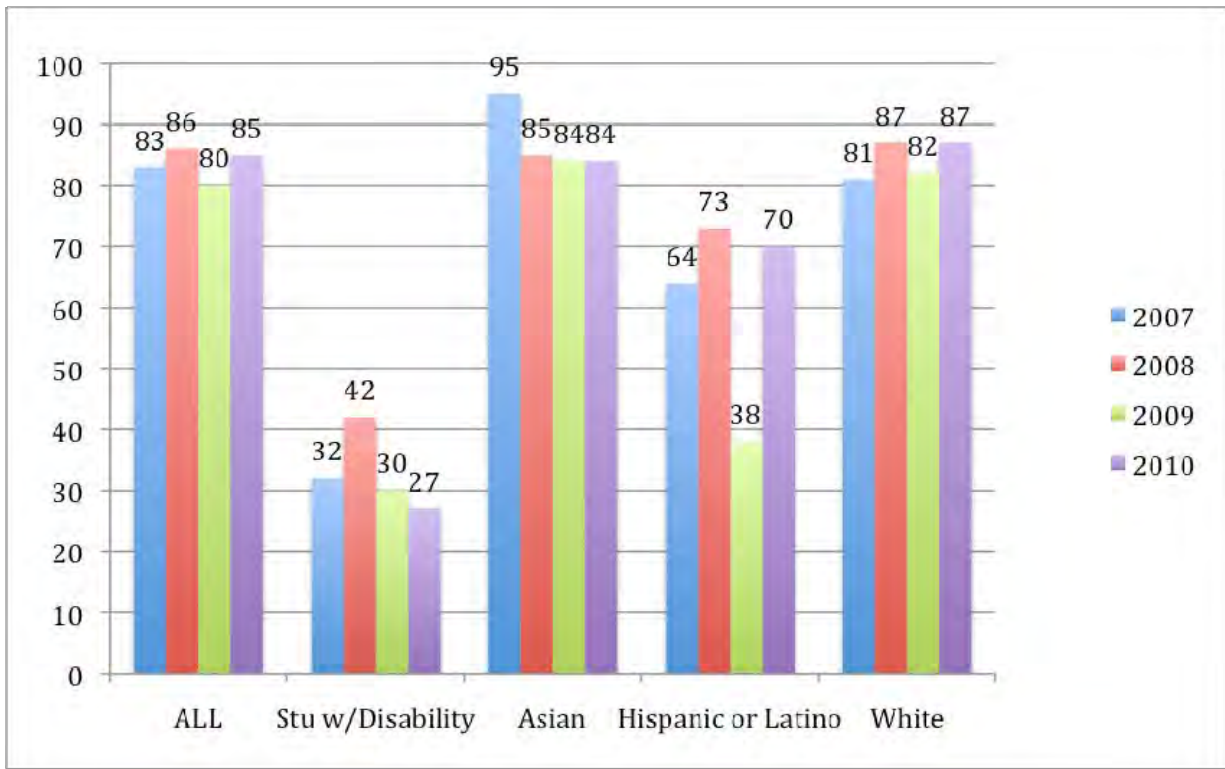
CST Percent Proficient or Above – 11th Grade
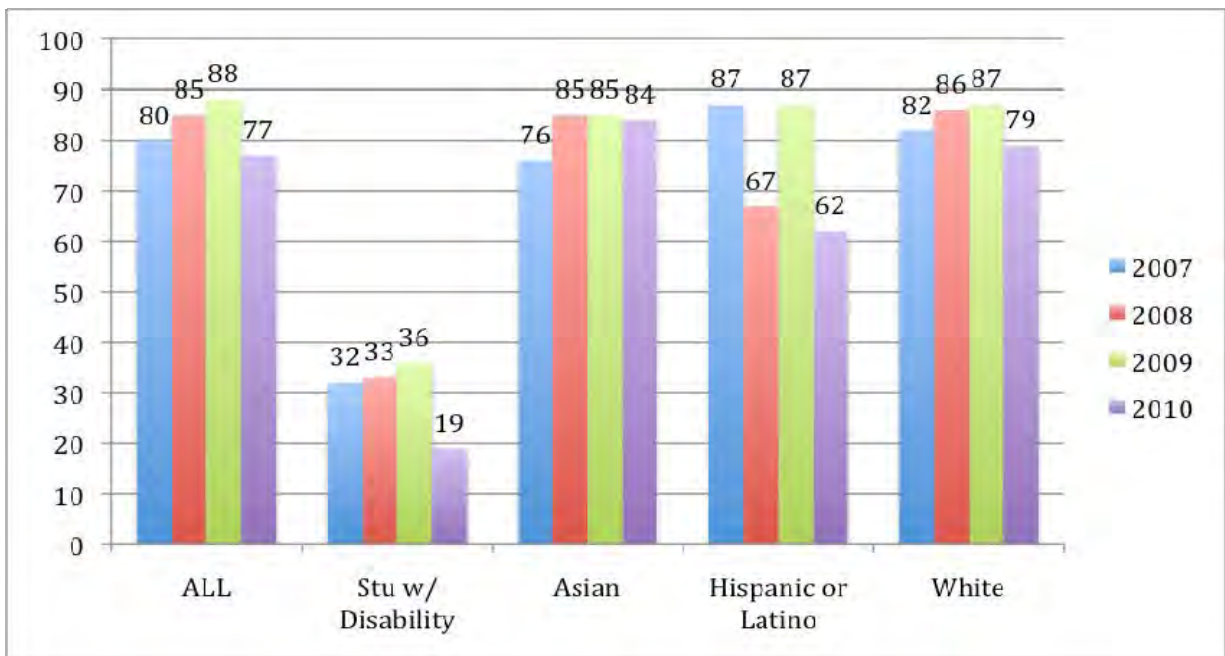
CST Mathematics by Subgroups

Algebra 1	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	231	42	231	37	183	34	233	42
Students with Disability	40	15	37	14	32	13	52	29
Asian	13	31	19	37	14	36	12	67
Hispanic or Latino	13	46	17	7	15	13	22	36
White (not Hispanic)	197	45	183	41	146	38	177	43
Male	126	40	129	38	105	40	127	44
Female	105	45	102	36	78	26	106	41
Gifted and Talented	11	73	*	*	4	*	4	*
Two or more							17	35
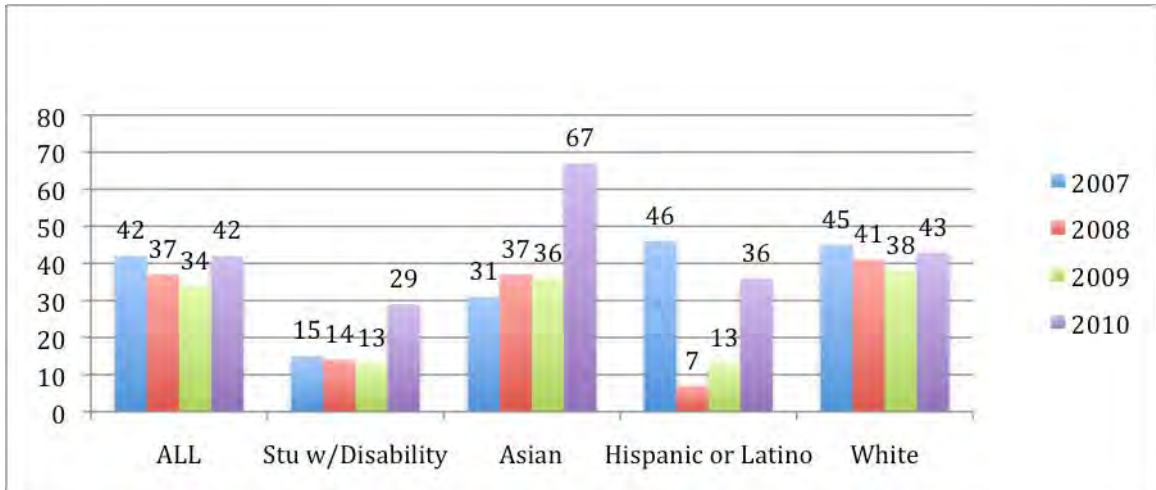
Geometry	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	281	68	266	65	303	61	280	68
Students with Disability	7	*	11	36	7	*	5	*
Asian	34	85	31	77	37	70	29	69
Hispanic or Latino	15	53	12	33	11	45	15	67
White (not Hispanic)	219	67	214	65	239	62	214	67
Male	160	64	133	70	173	65	153	64
Female	121	73	133	59	130	58	127	72
Gifted and Talented	71	89	9	*	36	92	27	93
Two or More							17	71
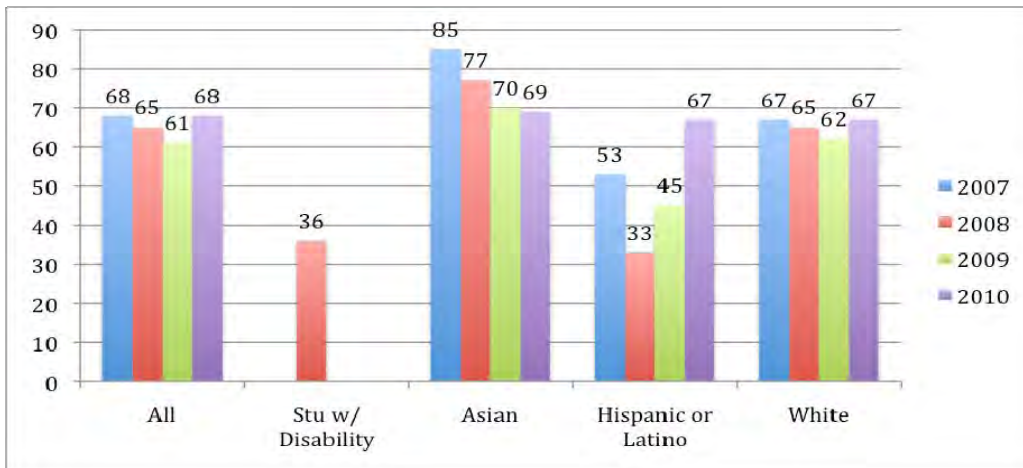
Algebra II	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	293	49	264	54	255	43	296	48
Students with Disability	7	*	6	*	8	*	6	*
Asian	46	67	38	66	32	69	32	72
Hispanic or Latino	11	45	14	43	6	*	25	24
White (not Hispanic)	228	47	200	52	207	40	203	48
Male	133	47	145	55	135	49	168	55
Female	160	51	119	52	121	36	128	41
Gifted and Talented	61	77	68	76	52	73	47	70
Two or More							31	55
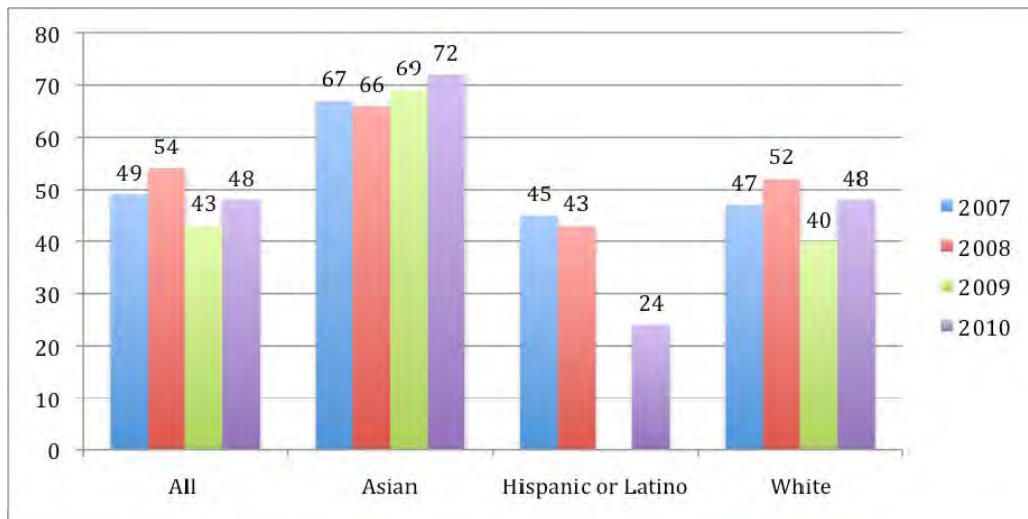
Summative High School Math	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	180	77	192	79	200	77	179	82
Students with Disability	3	*	2	*	2	*	1	*
Asian	36	83	38	89	38	76	25	92
Hispanic or Latino	2	*	3	*	8	*	5	*
White (not Hispanic)	138	76	149	77	146	77	123	81
Male	103	77	82	80	101	82	96	82
Female	77	77	110	78	99	71	83	81
Gifted and Talented	53	92	50	92	76	92	46	89
Two or More							19	89
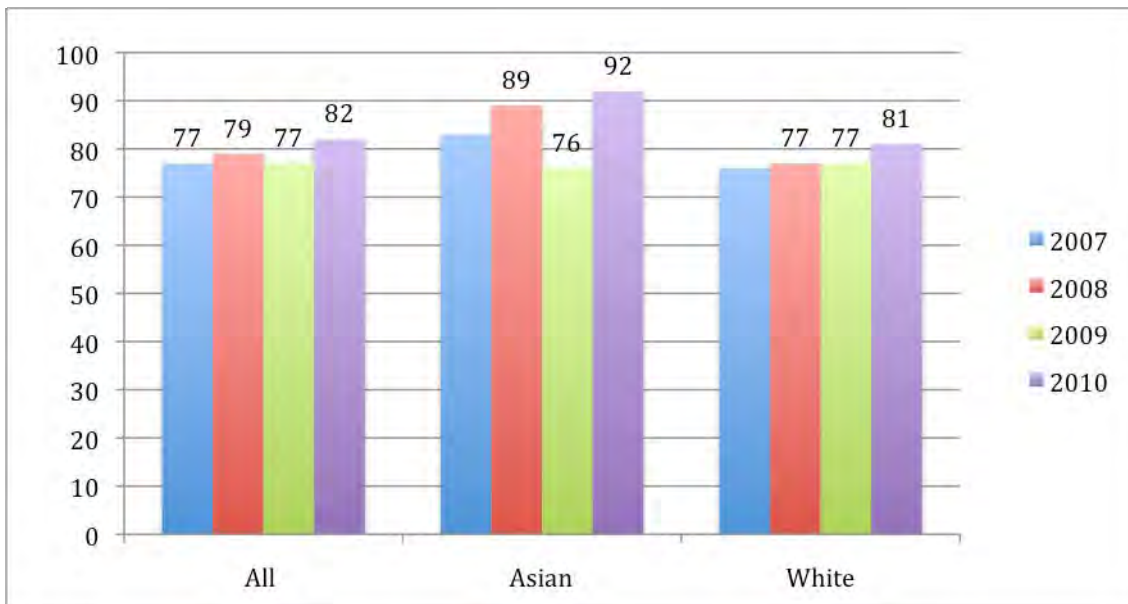
CST Social Studies by Subgroups

World History	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	661	70	369	70	347	81	390	77
Students with Disability	38	29	21	26	14	23	31	33
Asian	83	77	47	74	42	88	42	81
Hispanic or Latino	26	58	22	17	14	57	24	42
White (not Hispanic)	535	70	281	75	276	81	291	80
Male	337	74	197	77	204	86	209	82
Female	324	66	172	63	143	72	181	71
Gifted and Talented	141	90	55	96	43	95	37	97
Two or more							26	65
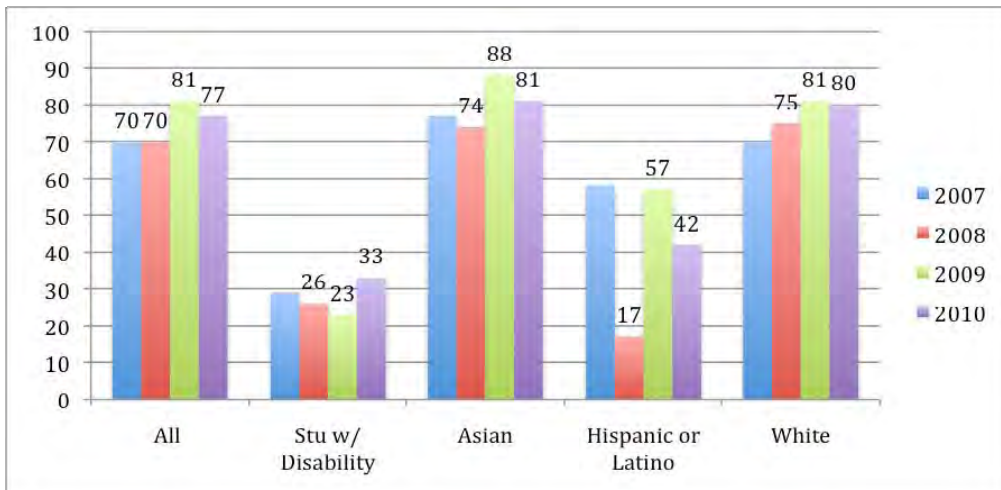
US History	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	343	76	307	81	326	86	318	84
Students with Disability	22	41	21	33	22	55	21	43
Asian	46	78	42	95	39	92	30	90
Hispanic or Latino	15	80	14	71	15	73	26	65
White (not Hispanic)	266	77	243	80	260	87	223	86
Male	196	78	155	78	170	89	169	86
Female	147	76	152	84	156	84	149	81
Gifted and Talented	56	96	44	95	81	100	47	100
Two or More							27	85
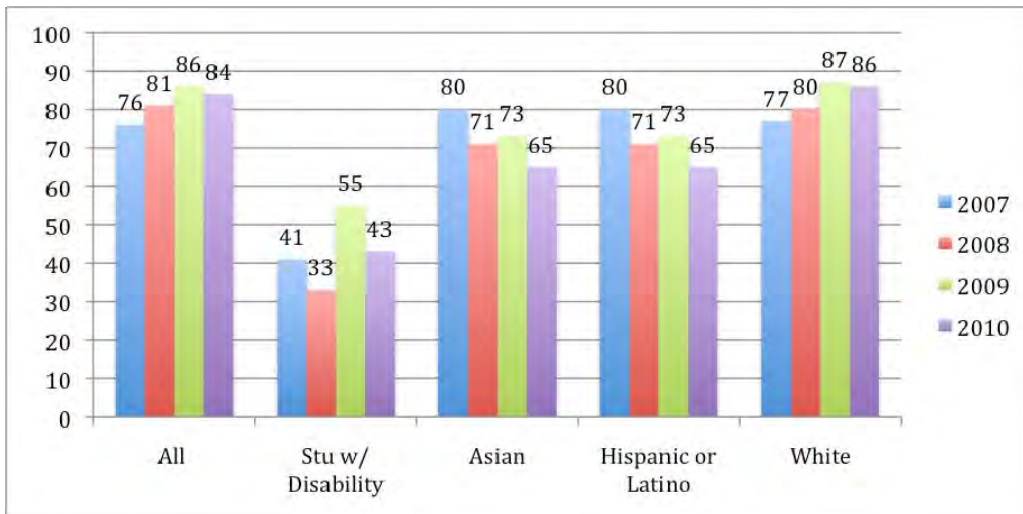
CST Science by Subgroups

Science Grade 10	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	319	85	333	89	317	87	317	89
Students with Disability	25	44	19	58	20	40	15	40
Asian	43	95	40	90	43	88	31	90
Hispanic or Latino	11	64	15	87	13	46	23	74
White (not Hispanic)	257	84	267	90	241	88	225	88
Male	161	81	172	89	167	89	192	91
Female	158	88	161	90	150	83	125	86
Gifted and Talented	56	100	80	98	48	100	39	97
Two or More							35	97
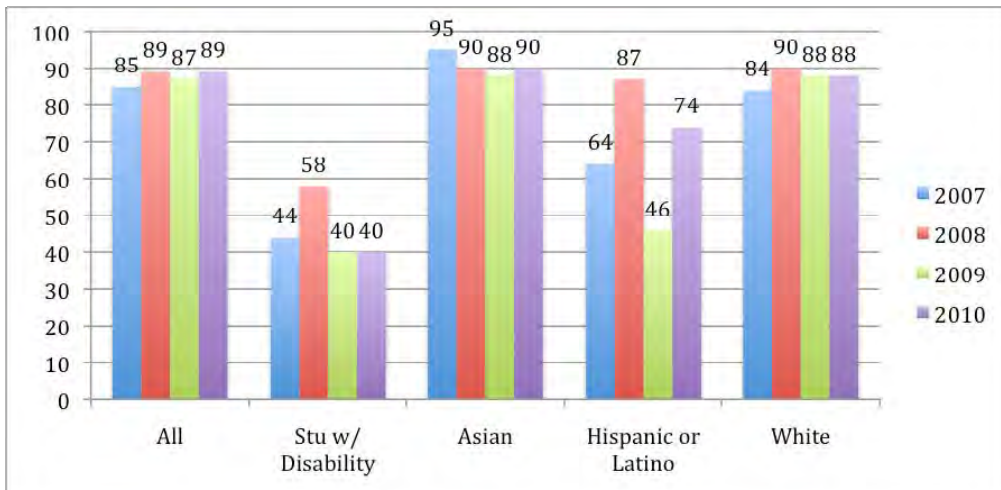
Biology/ Life Science	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	369	82	348	89	369	85	355	88
Students with Disability	25	29	18	44	21	43	16	38
Asian	47	91	49	88	49	86	39	85
Hispanic or Latino	15	73	13	77	16	56	21	62
White (not Hispanic)	296	82	274	89	286	86	264	90
Male	192	79	180	88	204	86	188	86
Female	177	86	168	89	165	82	167	90
Gifted and Talented	97	98	52	98	58	97	51	100
Two or More							26	88
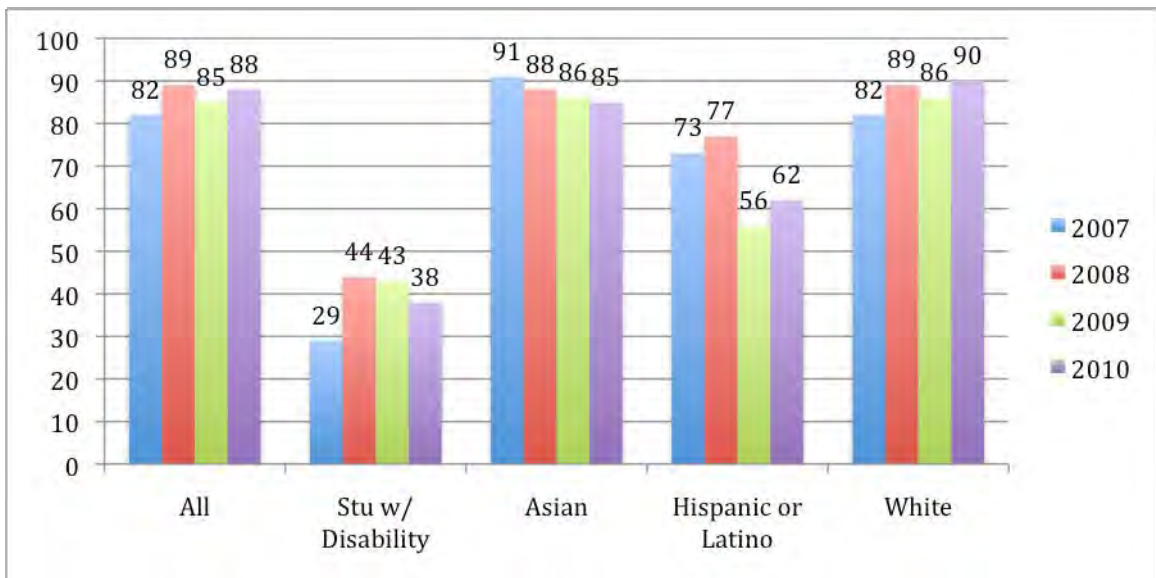
Chemistry	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	240	73	229	69	215	87	220	88
Students with Disability	5	*	3	*	*	*	2	*
Asian	43	84	33	79	34	97	23	87
Hispanic or Latino	7	*	10	*	3	*	16	81
White (not Hispanic)	183	72	180	68	168	85	152	90
Male	110	79	129	74	110	91	130	89
Female	130	68	100	62	105	84	90	86
Gifted and Talented	50	88	75	85	50	100	36	94
Two or More							26	77
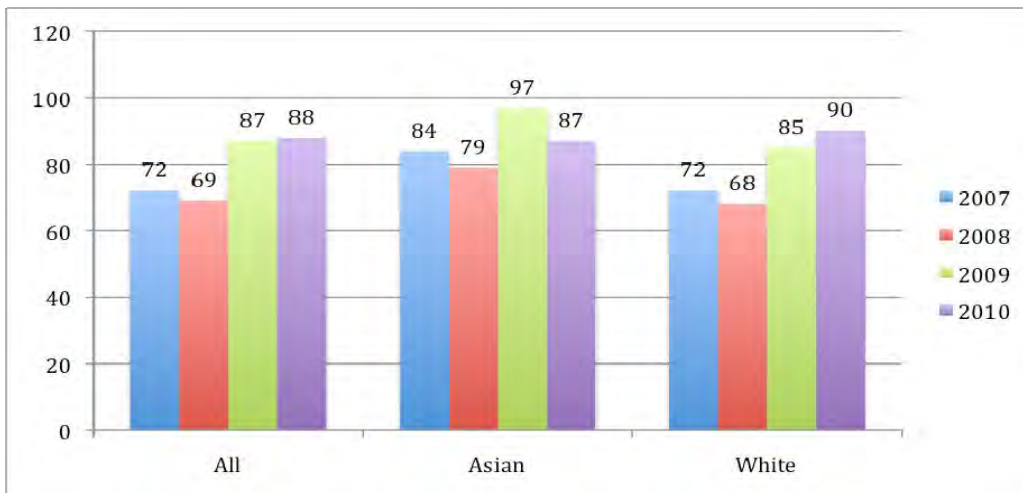
Earth Science	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	125	70	92	77	104	78	111	73
Students with Disability	18	56	19	53	18	61	17	41
Asian	11	82	8	*	9	*	8	*
Hispanic or Latino	7	*	8	*	8	*	12	50
White (not Hispanic)	99	70	73	75	82	80	77	77
Male	76	71	46	78	64	81	61	84
Female	49	69	46	76	40	73	50	60
Gifted and Talented	8	*	2	*	6	*	6	*
Two or more							9	*
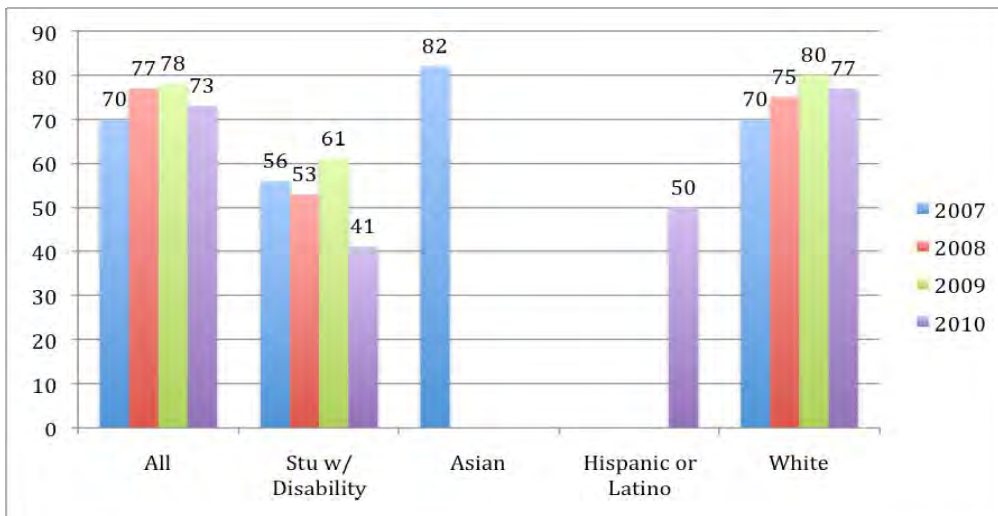
Physics	2007		2008		2009		2010	
	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above	Number Tested	% Proficient and Above
All students	55	96	84	99	74	100	61	100
Students with Disability	*	*	1	*	1	*	0	*
Asian	17	94	21	100	15	100	10	*
Hispanic or Latino	1	*	1	*	5	*	0	0
White (not Hispanic)	36	97	60	98	50	100	39	100
Male	36	97	37	97	43	100	44	100
Female	19	95	47	100	31	100	17	100
Gifted and Talented	18	100	26	100	32	100	18	100
Two or More							*	*
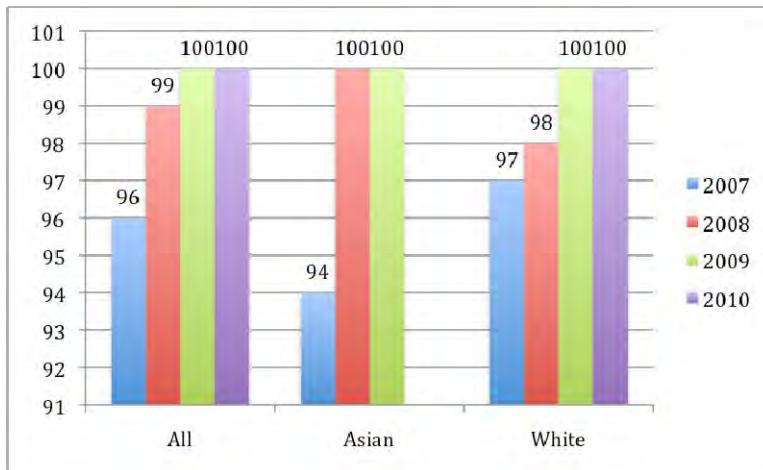
CAHSEE

CAHSEE Achievement 2008			
Subject		**All Students**	**Special Education Students**
Math	# Tested	330	21
	# Passed	317 (96%)	15 (71%)
English	# Tested	325	20
	# Passed	319 (98%)	17 (85%)

CAHSEE Achievement 2009			
Subject		**All Students**	**Special Education Students**
Math	# Tested	330	21
	# Passed	317 (96%)	15 (71%)
English	# Tested	325	20
	# Passed	319 (98%)	17 (85%)

CAHSEE Achievement 2010			
Subject		**All Students**	**Special Education Students**
Math	# Tested	314	18
	# Passed	309 (98%)	14 (78%)
English	# Tested	313	18
	# Passed	307 (98%)	13 (72%)

CAHSEE Passing Rate – Math
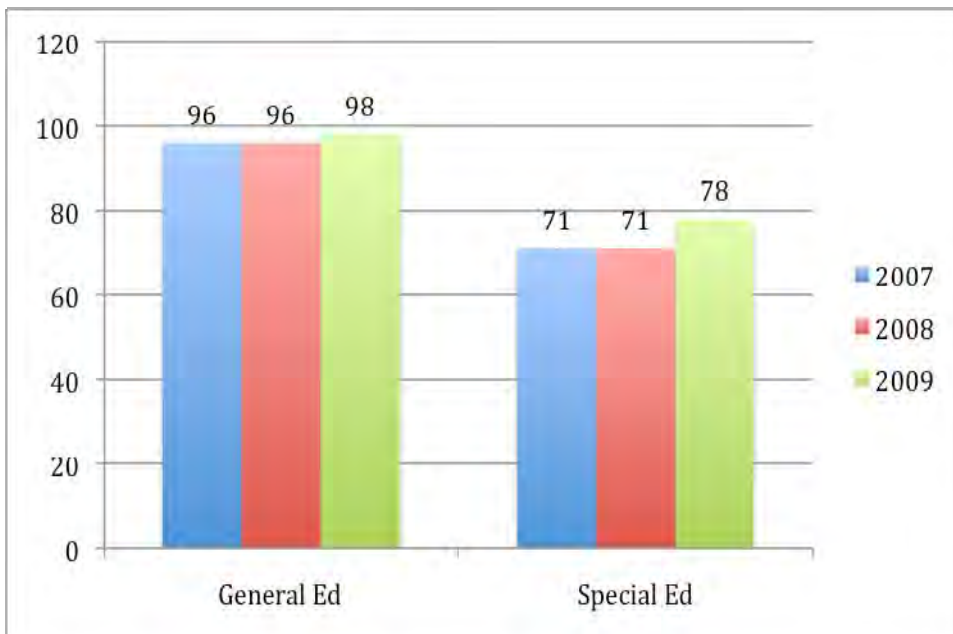
CAHSEE Passing Rate - English
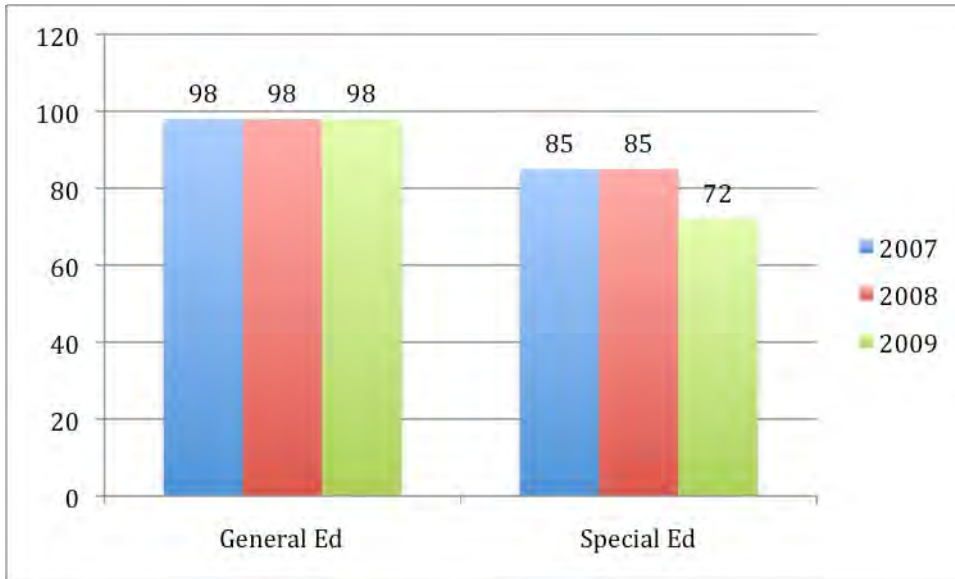
CAHSEE Results (Initial test administered to Sophomores)

Ninety-eight percent of the Class of 2009 passed the California High School Exit. Passing rates have remained consistent in the past three years. Special Education student passing rates were significantly lower.

English Language Arts

Year of Test Administration (February)	# Tested	% Passed	Word Analysis	Read Comp	Lit Resp Analysis	Writing Strat	Writing Conv	Essay Rubric Score 1-4
2007	322	98	90%	91%	90%	81%	87%	3.0
2008	336	99	93%	90%	94%	85%	91%	2.9
2009	325	98	92%	89%	91%	86%	88%	3.0
2010	315	98	93%	86%	91%	88%	89%	3.0

Math

Year of Test Administration (February)	# Tested	% Passed	Prob & Stats	Num Sense	Alg & Function	Meas & Geom	Alg 1
2007	322	98	89%	88%	89%	85%	80%
2008	336	99	88%	91%	90%	85%	79%
2009	330	96	87%	90%	89%	82%	82%
2010	316	98	89%	92%	91%	85%	82%

AP and College SAT

The enrollment in AP/Honors classes has been slowly increasing. The number of students taking the Advanced Placement Exams is also increasing. Approximately 30 percent of Acalanes High School students took an AP test in 2009.

Advanced Placement Passing Rates

	Total # of Tests Taken	Total Number of Students Taking the Test	Percentage of Test Scores of Three or Higher
2006	612	364	91
2007	641	367	95
2008	658	385	91
2009	704	399	95
2010	707	398	95

Student performance on the SAT I test has consistently increased in the past four years.

Average SAT Score					
Category	**2006**	**2007**	**2008**	**2009**	**2010**
Critical Reading	578	580	580	576	
Math	610	605	610	609	
Writing	581	589	586	595	
Comprehensive	1769	1774	1776	1780	

Report Card Analysis

Percentage of Students with D's and F's for the past four semesters

Population	Semester	%D	%F
All AHS Students	January 2009	10.1	3.9
All AHS Students	June 2009	11.2	4.7
All AHS Students	January 2010	10.5	3.2
All AHS Students	June 2010	11.6	4.4

* % of students with at least 1 D or 1 F

Grade	Percent of students with at least 1 D				Percent of students with at least 1 F			
	9	10	11	12	9	10	11	12
2008-09 Semester 1	2.2	3.3	2.7	1.8	0.2	1.5	1.1	0.4
2008 - 09 Semester 2	2.5	2.9	3.2	2.5	0.8	1.6	1.2	0.4
2009-10 Semester 1	3.0	3.0	2.6	1.8	1.8	0.5	0.4	0.5
1009-10 Semester 2	3.5	2.1	3.5	2.6	1.6	1.0	1.6	0.5

Algebra

Acalanes High School offers two types of pre-algebra courses:

1. Pre-Algebra, a remedial course, designed to prepare students who are two or more years below grade level ready to take Algebra.
2. Algebra A, a course designed to prepare students who are one year below grade-level-ready to take Algebra.

Enrollment in courses below Algebra level.

Students taking a course below Algebra:
]

	Total	Percent
2008 - 2009	59	4.5
2009 - 2010	68	5.0
2010 - 2011	82	5.8

Fall 2010-2011				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Pre-Algebra	26	1	0	0
Algebra A	31	21	2	1

Fall 2009-2010				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Pre-Algebra	26	0	1	0
Algebra A	23	14	3	1

Fall 2008-2009				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Pre-Algebra	13	1	0	0
Algebra A	31	13	1	0

<u>Survey Findings</u>

Healthy Kids Survey

Acalanes Freshmen and Junior students participate in the California Healthy Kids Survey (CHKS) on a two-year cycle. The survey results in a report that provides longitudinal data on student health issues, ranging from tobacco, alcohol use to student resilience and healthy development.

Following are few excerpts from California Healthy Kids Survey. Complete results are included in the WASC Evidence.

Resilience and Youth Development

Students responded to the following statements related to feeling connected to the school on a survey administered in the fall of 2009.

I am happy to be at this school

	Grade 9	Grade 11
Strongly Disagree	3%	5%
Disagree	6%	8%
Neither Agree nor Disagree	16%	20%
Agree	39%	43%
Strongly Agree	35%	24%

I feel like I am part of this school

	Grade 9	Grade 11
Strongly Disagree	3%	9%
Disagree	8%	8%
Neither Agree nor Disagree	25%	19%
Agree	39%	46%
Strongly Agree	25%	19%

I feel safe in my school

	Grade 9	Grade 11
Strongly Disagree	2%	6%
Disagree	3%	2%
Neither Agree nor Disagree	14%	13%
Agree	45%	39%
Strongly Agree	36%	40%

Alcohol and Other Drug Use

Percentage of 9th grade students who have never consumed alcohol or other drugs.

Substance	2007	2009
Alcohol	60	69
Marijuana	73	81
Inhalants	85	93
Cocaine	93	99
Methamphetamines	94	98

Percentage of 11th grade students who have never consumed alcohol or other drugs.

Substance	2007	2009
Alcohol	34	36
Marijuana	53	56
Inhalants	87	90
Cocaine	87	92
Methamphetamines	95	97

Results of the 2007 Healthy Kids Survey reported following effects due to Academic Stress:

61% ….. Report difficulty sleeping
57% ….. Report headaches
24% ….. Report stomach pains
59% ….. Report exhaustion
15% ….. Report weight loss
14% ….. Report weight gain

Challenge Success Survey

In 2007, Acalanes High School administered the Challenge Success Survey to determine stress levels and its effects on the student population. The following are the major findings of the survey.

- Acalanes students average 7 hours of sleep a night, when 9 ¼ is the recommended regular average for adolescents (a few get 9+, many get significantly less than 7).
- Majority of students experience stress related exhaustion, sleeping difficulty, and headaches monthly, with females experiencing significantly more than the males.
- Students care a lot about meeting parental expectations.
- Nearly 25 percent of responding students have had serious suicidal thoughts.
- More than 30 percent have seen a therapist outside school.
- Female students at AHS experience poorer mental and physical health and greater academic worry than male students.
- Students are more likely to cheat when assigned academic tasks that are "boring, irrelevant or overwhelming."

(Complete Challenge Success Survey results are included in Appendix E.)

Student WASC Survey

Acalanes students participated in a survey administered in February of 2010. There were 415 students (31 percent) who completed the survey.

Analysis of the survey demonstrated that a majority of students feel proud to be a student at Acalanes High School. An overwhelming majority of students feel that the school is a safe environment, and feel they are respected, supported, and treated well by staff. Students generally feel that students of different backgrounds are accepted at school. Acalanes students value their involvement in extra curricular activities as that allows them to explore various interests. They also found that Acalanes High School provides them with various electives, thus allowing them to explore different interests.

Acalanes students were found to value high expectations; however, the same was seen as a major source of stress. Many students reported a concern with assignments not being returned in a timely manner or receiving regular feedback on progress in class.

(Complete Student WASC Survey results are included in Appendix F)

Faculty Survey

All staff members were given an opportunity to participate in a survey. Survey questions ranged from questions about the curriculum taught in the classrooms to the culture of the school. Exactly 99 percent of teachers took part in the survey.

Following were found to be the strengths of our school based on the Faculty survey. The experience in the teaching profession is impressive with over 80 percent of teachers

having taught for more than 10 years. Administration was seen as very supportive of the Faculty. Our teachers offer many hours of student support outside of the classroom.

Library services and technology are found to be readily available, well supported and well used. The campus is seen as secure and safe. Teachers felt that curriculum in the classrooms is based on the standards and that a wide variety of assessments and instructional strategies were used.

Following were found to be areas that need improvement based on the Faculty survey. More academic support is needed for the "average" student, as it has been found that the high and low achievers are receiving the needed support. Attendance and discipline policies were found to be inconsistently applied in different classes. While New Crew supports incoming 9th graders, more support is needed for the transfer students of all grades. It was found that in some courses, there was a lack of consistency in the curriculum taught from class to class.
(Complete Faculty WASC Survey results are included in Appendix G)

Classified Survey

Classified staff completed the survey in February, 2010. Seventy percent of the classified employees answered the survey questions. All employees felt supported by their classified peers and the administrative team. They found that their input regarding school vision is valued.

It was found that classified staff needs more technology training and professional development. They would also like to see more support from the certificated staff.
(Complete Classified Staff WASC Survey results are included in Appendix H)

Parent Survey

Acalanes parents participated in a survey in February of 2009. Over 40 percent of parents completed the survey. Most of the aspects of the school were viewed favorably. Parents felt that the school is a safe environment where staff has high expectations and prepares their child for life after high school. The survey reflected great satisfaction with the course offerings, challenging curriculum and variety of assessments used.

According to the responses to several questions, it was determined that the communication between school and parents needs improvement. Many parents are not aware of events at school, discipline procedures, attendance policies and the goals of the school. A few parents found that their child could not manage their workload independently and many of those hired outside help. It was also noted that many felt they were not aware of student progress in the classrooms and they were not receiving timely feedback on their child's assignments.
(Complete Parentt WASC Survey results are included in Appendix I)

Classroom Observations

Peer Observations

Staff members observed their peers throughout a period of one month. Staff members were encouraged to observe colleagues within their respective department, as well as in other departments. Staff observed students engaging in the curriculum and the delivery and implementation of instruction.
(A copy of the Peer Observation form is included in Appendix J)

The following were also observed during the various peer observations.

- Differentiated instruction
- Critical thinking
- Students applying knowledge
- Class activities spanning more than one discipline
- Various teaching strategies
- Interactive discussions
- Students making connections between textbook material and prior knowledge or current events
- Collaborative work
- Interest in the subject areas
- Various techniques used to explain difficult concepts
- Intervention strategies for struggling students
- Use of visuals during instructional time
- Creative use of technology infused in the curriculum

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

Chapter 2:

Student/Community Profile and Supporting Data and Findings
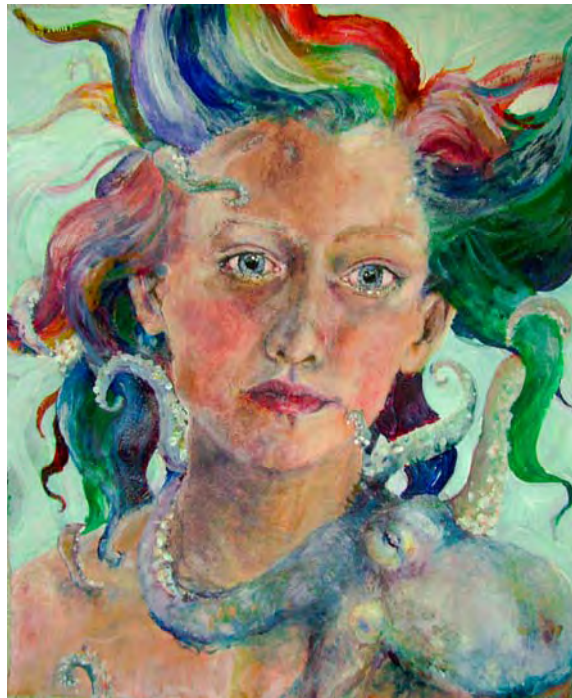
Artwork by: Grace Linderholm, Class of 2012

Chapter 2

Student/Community Profile – Overall Summary from Analysis of Profile Data

General Implications of the School Profile Data

During the 2009 – 2010 school year, Acalanes High School staff spent several monthly meetings and two staff development days reviewing the school profile data. This has continued into the 2010-2011 school year. Data analysis was conducted in focus groups, home groups and within leadership teams. Based on the analysis of the data, shareholders drew a wide range of general conclusions, some positive and some negative.

The staff also spent a year evaluating past Schoolwide Learning Outcomes (SLOs). Analysis was completed in focus groups and then new Expected Schoolwide Learning Results (ESLRs) were established at a staff meeting.

The main areas of change in our ESLRs from the previous WASC Self Study are:

1. An emphasis on personal integrity and mental/physical health.
2. An intensified focus on local and global social consciousness and citizenship.

These two new areas reflect the incorporation of 21st century learning skills that were adopted by the district's strategic plan of 2007. It also reflects the direction our learning community has taken as a result of the activities scheduled and implemented by our leadership class. Greater focus is also placed on the inclusion of technology in the curriculum.

Following is the summary of findings based on the school profile data:

General Conclusions: Areas of Strength

Findings	Evidence
Students achieving at high levels.	- School API of 898 - Statewide Rank of 10 - Similar School Rank of 9 - CAHSEE pass rate for 10th graders – 98 percent - AP Exam pass rate at 95 percent - SAT Composite score at 1780

Challenging curriculum	• Majority of classes are college preparatory • 12 AP Courses, several with multiple sections • Student survey shows that Acalanes provides its students with various electives allowing them to explore different interests • Parent WASC survey showed parents to be very satisfied with course offerings and challenging curriculum
Staff is well qualified	• 100 percent of teachers are fully credentialed • 99 percent of teachers meet "highly-qualified" NCLB requirement • All teachers are instructing within their credentialed area • Low staff turnaround with current staff having an average of 16 years of teaching • Staff development opportunities – department release days, technology pull out days, Summer Institute • 48 percent of the staff holds a masters or a doctorate degree
Strong parent involvement and support	• Parent organizations provide funds to the school to support various programs • Passing of 2 Parcel Taxes during 09-10 School year • High attendance at parent evenings, Back-To-School Night and Open House
High Graduation rates and college acceptance	• Graduation rate at 99 percent • 76 percent are UC or CSU eligible • 98 percent of students are college bound with 76 percent going to a 4 year college

General Conclusions: Areas for Improvement

English Performance	• DVC College placement tests show decreased percentage of students placed at the college level writing courses (data shows 3 years of decline) • 44 percent of students are entering DVC at college level reading (66 percent are below grade level) • Percentage of students performing at proficient or above is decreasing as students move from one grade level to the next

	• Drop in performance level, 4 years in a row, on the Reading Comprehension portion of English Language - CAHSEE
Math Performance	• DVC College placement tests show decreased percentage of students placed at the college level math • Overall decrease in performance level in Math on the CST • 58 percent of students taking Algebra 1 or classes below Algebra I are testing at basic or below • 32 percent of Geometry students are testing at basic or below with an overall trend showing drop in proficiency scores (with 2010 being and exception) • 52 percent of students in Algebra II are testing at basic or below • While percent passing CAHSEE is 98 percent, passing rate in Algebra I portion is at 82 percent. • Percentage of students taking courses below Algebra I has increased in the past 3 years
Student stress	• Student WASC and Challenge Success surveys show that while Acalanes students value high expectations, the same was seen as a cause of stress. • Special Ed. testing data show an increase in students with a diagnosis of Emotional Disturbance (ED) • Increased number of referrals for Special Education assessment • California Healthy Kids Survey shows students abusing alcohol and other drugs • Challenge Success survey shows many students are overwhelmed with the amount of homework and lack of skills in organization and time management
Achievement gap	• The achievement gap between the subgroups remains virtually unchanged (CST, CAHSEE pass rate) • Special Education students and Latino or Hispanic students are identified as the low performing subgroups (other groups are not statistically significant)

Students with Disabilities	• Students with disabilities regularly perform at a significantly lower level than other subgroups
	• CST scores show general decline in performance over the last few years (several exceptions are seen where scores jump during 1 year)
	• Students with disabilities rarely take Geometry, Chemistry and following courses
	• CAHSEE data shows passing rate of Disabled students to be much lower than General Ed and is not improving.

Identification and Analysis of the Critical Academic Needs

Based on profile data and general conclusions, Acalanes staff identified five critical needs.

1. Improve student performance in Math and English.
2. Close the achievement gap between Special Education and General Education students.
3. Improve the intervention process and available resources for students who are struggling academically.
4. Develop a schoolwide system of assessment where collaborative teams determine if the curriculum is aligned with the state content standards and all students learn what is most essential.
5. Coordinate a school wide effort to provide students with the tools to make thoughtful, well –planned, and healthy lifestyle choices.

Acalanes staff has been examining these critical academic needs in their departments, and have analyzed the data and came to conclusions based on that data. After each department completed its own analysis, the findings were brought to the focus groups for further discussion and clarification.

During the department and focus group meetings, staff members raised several key questions related to the critical academic needs:

Important Questions:

- Is there enough being done to seek out those who need remediation?
- Are our intervention strategies effective in identifying and supporting those students who need extra help or the strengthening of existing skills?
- Are we doing everything possible to address the "Gap" students, (those that do not fall into either the "advanced" or "well-below-basic" sub-groups)?
- Can we access the CSU and UC data that shows students' placement in Math and English courses?

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

Chapter 3:

Progress Report
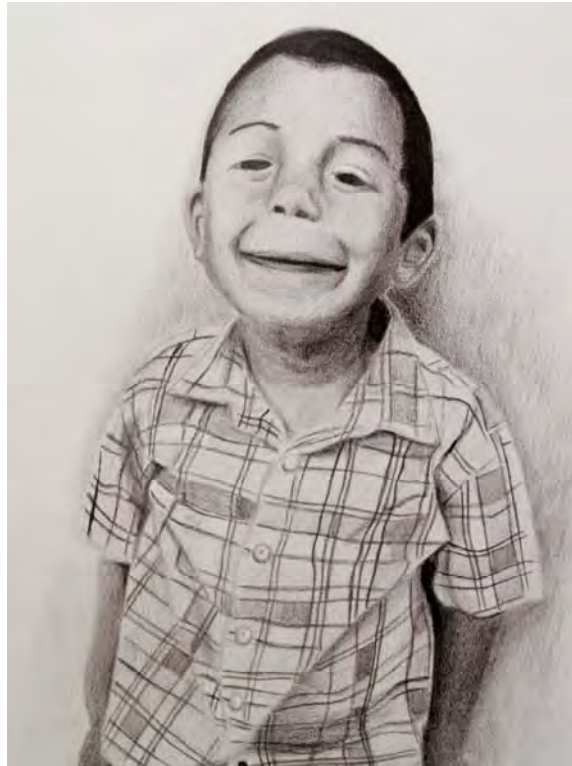
Artwork by: Gabriela Schlesinger-James, Class of 2010

Chapter 3:

Progress Report
Acalanes High School

Note: In 2005, Acalanes High School received a 6-year clear accreditation with a 3 year review. This chapter addresses action plans for both of the self-study reports for the 2008 mid-term WASC report. What follows are responses from the 2009-2010 school-wide survey.

Spring, 2005 Acalanes High School completed the 6 year WASC accreditation process and two critical areas of academic needs were established. Critical Academic Needs #1 supports the academic success and emotional well being of freshmen. Critical Academic Needs #2 addresses increasing the percentage of students achieving proficiency in core academic areas. Within each critical academic need, action plans were established which identified means for success—including professional development, resources and monitoring systems.

Critical Academic Needs #1: Supports the academic success and emotional well being of freshmen.

Action Plan #1.1:

Establish and implement professional developments that highlight middle school articulation, utilization of freshmen academic data, and instructional and learning strategies for improved student success.

- **Articulation:** All departments, with exception of P.E., have articulated with the middle school in some way with various approaches and levels of success. Counselors, Special Education, Math and English meet once per year; Science met once with disappointing results; Social Science has not met in some time. The consensus for articulation is most successful with Math, Counseling (especially in regards to recommendations and scheduling, including working with Literacy Program for student selection), and Special Education. English seems fairly successful, although that opinion seems inconsistent within the department. Department chairs should check and report back regarding collaboration and coordination. Additionally, there are recommendations for modifying the middle school articulation model.

- **Utilization of freshmen academic data:** The consensus is that data is available to Administration and Counselors, but indirectly available to teachers. Staff reports they are not trained in how to read much of the data available, some of it raw data such as STAR and CAHSEE. The staff is interested in using this data more effectively; however, because there is no data director, this becomes a more difficult task.

Recently, the district has agreed to purchase a data analysis program; this should be in place within months. There is an interest in looking at other data, including the Healthy Kids survey. Counselors examine 8th grade transcripts when reviewing classes for 9th grade enrollment. When requested by 9th grade teachers, academic profiles of incoming freshmen are provided. Teachers are able to see last trimester of grades for students going beyond Algebra and first level of Foreign Language.

- **Instructional and learning strategies for improved student success:** Learning to Learn (Talking to the Text) strategies have been adopted by some teachers, mostly within the English department. Through the work, research, and development of these learning strategies, the Literacy Program has been established. Additional concerns regarding the freshmen curriculum includes time management, organization, and communication skills.

- **Library resources**: Library resources for all students have been expanded and only maintenance is needed. The librarian manages the school website and Library webpage, thus allowing for 24-hour access to data bases and other support material.

Action Plan #1.2:

Provide information/instruction on study skills, time management, and stress reduction for all 9th graders and help foster adult/peer mentor/ student relationships.

- **Learning skills:** While some freshmen teachers emphasize time management, organization, and communication skills, work needs to continue to build an established program.

- **New Crew:** New Crew advisors continue to develop and expand the program. Mentors visit freshmen classrooms throughout the first semester and the New Crew student board manages activities and check-ins throughout the year in conjunction with the Leadership class.

- **Examine alternative models for improved/supportive learning environment:** Some alternative models have been explored and implemented, including establishing test day schedules (by department), limiting after school practice hours, focusing on more meaningful assignments, implementing some co-curricular assignments, hosting a study skills/time management parent night, and expanding Peer Tutoring in the classroom. An after school homework center operated for several years, but discontinued in 2010 because of a perceived ineffectiveness to reach targeted students. Interest continues in developing a program to take place during school hours. Scheduling alternatives and modifications have not been considered since some disciplines believe them to be unmanageable as formats for those classes. In addition, there has been no development of Small Learning Communities or "pull-out study hall." The Leadership program is placing focus on freshmen integration into community and replacing freshmen elections with an interview process to allow for more access by incoming freshmen.

- **Develop systems to encourage and increase curricular integration:** In-class peer tutors are scheduled into academic classrooms. Peer tutor recruitment for this program remains in its infancy, as there is a need for its presence in all academic disciplines. However, the longstanding Peer Tutoring Center continues to show success as a program for mentors and students seeking assistance with academic coursework.

- **Explore and consider implementing mechanisms to provide freshmen with essential academic skills for high school success:** In spite of interest among staff in developing a "Freshmen Boot Camp," this program was never implemented. Staff continues to informally include some essential academic skills in the classrooms.

Critical Action Needs #2: Increase the percentage of students who achieve proficiency in core academic areas.

Action Plan #2.1:

Examine and discuss homework and grading practices in an effort to maximize student success.

- **Discuss and consider purpose of homework:** There has been on-going discussion throughout the staff reviewing the meaning and purpose of meaningful assignments. Departments have met, discussed, and collaborated on consistency of assignments and assessment. Many perceive a change in school climate towards homework and the continuing move towards assigning less.

- **Calibrate and coordinate subject area homework load and schedule:** There have been some adoptions of stress-reducing procedures: no homework over breaks, a piloted calendar (2008-2009), test days per department (uneven adoption depending on department and/or teacher). In some departments, there is collaboration in determining workload and assessment practices in a course with multiple instructors; however, significant coordination of homework among disciplines needs further implementations.

- **Discuss the role of meaningful and timely feedback to support student learning and reduce student and teacher workload. Develop methods and tools for improved implementation:** Several staff mention some improvement due to the increased use of technology for delivery of instruction and information, such as: Blackboard, iPanels, and document cameras. Concerns about consistency of teacher ability to use technology effectively has been partially remedied through technology pull-outs, which use collaboration and training to increase effective and adept instruction using technology.

Action Plan #2.2

Explore staff development and collaboration that promotes instructional and assessment strategies that work to improve student learning.

- **Continue dialogue and implementation of "assessment for learning" best practices:** Regarding the implementation of best practices, teachers and administrators have focused on using data from STAR and CAHSEE testing in order to better indicate the school's and individual teacher's progress towards more effective instruction. Teachers have expressed some concerns that the data received is often in raw state and difficult to read correctly. The district is trying to remedy this with the purchase of a data analysis software which is to be implemented in the coming months. STAR test scores have been examined and it has been noted that there is some evidence of decline. As a result of declining English scores, the administration and English department eliminated the previously existing English thematic seminar program (juniors and seniors) in an effort to place more focus on standards and benchmarks. There is increased interest in comparing individual

teacher scores with other teachers to see what strategies are effective. Additionally, new available data could lead to further training in instructional strategies.

- **Examine and implement appropriate strategies to differentiate instruction:** Differentiated instruction is consistently implemented through good teaching practices, which include varied instruction methods with homogeneous and heterogeneous student grouping. Instructional strategies used by Special Education and the Literacy program have successfully provided new and proven methods of differentiated instruction that have frequently been adopted throughout the curriculum. However, the suggested teacher survey has not yet been performed.

- **Provide opportunities for coordinating curriculum across disciplines:** There has been increased interest**,** and access to, coordinating curriculum across disciplines, most notably the recently added American Threads program in the junior year (English and Social Science). Other examples include the frequent collaboration between Art and Foreign Language in which Spanish 5 students translate art students' letters regarding art projects. English 2 and Geometry collaborate on argumentation and proof. Some English 4 teachers have collaborated on a unit with Bio-tech when studying *Frankenstein*. Finally, the Leadership program includes a teacher advisory board in order to enrich better community and effectiveness of the program.

- **Expand Learning to Learn program across all disciplines:** "Learning to Learn" has been implemented with English and Social Studies, but has not been expanded to all disciplines. Budget cuts have removed release period for program coordinator.

Action Plan #2.3:

Establish a formal, inclusive system to recognize student success so all students feel valued for their contribution to the school community.

- **Develop and implement systems for student recognition at department and school wide level (i.e. student of the month):** The most established procedure for student recognition is the end of the year Senior Award Night, a ceremony that includes achievement at all levels, in academic and elective classes, and is therefore not exclusive to only the highest achievers. In spite of consistent faculty interest, there is limited recognition during the year due to concerns of how to find accurate, fair and useful information about student achievement.

- **Develop and implement systems to expand student recognition in school and local newspaper, yearbook, media portal system (i.e. web-based), and communication videos:** Although there is no formal recognition, a wide array of recognition mechanisms are used, including: school newspaper, communication videos, bulletins, student artwork throughout campus, and scrolling marquee messages. Some suggestions include a "Do You Know" post on the school website and the marquee, and a school wide team in charge of student recognition.

Action Plan #2.4:

Explore programs that provide additional support for students performing below proficiency.

- **Implement parallel instruction classes to support below proficient students:** The Literacy Program provides support for students performing low in English and Social Studies courses and is not designed for Special Education students. Data shows student performance has increased. This program was initially created out of previous WASC report, but has since been scaled back due to budget cuts. An Algebra Intervention course has been implemented and is now in place.

- **Continue intervention programs already in place and improve systems to target below proficient students:** Intervention and support programs include Peer Tutoring, Writing for Mastery, and Health Services. Stress groups are not currently meeting but Crises Counselors meet with at-risk students individually. Stressed Out Students has evolved into a program called Challenge Success. New additions are in-class Peer Tutors (Math, Science, English, and World Language), Academic Support Center (cancelled 2010 due to limited success), and Student Review Team (SRT) interventions (monitored every 4 and 8 weeks). The Library continues to impact the student community positively through technology available 24-hours a day. Other items and help available through the Library include: audiobooks, search help, Google doc training, book talks, and other opportunities designed to help reluctant readers

Action Plan #2.5:

Support senior year achievement through curricular improvements and support for transition to post-secondary endeavors.

- **Explore expansion of curricular options within subject areas senior year:** In response to focusing on a meaningful and rigorous senior year, the school has implemented several options and opportunities for seniors: the Senior Project, also known as WISE (in conjunction with the English department), Senior Health Symposium, and "Day of Dialogue" with a focus on the post-graduation experience. New courses offered include AP Stat, AP Comparative Government, and Bio-tech. Government teachers have brought in California Court of Appeals to campus in which students observe actual court proceedings. The English department has sponsored an on-campus Shakespeare performance focusing on the senior English curriculum. The Senior Community Service Program extends the four-year school community requirement program in the senior year to one that is embedded into the senior year Social Science required course.

- **Develop a common set of expectations for senior achievement through staff dialogue:** This has not been formally addressed at this time.

- **Examine and modify senior curriculum to promote real world application of information and skills:** Efforts to address real world applications include the implementation of WISE and AP Stat classes, programs in the College and Career Center, the Senior Community Service Project, various school clubs, seniors working election day polls, and established classes and programs such as the school newspaper (*BluePrint*), yearbook (*Aklan*), Leadership, Model U.N., and Academic Decathlon.

Action Plan #2.6:

Further develop communication systems to develop a more cohesive and inclusive community.

- **Establish team consisting of office and teaching staff to improve communication systems between classroom and support services:** Electronic communication through Blackboard and email has improved communication dramatically. A School Wide Team was implemented, accomplished its goal, and is now dormant. In addition, Google sites, Google docs and other available systems are in use constantly as a means of communication throughout the community.

- **Expand use of Blackboard learning system:** Blackboard has been thoroughly adopted across the campus, and is widely used by most stakeholders in the Acalanes community.

- **Expand communication systems to broaden parent awareness and involvement:** Communication with the parent community includes regular email communication between teachers, administration and parents. Weekly e-newsletters and occasional e-blasts include news and announcements from several departments on campus, and the daily bulletin is available by subscription to the parent community. Parents may access Blackboard for school and class detail, as well as updates on student progress. Other methods of contact include parent surveys, monthly Friday Forums, parent informational meetings with administration and class officers, and frequent collaboration with parent volunteers throughout the school for student activities.

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

Chapter 4:

WASC/CDE Criteria

Chapter 4

WASC/CDE Criteria

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1: Organization Criterion

To what extent
- a.) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?
- b.) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards.?

Findings	Evidence
AHS has a clearly stated vision and purpose based on student needs, current educational research and the belief that all students can achieve at high levels. • Stakeholders are aware of the vision statement. • Student achievement and meeting the needs of all students, especially struggling students, is a recurring discussion in staff meetings and within departments. • In 2009, Acalanes staff extensively evaluated the existing ESLRs and developed a new set of expectations.	 • AHS mission statement is present on the AHS website. • AHS vision statement is present in student planners. • Staff meeting agendas (reflecting best practices, analyzing STAR scores, etc.). • Department meeting agendas and minutes, instructional council agendas and minutes. • Acalanes Expected Schoolwide Learning Results.

The AUHSD Governing Board and District Administration support the school's purpose.	
• The Governing Board adopts standards and benchmarks, subject curriculum, and textbooks based on staff recommendation.	• Governing Board meeting agendas • Governing Board policies • Specific standards and benchmarks, curriculum, and textbooks for a subject (**as an example**).
• The District Administration supports the development of standards and benchmarks, curriculum development, and textbook adoption.	• Agendas from department staff development. • Documents (actual standards, etc) produced during one of these staff development days that were then presented to the Board. • District "pull-out" staff development courses.
• The Governing Board has a strategic plan that guides their policy making.	• AUHSD Strategic Plan
• The Governing Board sets annual goals for themselves and the District.	• AUHSD Annual Goals
• The Governing Board reviews and approves site plans to ensure alignment with District Strategic Plan and annual goals.	• Governing Board meeting agendas • Site plan
• The Governing Board supports the development of new courses/courses of study that meet student needs (i.e. Literacy, Math Intervention).	• Governing Board meeting agendas • Course of Study for Literacy and/or Math Intervention.
• The Governing Board supports summer school as an opportunity to achieve at the grade level standard.	• Summer school course offerings • Governing Board meeting agendas

• The Governing Board deploys resources toward making seven periods available for all students and towards courses that are structured for extra student support.	• AUHSD General Fund Budget • Governing Board meeting agendas
AHS expected school wide learning results and academic standards further define the AHS purpose. • AHS academic standards are rigorous and define the AHS purpose.	• AHS learning results • AHS Master Schedule • Course descriptions

Strengths:

- Governing Board is supportive of schools and teacher input.
- Supportive district with well-defined vision.
- Staff is committed to student success.

Areas for Growth:

- Summer School – no longer an adequate opportunity due to budget cuts.
- Determine a method for better alignment of textbooks with Middle School District. There is a general District disconnect.

A2: Governance Criterion

To what extent does the governing board
    a.) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school?
    b.) delegate implementation of these policies to the professional staff?
    c.) regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

Findings	Evidence
The Governing Board has extensive policies and bylaws in place that are aligned with the school's purpose and support student achievement.	
• The Governing Board has adopted a Strategic Plan with a focus on student achievement.	• Strategic Plan • Policy and Bylaw excerpts
• The Governing Board allocates resources to ensure that learning results are met. This includes new courses that provide additional opportunities to meet learning goals and summer school opportunities that provide a second opportunity to reach proficiency.	• District Budget • 2010 Summer School Brochure • Most recent new course of study
• The Governing Board allocates resources to making a seventh period available to all students who choose to enroll in additional electives to take full advantage of the district's curricular offerings.	• District Budget • Number of students with a 7th period in 2010-11

The Governing Board sets policies and adopts a strategic plan. Annual goals are based on the plan yet the implementation of the plan and goals are in the hands of the Superintendent and the site-based administrators.	
• Superintendent, Assistant Superintendent, and Principal job descriptions were adopted by the Governing Board.	• Superintendent, Assistant Superintendent, and Principal Job Descriptions
• The Governing Board generally sets annual goals for the district that the Superintendent and district staff implements. Because of budget issues, there was not an annual goal setting exercise this past year.	• Annual Goals
The Governing Board regularly monitors results of school wide learning results and academic standards, and approves the single school wide action plan along with the LEA plan.	
• The Governing Board receives an annual report on academic results that is presented in September/October of each year. This report includes STAR and CAHSEE results, disaggregated by school and by course, Advanced Placement test results disaggregated by school.	• 2010 Annual Assessment Report
• In addition to the annual assessment report, the Governing Board receives reports on SAT and ACT results.	• SAT and ACT Results Report

• The Governing Board approves each school's site plan after a public review. The Board has an active discussion of the Site Plans and their alignment with learning results and the District's Strategic Plan. The Governing Board also approves the LEA plan and ensures that it is coordinated with the individual site plans.	• Governing Board Minutes • Site Plans • LEA Plan

Strengths:

- Supportive Governing Board.
- Focus is on data driven instruction by Governing Board and Staff.
- Adequate material and financial resources to meet curricular needs of students.

Areas for Growth:

- Due to budget cuts, all Staff Development days have been eliminated.

A3: Leadership and Staff Criterion

To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent do the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Findings	Evidence
Student achievement data is used by administration and faculty to develop curriculum and initiate activities that focus on all students achieving the expected school wide learning results and academic standards.	
• The Literacy Program was implemented six years ago as a result of analyzing student achievement and the Single Plan for Student Achievement.	• Literacy course of study • Single Plan for Student Achievement
• Math Intervention was implemented at the start of 2010-11 school year as a result of analyzing student achievement, STAR and CAHSEE results (low algebra test scores).	• STAR results • CAHSEE results • Math Intervention course of study
• Continual support of afterschool peer tutoring program to support struggling students.	• Afterschool peer tutoring program description • Roster of peer tutors this year and what subjects they tutor • Statistics on the number of kids who benefit from peer tutoring (sign in sheets)
• Up until 2010-2011 school year, Academic Support Center has been offering students with tutoring opportunities after school in the Library. ASC was staffed with credentialed teachers.	• Academic Support Center schedule

• Maintenance of AP, Technical Education, VPA, World Language programs in addition to core curriculum to meet the varied academic needs and interests of students.	• Master Schedule
• Class peer tutoring program implemented in 2009-10 to support and enhance struggling students and overall classroom learning.	• Classroom peer tutoring program description • List of Peer Tutors and classes they are enrolled
• New Crew program developed as a result of identified student needs in the last WASC report; ongoing refinement to addresses changing student needs (ex: inclusion of transfer students).	• New Crew program description • New Crew calendar
• Threads program piloted in 2010-11 to support student achievement in junior English and U.S. History.	• Threads program description • Master schedule
• Departments review STAR and CAHSEE, and course grade data in order to refine and improve instruction and curriculum.	• Department Meeting Agendas • Instructional Council Meeting Agendas • Sample subject STAR and grade data sheets
Administration and faculty monitor and refine the single school site action plan each year based on the analysis of data and alignment of the plan with student needs.	
• Single Plan for Student Achievement revised by Site Council in 2010-11 based on the analysis of STAR, CAHSEE data.	• Single Plan for Student Achievement • STAR data • CAHSEE data • Site Council meeting agendas/minutes
• There have been challenges filling staff positions on Site Council over the past few years.	• List of members of Site Council this year • Ed Code pertaining to the proper make up of Site Councils

• Departments review STAR, CAHSEE, and course grade data and provide input; review Single Plan for Student Achievement.	• Department Meeting Agendas • Instructional Council Meeting Agendas • Sample subject STAR and grade data sheets

Strengths:

- Parallel English and Math intervention courses are offered to struggling students. Students are indentified based on their performance on the CAHSEE and STAR exam, as well as their grades and teacher recommendations.
- Acalanes Single Plan for Student Achievement is reflective of the student performance on CAHSEE and STAR.
- Data is used to improve instruction and promote collaborative efforts, not to evaluate teachers.
- Decisions are made based on data other than just STAR and CAHSEE. STAR and CAHSEE data are seen as valuable data, but Acalanes values the importance of looking beyond that.

Areas for Growth:

- Improve our methods of recruiting new staff members to be part of the Site Council.
- Currently it is difficult to access student performance data in Aeries, therefore, a more efficient method of creating reports is needed.

A4: Leadership and Staff Criterion

To what extent does a qualified staff facilitate achievement of the academic standards and the ESLRs through a system of preparation, induction and ongoing professional development?

Findings	Evidence
Administration and faculty facilitate the achievement of academic standards and the expected student learning results through a system of preparation, induction, and ongoing professional development.	
• District-wide staff development committee consisting of teachers and district administration was established in March, 2007 to plan district staff development based on staff and student needs.	• AEA Contract Language • Professional Staff Development Committee agendas • Staff development program
• AUHSD participates in the CCCOE BTSA induction program for new teachers.	• Contract and program description for CCCOE BTSA program
• District Curriculum & Instruction Technology Specialist position created in 2006-07 to facilitate integration of technology curriculum and instruction.	• Curriculum & Instruction Technology Specialist Job description • List of staff development opportunities in 2010-11 (pull out days) • Summer Institute 2010 curriculum
• Technology staff development "pull out" days started during the 2007-2008 school year to facilitate best practices as well as staff and student use of technological tools.	• Technology "pull out" staff development agendas • An example of a lesson/teacher use of technology as a result of these staff development sessions

• Site and district provide funding for teachers and whole department to participate in outside Professional Development opportunities (such as Asilomar, AP, CMEA conferences, etc.).	• Approved Application for funds along with the program for the specific staff development
• Summer Institute (summer staff development) provided for staff to enhance the teaching of academic standards and benchmarks.	• 2010 Summer Institute curriculum • Number of staff that participated this summer from our site.
• SRT process supports academic achievement of struggling students.	• SRT meeting agenda and examples of teacher feedback and SRT suggestions

Strengths:

- Summer Institute offered by the District Office provides great staff development opportunities for all staff members.
- District Technology and Curriculum coordinator provides teachers across the district with a variety of tools on how to best integrate technology in our curriculum.
- Parent's Club supports staff development opportunities for teachers, either by funding conferences or by funding release days for departments to collaborate on curriculum.

Areas for Growth:

- Currently, Acalanes staff does not have Staff Development days as they have all been turned into Furlough days.
- Lack of formal support system for the new teachers. Many aspects of BTSA induction program are not helpful for new teachers.
- District-wide department collaborations are not held regularly.
- Reduction in funds/number of staff that can attend summer institute in 2010.

A5: Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning results?

Findings	Evidence
Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning results	
• Departments review STAR, CAHSEE, and course grades in order to refine and improve instruction and curriculum.	• Department Meeting Agendas • Instructional Council Meeting Agendas • Sample subject STAR and grade data sheets
• Development and review of district-wide assessments in Social Studies and Math.	• Graded assessments • Agendas of these grading meetings
• Technology professional development opportunities abound both internally (summer institute, pull out days) and externally.	• Summer Institute program • Lesson plan for technology pull out days • Brochure/description of the outside technology conferences
• Instructional Council and other faculty members reading *Curriculum 21* and using it to plan and implement professional development and planning.	• Instructional Council retreat, agendas, and minutes
• Literacy teacher provided training on strategies to support students in all curricular areas.	• Lesson plan of the training • List of teachers/subject areas that attended training/incorporated these strategies

• Ongoing work as a staff and in departments examining best practices utilizing data from Healthy Kid and Challenge Success Surveys.	• Staff and department meeting agendas • Challenge Success Survey • Healthy Kids Survey • Description of Challenge Success program
• GLBT students are able to learn in a safe and supportive environment.	• District wide staff development provided to support GLBT students based on national and state statistics of GLBT youth • GSA club • District-wide Diversity Committee
• AUHSD participates in the CCCOE BTSA induction program for new teachers.	• Contract and program description for CCCOE BTSA program

Strengths:

- Collaboration with Middle School regarding Challenge Success program.
- Collaboration with Middle School regarding department subjects – some areas think this is a strength.
- District-Wide Social Studies and Math Assessment.
- Departments use STAR, CAHSEE, and grade analysis data for self-reflection, improvement of instruction and curriculum.
- Staff members continue to have opportunity to attend conferences and trainings through outside funding (Parent's Club, LPIE) despite budget cuts.
- Technology training for staff and use in the classroom to improve student instruction.

Areas for Growth:

- Loss of all district staff development days due to furloughs in 2009-10 and 2010-11.
- Reduction in funds/number of staff that can attend summer institute in 2010.
- Many aspects of BTSA induction program are not helpful for new teachers.
- Collaboration with Middle School regarding department subjects – some areas this could be improved.
- Site Council and Instructional Council review student data and suggest appropriate staff development (i.e. STAR and CAHSEE scores reviewed); however, time is limited in department meetings and/or Wednesday morning meetings to fully address issues.

A6: Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Findings	Evidence
Human, material, physical, and financial resources are sufficient to support students in accomplishing the academic standards and the expected school wide learning results	
• LPIE funds science, arts, English, Social Sciences and technology.	• LPIE 2010-11 budget
• Parent's Club funds student support systems and class size reduction.	• Parent's Club 2010-11 budget
• Community (in the form of the recently passed bonds and parcel taxes – Measures E, G, and A) supports all programs.	• District Budget • Agendas and minutes from District Oversight Committee
• ROP funds classes and materials that provide students with career training programs.	• District ROP budget
• District personnel maintain campus facilities though there has been a reduction (A/B schedule) due to budget cuts.	• District budget • AHS custodial schedule • District maintenance work orders, etc.
Human, material, physical, and financial resources are utilized effectively and appropriately to support students in accomplishing the academic standards and the expected school wide learning results	
• Threads program piloted in 2010-11 to support student achievement in junior English and U.S. History.	• Threads program description • Master schedule

• The Literacy Program was implemented six years ago as a result of analyzing student achievement and the Single Plan for Student Achievement.	• Literacy course of study • Single Plan for Student Achievement
• Math Intervention was implemented at the start of 2010-11 school year as a result of analyzing student achievement, STAR and CAHSEE results (low Algebra test scores).	• STAR results • CAHSEE results • Math Intervention course of study
• Continual support of after school peer tutoring program to support struggling students.	• After school peer tutoring program description • Roster of peer tutors this year and what subjects they tutor • Statistics on the number of kids who benefit from peer tutoring (sign in sheets)
• Maintenance of AP, ROP, VPA programs in addition to core curriculum to meet the varied academic needs and interests of students.	• Master Schedule
• The District deploys resources toward making seven periods available for all students and towards courses that are structured for extra student support.	• AUHSD General Fund Budget • Governing Board meeting agendas
• Library and Library Resources (computers, internet, books, etc.) are available to all students throughout the day and after school.	• Library Hours and Schedule
• PC Computer Lab available to students during the school day.	• Computer Lab Hours and Schedule

Strengths:

- Community support through bond measures enables Acalanes to have state of the art facilities (classrooms, physical education and sports fields, performing arts center, etc).
- Full library services available during the school day and afterschool for students, classes and staff.
- Technology is available to help facilitate instruction and learning.
- Acalanes is fortunate to have outside funding (Parent's Club and LPIE) to lower some class sizes.
- Counseling services to students have been increased.

Areas for Growth:

- Examine custodial load and schedule now as compared to past years.
- Explore alternate options for student involvement in cleaning and maintaining the campus.
- Investigate the constructive use of social networking to better reach our students.
- Lower class sizes still needed in additional classes.

Category B: Standards-based Student Learning: Curriculum

B1: Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? (i.e., what is taught and how it is taught,how are the expected schoolwide learning results accomplished.)

Findings	Evidence
Students participate in a rigorous relevant curriculum. • Acalanes students exhibit high graduation and college admissions/acceptance rates. • AHS offers a wide variety of class offerings: AP, Honors, Electives, • Electives within Core Subjects. • 40 percent of the student body is enrolled in seven periods. • Additional writing support is offered in context of different disciplines.	• SSP data, Alumni survey, CCC data • Course Catalogue • Master Schedule • Writing for Mastery program
Students are taught from a coherent standards-based curriculum. • District Standards and Benchmarks. • Courses of Study have been developed for all disciplines.	• Standards, Benchmarks • Courses of Study
Students achieve academic standards and demonstrate progress towards the expected schoolwide learning results. • Acalanes students perform at a high level of performance on a variety of standardized assessments. • Summer School is held yearly and is available to any students in need of remediation.	• STAR, CAHSEE, SAT Test Results • Summer School Catalog

Strengths:

- AHS provides a rigorous and varied selection of courses at all levels.
- Course Descriptions/guidelines and standards based curriculum have been developed by staff for all subjects.
- All classes follow established courses of study.
- Students have access to a variety of instructional vehicles.

Areas for Growth:

- Interdisciplinary collaboration is not as extensive as it could be.
- Curricula need to be modified to effectively meet the needs of struggling and Special Education students.
- Standards and Benchmarks and Courses of Study need to be reviewed to insure inclusion of 21st Century learning skills.

B2: Curriculum Criterion

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Findings	Evidence
Students have equal access to the school's entire program: • Open access to all science, social studies, math, and English classes (All students may take these classes, a few have prerequisites). • Open access to all electives. Open access to AP courses • Peer tutoring and Academic Support Center open to all. **Students have equal access to assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals:** • Teachers and Counselors counsel students about academic goals/path. • Informal conferences with parents and students. • Formal Conferences and Accommodations – IEP – 504. • Small class size in World History, English 1, Pre-algebra, Algebra A, Algebra. • Counselors meet individually with 10th and 11th graders about next year's schedules and 12th graders about post-graduation plans.	 • Course Catalog • Course "cheat sheet" • Class rosters • Transcripts – (AP and Honors versus non-AP, non-Honors) • Log of visits to peer tutors and ASC • 1:1 conversations • Teacher email addresses • Teacher Voicemail extensions • IEP forms • SRT • 504 • All classes referred to in "Findings" are capped at 27 students—average is 25. • Class schedules • Naviance • Transcripts

• Counselors meet with at-risk students after all grade reports.	• Grade Reports • 4-year plan
• Counselors meet with current 9th graders after 1st Quarter grade report to check in on transition to high school.	
• Counselors meet with incoming 9th graders and their families.	• 4-year plan • Schedule of meetings
• College and Career Center Advisor (C&CC) registers 10-12 grade students in Naviance program to help with college and career planning.	• Naviance
• C&CC Advisor meets with 10th graders through English classes for Career Exploration project.	• Studentedge.com
• C&CC Advisor meets with all juniors through English classes to go over College Application Process for community colleges, CSU and UC schools to see what would be the best fit.	
• C&CC Advisor leads Application Workshops on Wednesday mornings in early September - November for seniors applying for colleges.	• Online workshops • CSU East Bay representative visit
• C&CC Advisor meets with students and/or parents by appointment to discuss college planning.	
• C&CC Advisor hosts Senior Parent Night, Financial Aid Seminar and Sophomore/Junior Parent Night.	

Strengths:

- College and Career Center.
- Equal and open access to all course offerings.
- Additional support for those in need of assistance.
- Staff and parent communication.
- Formal systems to identify and provide accommodations for those needing them.
- Informal systems to identify and support at-risk students.

Areas for Growth:

- Improved communication to help strengthen more meaningful student/teacher relationships to encourage learning.
- Help students develop organizational and time management skills to improve quality of learning and reduce stress.

B3: Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the
high school program?

Findings	Evidence
Students are able to meet all the requirements of graduation upon completion of the high school program: • Math and English intervention courses are in place to support struggling students. • Counselors track course completion to fulfill graduation requirements for all students. • At the fourth quarter, parents are notified of seniors at-risk of not graduating. In addition, at-risk seniors are monitored throughout the school year. • Students are able to enroll in a wide variety of academic electives that meet both graduation requirements and are considered college preparatory and will satisfy four-year college requirements. • Students have the ability to access academic support systems outside of the regular scheduled class days. • Students with a C- and below will receive progress reports on a regular basis.	• CAHSEE • Grades • STAR • Teacher recommendation • District Board Policy • Four-year plan • School Handbook • Letter sent home to parents of seniors • Course catalog • School Handbook • Academic Support Center • Extended Library Hours • Peer Tutoring • Teacher Office Hours • Report cards • Board Policy

• Parents of prospective 9th grade students are invited to 8th Grade Parent Night to become familiar with the High School expectations and processes.	• Email announcements • Parent Newsletter • Partner Schools Newsletter • Principal's Message

Strengths:

- Graduation rate is 98.8%.
- Graduation rate for special education is comparable to general education students.
- Multiple support mechanisms are in place.
- Varieties of courses are available for students to meet graduation requirements.
- Course rigor and high standards.
- Advanced Placement course offerings.

Areas for Growth:

- Closure of Del Oro Continuation School has impacted opportunities for students in need of an alternative educational setting.
- More information for high school to career options.
- Less emphasis that a 4-year college track is the only track.
- More attention to performance of our subgroups.

Category C: Standards-based Student Learning: Instruction

C1: Instruction Criterion

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

Findings	Evidence
Provide challenging curricular courses that demand a high level of student performance and excellence:	
• Open enrollment for all disciplines with no minimum grade or teacher approval required.	• API • Wide variety of courses ranging from elective academic (Psychology, Bio Tech) to technical (Digital Design, Architectural Design CAD) are available to all students.
• In order to promote student achievement, sequencing is strongly recommended in some subject areas.	• Counseling data
• 30 percent of students choose to take at least one AP class and more than 90 percent of AP students take the AP test.	• District provided composite AP Data
• 95 percent of AP test takers pass the AP test in their subject (score 3 or above).	• College Board results
• Post-secondary student success.	• Alumni feedback – student achievement beyond high school
• Teachers educate students according to California Standards and Benchmarks as well as AUHSD District Standards.	• Courses of Study

• Increase in number of students enrolled in Visual and Performing Arts classes.	• Enrollment data
Variety of opportunities to apply classroom learning to co-curricular and extracurricular activities:	
• WISE Program (English department) offers opportunity to explore an interest beyond traditional class curriculum and work directly with mentors both on and off campus.	• WISE Course of Study
• Curricular programs that provide real world professional training	• Tech Ed • WISE • VAPA Programs
• Leadership program offers opportunity to engage in community outreach.	• Leadership
• Progressive community service requirement culminating in senior year Social Studies project.	• Community Service Hours
• Students participate in extra-curricular competitive academic teams simulating real world experiences.	• Academic Teams (Mock Trial, Academic Decathlon, Model UN, Science Bowl)
• Through the Peer Tutoring Center, students are afforded opportunity to work with peers on an individual basis to assist in improving student outcomes.	• Classroom Peer Tutors (25) and Peer Tutoring Center (16)

Teachers use a high degree of technology to extend learning beyond the textbook and to reach out to multiple styles of student learners:	
• Teachers employ technology to provide 24/7 instruction to extend learning beyond the walls of the classroom.	• Blackboard • Library Instruction Calendar • Devices Calendar • Computer Lab Calendar
• Students learn how to manipulate technology to access and present information both orally and in electronic form.	• Classroom initiated blogs, wikis, websites, podcasts, and emerging technologies.
• Design/Fabrication classes, Auto Technology classes and Engineering/Design (CAD) classes.	• Teacher lesson plans
• Focus on students using hand-held devices to enhance the learning process.	• iPads, iPod touches, e-readers, laptops

Strengths:

- The school has an impressively wide range of course offerings for all levels of students given the size of our school.
- Leadership is extremely active in a wide range of school activities and is inclusive.
- Both staff and Library use technology to move rapidly towards a 24/7 learning environment.

Areas for Growth:

- Improve the level of success with of AP/Honors students in areas where AP/Honors courses are offered.
- Have a better integration of student community service requirement into our curriculum.
- Maximize the level of efficient teacher use of technology to create a 24/7 learning community.
- Increase the comfort level of students employing technology to create and present their work.

C2: Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, which actively engage students, emphasize higher order thinking skills and help students succeed at high levels.

Findings:	Evidence:
Extensive use of technology during class instruction by both teachers and students:	
• Teachers utilize a variety of technologies to enhance instructional delivery. This accommodates multiple learning styles.	• Blackboard • Flip video cameras • iPanels • iPods/ iPads • Extron Systems
• Students utilize technologies to enhance their interaction with the material and to conduct peer-to-peer instruction.	• Fabrication Tech Tools • Interactive white boards • Web 2.0 tools
• School is involved in various technology pilots where students are asked to use hand held devices	• iPods/ iPads • eReaders • MacBook Cart • Flip video cameras
• Acalanes has an on-site technology coordinator who works collaboratively with the Librarian to provide staff with tools to incorporate technology within the curriculum.	• Job description for the site Tech Coordinator.

Students experience culture, customs and ethnically diverse situations outside the classroom: • Students experience the importance of reaching beyond the Lafayette community.	• Student fieldtrips that take advantage of the cultural diversity of the SF Bay Area (i.e. Diego Rivera murals, English Cal Shakes trip). • In house and Skype guest speakers with a wide range of work and life experiences (FBI agents, judges, NGO representatives, EU Parliament member). • Onsite hearing of the California Appellate Court.
• Students plan, implement, and facilitate programs for the school community, which address cultural diversity, non-traditional life style choices, and physical/mental/emotional challenges.	• Tolerance workshops • International week, which includes fund raising and community outreach. • Adopt a Family • Sister School - Stege Elementary • Clubs • GSA Workshops (Freshman English classes) • Career Day
School offers adjunct programs that address low performing students (in addition to Special Ed program): • Literacy and Math Intervention students learn coping skills and self-advocacy and work on curricular content.	• Literacy (grades 9-11) • Math Intervention (Specific courses targeted)
• Peer Tutoring provides the opportunity for both tutors and students to gain a deeper understanding of the material.	• Peer Tutoring
• Extended library hours provide equal access to all students regardless of their socio-economic situation. This also allows students with extra-	• Extended library hours

curricular commitments (i.e. athletics, performing arts, etc.) time to complete course work in an academic environment. **Faculty and administration welcome interdisciplinary collaboration, which enhances overall student contextual learning:** • AHS is currently piloting a cross-curricular junior year American Studies course. • Teachers recognize connections between disciplines and create collaborative opportunities. • Staff collaborates on co-curricular activities to help the community and to help our students understand the dynamics of communities outside their own insular world.	 • Threads Course of Study • Specific collaboration within units of study. • WISE • Tolerance workshops • Community Service projects (i.e. Adopt a family, Stege Elementary School). • Career Day

Strengths:

- Teachers' technology use is both frequent and sophisticated. This enhances the ability to reach students with multiple learning styles.
- Students recognize diverse learning situations and take their learning beyond the classroom and beyond the Lafayette community.
- Active student participation in intervention programs helps address low performing students.
- Informal interdisciplinary collaboration and an administration willing to move forward in order to formalize this collaboration.

Areas of Growth:

- Meeting time for intra- and inter-departmental teacher collaboration.
- Teacher professional development/ support and time is limited due to budget cuts.
- Improve coordination/collaboration between departments.

Category D: Standards-based Student Learning: Assessment and Accountability

D1 and D2: Assessment and Accountability Criterion

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

D2:
a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?
b. To what extent do students and teacher use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Findings	Evidence
Acalanes staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders of the community:	
• General information is provided to parents and stakeholders through a variety of communicative means: Parent's Club newsletter, Site Council minutes, Friday Forum, Principal's Newsletter, and District web page.	• Parent's Club Newsletter • Site Council Minutes • Friday Forum Minutes • Principal's Newsletter • District Web page
• Many teachers regularly post one or more of the following on Blackboard: grades, assignments, tutorial links for additional help, and support materials.	• Blackboard site
• When more frequent contact is needed, teachers complete either weekly progress reports for students and parents or respond to parents' email requests.	• Weekly progress report form • Emails

• STAR and CAHSEE data reports are mailed home to all parents.	• STAR Data Reports • CAHSEE Data Reports
• Progress reports and report cards with pertinent comments are mailed home to parents.	• Comments list • Progress reports • Report cards
• Parents of students with 504 or IEP plan receive feedback from teacher liaison reports in addition to Progress Report and Report Cards.	• Teacher Liaison Form
Staff employ a variety of assessment strategies to evaluate student learning:	
• Analysis of STAR, AP, CAHSEE data occurs within departments and curricular areas to assist in the creation and/or adaptation of common assessments.	• AP • CAHSEE • Common Assessments (Math, Science, and World Language) • STAR
• Teachers use formal and informal assessment tools, which include: tests, quizzes, projects, labs, homework, oral presentations, and written papers to evaluate student learning.	• Student work samples • Language Lab
• Departmental grade analysis reports are provided by site administration and analyzed by the department members. Teachers use the information for self-evaluation and calibration of curriculum and assessments.	• Department grade reports • Department meeting agendas/minutes
• District semester finals have been created and are in use for Algebra 1 and Geometry. Item analysis is then sent to the District for evaluation that is discussed in Department Chair meetings.	• Algebra 1 • Department Chair Meeting agendas/minutes • Geometry

• District formative assessments are available for use by Social Studies teachers.	• World History
• English teachers meet to calibrate the grading of essays. Formal department calibration takes place every other year, and informal collaboration occurs regularly.	• Student samples of work • Release day agendas
• World Language Calibration between similar levels of same language: grade analysis, oral presentation performance, semester culture projects, essays, and final exams.	• Common Rubrics • Department agendas/minutes • Common assessments
Students and teachers use findings to modify the teaching/learning process for the enhancement of the educational progress of every student:	
• Lesson plans are modified throughout the year to prepare and improve curriculum for the following years, as well as to share with new staff members.	• Samples of teacher's lesson plans • Course binders
• Many teachers offer opportunities to resubmit work and retake tests when appropriate.	• Student test corrections • Resubmitted work
• Papers and projects may be submitted, especially in English, beginning with a rough draft and ending with the final version to allow students to improve their work.	• Student work samples • Project instruction sheet sample
• Some teachers re-teach curriculum based on need after assessment.	• Extended lesson plan samples
• With the integration of technology in the classroom, many	• Student work samples

assignments have been modified to allow students to utilize the various forms of technology in their work.	• Instruction sheet samples • Worksheets
• Special Education teachers regularly meet with and email general education teachers to consult about student progress, and assess the effectiveness of the accommodations/modifications stated in the IEP.	• Teacher Liaison Reports
• Teachers write comments and make notations on many assessments to provide students with feedback.	• Student work samples
• Through the advancement of technology and what is now available for students, projects have become more meaningful and purposeful within various courses.	• Student work samples
• Tests results are used to recommend students for peer tutoring.	• Peer Tutoring proof of attendance
• Intervention classes have been established for students who are struggling.	• Master Schedule

Strengths:

- Since the previous WASC visitation, efforts have been made to meet the needs of underperforming students who are not receiving a 504 Plan or Special Education Services.
- The collaboration between Special Education teachers with General Education teachers is an effective system for meeting the needs of the students.
- The collaboration between classroom teachers and Math and Literacy intervention students contributes to meet the needs of the students involved.
- Counselors and teachers have been meeting together more frequently to discuss concerns and strategies with underperforming students. Additional counseling hours/staff have made this possible.
- We have a high rate of students passing the CAHSEE exam on the first assessment.
- Collaboration in the Math Department on most assessments in most courses has provided uniformity within individual course offerings.

Areas for Growth:

- Although many teachers regularly use Blackboard for posting assignments and grades, some teachers only use it on occasion, as it is not required that teachers use the system.
- The coded comments that are available for progress reports and grades tend to be generic. A more customized approach to comments may better suit the message the teacher wants to impart to the students and parents.
- Although departments compare grades within courses, teachers with singletons cannot be involved in the process.
- A formal plan needs to be created to assist in remediation for students who did not pass the CAHSEE on the first attempt.
- Review and revise the testing schedule to reduce student stress and improve performance.

D3 and D4: Assessment and Accountability Criterion

D3) To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4) To what extent does the assessment of student achievement, in relation to the academic standards and the expected schoolwide learning results, drive the school's program, its regular evaluation and improvement and usage of resources?

Findings	Evidence
Acalanes, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results: • District semester finals have been created and are in use for Algebra 1 and Geometry. Item analysis is then sent to the District for evaluation that is discussed in Department Chair meetings. • District formative assessments are available for use by Social Studies teachers. • API, STAR, CAHSEE, and AP results are discussed in Instructional Council, Department, and Staff meetings. Modifications to curriculum are considered in order to ensure student progress. • WISE program offers alternative curriculum and assessment for English 4 students. This allows students to develop a real world experience for which they are assessed by peers, staff, and community members.	 • District assessment materials • District assessment materials • API results • STAR results • CAHSEE results • AP results • Student work samples • Evaluation assessment tools

- Stakeholders monitor student progress through email communication, Blackboard, progress reports, report cards, weekly progress reports (by request), every two weeks consultation with Special Education staff, and quarterly IEP progress reports.

- The Counseling Office generates and examines a D/F list. The Counselors monitor and follow-up with all stakeholders on the students' performance.

- Student Review Team meets every two weeks to discuss students who have been referred for academic and/or personal challenges. The team, consisting of the Administration, Counselors, Special Ed Department Chair, and School Psychologist review student's grades, test scores, attendance, concerns addressed, and any disciplinary issues. A plan is then developed and interventions are implemented to provide the student with support and to monitor progress toward achievement.

The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives Acalanes' program, its regular evaluation and improvement and usage of resources by:

- Intervention courses were introduced to support the improvement of student achievement.

- Sample emails
- Sample progress reports,
- Report cards
- Weekly progress report forms
- Teacher liaison forms
- IEP progress reports

- Sample D/F list
- Emails

- SRT Agenda/Minutes
- Intervention Plan

- Master Schedule

• Social Studies and Math departments utilize data from District assessments to improve curriculum and instruction.	• Assessment Committee Agendas
• Lafayette Partners in Education (LPIE) funds the Writing for Mastery to improve subject specific student writing.	• Student work samples • Peer Tutoring
• Special Education staff collaborates with general education teachers to discuss student achievement and progress in academic courses.	• Teacher Liaison reports
• AP teachers examine the results to make changes within their courses to help student's achievement in the course and become better prepared for the AP exam.	• AP scores
• The teacher evaluation process involves an analysis of the curriculum unit of instruction as well as a detailed analysis of students' performance on assessments.	• Teacher Evaluation Plan

Strengths:

- LPIE supports the Writing for Mastery program.
- AP pass rates are exceptionally high (95 percent).
- CAHSEE passing rate is exceptionally high (98 percent).
- Formal and informal collaboration among members of most departments.
- Every two weeks Special Education and General Education teachers meet, allowing for collaboration and consultation regarding the needs of the special education students.
- The Intervention Program is available to students who have demonstrated the need in a specific core subject area.
- Peer Tutoring is available every day during lunch, 7th period, and after school.
- Well developed SRT process is in place to identify at-risk students.

Areas for Growth:

- More support is needed for lower performing students.
- Methods of communication between staff and parents still need to improve.
- Though the Academic Support Center has been available to students, this program needs continued evaluation to determine if it can meet the needs of identified students.
- Devise methods for more in-depth analysis of assessment data and make revisions based on the analysis.
- Professional Development time is needed for growth in the areas mentioned above.

Category E: School Culture and Support for Student Personal and Academic Growth

E1: School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Findings	Evidence
Acalanes High School leadership provides various opportunities for parents and the community to be involved in the teaching/learning process:	
• School and home communication is kept up-to-date and accomplished in several ways.	• Blueprint • Daily Bulletin • Friday Forum Minutes • Weekly Newsletter • Principal's Letter • School Website
• Parents are encouraged to call or email teachers whenever a concern or question arises regarding their student(s).	• Staff Directory online
• Teachers are expected to return parent calls or emails within 48 hours.	• Principal's announcements to staff
• Progress reports are mailed home approximately every 5 weeks.	• Data contained in Aeries database and hard copy kept in student cumulative file.
• Parents and/or students may request current grades at any time by presenting a weekly progress report to teachers.	• Weekly progress report form available online or in counseling office.

• Courses of study and class expectations are readily available to parents through Blackboard and Back-to-School Night.	• Blackboard class sites and Back-to-School Night handouts.
• Auto-dialer is used as a communication tool to report attendance and upcoming events.	• Auto-dialer records
• Parents participate in the development of Intervention Plans, IEPs, and 504s.	• Copies of Intervention Plans, IEPs, 504s
• Parents are invited to volunteer with School Site Council, Parent's Club, Challenge Success, LPIE, College & Career Center, Healthy Choices, Boosters clubs to support programs such as science, sports, cheerleading, and visual & performing arts.	• Parent's Club Newsletter
• Parents are invited to attend informational meetings throughout their four-year tenure, including: 8th grade parent night, Back to School Night, Open House, financial aid, sophomore, junior, and senior parent nights, Friday Forum, athletic open house.	• 8th Grade Parent Night flyer. • Athletic Director communication with middle school. • College & Career Counselor newsletter. • Email invitations via Parent's Club newsletter.
• Parents and community professionals are given the opportunity to connect with students about career, personal, and skill development.	• AHS Annual Career Day • Annual community service requirement. • Visiting artists, musicians, political figures.

Strengths:

- Acalanes High School and the surrounding community maintain strong reciprocal interactions targeted toward a positive learning experience.
- The website is constantly updated to provide current access to information regarding the school's activities and policies.
- School publications and routine mailings keep the community informed of what is current on campus.
- The Acalanes Parents' Club is a highly organized and involved group that contributes greatly to campus learning and culture.
- There are several parent committees working specifically to support academics, athletics, the fine arts, and personal student health.

Areas for Growth:

- Although many teachers regularly use Blackboard for posting assignments and grades, some teachers only use it on occasion, as it is not required that teachers use the system.
- Parent education – 21st Century parenting support (i.e. technology, healthy lifestyle choices, balancing schedules).

E2: School Culture and Student Support Criterion

a.) To what extent is the school a safe, clean, and orderly place that nurtures learning
b.) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Findings	Evidence
Acalanes High School maintains a notably safe, clean, and orderly environment: • Administrators supervise brunch, lunch, and extra-curricular events and coordinate staff supervision for a variety of school events.	• Calendar of events and staff supervision schedule
• Lafayette Police liaison is known and trusted by students and families and works with Administration to facilitate school safety.	• Officer schedule and visibility
• Campus supervisor works with administration and staff to maintain a secure environment on campus.	• Campus supervisor schedule
• Students feel that there is an adult on campus with whom they can trust, confide, and seek advice.	• Student survey results
• Staff are aware of procedures and protocol for emergency situations.	• 7777 phone code • Emergency supplies in each classroom • Emergency plan and evacuation details in each classroom
• Students are aware of school rules, consequences for infractions, and emergency procedures.	• Emergency drills • Internet use agreement • Student handbook

• AHS students and staff participate in recycling and composting efforts to promote a clean campus and environmentally friendly attitudes.	• Number of trash, recycling, and composting bins available around campus • Student Communications videos encourage maintaining a clean campus • Student Environmental Club • Staff Green Team
• Custodial staff is approachable and functions efficiently to support school events and daily maintenance.	
Acalanes High School promotes a culture of trust, professionalism, and high expectations for all students and an environment that encourages learning and collaboration:	
• Staff and students actively promote tolerance and the celebration of differences.	• Annual diversity and tolerance workshops led by students in every class • Annual International fair • GSA • Tolerance poster in every classroom
• Students demonstrate good citizenship and respect in a variety of ways.	• Adopt-a-Family at Holiday time • Annual community service requirement • Blood drive • Canned food drive • Homecoming carnival charity fundraiser • New Crew • Sister School Program

- Staff and students engage in reciprocal activities that encourage openness, fun, and trust.

- Students in the Special Day program are integrated into mainstream classes when appropriate.

- Athletes must meet academic and behavior standards including a minimum GPA of 2.00.

- Academic support programs widely available on-campus.

- AHS course offerings and graduation requirements are aligned toward California 4-year university admission requirements.

- Students take advantage of broad AP course offerings and take tests seriously.

- Teachers continue to develop interactive modes of communicating the definition and importance of academic integrity.

- Staff/student dodge ball tournament
- Staff/student Halloween costume contest
- Staff/student homecoming activities
- Staff office hours for academic help

- 3rd period PE collaboration (Myers)
- Special day student schedules

- Board and school policy

- In-class peer tutors
- Library hours
- Literacy and math intervention classes
- Peer Tutoring center
- Course catalog
- Academic Support Center

- Master Schedule

- Number of AP tests taken annually
- Scores earned on AP tests

- Academic honesty curriculum on Blackboard
- Use of turnitin.com

• Teachers collaborate to share best practices and ideas for improvement as well as prioritize support for new teachers.	• Articulation with feeder district to calibrate student expectations • Departmental collaboration groups • Instructional council minutes • Literacy collaboration • Peer to peer observation feedback • Shared curriculum and assignments • Threads pilot
• Administration fosters an environment of accessibility for staff, students, parents, and community.	• Administrator appointments • Open door policy for staff
• Administration and staff continue to explore the potential uses of technology on campus to enrich student learning.	• Computer lab schedule • Extensive use of Google sites and shared Google docs • iPad pilot • iPanels in most classrooms • iTouch cart in World Language • Language lab schedule • Laptop cart in Science • Naviance • Professional development to share skills and best practices for multimedia learning • Sony e-Reader pilot
• Staff, students, and parents continue to focus on ways to manage student stress and promote healthy, balanced lifestyles.	• Healthy Choices Committee • Healthy Kids survey • Challenge Success conference participation • Challenge Success staff, student, parent surveys and Stanford analysis

<u>Strengths:</u>

- Acalanes has a safe, clean, and orderly campus characterized by trust, professionalism, and a continuous focus on school improvement.
- The guidance team works proactively to address student personal and academic needs before those needs become personal and academic crises or disciplinary issues.
- Staff and students work together to actively promote attitudes of tolerance and respect among all members of the campus community.
- AHS has a close relationship with the Lafayette Police Department and has developed detailed emergency response procedures that are continually updated and practiced.
- Staff takes advantage of time built into the schedule weekly for collaboration, ensuring an ongoing discussion of best practices, needs, and ideas for improvement.

<u>Areas for Growth:</u>

- Continue litter reduction and recycling efforts.
- Continue to promote student health in terms of balance.
- Develop workable test day schedule.

E 3 and E 4: School Culture and Student Support Criterion

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Findings	Evidence
Students are provided with extensive academic, personal, and college & career support to help ensure success at Acalanes High School:	
• AHS Counselors proactively address student academic planning and freshman transition, making referrals to support services as necessary.	• 8th grade family appointments • 9th grade check-ins • 10th grade schedule review & appointments • 11th grade schedule review & appointments • 12th grade fall appointments • Individual progress report D/F check-ins & referral
• AHS Counselors visit classes by grade level twice-yearly to present essential school and planning information.	• Counseling timeline
• Counselors help students use Naviance to search for college information, request transcripts, build a resume, complete surveys, manage letters of recommendation, and input outcomes.	• AHS Naviance website
• AHS Counselors, with the College & Career Counselor, host parent information nights by grade level.	• 8th grade parent night • Sophomore/Junior parent night • Senior parent night

• Counselors meet regularly with students, parents, and teachers to discuss difficulties in the classroom and possible solutions.	• Counselor calendars
• Teachers are readily available to meet with students and parents to provide curriculum help and discuss classroom accommodations, such as preferential seating and extra time on tests.	• Teacher office hours
• AHS Counselors receives and presents referrals to the Student Review Team to address at-risk students who are struggling academically and/or personally.	• SRT Agenda • SRT Counselor report *(confidential)* • SRT Student report *(confidential)*
• AHS Counselors communicate and collaborate with students, parents, and staff to create and monitor intervention plans for struggling students.	• RTI Process
• AHS Special Ed department communicates and collaborates with teachers and families to support students with special needs.	• Special Ed blue IEP folders • Special Ed teacher liaison schedule
• AHS 504 Coordinator communicates and collaborates with teachers and families to support students on 504 plans.	• 504 Coordinator schedule
• AHS School Psychologist supports students on Individualized Education Plans with personal and group counseling services.	• Psychologist counseling schedule

- AHS Parents' Club supports two part-time professional Marriage & Family Therapists who provide stress and crisis counseling to students and staff.

- Crisis Counselor schedule and caseloads

- AHS College & Career Center is readily available for students & families interested in information on jobs, scholarships, college preparation & college applications.

- Bulletin announcements
- College application workshops
- College counselor calendar
- College rep visit schedule
- Interest inventory program
- Job board
- Parent volunteer schedule
- Scholarship binder

- AHS Librarian encourages all students, teachers, and staff to take advantage of the various resources available through the library.

- Audio books available for checkout
- Computers and printers available for use
- Extended library hours
- Library class visit calendar
- Library website
- Technology available for checkout to staff
- Technology tutorials provided for students and staff

- AHS Peer Tutoring Center is readily available to all students and provides a welcoming environment for academic help.

- Peer tutor coordinator records
- Peer tutor schedule
- Peer tutoring center hours

- School-wide use of in-class peer tutors continues to develop and expand.

- In-class peer tutor responsibilities
- In-class peer tutor roster

• AHS Testing Coordinator is readily available for students & families interested in information on CAHSEE, STAR, AP, PSAT, SAT, and ACT exams, results, special services, and fee waivers.	• Bulletin announcements • Testing coordinator calendar
• AHS Nurse supports students, their families, and their teachers.	• Nurse's calendar • Red health folders
• AHS and District Administration are dedicated to promoting healthy lunch choices for all students.	• Cafeteria menu • Nutrikids prepayment service and nutrition education
Students have ready access to a wide variety of activities and opportunities to connect with the school and community:	
• AHS Leadership, including student officers and auxiliary board members, promote a culture of tolerance, inclusiveness, spirit, and service.	• Annual Holiday Adopt-a-family project • Community service calendar • Community service fair • Diversity board • Homecoming carnival proceeds given to charity • Homecoming skits, hallway decoration, & carnival booths • International fair • New Crew orientation and events • Stege Elementary events • Tolerance workshops
• Students initiate and participate in a broad spectrum of recreational and competitive school clubs.	• 2010-2011 Club roster (i.e. Best Buddies, Drumline, Interact, Meat Club, Model UN, Robotics Club, Varsity Art) • Annual Club Day
• School athletics draw high levels of participation and are widely supported across the community.	• Athletics boosters • Attendance records • Team rosters

• The AHS drama, vocal music, and instrumental music programs attract students while productions and concerts are widely supported across the community.	• Boosters membership • Class rosters • Competitive awards and recognition • Performance attendance records
• The school newspaper encourages students to interact professionally with campus and community leaders and local business members.	• Blueprint articles
• Students feel comfortable working on campus and around their peers.	• Student athletics announcer • Student cafeteria assistants

Strengths:

- Counseling office offers a broad range of services for all students, a priority in years of fiscal uncertainty.
- Starting in the spring of their 8th grade year, students and their families begin their introduction to AHS through guidance activities and for the next four years are continually monitored academically and personally, and are given guidance in their individual college and career goals.
- Resources for student support extend to all corners of campus and include the school nurse, librarian, psychologist, and crisis counselors.
- Leadership is student driven and promotes tolerance, community service, and school spirit.

Areas for Growth:

- Promote and/or advertise elective course choices to all students prior to class signups.
- Continue to update student digital literacy skills to ensure students make safe and informed choices when using technology.

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

Chapter 5:

Schoolwide Action Plan

Artwork by: Michelle Ong, Class of 2009

Chapter 5

Schoolwide Action Plan

Action Plan Item #1: Improve student performance in Math and English.

Rationale:
- 58 percent are testing at basic and below on the Algebra 1 CST exam. (This includes Algebra 1, Pre-Algebra and Algebra A students)
- 32 percent of Geometry students are performing at basic and below on the CST exam.
- 52 percent of Algebra 2 students are testing at basic and below on the CST exam.
- Percentage of students taking courses below Algebra 1 has increased in the past 3 years.
- CAHSEE scores in the area of Reading Comprehension have been declining in the past 4 years.
- Percent of students performing at proficient or above is decreasing as students move from one grade level to the next

ESLRs Addressed: ESLR #1, ESLR #2

Action Steps	Implementers	Resources	Timeline	Monitoring Systems
Eliminate currently offered Pre-Algebra and Algebra A courses to better align course offerings to the state and federal standards. Students entering Acalanes HS at a level below Algebra 1 will have an option to take Algebra A and B over the period of 4 consecutive semesters satisfying the Algebra 1 requirement for graduation.	• Administration • Counselors • Math Department	• Staff development • Release Days ($100-$125 per teacher)	February 2011 – June 2012	• Master Schedule • Algebra A/B Course description
Develop Algebra A and Algebra B curriculum to align with Algebra 1 state standards. Curriculum will include all Algebra 1 standards taught at a slower pace and fundamental math skills.	• Math Department	• Staff development • Release Days ($100-$125 per teacher)	January 2011 – October 2014	• CST and CAHSEE achievement data • Student performance in upper level Math courses

Offer parallel Algebra A/B, Algebra 1 and Geometry Math Intervention courses to 15-25 students at each level. Grades, CST and CAHSEE achievement data and teacher recommendations will be used to identify students who need support. Students will be enrolled in the appropriate math class and the math intervention course.	• Administration • Counselors • Math Department	• 1-3 sections of Math Intervention • $18,000 per section	September 2011 - Ongoing	• Master Schedule • CST and CAHSEE achievement data • Student performance in parallel core class
Explore the use of "Fuse" (Houghton Mifflin Harcourt) for iPads to enhance the delivery of Algebra 1 curriculum. Through the Fuse program students will receive feedback on practice questions, write and save notes, receive guided instruction, access video lessons and more, thus allowing teachers and students to customize learning and meet individual needs.	• Administration • Math Teachers • Tech Support	• iPads for each students and teacher participating in the pilot • Staff Development/ Release time • $10,000 for technology • $100-125 per teacher for release days	January 2011 – June 2012 (if pilot successful = ongoing)	• Best practice presentation to the staff • Student performance in the Algebra A/B or Algebra 1
Provide teachers with "Kuta" math software in Algebra A/B, Algebra 1 and Geometry. The software program assists teachers in generating practice and warm up problems and multiple choice quizzes, to help students develop basic skills and prepare them for the STAR exam.	• Administration • Math Teachers • Tech Support	• $1,100 – software cost	January 2011 – June 2012 (if pilot successful = ongoing)	• Best practice presentation to the staff • Student performance in the Algebra A/B or Algebra 1 and Geometry
Evaluate and align the 11th and 12th grade English curriculum and align to the California State Standards for English. The need arises due to the restructuring of English courses from semester long English seminar courses to a year-long curriculum.	• Administration • English Teachers	• Release time for department collaboration • ($100-125 per teacher)	February 2011 – June 2012	• Release day agenda and minutes • Lesson Plans • Department meeting agenda and minutes

				• Instructional Council reports • Classroom observations
Offer a parallel English class (Literacy) at 9th, 10th and 11th grade levels. Approximately 15-25 students at each level will be identified for enrollment. CST achievement data, CAHSEE and teacher recommendations will be used to identify students who need support.	• Administration • Counseling • English teachers	• 3 sections, $18,000 each	Ongoing	• Master Schedule • CST and CAHSEE achievement data • Student performance in parallel core class
Explore use of technology (iPads, e-readers, Kindles etc) to enhance English curriculum. Use of this type of technology to read literature allows students to engage in the learning process and move from being passive readers to active learners.	• Administration • Tech Support • AHS Tech Committee • English teachers	• Hand held devices for students and teachers participating, • Staff Development and release time for staff, • Wednesday meetings	Fall 2011 – Ongoing	• Best practice presentation • Classroom observations • Students performance data • Student surveys
Continue to utilize and expand the use of the "Talking to the Text" program in English and other core courses.	• Administration • Teachers	• Release time to collaborate, • Wednesday meetings	Ongoing	• Program facilitator time sheets • Staff and student surveys • SRT
Analyze junior English CST scores and use the data to address expository writing and critical reading needs to design curriculum for senior English classes.	• English Teachers	• Release Time to collaborate, Department meetings	February 2011 - Ongoing	• Department meeting agenda and minutes • IC reports • Student performance data • Classroom observations

Continue to provide class size reduction in Algebra 1 and English 9 courses (Reduction from average of 32 students to average of 25 students)	• Administration • Counselors	• $18,000 per section	Ongoing	• Master schedule
Train site administrators to use Illuminate Data Analysis Software (IDAS) to access current student performance data and provide reports to the staff.	• Administration	• $4,500 /year	January 2011 - Ongoing	• Department Meetings • IC Meetings
Train, encourage and provide support to certificated staff in the use of Illuminate Data Analysis Software to access former and current student achievement data to enhance curriculum development.	• Administration • Counselors • Teachers • Tech Support • Release Days • Staff Development • Summer Institute	• $4,500/year	January 2011 – Ongoing	• Department Meetings • IC Meetings • Lesson Planning • Classroom Observation
Enroll and train classroom Peer Tutors in specific courses to provide additional support to struggling students.	• Classroom Peer Tutor Coordinator • Teachers	• Staff, department and after school meetings	Ongoing	• Master Schedule • Teacher recommendations
Identify struggling students and systematically assign peer tutors whose attendance will be monitored by the Peer Tutoring Center. Students will be identified by their teachers and recommended to the peer tutoring center.	• Administration • Peer Tutoring Coordinators • Peer Tutors • Counselors	• Peer Tutoring Coordinator Stipend - $20,000/yr	Ongoing	• SRT • Teacher reports • Student performance data • Peer Tutoring attendance log

Action Plan Item #2: Close the achievement gap between Special Education and General Education students.

Rationale :
- The achievement gap on the CST and CAHSEE proficiency between the Special Education and General Education students remains unchanged.
- Students with disabilities continues to be the lowest performing subgroup.
- CST scores show general decline in performance over the last few years.
- CAHSEE data shows passing rate of disabled students to be much lower than General Education students.

ESLRs Addressed: ESLR #1, ESLR # 2,

Action Steps	Implementers	Resources	Timeline	Monitoring Systems
Provide all teachers with professional development and training sessions in how to aid struggling students and differentiate instruction within the classroom.	• Administration • Teachers	• Staff Development • Wednesday meetings	August 2011 – Ongoing	• Staff and Department meetings • Classroom observations • Best Practice Presentations
Continue to provide information to the staff of the requirements and compliance of the 504 and IEP.	• Special Education Teachers • Administration • Counselors	• Wednesday Meetings	Ongoing	• Staff and Department meetings • IEP and 504 Meetings • Classroom Observations • Liaison Meetings
Examine and assess the implementation and effectiveness of "modified curriculum" for special education students within the general education setting.	• Administration • Counselors • Special Education Teachers	• Wednesday Meetings • Department Meetings	January, 2011 – Ongoing	• Staff and Department Meetings, • Classroom Observations, • IEP and 504 meetings, • Liaison Meetings

Conduct follow-up discussions on successes and challenges of the use of accommodations and modifications of the Special Education students in the general education classrooms.	• Administration • Teachers • Counselors	• Wednesday Meetings	January 2011 – Ongoing	• Department Meetings
Provide Special Education teachers with CST and CAHSEE blueprints in order better familiarize students with types of questions on the exams.	• Administration • Special Education Teachers	• Department Meetings	August, 2011 – Ongoing	• Classroom Observations, • Student Performance Data, • Department Meetings, • IEP Meetings
Identify and monitor students performing basic and below on CST exams and not passing the exit exams using Illuminate Software databases.	• Administration • Counselors • Teachers	• $4,500/year	January 2011 – Ongoing	• Department Meetings, • IC Meetings, Student Performance Data, • Classroom Observations
Explore the use of technology by Special Education students (software, computers, audio books and hand held devices) in order to improve the learning process.	• Special Education Teachers • Tech Support		Ongoing	• Lesson Plans, Classroom Observation Student Performance Data

Action Plan Item #3: Improve the intervention process and available resources for students who are struggling academically.

Rationale:
- Input from parent, student and staff survey indicates that there is a need to better support students performing below average.

ESLRs Addressed: ESLR #1, ESLR # 2, ESLR #3

Action Steps	Implementers	Resources	Timeline	Monitoring Systems
Continue and expand the afterschool "Peer Tutoring" program to systematically identify students and match them with a mentor peer tutor.	• Administration • Peer Tutor Coordinators • Counselors • Teachers	• Peer Tutor Stipends (coordinator) • Department Meetings. • Instructional Council Meetings. • Wednesday Meetings.	August, 2011 – Ongoing	• Student Achievement • Program in place
Evaluate the currently offered Academic Support Center in order to provide course level tutorial and support to identified struggling students.	• Administration • Counselors • Teachers	• Wednesday Meetings • Instructional Council Meetings • Funding for Academic Support Teachers	August 2011 – June 2012	• Program in place. • Monitor Student Achievement.
Review disaggregated CST data to analyze for strengths and areas of growth. (by October of each year)	• Administrators • Counselors • Teachers	• Training for data analysis at classroom level. • Wednesday meetings. • Instructional Council Meetings.	Each October, beginning 2011 – Ongoing	• Distribution of data. • Monitor Student Achievement • Department meeting agendas and minutes

Identify students not passing CAHSEE and/or scoring basic and below on the CST exam so that counselors can meet with these students to better determine areas of growth and ways to support them.	• Counselors	• Training on Illuminate Data System • Schedule time for meetings	August, 2011 – Ongoing	• Monitor time and change in practice • Student Achievement data
Identify and then monitor students, who are performing basic and below on CST exams and not passing the exit exams using Illuminate databases.	• Administrators • Counselors • Teachers	• Training on Illuminate Data Software • Wednesday meetings	January 2011 - Ongoing	• Department Meetings • IC Meetings
Provide departments with the collaboration time to review lists of identified students not passing CAHSEE and/or scoring basic and below on the CST exam.	• Administrators • Teachers • Counselors	• Wednesday meetings • Student Achievement Data	August 2011 - Ongoing	• Department Meetings • IC Meetings
Generate reports of students not making progress towards graduation and provide departments with the collaboration time to review, analyze and discuss data.	• Counselors • Teachers • Administrators	• Wednesday meetings • Release days • Student Achievement Data	August 2011 - Ongoing	• Department Meetings • IC Meetings
Generate reports of 8th grade students earning one or more D's or F's and share the reports with their prospective 9th grade teachers.	• Administrators • Counselors • Teachers • Middle School Administrators	• Wednesday meetings • Student Achievement Data	August 2011 - Ongoing	• Department Meetings • IC Meetings
Develop a method of monitoring the effectiveness and implementation of interventions and accommodations as determined through the SRT and RTI process.	• Administrators • SRT Team • Teachers	• Collection of Student Achievement Data • Collection of accommodations • SRT Minutes • RTI Program Information	August 2011 – Ongoing	• SRT Meetings • Department Meetings • Instructional Council Meetings
Encourage and support staff to attend professional development opportunities (i.e. conferences, training days) to further their knowledge on current instructional strategies and follow up by sharing with the staff and departments.	• Administrators • Teachers • Tech Support	• Funding sources through Site and District budget	Ongoing	• Increased staff attendance at conferences

				• Use of strategies in classrooms
Develop and provide educational opportunity for parents of identified struggling students to provide them with resources on how to support their child in areas such as study and organizational skills, time management, and available school support programs.	• Administrators • Counselors		Ongoing	• Parent Surveys • Student Achievement Data • Program in place

Action Plan Item #4: Develop a schoolwide system of assessment where collaborative teams determine if the curriculum is aligned with the state content standards and all students learn what is most essential.

Rationale:
- While the administration provides staff with annual data reports, it has been noted that there should be additional meaningful data used in the development of curriculum.
- Parent and Student WASC Surveys indicate some inconsistency in the curriculum taught throughout departments.

ESLRs Addressed: ESLR #1, ESLR #2,

Action Steps	Implementers	Resources	Timeline	Monitoring Systems
Improve collaboration with Acalanes HS and Stanley Middle School to better align our courses and rigor of the curriculum.	• Administrators • Department Chairs • Teachers	• Release time • Collaboration Time	Annually	• Report out in Instructional Council • Wednesday Meetings • Report out to Site Council • Describe outcomes to 8th grade parents at orientation night.
Provide departments with collaboration time to examine the curriculum and its alignment with the essential standards.	• Department Members • Administrators	• Department Meetings • Instructional Council Meetings • Release Days	August 2011 – Ongoing	• Provide meeting calendar • Provide minutes from meetings • Classroom observations • Lesson plans
Create a support system for new teachers to aid them in developing and delivering standards based curriculum.	• Administrators • Department Chairs	• IC meetings • Department Meetings	August 2011 - Ongoing	• Provide minutes from meetings

				• New teacher observations
Collaborate in departments with members of like courses (i.e. English 4 teachers) focusing on course curriculum, alignment to standards, and calibration of student work.	• Department Members	• Department Meetings • Release time	August 2011 – Annually	• Meeting minutes • Provide calendar of meetings
Develop a yearly master calendar of Wednesday meetings and release days to provide the staff with opportunities to collaborate.	• Administrators • Instructional Council	• Wednesday Meetings	Annually	• Provide Calendar
Enhance curriculum delivery through use of technology by providing time for the technology coordinator and librarian to evaluate the current technology options and schedule training for the staff on how to utilize these tools.	• Technology Coordinator • Librarian • Administrators	• Release time • Wednesday Meetings	Ongoing	• Meeting minutes • Reports to Administrator • Reports to Instructional Council • Meeting Agendas • Lesson plans
Continue to provide time at staff and department meetings for staff to share best practices regarding use of technology and instructional methods.	• Staff • Technology Coordinator • Librarian • Administrators	• Wednesday Meetings	Ongoing	• Meeting Agendas • Meeting Minutes • Classroom Observations
Develop a system for voluntary peer observation and support and encourage staff members to observe their peers in order to enhance their own instructional strategies.	• Administrators • Teachers	• Release Time	Ongoing	• Report out in department and staff meetings • Report out summary of department's observations to Instructional Council

| Encourage and support staff to develop common assessments to better determine if the curriculum is aligned to the standards and student needs are being addressed. | • Teachers
• Administrators | • Collaboration time
• Release Time
• Department Meetings
• Instructional Council Meetings | Ongoing | • Meeting Agenda
• Meeting Minutes

• Student Achievement Data
• Report out in department and staff meetings
• Report out summary of department's observations to Instructional Council |
| Improve communication between school and home regarding student performance in order for parents to better support their child's learning. | • Teachers
• Counselors
• Administrators | • Department Meetings
• Staff Meetings
• Instructional Council Meetings
• School Site Council Meetings
• Parent's Club and LPIE Meetings | Ongoing | • Student Achievement Data
• Parent Involvement
• Student Surveys
• Parent Surveys
• Meeting Agendas
• Meeting Minutes
• Teacher Feedback |

Action Plan Item #5: Coordinate a school wide effort to provide students with the tools to make thoughtful, well-planned, and healthy lifestyle choices.

Rationale:

- Student WASC and Challenge Success surveys demonstrate that while Acalanes students value high expectations, the same was seen as a cause of stress.
- Special Education assessment data shows an increase in students diagnosed with Emotional Disturbances.
- Challenge Success surveys indicates that a large number of students feel overwhelmed with the amount of homework and lack of skills in organization and time management.
- California Healthy Kids Survey shows students abusing alcohol and other drugs.
- Discipline data shows an increase in incidents of cyber bullying.

ESLRs Addressed: ESLR #3, ESLR #4, ESLR #5

Action Steps	Implementers	Resources	Timeline	Monitoring Systems
Eliminate the current "Testing Schedule" and investigate the development of a new schedule with the focus on reducing the overlap of exams during hot weeks. (i.e. week before end of quarter)	• Teachers • Counselors • Administrators	• Instructional Council Meetings • Department Meetings • Staff Meetings • Site Council Meetings	August 2011 – Ongoing	• Meeting Agendas • Meeting Minutes • Student Surveys • Parent Surveys • Distribution of Testing Schedule • Classroom Observation • Student Input • Staff Input • Parent Input
Use Aeries Master Schedule Builder to improve the development of the student centered Master Schedule in order to best eliminate conflicts of courses.	• Administrators • Counselors • Department Chairs	• Aeries Training • Wednesday Meetings	Ongoing	• Master Schedule • Student Schedules
Provide parent/community with parent education events designed to help	• Administrators • Counselors		Ongoing	• Parent Surveys

parents support their students in selection of a balanced course schedule and preparations for post high school endeavors.	• College and Career Specialist			• Student Achievement Data • Program in place
Establish a Healthy Choices committee consisting of staff, parent and student community members to address issues as identified in the Healthy Kids Survey.	• Administrators • Counselors • Support/Crisis Counselors • Healthy Choices Committee Members • Nurse		August 2011 - Ongoing	• Meeting Agendas • Meeting Minutes • Healthy Kids Survey Results
Study and examine factors that influence student's stress then develop and provide students with strategies to manage identified stress factors.	• Administrators • Counselors • Healthy Choices Committee • Site Council • Nurse	• Committee Meetings • Instructional Council • Healthy Choices Committee • Site Council Meetings • SRT	Ongoing	• Student Surveys • Parent Surveys • Student Achievement Data • Program in place • Counselor Reports • SRT
Conduct parent education opportunities for parents of students in AP and Honors courses to share information about the expectations and homework load.	• Administrators • Counselors • College and Career Specialist		Ongoing	• Parent Surveys • Student Achievement Data • Program in place
Investigate ways to provide students with planning tools to manage their academic and extracurricular schedule with the focus on the amount of time each class and activity will take.	• Counselors • College and Career Specialist • Administrators	• Agenda Planners • Individual Counseling Conferences	Ongoing	• Student Surveys • Student Achievement Data

Provide staff with time to review homework policies in order to ensure purpose and appropriate volume of homework.	• Administrators • Counselors • Teachers	• Release Time • Collaboration Time • Instructional Council • Department Meetings • Staff Meetings	Ongoing	• Meeting Agendas • Meeting Minutes • Teacher input • Course policies
Educate and train staff and parents to identify signs of alcohol and/or drug use. Additionally, create intervention plans and support systems for students with drug and alcohol problems	• Administrators • Counselors • Support Counselors • Teachers • Parents • Community Members	• Committee Meetings • Instructional Council • Healthy Choices Committee • Site Council Meetings • SRT	Ongoing	• Student Surveys • Parent Surveys • Student Achievement Data • Program in place • Counselor Reports • SRT

Acalanes High School

WASC Self-Study 2010-2011
Focus on Learning

Appendices

Artwork by: Troy Gibb, Class of 2010

Acalanes High School

GRADES 9-12
1200 Pleasant Hill Road   Lafayette, CA 94549
Phone: (925) 280-3970   **Fax:** (925) 280-3971
Website: www.acalanes.k12.ca.us/acalanes

John Stockton
Superintendent

Aida Glimme
Principal

Principal's Message

Acalanes High School, founded in 1940, is one of four comprehensive high schools in the Acalanes Union High School District (AUHSD). The school is accredited by the Western Association of Schools and Colleges and has a rich tradition of excellence. Acalanes has a strong college preparatory program supported by extensive elective and co-curricular opportunities. Our mission is to develop responsible, productive, and informed citizens who appreciate and respect their own and others' uniqueness and worth. It is our goal to prepare every student to graduate from high school with skills that will prepare them for the 21st century.

Our students acquire common knowledge based on the California Content Standards and skills in the disciplines of a comprehensive program. They participate in activities that promote collaboration and teach the habits of good citizenship. They also demonstrate effective communication skills, and they develop and use critical thinking and research skills.

Acalanes has award-winning choral and instrumental music programs. Our school boasts top programs in dramatic arts, digital and traditional arts, and technical education including sports medicine, design and fabrication, as well as auto technology. Acalanes student newspaper, The Blueprint, won 2009-2010 Best Student Newspaper in the country. School-sponsored extracurricular programs include Mock Trial, Academic Decathlon, Science Bowl, Model U.N, and environmental science and service clubs. The leadership class plans school activities that promote school spirit, tolerance, and value of diversity. Eighty-five percent of sports teams reach the playoffs and 70 percent earn North Coast Section scholarship recognition.

Parental Involvement

Acalanes parents are a critical part of our learning community and are involved in a variety of school organizations such as the Acalanes Parent Club, the Lafayette Partners in Education, the Performing Arts and Athletic Boosters, various sports foundations, and as team and class liaisons.

The Acalanes Coordinating Council consists of representatives from the education foundation and the Parent Club and is responsible for fundraising plan and some budget approvals. Parent representatives are part of the Acalanes Site Council where they have an opportunity to provide input and are voting members for the final approval of the Acalanes Single Site Plan.

For more information on how to become involved, contact Laura Reiling, Acalanes Parent Club President, at (925) 280-3970.

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.

"Our mission is to develop responsible, productive, and informed citizens who appreciate and respect their own and others' uniqueness and worth."

Acalanes Union High School District

1212 Pleasant Hill Road
Lafayette, CA 94549
Phone: (925) 280-3900
Fax: (925) 932-2336
www.acalanes.k12.ca.us

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

Textbooks and Instructional Materials

Textbooks used by Acalanes UHSD are based on current California content standards. Textbooks are chosen from lists pre-approved by state education officials.

In accordance with the *California Education Code* and the *Williams Settlement* mandates, procedures, monitoring processes, and reporting practices by principals and District departments have ensured that all students have access to the current, Standards-based textbooks, and instructional materials.

Availability of Textbooks and Instructional Materials

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

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

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	Poets	2003
English-Language Arts	Points of View: *An Anthology of Short Stories*	2003
English-Language Arts	Short Prose Reader; 3rd Edition	2003
English-Language Arts	Talking Back/Poems, A Working Guide/Aspiring Poets	2003
English-Language Arts	The Compact Reader; 7th Edition	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 & Trigonometry	2002
Mathematics	Algebra 1	2007
Mathematics	Algebra and Trigonometry, 5th Ed.	2002
Mathematics	Algebra II: *Concepts, Skills and Problem Solving, CA Edition*	2008
Mathematics	Calculus I, 8th Ed.	2006
Mathematics	Calculus II, 8th Ed.	2006
Mathematics	California Algebra Readiness	2007
Mathematics	California Geometry	2007
Mathematics	Concepts, Skills, and Problem Solving	2008
Mathematics	Geometry	2007
Mathematics	Geometry	2005
Mathematics	Multivariable Calculus, 8th Ed. (Supplemental)	2006
Mathematics	Pre-Calculus with Trigonometry: *Concepts and Applications*	2002
Mathamatics	Pre-Calculus, Third Edition	2008

Subject	Textbook - *Continued from page 2*	Adopted
Mathematics	The Practice of Statistics	2000
Science	Biology, 7th ed.	2004
Science	Biology: *Exploring Life*	2004
Science	Biotechnology: Demystifying the Concept	2000
Science	Chemistry, 7th Ed.	2007
Science	Earth Science; *Geology, the Environ., and the Universe*	2001
Science	Essentials of Human Anatomy and Physiology, 8th ed.	2005
Science	Human Anatomy and Physiology, 6th ed.	2005
Science	Living in The Environment, 14th ed.	2002
Science	Oceanography; *An Invitation to Marine Science*, 4th Ed	2003
Science	Physics	2004
Science	Physics: *Principles with Applications*, 4th Ed. AP (Physics AP)	2005
Science	World of Chemistry	2008
Social Studies	A People & A Nation, 7th Ed.	2004
Social Studies	Cultural Landscape: *An Intro. to Human Geography*	2006
Social Studies	Human Geography in Action, 4th ed. (Supplemental)	2006
Social Studies	Modern World Hist.: *Patterns/Interaction* California Ed.	2005
Social Studies	Psychology, 8th ed.	2006
Social Studies	Psychology, 8th ed. (Psych AP)	2006
Social Studies	The Americans: *Reconstruction Through/21st Century*	2005
Social Studies	United States Government: *Democracy in Action*	1998
Social Studies	World History: *Patterns of Interaction* (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	Adventures in Japanese, Levels 1-4	2005
World Languages	Auf Deutsch, Levels 1-3	2003-04

Professional Development

The Acalanes Union High School District provides on-going professional growth opportunities for teachers and administrators. Teachers and administrators build upon their skills through professional development provided by the schools, district, county office, and professional organizations. The focus of certificated professional development is on the continuous improvement of teaching and learning in the Acalanes Union High School District. The District provides professional development opportunities through late start Wednesday morning collaboration, release days and staff development days. Additionally, the District holds an annual Summer Institute during which time certificated staff can collaboratively focus on one of an array of professional growth areas offered. All teachers are invited to participate and receive a stipend for attendance. For the previous three school years, the district had three days each year dedicated to staff and professional development.

Professional development is provided in the following areas:

- Standards based Instruction and Assessment
- Evaluation of Student Work
- Grading Practices
- Curricular Integration of Technology
- 21st Century Learning
- Diversity Training
- Special Education
- Peer Assistance and Support
- Standards for the Teaching Profession
- Achievement/Assessment Data Analysis

Teachers are supported through technology coordinators who facilitate professional development and mentor teachers. Academic department chairs lead and support departmental discourse and collaborative endeavors to align curriculum and assessment.

Professional Development

Continued from page 3

Further, teachers are supported through a performance evaluation system designed to 1) promote and support student learning; 2) maintain and improve instruction, assessment, student achievement, learning environments and professional responsibilities; 3) recognize and praise professional performance; and 4) provide assistance and direction for continuous improvement.

Acalanes High School is committed to continuous learning and improvement. Classes start 35 minutes late on Wednesdays in order to allow certificated and classified staff to meet within departments and inter-departmental focus teams. Major areas of focus include improving student achievement and student learning, use of technology to enhance the curriculum, and collaboration to share best practices to support our struggling students.

The annual district summer institute focuses on best practices in teaching and learning. All teachers are invited to participate and receive a stipend for attendance. Approximately 40% of Acalanes teachers participate in the summer institute.

Student performance data and reports are used to guide improvement of instructional practices. Teachers are allowed release days to provide time to collaborate with their department members.

All staff members are supported and encouraged to attend various professional development conferences.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Subject	Textbook - *Continued from page 3*	Adopted
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	NiHao 1, Chinese Language Course, Introductory, Level III & IV	2004
World Languages	Realidades, Levels 1-3	2003
Career/Technical Ed.	Architecture: *Residential Drafting and Design*	2005
Career/Technical Ed.	Auto CAD and Its Applications-Comprehensive	2005
Career/Technical Ed.	Automotive Service, 2nd Ed.	2004
Career/Technical Ed.	Culinary Essentials	2003
Career/Technical Ed.	Guide to Good Food	2003
Career/Technical Ed.	Technology: *Design and Application*	2005
Career/Technical Ed.	Understanding Electricity & Electronics	2007
Career/Technical Ed.	Wood Technology & Processes	2004

Note: This data was most recently collected and verified in September 2010.

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.

Graduate and Dropout Rates									
	Acalanes HS			Acalanes UHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	100%	99.7%	98.8%	99.0%	97.7%	96.7%	80.6%	80.2%	78.6%
1-year Dropout Rate	0.0%	0.3%	0.1%	0.4%	0.9%	0.9%	4.2%	3.9%	4.5%

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						
	Acalanes HS			Acalanes UHSD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.108	0.051	0.045	0.063	0.058	0.050
Expulsion Rate	0.006	0.002	0.000	0.002	0.001	0.000

Class Size

07-08 | 08-09 | 09-10

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

| English-Language Arts | Mathematics | Science | History-Social Science |
| 21 21 26 | 27 27 29 | 28 28 29 | 26 27 30 |
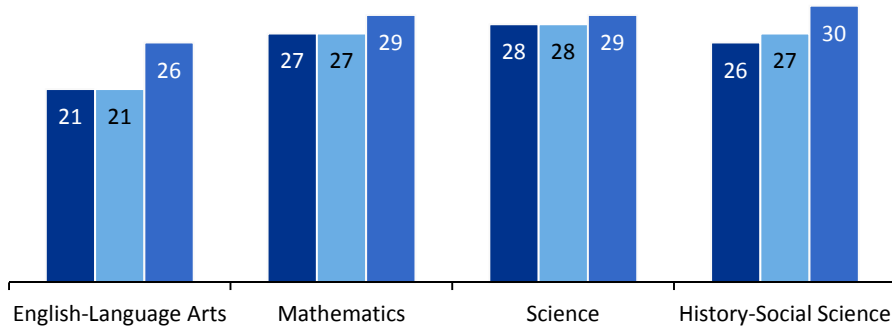
Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	44	27		40	23	1	7	48	
Mathematics	9	30	9	12	27	5	3	38	4
Science	4	31	1	2	33		1	38	
History-Social Science	20	27	3	14	31	1		43	8

Enrollment and Demographics

The total enrollment at the school was 1,371 students for the 2009-10 school year.
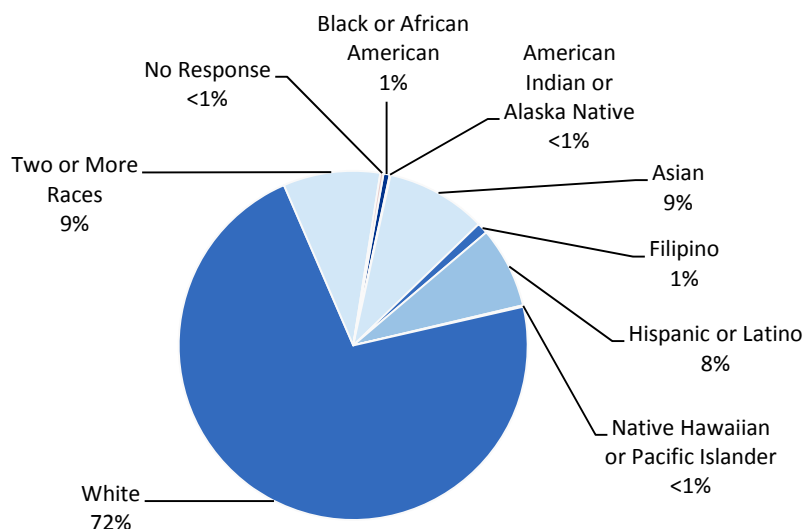
No Response <1%
Black or African American 1%
American Indian or Alaska Native <1%
Two or More Races 9%
Asian 9%
Filipino 1%
Hispanic or Latino 8%
Native Hawaiian or Pacific Islander <1%
White 72%

"It is our goal to prepare every student to graduate from high school with skills that will prepare them for the 21st century."

School Safety

The Acalanes campus supervisor and site administrators monitor the school grounds 30 minutes before school starts and throughout the day. Acalanes is a closed campus; all visitors must register in the office and wear an identifying badge. Fire, shelter-in-place and lockdown drills are held three or more times a year in addition to reviewing and updating the disaster plan annually. The disaster plan was modified in September 2008 to include new construction and exit routes, and has incorporated Standard Emergency Management System protocol and procedures. Acalanes works closely with local police and fire departments to coordinate safety efforts. The student handbook contains a list of offenses for which a student may be suspended or expelled. The student handbook also contains a chart with consequences for specific disciplinary infractions.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2010.

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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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 Facilities

As a result of more than $20-million in facilities bond measures passed in 1997, 2002 and 2008, a new performing arts center and classroom wing were constructed and the library and language lab were modernized. A new and efficient heating, venting and air-conditioning system was installed, bringing climate control to all instructional spaces. The main stadium complex has been renovated with new bleachers, track facilities, and the highest quality synthetic turf. The tennis courts have been rebuilt with lighting, and the baseball and softball fields have been completely modernized with improved drainage and irrigation. A new technical education facility has been constructed for Auto Technology, Design and Fabrication and Engineering departments.

School Facilities

The school had a wireless system installed, allowing for improved use of technology in the classrooms. The swimming pool is undergoing construction and will reopen in March 2011.

The Acalanes library and media center maintains a collection of more than 15,000 books and provides access to at least ten library databases and an online card catalog. Classes visit the library throughout the day. The facility is open for student use before school, during lunch and after school until 5:30pm.

There are three computer labs on campus used for Engineering and Architectural Design classes; Digital Arts classes; and Web Design, Video Production, and Computer Graphics classes. All computers on campus include Microsoft Office suite, are multimedia capable and connected to the Internet.

Students also have access to the Blackboard online learning system, through which teachers post information, store course documents, and initiate online discussions.

The school buildings and grounds are in very good to excellent condition. The classrooms and other buildings are cleaned on an A-B basis and all restrooms, locker rooms, and science labs are cleaned on a nightly basis. The custodial staff is 5.5 FTE and they clean the school and the district office. There is one daytime custodian and the rest of the staff work a swing shift.

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**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			08/24/2010
Date of the Most Recent Completion of the Inspection Form			08/24/2010

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**
Systems	Rooms 506 & 507 are not inhabited, and have non-operable HVAC Systems; to be repaired in 2011
Interior	Small gym has warped wood floor caused by flood; to be repaired during 2011-2012 school year
Restrooms/Fountains	Enamel peeling on drinking fountain by room 508; to be repaired in 2012

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below 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									
	Acalanes HS			Acalanes UHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	84%	86%	83%	83%	85%	84%	46%	50%	52%
Mathematics	57%	55%	58%	51%	53%	56%	43%	46%	48%
Science	89%	86%	89%	83%	86%	85%	46%	50%	54%
History-Social Science	75%	83%	80%	77%	83%	82%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2010 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	84%	56%	85%	82%
All Students at the School	83%	58%	89%	80%
Male	81%	60%	91%	84%
Female	85%	57%	86%	75%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	85%	74%	89%	83%
Filipino	83%	58%	❖	❖
Hispanic or Latino	63%	45%	74%	54%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	85%	58%	88%	83%
Two or More Races	82%	62%	97%	75%
Socioeconomically Disadvantaged	59%	29%	❖	64%
English Learners	❖	❖	❖	❖
Students with Disabilities	44%	39%	40%	37%
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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	10	10	10
Similar Schools API Rank	9	9	9

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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, the actual API change in points added or lost for the past three years.

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	3	6	-4
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	-5	7	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	6	6	-3
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	**2010 Growth API**		
	Acalanes HS	**Acalanes UHSD**	**California**
All Students	898	899	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	933	890
Filipino	■	■	851
Hispanic or Latino	■	824	715
Native Hawaiian or Pacific Islander	■	■	753
White	902	903	838
Two or More Races	■	897	807
Socioeconomically Disadvantaged	■	759	712
English Learners	■	754	692
Students with Disabilities	■	691	580

■   Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Acalanes HS	**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%

✧   Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

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 State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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	◈

◈   Data not available from the state at the time of publication.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

"Acalanes High School is accredited by the Western Association of Schools and Colleges and has a rich tradition of excellence."

Adequate Yearly Progress

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

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 (FTE)	3.8
Ratio of Students Per Academic Counselor	360:1
Support Staff	**FTE**
Counselor (Social Behavioral or Career Development)	3.80
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.75
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	4.00
Other	0.00

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and 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. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2010**		
	Acalanes HS	**Acalanes UHSD**	**California**
All Students	100.0%	99.5%	94.5%
Socioeconomically Disadvantaged	❖	100.0%	91.3%
English Learners	❖	86.4%	98.5%
Students with Disabilities	16.7%	73.9%	53.4%
Black or African American	❖	92.9%	89.7%
American Indian or Alaska Native	❖	100.0%	95.3%
Asian	100.0%	100.0%	97.4%
Filipino	❖	100.0%	98.2%
Hispanic or Latino	❖	96.2%	91.6%
Native Hawaiian or Pacific Islander	❖	100.0%	95.2%
White	100.0%	99.8%	98.1%
Two or More Races	98.2%	94.8%	◈

❖ 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.

◈ Data not available from the state at this time.

Career Technical Education Participation

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

Career Technical Education Data	
	2009-10 Participation
Number of Pupils Participating in CTE	308
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	15%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	100%

Career Technical Education Programs

In cooperation with the Contra Costa County Office of Education, Acalanes offers 12 Regional Occupation Program courses in digital design, computer graphic arts, video production, biotechnology, sports medicine, auto technology and advanced auto technology. These classes provide students with career training and technical skills that are essential for employment. Many of these classes fulfill University of California course requirements.

Continued on sidebar

Career Technical Education Programs

Continued from left

The College and Career Center includes an extensive library of trade, technical and specialized school catalogs for students to review. All sophomores visit the center and complete an interest survey using software that creates links between their occupational interest and college majors. A Job File and Job Board list part-time jobs that are available to students. Job shadowing and volunteer opportunities are also available.

A full-time Transition Specialist provides services to students with educational and physical disabilities who are preparing for post-high school training and education.

Acalanes offers courses intended to help students prepare for the world of work. These Career Technical Education (CTE) courses, formerly known as Vocational Education, are open to all students and include:

- Architectural & Structural Engineering
- Cabinet Making & Wood Products
- Computer Hardware, Electrical, & Networking Engineering
- Engineering Design
- Food Service & Hospitality
- Information Technology
- Vehicle Maintenance, Service & Repair

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but 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 an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

"Our students participate in activities that promote collaboration and teach the habits of good citizenship. They also demonstrate effective communication skills, and they develop and use critical thinking and research skills."

California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Acalanes HS	92.4%	88.4%	90.5%	92.6%	87.8%	90.8%
Acalanes UHSD	89.8%	91.1%	90.2%	88.5%	88.9%	86.7%
California	52.9%	52.0%	54.0%	51.3%	53.3%	53.4%

CAHSEE Results by Student Group: English-Language Arts

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

Percentage of Students Achieving at Each Performance Level			
	English-Language Arts		
Group	**Not Proficient**	**Proficient**	**Advanced**
All Students in the District	10.6%	19.0%	70.4%
All Students at the School	9.5%	20.9%	69.6%
Male	11.6%	20.0%	68.4%
Female	6.3%	22.2%	71.4%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	6.7%	16.7%	76.7%
Filipino	❖	❖	❖
Hispanic or Latino	27.3%	13.6%	59.1%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	8.4%	22.1%	69.5%
Two or More Races	6.1%	18.4%	75.5%
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	68.2%	18.2%	13.6%
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.

CAHSEE Results by Student Group: Mathematics

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

Percentage of Students Achieving at Each Performance Level			
	Mathematics		
Group	**Not Proficient**	**Proficient**	**Advanced**
All Students in the District	14.1%	36.3%	49.6%
All Students at the School	9.2%	37.3%	53.5%
Male	7.4%	35.3%	57.4%
Female	11.9%	40.5%	47.6%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	6.7%	33.3%	60.0%
Filipino	❖	❖	❖
Hispanic or Latino	22.7%	40.9%	36.4%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	7.5%	38.5%	54.0%
Two or More Races	8.2%	34.7%	57.1%
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	77.3%	22.7%	0.0%
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.

Courses Required for UC/CSU Admission

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 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 more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

> *"Our school boasts top programs in dramatic arts, digital and traditional arts, and technical education including sports medicine, design and fabrication, as well as auto technology."*

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	
2009-10 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	74.0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	68.1%

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/.

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 7.6% of the school's students were enrolled in a total of 11 AP courses offered.

Advanced Placement Courses	
English	1
Foreign Language	2
Mathematics	3
Science	2
Social Science	3

Teacher Qualifications

Teacher Credential Information				
	Acalanes UHSD	Acalanes HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	288	68	65	69
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

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			
	Acalanes HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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 2009-10 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
Acalanes HS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	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.

✧   Not applicable.

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	$43,096
Mid-Range Teacher Salary	$70,148	$70,018
Highest Teacher Salary	$89,801	$89,675
Average Principal Salary	$136,520	$128,615
Superintendent Salary	$200,000	$204,469
Teacher Salaries — Percent of Budget	27.7%	37.5%
Administrative Salaries — Percent of Budget	3.8%	5.1%

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	
	Acalanes HS
Total Expenditures Per Pupil	$251
Expenditures Per Pupil From Restricted Sources	$117
Expenditures Per Pupil From Unrestricted Sources	$134
Annual Average Teacher Salary	$78,844

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
Acalanes HS	$134	$78,844
Acalanes UHSD	$733	$75,873
California	$5,681	$69,595
School and District — Percent Difference	-447.1%	+3.8%
School and California — Percent Difference	-4,140.4%	+11.7%

Financial Data

The financial data displayed in the SARC is from the 2008-09 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.

Types of Services Funded

During previous school years the Lafayette Arts and Science Foundation and the Parents Club brought in more than $500,000 to enrich the school environment. The monies were used to fund technology upgrades, tutoring programs, a Literacy Specialist, library resources, Artists-in-Residence programs, Crisis Counselors, a Healthy-Choice Liaison, and to purchase musical instruments and accompaniment, science supplies, and English textbooks. The parent groups also contribute monies to district counseling programs.

Acalanes High School

Acalanes Union High School District

GRADES 9-12
1200 Pleasant Hill Road   Lafayette, CA 94549
Phone: (925) 280-3970   **Fax:** (925) 280-3971
Website: www.acalanes.k12.ca.us/acalanes

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Acalanes Union High School District
ACALANES HIGH SCHOOL
2010 - 2012

07-61630-0730283
CDS Code

Date of this revision: November 2010

2010-2012 GOALS

Goal #1 Increase the percentage of 9th grade Algebra 1 students and 10th grade Geometry students scoring Proficient and above by 10% on the 2012 CST (using the 2010 CST results as the baseline).

Goal #2 Increase the percentage of 11th grade students scoring Proficient and above by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as the baseline).

Goal #3 Increase the average percent correct on the 2012 CAHSEE reading comprehension, writing strategies, and writing convention strands by 5% for all reported subgroups (using the 2010 CAHSEE census results as the baseline).

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Aida Glimme

Position: Principal

Telephone Number: (925) 280-3970

Address: 1200 Pleasant Hill Road, Lafayette, CA 94549

E-mail Address: aglimme@acalanes.k12.ca.us

The District Governing Board approved this revision of the School Plan on _____.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and include local measures of pupil achievement. The site coordinating council analyzed available data on the academic performance of all students, including English learners, educationally-disadvantaged students, gifted and talented students, and students with exceptional needs. The site coordinating council also obtained and considered the input of the school community. Based upon this analysis, the site coordinating council has established the following performance improvement goals, actions and expenditures.

<div>

GOAL # 1 for Improving Student Achievement:

Increase the percentage of 9th grade Algebra 1 students and 10th grade Geometry students scoring Proficient and above by 10% on the 2012 CST (using the 2010 CST results as the baseline).

Student groups and subgroups participating in this goal: 9th grade students in Algebra 1 and 10th grade students in Geometry.

Performance gains expected for these students by subgroup:

9th Grade Algebra	2010	2012
Proficient	8%	X
Advanced	39%	X
Totals	**47%**	**52%**

10th Grade Geometry	2010	2012
Proficient	2%	X
Advanced	41%	X
Totals	**43%**	**47%**

Means of evaluating progress toward this goal: STAR CST testing in April 2010, 2011 and 2012.

Group data needed to measure academic gains: Data from 2010, 2011 and 2012 Algebra 1 and Geometry California Standards Test.

</div>

Description of Specific Actions to Improve Educational Practice and Student Achievement	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Eliminate currently offered Pre-Algebra and Algebra A courses to better align course offerings to the state and federal standards. Students entering Acalanes HS at a level below Algebra 1 will have an option to take Algebra A and B (Algebra 1 curriculum taught over the period of 4 semesters).	Administration, Counselors, Math teachers; February 2011 – June 2012	Release time for curriculum development and articulation with the middle school Wednesday meetings	$100-125 per teacher (~ $1,000 total)	Parents Club
The Acalanes Algebra 1 and Geometry courses have been carefully aligned with California State Standards. Algebra A and B curriculum will be developed to reflect Algebra 1 state standards.	Administration, Math teachers: Ongoing	Wednesday meetings		
Textbooks are aligned with California State Standards for Algebra and Geometry.	Administration, Math teachers; Ongoing	None		
Samples from the California Standards Test and CAHSEE blueprints are used to support course instruction. Teachers will be encouraged and supported to use sample problems within their lessons.	Administration, Math teachers; Ongoing	Wednesday meetings		

Improvement of instructional strategies and materials:				
Continue to monitor Algebra A, Algebra B, Algebra 1 and Geometry district common assessments, semester and year end finals. Use results to inform practice, prompt dialogue of best practices and address relative weaknesses. School-wide dialogue will occur following each assessment administration. Illuminate (Data Analysis Software) will be available and teachers will be supported in its use in order to improve analysis of common assessment results and alignment to the standard.	Administration, Algebra A, B, 1 and Geometry teachers/Math department chair; Ongoing	Release time Wednesday meetings	$100-125 per teacher (~$1,000 total)	Parents Club
A parallel math intervention class will be offered at Algebra A, B and Algebra 1 and Geometry. Approximately 15-25 students at each level will be identified for enrollment. CST achievement data, CAHSEE and teacher recommendations will be used to identify students who need support.	Administration, Counseling Math teachers; Ongoing	1-3 Sections	$18,000 per section	Measure A Parents Club
Pilot the Houghton Mifflin Harcourt (HMH) "Fuse" curriculum for Algebra 1 designed for iPads. Through the Fuse program students will receive feedback on practice questions, write and save notes, receive guided instruction, access video lessons and more, thus allowing teachers and students to customize learning and meet individual needs.	Administration, Tech support, Math Teachers; January 2011 – June 2012	iPads for each student and teacher participating in the pilot Wednesday meetings Release time	$10,000 100-125 per teacher (~$1,000 total)	Measure E Parents Club

Initiate the use of "Kuta" math software in Algebra A/B, Algebra 1 and Geometry. The program will be used to generate practice and warm up problems and multiple choice quizzes, to help students develop basic skills and prepare them for the STAR test.	Administration, Tech Support, Math Teachers; January 2011 – June 2012	Site license - software	$1,100	Parents Club
Extended learning time & increased educational opportunity: 9th and 10th grade students performing below standard on the math content standards component of the 2010 STAR assessment will be identified and given opportunity to receive additional support through classroom remediation and peer tutoring. Provide staff training in differentiated instruction in order to provide staff with the tools to implement remediation.	Administration, Counselors, Math teachers; Ongoing	Wednesday meetings Staff Development	N/A	N/A
Identified students will be systematically assigned to peer tutors and their attendance will be monitored in the Peer Tutoring Center. Peer Tutor Coordinators will be provided with student profiles so they can coordinate strategic interventions. Counselors and administrators will communicate with parents to review peer tutoring attendance, performance, and resources available.	Administration, Peer Tutoring Coordinators, Peer Tutors, Counselors; Ongoing	Peer Tutor Coordinator	$20,000/yr	Parents Club
Classroom Peer Tutors are enrolled in specific courses to provide additional support to struggling students. Peer Tutors are enrolled in a program where they are trained to offer support services.	Classroom Peer Tutor Coordinator, Teachers; Ongoing	Wednesday meetings	N/A	N/A

Currently during the 2010-2011 school year, Acalanes is evaluating the process of the Academic Support Center (ASC). Once implemented, identified students will be counseled to attend the ASC after school to receive subject-based tutoring. The ASC will be staffed with credentialed math teachers.	Administration Math teachers; Ongoing	Hourly teacher rate	$10,000	Parents Club
Class size reduction in Algebra 1 to provide improved student teacher contact and allow students to receive additional individual support.	Administration, Counseling; March 2011	1-2 Sections	$18,000 - $36,000	Parents Club
Staff development and professional collaboration:				
AHS High School and middle school Algebra 1 and Geometry teachers will participate in an articulation process to bridge student transition to high school. Meetings will be held to develop the Algebra A/B curriculum.	Administration Math teachers; Ongoing	Release time Wednesday meetings	$100-125 per teacher (~$ 1,000 total)	Parents Club
Math curriculum alignment and remedial support will be a focus of the staff development in the Math and Special Education Departments.	Administration Math teachers & Special Education ISP's; Ongoing	Wednesday meetings	N/A	N/A
Site administration will be trained to use Illuminate to access current student performance data and provide reports to the staff. Illuminate will be made available and teachers will be supported to use the software to access information related to their specific students.	Administration, Math teachers: December 2010 – June 2012	Staff Development Wednesday mornings	$5,000/ year	Parents Club Title II

Involvement of staff, parents, and community: CST results will be shared systematically with parents of low performing students. These parents will be made aware of the additional support services available. Parent involvement will lead to increased student utilization of intervention opportunities and ultimately increased achievement.	Counselors & Administrators: Ongoing	Postage	$50	General Fund
Teachers will be encouraged and supported to post grades and communicate student progress with the students and parents on the regular basis.	Administration, Tech Support, Teachers; Ongoing	Tech Mentor Wednesday Meetings	NA	NA
Auxiliary services for students and parents: The Peer Tutoring Center is open during lunch, 7th period, and after school from 3:00 p.m. – 4:00 p.m. each day.	Peer Tutor Coordinators; Ongoing	Peer tutoring coordinator	$20,000/yr	Parents Club
Acalanes is evaluating the process of the ASC. Past model was to have the ASC open after school, Monday – Friday from 3:15 p.m. – 4:15 p.m.	Administration, Teachers; 2010-2011	Hourly teacher rate	$10,000	Parents Club
The Library is open extended hours from 4:00 p.m. – 5:30 p.m. daily.	Library clerk, Librarian; Ongoing	Hourly clerk rate	$5,400	Measure G

Monitoring program implementation and results: Administrators and counselors will monitor student performance and provide data to teachers and other support staff. Administrators will review program implementation. Student progress will be reviewed through the SRT and administrative tracking.	Counselors, Administration; Ongoing	Bi-weekly SRT meetings	N/A	N/A

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and include local measures of pupil achievement. The site coordinating council analyzed available data on the academic performance of all students, including English learners, educationally-disadvantaged students, gifted and talented students, and students with exceptional needs. The site coordinating council also obtained and considered the input of the school community. Based upon this analysis, the site coordinating council has established the following performance improvement goals, actions and expenditures.

<table>
<tr><td colspan="3"><u>GOAL # 2 for Improving Student Achievement:</u>
Increase the percentage of 11th grade students scoring Proficient and above by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as the baseline).</td></tr>
<tr><td colspan="3">Student groups and subgroups participating in this goal: 11th grade students

Performance gains expected for these students by subgroup:

11th Grade ELA	2010	2012
Proficient	21%	X
Advanced	56%	X
Totals	**77%**	**81%**

Means of evaluating progress toward this goal: 2010, 2011 and 2012 California Standards English-Language Arts test.

Group data needed to measure academic gains: Data from 2010, 2011 and 2012 STAR reports on California Standards English-Language Arts test.</td></tr>
</table>

Description of Specific Actions to Improve Educational Practice and Student Achievement	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: The Acalanes English curriculum for 9th and 10th grade has been aligned with the California State Standards for English. Implementation of the standards and skills-based curriculum will be closely monitored.	Administration, English teachers; Ongoing	Wednesday meetings, Department and Home group meetings	N/A	N/A
The Acalanes 11th and 12th grade English curriculum has been restructured from semester long English seminar courses to a year-long curriculum. Curriculum for the 11th and 12th grade will be evaluated and aligned to the California State Standards for English. Implementation of the standards and skills based curriculum will be closely monitored.	Administration, English teachers; February 2011 – June 2012	Release Time Wednesday meetings	$100 - $125 per teacher (~$1,400 total)	Parents Club
Teachers will be provided CST and CAHSEE Blueprints to support course instruction. Teachers will be encouraged to use sample reading passages and questions to familiarize students with the format of the CST and CAHSEE tests.	Administration, English Teachers; Ongoing	Wednesday meetings	N/A	N/A

Improvement of instructional strategies and materials:				
A parallel English class (Literacy) will be offered at the 9th, 10th and 11th grade levels. Approximately 15-25 students at each level will be identified for enrollment. CST achievement data, CAHSEE and teacher recommendations will be used to identify students who need support.	Administration, Counseling English teachers; Ongoing	3 Sections	$18,000 per section	Measure A Parents Club
Encourage and support English teacher with the development and implementation of the common written assessment.	Site and District Administration, English teachers; Ongoing	Site and District Department meetings Wednesday meetings	N/A	N/A
Support the staff in use of Illuminate (data analysis software) in order to improve analysis of assessment results and alignment to the standards.	Administration, Teachers; December 2010 – June 2012	Staff Development Wednesday meetings	$5,000	Parents Club Title II
Explore use of technology (iPads, e-readers or Kindles) to enhance English curriculum. Use of this type of technology to read literature allows students to engage in the learning process and move from being passive readers to active learners.	Administration, Tech Support, English teachers; Ongoing	iPads for each student and teacher participating in the pilot Wednesday meetings Release time	$5,000 $100-$125 per teacher	LPIE Parents Club Measure E

Implement strategies to support reading skills in English classes: English teachers, along with Special Education teachers collaborate to develop intervention strategies for students struggling in the classroom.	English and Special Education teachers; Ongoing	Support materials, Wednesday meetings	N/A	N/A
Continue to utilize "Talking to the Text" program in English, World History, U.S. History, and Science classes.	Administration, Teachers; Ongoing	Teacher hourly rate for collaboration Supplies (novels, classroom supplies)	$10,000	LPIE
The Writing for Mastery program will provide one-to-one writing support in World History and U.S. History for all students. Additional support will be provided for identified, low performing students.	World History & U.S. History, WFM Coordinator; Ongoing	Writing for Mastery	$37,000	LPIE
Extended learning time & increased educational opportunity: 9th, 10th, and 11th grade students scoring basic or below on the English-Language Arts Content Standards component of the 2010 STAR assessment will be identified and given opportunity to receive additional support through classroom remediation and peer tutoring.	Administration, Counselors, English teachers: Ongoing	Wednesday meetings	N/A	N/A

Identified students will be systematically assigned to peer tutors and their attendance will be monitored in the Peer Tutoring Center. Peer Tutor Coordinators will be provided with student profiles so they may coordinate strategic interventions. Counselors and administrators will communicate with parents to review peer tutoring attendance, performance, and resources available.	Administration, Peer Tutoring Coordinators, Peer Tutors, Counselors; Ongoing	Peer Tutor Coordinator	$20,000/yr	Parents Club
Classroom Peer Tutors are enrolled in specific courses to provide additional support to struggling students. Peer Tutors are enrolled in a program where they are trained to offer support services.	Classroom Peer Tutor Coordinator, teachers; Ongoing	Wednesday Meetings	N/A	N/A
Currently, during the 2010-2011 school year, Acalanes is evaluating the process of the ASC. Once implemented, identified students will be counseled to attend the ASC after school to receive subject-based tutoring. The ASC will be staffed with credentialed English teachers.	Administration, English teachers; Ongoing	Hourly teacher rate	$10,000	Parents Club
Class size reduction in English 1 to provide improved student teacher contact and allow students to receive additional individual support.	Administration, Counseling; March 2011	2-3 sections	$36,000 - $54,000	Parents Club

Staff development and professional collaboration:				
English curriculum alignment and remedial support will be a focus of the staff development in the English and Special Education departments.	Administration, English teachers, Special Education ISP's; Ongoing	Wednesday meetings	N/A	N/A
Site administration will be trained to use Illuminate to access current student performance data and provide reports to the staff. Illuminate will be available and teachers will be supported to use the software to access information related to their specific students.	Administration, English teachers; December 2010 – June 2012	Staff Development Wednesday meetings	$5,000	Parents Club Title II
All English department teachers will collaboratively review, evaluate and calibrate student work and share best practices.	Administration, English teachers; Ongoing	Release time Wednesday meetings	$100-125 per teacher (~$1,400 total)	Parents Club
Involvement of staff, parents, and community: CST results will be shared systematically with parents of low-performing students. These parents will be made aware of the extra support services available. Parent involvement will lead to increased student utilization of intervention opportunities and ultimately increased achievement.	Counselors & Administrators; Ongoing	Postage	$50	General Fund

Teachers will be encouraged and supported to post grades and communicate student progress with the students and parents on the regular basis.	Administration, Tech support, Teachers; Ongoing	Tech mentor Wednesday Meetings	N/A	N/A
Auxiliary services for students and parents: The Peer Tutoring Center is open during lunch, 7th period, and after school from 3:00 p.m. – 4:00 p.m. each day.	Peer Tutor Coordinators; Ongoing	Peer tutor	$20,000/yr	Parents Club
Acalanes is evaluating the process of the ASC. Past model is to have ASC open after school, Monday – Friday from 3:15 p.m. – 4:15 p.m.	Teachers; 2010-2011	Hourly teacher rate	$10,000	Parents Club
The Library is open extended hours from 4:00 p.m. – 5:30 p.m. daily.	Library clerk, Librarian; Ongoing	Hourly clerk rate	$5,400	Measure G
Monitoring program implementation and results: Administrators and counselors will monitor student performance and provide data to teachers and other support staff. Administrators will review program implementation. Student progress will be reviewed through SRT and administrative tracking.	Counselors, Administration; Ongoing	Bi-monthly SRT meetings, Counseling and Administration	N/A	N/A

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and include local measures of pupil achievement. The site coordinating council analyzed available data on the academic performance of all students, including English learners, educationally-disadvantaged students, gifted and talented students, and students with exceptional needs. The site coordinating council also obtained and considered the input of the school community. Based upon this analysis, the site coordinating council has established the following performance improvement goals, actions and expenditures.

GOAL # 3 for Improving Student Achievement:
Increase the average percent correct on the 2012 CAHSEE reading comprehension, writing strategies, and writing convention strands by 5% for all reported subgroups (using the 2010 CAHSEE census results as the baseline).

Student groups and subgroups participating in this goal: All students.

Performance gains expected for these students by subgroup:

Means of evaluating progress toward this goal: CAHSEE results 2010, 2011 and 2012

Students	Reading Comprehension		Writing Strategies		Writing Conventions	
	2010	**2012 Goal**	**2010**	**2012 Goal**	**2010**	**2012 Goal**
ALL	86%	**90%**	87%	**91%**	89%	**93%**
White	86%	**90%**	88%	**92%**	89%	**93%**
Asian	87%	**91%**	88%	**92%**	92%	**97%**
Hispanic	81%	**85%**	83%	**87%**	86%	**90%**
Two or more	88%	**92%**	88%	**92%**	86%	**90%**
Special Ed.	64%	**67%**	70%	**74%**	64%	**67%**

Group data needed to measure academic gains: Data from 2010, 2011 and 2012 CAHSEE reports on reading comprehension, writing strategies, and writing convention strands.

Description of Specific Actions to Improve Educational Practice and Student Achievement	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: The Acalanes English curriculum for 9th and 10th grade has been aligned with the California State Standards for English. Implementation of the standards and skills based curriculum will be closely monitored. Teachers will collaborate in development and mapping of the curriculum with the focus on English Language skills development.	Administration, English teachers, Ongoing	Wednesday meetings Department and home group meetings	N/A	N/A
Teachers will be provided CAHSEE Blueprints to support course instruction. Teachers will be encouraged and supported to use CAHSEE blueprints to use similar reading passages, writing prompts and practice response questions.	Administration, English Teachers; Ongoing	Wednesday meetings	N/A	N/A
Improvement of instructional strategies and materials: Encourage and support English teachers with the development and the implementation of the common written assessment.	Site and District Administration, All English teachers; Ongoing	Site and district department meetings, Wednesday meetings	N/A	N/A

Support the staff in use of Illuminate (data analysis software) in order to improve the analysis of assessment, results and alignment of the standards.	Administration, Teachers; December 2010 – June 2012	Staff Development, Wednesday Meetings	$5,000	Parents Club Title II
Writing for Mastery will provide one-to-one writing support in World History. Low achieving students based on 1st quarter grades and STAR data will receive additional support.	World History teachers, WFM Coordinator & Tutors; Ongoing	Writing for Mastery Program	$37,000	LPIE
Infusion of technology within curriculum to enhance instructional strategies. Explore the use of various technology tools to read the literature (iPads, e-readers, Kindles etc.) and explore developing a variety of creative assessments using current technology tools (presentations, websites, wikis, social media websites, etc.).	Administration, Tech Coordinator, English I and English II teachers; Ongoing	Staff Development, Release Days, Wednesday meetings Technology tools	$100-125 per teacher, (~$1,400 total)	N/A
A parallel English class (Literacy) will be offered at the 9th, 10th and 11th grade levels. Approximately 15-25 students at each level will be identified for enrollment. CST achievement data, CAHSEE and teacher recommendations will be used to identify students who need support.	Administration, Counseling English teachers; Ongoing	1-3 sections	$18,000 per section	Measure A Parents Club

English teachers along with Special Education teachers collaborate to develop intervention strategies for students struggling in the classroom. The implementation of the Learning Skills course of study will be monitored.	Administration, English Teachers, Special Education Teachers; Ongoing	Wednesday meetings Collaboration periods	N/A	N/A
Staff development and professional collaboration: English department will use release days to work on the development of the curriculum that is skills based and aligned to the California State Standards.	Administration, English teachers; Ongoing	Release Days Staff development time	$100-125 per teacher (~$1,400 total)	Parents Club
Site administration will be trained to use Illuminate to access current student performance data and provide reports to the staff. Illuminate will be available and teachers will be supported to use the software to access information related to their specific students.	Administration, English teachers; December 2010 – June 2012	Staff Development time Wednesday meetings	$5,000	Parents Club Title II
All English department teachers will collaboratively review, evaluate and calibrate student work and share best practices.	Administration, English teachers; Ongoing	Release time Wednesday meetings	$100-125 per teacher (~$1,400 total)	Parents Club

Involvement of staff, parents, and community:				
CAHSEE results will be shared systematically with parents. Parents of students who have not passed CAHSEE will be made aware of the extra support services available.	Counselors, Administration; Ongoing	Mailing	$50	General Fund
CAHSEE support materials, including test blueprints and sample questions, will be provided to teachers, students and parents during 9th and 10th grades.	Administration	Wednesday meetings	N/A	N/A
Auxiliary services for students and parents:				
The Peer Tutoring Center is open during lunch, 7th period, and after school from 3:00 p.m. – 4:00 p.m. each day.	Peer tutor coordinators; Ongoing	Peer tutor	$20,000/yr	Parents Club
Acalanes is evaluating the process of the ASC. Past model was to have the ASC open after school, Monday – Friday from 3:15 p.m. – 4:15 p.m.	Teachers; 2010-2011	Hourly teacher rate	$10,000	Parents Club
The Library is open extended hours from 4:00 p.m. – 5:30 p.m. daily.	Library clerk, Librarian; Ongoing	Hourly clerk rate	$5,400	Measure G

Monitoring program implementation and results:				
Administrators and counselors will monitor student performance and provide data to teachers and other support staff. Administrators will review program implementation. Student progress will be reviewed through SRT and administrative tracking.	Counselors, Administration; Ongoing	SRT monthly Counseling and Administration	N/A	N/A

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[1]

Names of Members	Principal or Designee	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Aida Glimme, Principal	X				
Steven France, Associate Principal	X				
Bear Begelman, Teacher		X			
Lyenne Denny, Teacher		X			
Karen Findlay, Teacher		X			
Elizabeth Gough, Teacher		X			
Sheryl Disher, Teacher		X			
Liz Pagano, Teacher		X			
Kristin Vernon, Counselor			X		
Emily Finn, Classified			X		
Carolyn Maples, LPIE				X	
Wendy Poling, Parents Club				X	
Kathy Hamilton, 9th Grade Parent				X	
Alyssa Wixsom, 9th Grade					X
Lauren Witt, 9th Grade					X
Emma Maiden, 9th Grade					X
Jack Fink, 10th Grade					X
Courtney Neff, 11th Grade					X
Alice Campton, 12th Grade					X
Molly McTarnaghan, ASB					X
Total members of each category	2	6	2	3	7

---

[1] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

   ____ School Advisory Committee for State Compensatory Education Programs

   ____ English Learner Advisory Committee

   ____ Community Advisory Committee for Special Education Programs
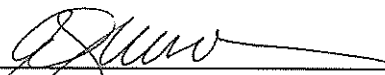
   ____ Gifted and Talented Education Program Advisory Committee

   ____ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: **Monday, December 6, 2010**.

Attested:

Aida Glimme	_(signature)_	12/6/10
School Principal	Signature of School Principal	Date
Wendy Poling/Kathy Hamilton	_(signature)_	12/6/10
SSC chairperson	Signature of SSC chairperson	Date

Prinicipal, Aida Glimme
Assoc. Principal, Carol Ashford
Assoc. Principal, Steven France
Counselor, Pat Johnson
Counselor, Lynn Millar
Counselor, Kristin Vernon
Counselor, Cheryl Lua

School Nurse, Dvora Citron
College/Career Center Advisor, Joan Karr

Librarian, Karen Findlay
School Psychologist, Liz Ng
FAX 280-3971
Revised 08/18/10

Name	Room	Period 1 8:00-8:50	Period 2 8:55-9:45	Period 3 10:00-10:50	Period 4 10:55-11:45	Period 5 12:25-1:15	Period 6 1:20-2:10	Period 7 2:15-3:05
Barter	415	Prep 3/5	Gov/Econ	Prep	Gov/Econ	Gov/Econ	WrldHist/Geog	Off campus
Begelman	503	Des/Fab 2	Prep	Des/Fab 2	Des/Fab	Prep	Des/Fab	Des/Fab
Buchel**	206	Pre Calc	Alg A	Alg A	Pre Calc	Alg 2	Prep	Prep
Buschmann	201/202	Geology(201)	Prep	Geology(202)	Geology(202)			
Challacombe	314	Prep	English 4	English 4 AP	Release-Ldrshp	Prep	English 4	0-per Ldrshp
Chugh**	303	Prep	BiotechAccel	Biotech ROP	Biotech ROP	AP Bio	AP Bio	Prep
Clark	PECL	OFF	OFF	Prep	PE 10(Gym)	SprtsMedAdvR	SportsMed R	OFF
Clarkson	302	Learn Skills	Prep	Learning Skills	Learn Skills	Learn Skills	Prep	Learning Skills
Costa	Café			Off campus	Off campus	Prep	Dance 1	
Cusick, G**	505	AutoTechROP	AutoTechROP	AutoTechROP	AdvAutoROP	AdvAutoROP	Prep	Prep
Cusick, L	422	English 2	PubSpk/CrtWrt	English 2	English 1	Prep	English 1	Prep
Dea	BAND	ConcertBand	SymphBand	Prep	Orchestra	Symph Band	Prep	0-Jazz Ensem.
Denny **	412	Prep	WrldHist/Geog	WrldHist/Geog	WrldHist/Geog	Prep	WrldHist/Geog	WrldHist/Geog
Derr	414	English 4	English 2	English 3 Hon	Prep	English 4	English 2	Prep
Disher	208	English 3	Prep	English 2	English 3	English 2	Yearbook	Prep
Downing**	304	Calc AB AP	Calc AB AP	Prep	Math Analysis	Math Analysis	Hon Geometry	Prep
Dygert	502				Off campus	Prep	EngDesign/CAD	EngDesign/CAD
Freeman	209	Gov/Econ	Prep	Gov/Econ	US History	US History	Journalism	Prep
Gough	407	Spanish 1	Prep	Spanish 4 Hon	Spanish 4 Hon	Spanish 1	Prep	Spanish 1
Guthrie	501	Physics Hon	Physics Hon	Physics	Prep	Chemistry	Chemistry	Prep
Heaton	202	Physiology	Physiology	Prep	Prep	Biology	Biology	Biology
Henderson	509	Math Interv	Prep	Geometry	Alg2/Trig	Alg2/Trig	Geometry	Prep
Hensen	508	Algebra 1	Algebra 1	Algebra 1	Prep			
Hoffman	403	Geometry(405)	Prep	Alg2/Trig(403)	Geometry (403)	CalcBC (403)	Prep 3/5	OFF
Holland **	408	Spanish 3	Prep	Spanish 3	Spanish 2	Spanish 2	Spanish 3	Prep
Honda	424	English 1	English 3	Prep	English 1	English 3	Prep	English 1
Howard	403/508	Alg 2 (403)	Math Ana (403)	Prep	Prep 3/5	Geometry (508)	Geometry (508)	OFF
Huber	GYM	PE 9	PE 10	PE 9	Prep	PE 10	Prep	PE 10
Ivankovich	309/Gym	Prep	WrldHist (309)	WrldHist (309)	PE 9 (gym)	PE 9 (gym)	PE Wght (WGT)	Prep
Johnson, E	420	Prep	Spanish 1	Spanish 1	Prep	French 2	English 3	French 2
Kaizer	204	Prep	Alg 2/Trig	Math Analysis	Alg. 2	Prep	Math Analysis	Alg2/Trig
Kauzer**	8	Learn Skills	Learn Skills	Collaboration	Prep	Learn Skills	Learn Skills	Prep
Kravitz	401/301	Prep	Chemistry(401)	Chemistry(401)	Prep	Geology(301)	Geology(301)	Geology(301)
Lane	103	Digital Design 1	Digital Design 1	Digital Design 1	Prep	Digital Design 1	Prep	Digital Design 1

Principal, Aida Glimme

School Nurse, Dvora Citron

Assoc. Principal, Carol Ashford

College/Career Center Advisor, Joan Karr

Assoc. Principal, Steven France

Counselor, Pat Johnson

Librarian, Karen Findlay

Counselor, Lynn Millar

School Psychologist, Liz Ng

Counselor, Kristin Vernon

Main Office Fax (925) 280-3971

Counselor, Cheryl Lua

Name	Room	Period 1 8:00-8:50	Period 2 8:55-9:45	Period 3 10:00-10:50	Period 4 10:55-11:45	Period 5 12:25-1:15	Period 6 1:20-2:10	Period 7 2:15-3:05
Lengacher**	Choral Rm	Prep	ChmberSingers	Concert Choir	ChmberSingers	WomEnsemble	Chorale	Prep
Leyden	502	DigitalDesign2	Prep	ArchDesCAD1	DigitalDesign2	DigitalDesign2	Prep 3/5	OFF
Lorge	405	Prep	Pre Calc	Alg. 2	CalcAB AP	Prep	Algebra 2	Pre Calc
McAlister	410	Psychology	Prep	Psychology	Psychology	Psychology	Econ/Gov	Prep
McCauley	101					Prep	PhotoDigDes	PhotoDigDes
McNamara	401	Chemistry AP	Prep	Prep	Chemistry	Chemistry	Chemistry	Chemistry
Meehan	Drama	English 1(420)	Prep	Drama 1	Drama 1	Drama 2	Adv Drama	Prep
Mochizuki*	205	Geometry	Statistics AP	Prep	Statistics AP	Alg2/TrigHon	Prep	Geometry
Moore**	107	Prep	English 3	English 3	English 1	English 1	Prep 3/5	OFF
Morrow	308	Econ/Gov	US History AP	Prep	US History AP	US History AP	Econ/Gov	Prep
Mulholland	309	WrldHist/Geog	Prep	Comp Tech Prep	WrldHist/Geog	Prep	US History	US History
Myers**	GYM	Yoga/Pil&Fit	Prep	PE 10	PE 10	Prep	PE 10	PE 9
Pagano	413	Literacy 2	Literacy 1	English 1	English 3 Hon	Prep	Literacy 3	Prep
Paniagua	402	Biology	Envir Science	Envir Science	Envir Science	Prep	Prep	Biology AP
Pfeiffer**	425	English 2	English 4	English 2	Prep	English 4	English 4AP	Prep
Porter**	101/510	PhotoDig(101)	PhotoDig(101)	AdvDigROP(101)	Prep	Prep	AdvArtH(510)	Art 1 (510)
Rasmussen	305	French 3	French 3	Prep	French 4/5	Prep	English 2	English 2
Reyes	301	Biology (301)	Biology (301)	Biology (301)	Biology (301)	Prep	Off Campus	Off Campus
Schottland	411	WrldHist/Geog	WrldHist/Geog	Prep	Comp/Gov AP	CompGov AP	Prep	CompGov AP
Sedlachek	GYM	PE 10	PE 9	PE 9	Prep	PE 9	PE 10	Prep
Seelenbacher	426	EuroHist AP	EuroHist AP	EuroHist AP	EuroHist AP	US History AP	Prep	Prep
Shaw	409	Spanish 2	AP Spanish 5	Prep	Prep	AP Spanish 5	Spanish 2	Spanish 2
Skvarna	408/409	Prep	Spanish 3 (408)	Spanish 2(409)	Spanish 3(409)	OFF	OFF	OFF
Smedley	423	English 3	English 1	Prep	English 1	English 3	English 1	Prep
Smith**	306	Us History	US History	US History	Prep	WrldHist/Geog	WrldHist/Geog	Prep
Stanton	310	Eng4/Sr Proj	English 4 AP	English 4	English 4	Prep	Pre 3/5	Off
Storey	108	Learning Skills	Learning Skills	Prep	Learn Skills	Collaboration	Learn Skills	Prep
Takahashi	207	Pre Algebra	Pre Algebra	Prep	Algebra 1	Algebra 1	Prep	Release AD
Taylor	510	Art 1	Art 1	Art 2/IndPort	Art 2/IndPort	Art 1	Prep	Prep
Tewksbury	201	Prep	Biology	Biology	Biology	Biology	Biology	Prep
Thompson	312	English 2	English 1	Prep	English 2	English 1	Prep	English 1
Thurston	9	Prep	Collaboration	Learning Skills	Learn Skills	Learn Skills	Learn Skills	Prep
Townsend	511	Life Skills	Life Skills	Prep	Life Skills	Life Skills	Prep	Life Skills
Tu	311	Mandarin 1	Mandarin 2	Mandarin 3	Mandarin 4/5	Prep	Off Campus	Off Campus
Unroe					Prep	Spanish 3	Spanish 3	Spanish 1
Verarde	105	Off	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Off
Voellm	406	Prep	Spanish 2	Spanish 2	Prep	Spanish 2	Spanish 4 Hon	Spanish 4 Hon
Wagner	101			Prep	VideoProd 2	VideoProd 1		
Zalewski	404	Math Analysis	Geometry	Algebra 1	Prep	Prep	Alg. 1	Geometry

2/16/2011 11:41 AM

Principal, Aida Glimme
Assoc. Principal, Carol Ashford
Assoc. Principal, Steven France
Counselor, Pat Johnson
Counselor, Kristin Vernon

School Nurse, Dvora Citron
College/Career Advisor, Joan Karr
Librarian, Karen Findlay
School Psychologist, Liz Ng
Counselor, Cheryl Lua
Counselor, Lynn Millar

Name	Room	Period 1 8:00-8:50	Period 2 8:55-9:45	Period 3 10:00-10:50	Period 4 10:55-11:45	Period 5 12:25-1:15	Period 6 1:20-2:10	Period 7 2:15-3:05
ENGLISH DEPARTMENT						****DENOTES DEPARTMENT CHAIR**		
Challacombe,Cathy	314	Prep	English 4	English 4 AP	Release-Ldrshp P	Prep	English 4	Ldrship 0 per
Cusick,Liz	422	English 2	PubSpk/CrtWrt	English 2	English 1	Prep	English 1	Prep
Derr,Ken	414	English 4	English 2	Eng 3 Hon	Prep	English 4	English 2	Prep
Disher, Sherry	208	English 3	Prep	English 2	English 3	English 2	Yearbook	Prep
Honda, Erik	424	English 1	English 3	Prep	English 1	English 3	Prep	English 1
Moore, Natalie**	107	Prep	English 3	English 3	English 1	English1	Prep 3/5	Off
Pagano, Liz	413	Literacy 2	Literacy 1	English 1	English 3 Hon	Prep	Literacy 3	Prep
Pfeiffer, Marshall**	425	English 2	English 2	Prep	English 2	English 4	English 4 AP	Prep
Rasmussen, Ann	305	O/D	O/D	Prep	O/D	Prep	English 2	English 2
Smedley, Amy	423	English 3	English 1	Prep	English 1	English 3	English 1	Prep
Stanton, Heller	310	Eng4/SrProj	English 4 AP	English 4	English 4	Prep	Prep 3/5	OFF
Thompson, Marjorie	312	English 2	English 1	Prep	English 2	English 1	Prep	English 1
FOREIGN LANGUAGE DEPARTMENT						****DENOTES DEPARTMENT CHAIR**		
Gough, Elizabeth	407	Spanish 1	Prep	Spanish 4 Hon	Spanish 4 Hon	Spanish 1	Prep	Spanish 1
Holland**Betsy	408	Spanish 3	Prep	Spanish 3	Spanish 2	Spanish 2	Spanish 3	Prep
Johnson,Elyce	420	Prep	Spanish 1	Spanish 1	Prep	French 2	English 3	French 2
Rasmussen, Ann	305	French 3	French 3	Prep	French 4H/5 AP	Prep	O/D	O/D
Shaw, Cliff	409	Spanish 2	Spanish 5AP	Prep	Prep	Spanish 5 AP	Spanish 2	Spanish 2
Skvarna,Heidi	408/409	Prep	Span 3 (408)	Span 2(409)	Span 3 (409)	OFF	Off	Off
Tu, Ma-Chen	311	Mandarin 1	Mandarin 2	Mandarin 3	Mandarin 4/5	Prep	Off Campus	Off Campus
Unroe, Carla	311				Prep	Spanish 3	Spanish 3	Spanish 1
Voellm ,Monica	406	Prep	Spanish 2	Spanish 2	Prep	Spanish 2	Spanish 4 Hon	Spanish 4 Hon
MATH DEPARTMENT						****DENOTES DEPARTMENT CHAIR**		
Buchel, Misha**	206	Pre Calc	Alg A	Alg A	Pre Calc	Alg 2	Prep	Prep
Downing, Bruce **	304	Calc AB AP	Calc AB AP	Prep	Math Analysis	Math Analysis	Hon Geometry	Prep
Henderson, Julee	509	Math Inerv	Prep	Geometry	Alg 2/Trig	Alg 2/Trig	Geometry	Prep
Hensen, Donna	508	Algebra 1	Algebra 1	Algebra 1	Prep	Off campus	Off campus	
Hoffman,Arnie	403	Geometry (405)	Prep	Alg 2/Trig(403)	Geometry (403)	Calc BC (403)	Prep 3/5	OFF
Howard, Charlotte	403/508	Alg 2 (403)	Math Anal(403)	Prep	Prep 3/5	Geometry(508)	Geometry(508)	Off
Kaizer,Harriet	204	Prep	Alg 2/Trig	Math Analysis	Alg. 2	Prep	Math Analysis	Alg2/Trig
Lorge ,Ken	405	Prep	Pre Calc	Alg 2	Calc AB AP	Prep	Algebra 2	Pre Calc
Mochizuki,Barbara	205	Geometry	Statistics AP	Prep	Statistics AP	Alg2/Trig Hon	Prep	Geometry
Takahashi, Randy	207	Pre Algebra	Pre Algebra	Prep	Algebra 1	Algebra 1	Prep	Ath. Director
Zalewski,Vicki	404	Math Analysis	Geometry	Algebra 1	Prep	Prep	Alg. 1	Geometry
PHYSICAL EDUCATION DEPARTMENT						****DENOTES DEPARTMENT CHAIR**		
Huber, Chris	Gym	PE 9	PE 10	PE 9	Prep	PE10	Prep	PE 10
Ivankovich, Mike	309/Gym	Prep	O/D	O/D	PE 9	PE 9	PE Wgnt	Prep
Myers, Manny**	Gym	Yoga/Pil&Fit	Prep	PE 10	PE 10	Prep	PE 10	PE 9
Sedlachek,Sheila	Gym	PE 10	PE 9	PE 9	Prep	PE 9	PE 10	Prep

Name	Room	Period 1 8:00-8:50	Period 2 8:55-9:45	Period 3 10:00-10:50	Period 4 10:55-11:45	Period 5 12:25-1:15	Period 6 1:20-2:10	Period 7 2:15-3:05
SCIENCE DEPARTMENT						****DENOTES DEPARTMENT CHAIR**		
Buschmann, Jen	201/202	Geology(201	Prep	Geology(202)	Geology (202)			
Chugh**,Jay	303	Prep	Biotech AccR	Biotech Rop	Biotech Rop	AP Biology	AP Biology	Prep
Clark, Chris	PELC	OFF	OFF	Prep	PE 10	SprtsMedAdvR	Sports/Med ROP	Off
Guthrie, Laura	501	Physics Hon	Physics Hon	Physics	Prep	Chemistry	Chemistry	Prep
Heaton,Jan	202	Physiology	Physiology	Prep	Prep	Biology	Biology	Biology
Kravitz,Richard	401/301	Prep	Chemistry(401)	Chemistry(401)	Prep	Geology(301)	Geology(301)	Geology(301)
McNamara,Tom	401	Chemistry AP	Prep	Prep	Chemistry	Chemistry	Chemistry	Chemistry
Paniagua,Jada	402	Biology	Envir Science	Envir Sci	Envir Sci	Prep	Prep	Biology AP
Reyes, Dan	301	Biology (301)	Biology(301)	Biology(301)	Biology(301)	Prep	Off Campus	Off Campus
Tewksbury,Lori	201	Prep	Biology	Biology	Biology	Biology	Biology	Prep
SOCIAL STUDIES DEPARTMENT						****DENOTES DEPARTMENT CHAIR**		
Barter,Bob	415	Off	Gov/Econ	Prep	Gov/Econ	Gov/Econ	WrldHist/Geog	Prep 3/5
Denny**Lyenne	412	Prep	WrldHist/Geog	WrldHist/Geog	WrldHist/Geog	Prep	WrldHist/Geog	WrldHist/Geog
Freeman, Larry	209	Govt/Econ	Prep	Gov/Econ	US History	US History	Journalism	Prep
McAlister,Mike	410	Psychology	Prep	Psychology	Psychology	Psychology	Econ/Gov	Prep
Morrow,Jed	308	Econ/Gov	AP US Hist	Prep	AP US Hist	AP US Hist	Econ/Gov	Prep
Mulholland, Cass	309	WrldHist/Geog	Prep	Comp.Tech	WrldHist/Geog	Prep	US History	US History
Schottland, Joe	411	WrldHist/Geog	WrldHist/Geog	Prep	APComp/Govt	AP CompGovt	Prep	APComp/Govt
Seelenbacher,Ed	426	APEuro	APEuro	AP Euro Hist	AP Euro Hist	AP US Hist	Prep	Prep
Smith**, Brian	306	US History	US History	US History	Prep	WrldHist/Geog	WrldHist/Geog	Prep
SPECIAL EDUCATION DEPARTMENT						****DENOTES DEPARTMENT CHAIR**		
Clarkson, Amy	302	Collaboration	Prep	Learn Skills	Learn Skills	Learn Skills	Prep	Learn Skills
Kauzer**Karin	8	Learn Skills	Learn Skills	Collaboration	Prep	Learn Skills	Learn Skills	Prep
Storey, Lee	108	Learn Skills	Learn Skills	Prep	Learn Skills	Collaboration	Learn Skills	Prep
Thurston,Monica	9	Prep	Collaboration	Learn Skills	Learn Skills	Learn Skills	Learn Skills	Prep
Townsend,Marie	511	Life Skills	Life Skills	Prep	Life Skills	Life Skills	Prep	Life Skills
TECH ED DEPARTMENT						****DENOTES DEPARTMENT CHAIR**		
Begelman, Bear	503	Des/Fab 2	Prep	Des/Fab 2	Design&Fab	Prep	Des&Fab	Des&Fab
Cusick,**Grant	505	Auto Tech ROP	Auto TechRop	AutoTech Rop	Adv Auto ROP	Adv Auto Tech	Prep	Prep
Dygert, Ron	502				Off Campus	Prep	EngDesignCAD	EngDesignCAD
						** DENOTES DEPARTMENT CHAIR		
VISUAL & PERFORMING ARTS DEPT.		Off Campus	Off Campus	Off Campus	Prep	Dance 1	Off
Costa, Christi	Café	Off Campus	SymphBand	Prep	Orchestra	Symph Band	Prep	0-Jazz Band
Dea, Norm	BAND	ConcertBAnd	Digital Design	Digital Design	Prep	Digital Design	Prep	Digital Design
Lane, Susan	103	Digital Design	ChmberSingrs	Concert Choir	ChmberSingrs	WomensEns	Chorale	Prep
Lengacher, Bruce**	Choral	Prep	Prep	ArchDesCAD1	DigitalDesign2	DigitalDesign2	Prep 3/5	OFF
Leyden, Kerry	502	DigitalDesign2				Prep	PhotoDigDes	PhotoDigDes
McCauley, Susan	101		Prep	Drama 1	Drama 1	Drama 2	Adv Drama	Prep
Meehan, Ed	DRMA	Englsih 1(420)	PhotoDigR(101	AdvDigR(101)	Prep	Art 1 (510)	aDVaRTh(510)	Prep
Porter, Robert	101/510	PhotoDig(101)	Art 1	Art 2/IndPort	Art2/IndPort	Prep	Prep	Art 1
Taylor,Deb	510	Art 1	Off	Prep	Video Prod 2	Video Prod 1	Off Campus	Off
Wagner, Matt	101	Off				****DENOTES DEPARTMENT CHAIR**		
OTHER DEPARTMENTS								
Verarde,Randy	105	OFF	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	OFF

2/16/2011

ACALANES HIGH SCHOOL

1200 Pleasant Hill Road
Lafayette, CA. 94549
925-280-3970

CLASS OF 2010

Graduating Seniors	**324**
Seniors Participating	**323**
College-Bound	**318**
Percentage college-bound	**98%**
Percentage at four year college	**76%**
Percentage at two year college	**22%**
Attending UC	**22%**
Attending CSU	**20%**
Attending Community College	**22%**
Attending California private colleges	**8%**
Attending out-of-state colleges	**25%**
Alternative plans	**1%**

Information released with student permission.
Compiled by Joan Karr, College and Career Center Advisor.

Stanford Survey of
Adolescent School Experiences
*Acalanes Report**

August 31, 2007

Table of Contents

Glossary of Terms

Mean: The average

Standard Deviation ("SD"): The amount of variability/spread in students' answers; the larger the deviation, the greater the spread

Minimum: The lowest response given by student participants

Maximum: The highest response given by student participants

Analysis of Variance (ANOVA): Analysis to determine whether groups of students have different mean scores. Grouping variables here included gender, grade-level, and ethnicity.

Significant Group Difference: A difference among two or more groups that cannot be accounted for by chance (i.e., very high likelihood that two or more group means actually differ from each other).

Correlation ("r"): The relationship between 2 variables; a correlation will always fall between -1 and 1. A negative "r" indicates a negative relationship (e.g., students' perception of high teacher support is related to their decreased cheating); A positive "r" indicates a positive relationship (e.g., students' perception of high teacher support is related to their increased enjoyment of schoolwork). The larger the absolute value of "r", the stronger the relationship

Regression Analyses: The relationship between an outcome and a set of explanatory variables For example, a regression analyses would ask a question like the following: How are students' perceptions of teacher care, their parents' goals, and their feelings of academic competence related to their mental health? Mental health is the outcome and teacher care, parent goals, and academic competence are the explanatory variables. All regression analyses in this report include the following predictor variables: age, gender, ethnicity, GPA, # of AP courses, self-reported academic competence, hours of homework, perceptions of homework usefulness, academic engagement, parent mastery and performance goals, ability to meet parent expectations, school goal structure, and teacher care.

Cheating Behavior: This scale included a total to 13 items and measured whether students have engaged in various forms of cheating behavior. Sample items include: Since coming to this school, how often have you gotten answers or questions from someone who has already taken the test?; Since coming to this school, how often have you copied material almost word for word from any source and turned it in as your own? The students rated all 13 items from 1=Never to 3=More than once. *Note. With the exception of the physical health scale, the cheating scale and all of the remaining scales below were created by calculating a mean score for each participant on the scale's items. For example, for the cheating scale, each student has a cheating behavior score, which is the mean of the 13 cheating items.*

Academic Engagement: Four items were used to measure academic engagement. These items asked how often students enjoyed schoolwork, paid attention in class, and completed their work. The rating scale for these items was 1=Never to 5=Always.

Academic Worries: The academic worries scale asked students to report how much they worry about academic-related issues. For example: How often do you worry about taking tests? How much pressure do you feel to do well in school?; How much do you worry that if you do not do well in school, your friends will not accept you?; How much do you worry about the possibility of not getting into a good college. There were a total of 9 items on this scale, rated from 1=None to 5=A lot.

Physical Health: We asked students to report whether they had or had not experienced a set of stress-related physical symptoms in the 30 days prior to the survey including: headaches, exhaustion, weight loss, weight gain, sweating, difficulty sleeping, and stomach problems. We then summed each student's responses to get a total physical health score.

Mental Health: Mental health was measured by 8 items, asking student to report how often they had experienced symptoms of externalizing and/or internalizing problems in the month prior to the survey. Mental health sample items include: During the last month how often have you felt hopeless?; During the last month how often have you felt that you couldn't control your temper? Students rated these items from 1=Never to 5=Almost Everyday.

Student Mastery Goal Scale: This scale assessed how important it is to students to learn, improve, and give maximum effort. Sample items include: How important is it to you to learn as much as possible in school?; How important is it to you to have schoolwork that is interesting, even if it is difficult to learn?; Four mastery goal items were included, rated from 1=not at all important to 5=very important.

Student Performance Approach Goals Scale: This scale assessed how important it is to students to demonstrate their relative ability. For example: How important is it to you to get better grades than most of the students in your school? Five performance approach goal items were included, rated from 1=not at all important to 5=very important.

Student Performance Avoidance Goals Scale: This scale assessed how important it is to students to hide a lack of ability. For example: How much do you worry about the possibility of getting a bad grade in class? Two performance avoidance goal items were included, rated from 1=not at all important to 5=very important.

School Mastery Goal Structure Scale: This scale included 7 items, which asked about whether students perceived the school as focused on rewarding effort, learning, improvement, and deep understanding of material.   Sample items include: In this school, the emphasis is on understanding schoolwork, not just memorizing it; In this school, students are told that making mistakes is okay as long as they are learning and improving. Students selected an answer from 1=Never to 5=Always.

School Performance Goal Structure Scale: This scale included 4 items, which asked about

whether students perceive the school as focused on rewarding students' ability relative to others. Sample items include: In this school, it's easy to tell which students get the highest grades and which students get the lowest grades; In this school, students who get good grades are pointed out as an example to others. Students selected an answer from 1=Never to 5=Always.

Teacher Care and Support: This scale included 9 items to measure students' perceptions of teacher care and support. Sample items include: How many of your teachers value and listen to students' ideas?; How many of your teachers are willing to help you on homework? Students selected an answer from 1=None to 5=All.

Parent Mastery Goals: This scale included 6 items, which asked students to share how important it is to their parents that they give maximum effort, challenge themselves and deeply learn material. Sample items include: How important is it to your parents that you learn as much as possible in school?; How important is it to your parents that your schoolwork challenges you to think? Students responded from 1=not at all important to 5=very important.

Parent Performance Goals: This scale included 6 items, which asked students to share how important it is to their parents that they outperform their classmates. For example: How important is it to your parents that you do well compared to others in your school? Students responded from 1=not at all important to 5=very important.

Overview of Acalanes Participants

Overall, we received 837 complete surveys, with an even gender and grade-level distribution (50% of the participants were female and 50% male). The mean age for the sample was 15.72 (SD=1.18). See Figure 1 for grade-level distribution Ethnicity distribution shows that participants were primarily White (see Table 2). Nearly all student participants (>85%) reported taking 2 or fewer AP/Honors-level classes (see Table 1).

Figure 1. Grade Distribution
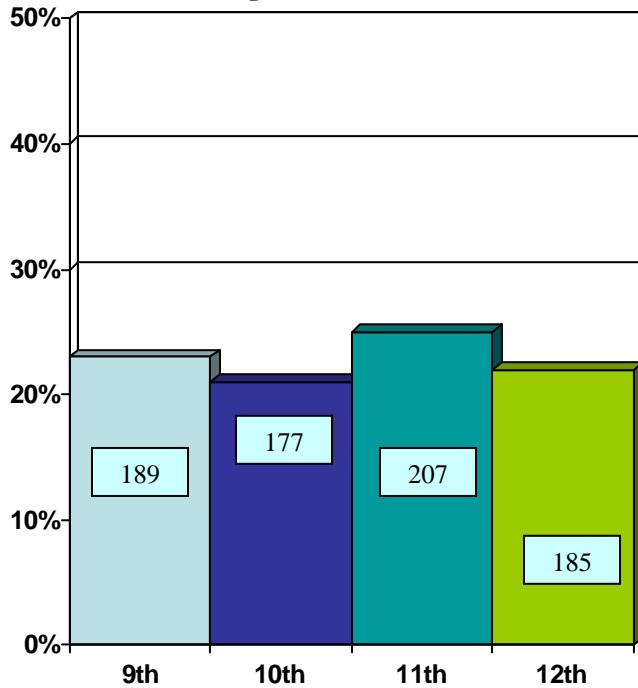
Table 1. AP Course Taking	
0	54%
1	20%
2	13%
3	7%
4	5%
5	1.5%

*Note that 79 students (9.4%) did not report their grade level.

Table 2. Distribution by Race & Ethnicity

Group	Percent
White	70%
Asian	12%
Hispanic	5%
African American	1%
Native American	.2%
Other	11%

How Students Spend Their Time

We asked students how much time they spent in various activities, including time spent on homework, "IMing", extracurricular activities, and sleep. We asked how and why they participated in extracurricular activities and how they perceived the level of homework they had.

On average, students reported doing 2.85 hours of homework per night (minimum hours reported=1, maximum=10; SD=2.85), 1.98 hours of IMing per night (minimum hours reported=0, maximum=20; SD=1.98), and 9.92 hours of activities per *week* (minimum hours reported=0, maximum=35; SD=7.16). See Table 3 for mean activity hours by grade level and gender.

85% of respondents reported participating in an extracurricular activity.
    57% said their main reason for participating is enjoyment of activity.
    63% have felt forced to drop an activity because of the amount of school work they have (11th graders were significantly more likely to drop an activity than 9th or 12th graders. 75% of 11th graders reported they had dropped an activity).

Table 3. Average Hours Spent on HW and Activities by Gender and Grade

	9th		10th		11th		12th	
	Males	*Females*	*Males*	*Females*	*Males*	*Females*	*Males*	*Females*
	2.70	3.27	2.59	3.04	2.63	3.74	2.26	2.82
HW hours	(1.26)	(1.39)	(1.17)	(1.50)	(1.27)	(1.38)	(1.42)	(1.46)
	8.90	7.78	9.95	8.84	12.92	9.82	10.33	11.81
Extrac. Hours	(7.01)	(5.99)	(6.97)	(6.08)	(8.47)	(7.07)	(6.96)	(7.28)
	2.10	2.01	1.54	1.72	2.16	1.52	3.00	1.63
Iming hours	(2.07)	(2.17)	(1.20)	(1.38)	(2.30)	(1.48)	(3.51)	(1.30)

    *The numbers in parentheses are standard deviations.

ANOVAs to examine differences by grade level and gender indicated the following:

- Females reported doing more hours of homework per night than males, across all grade levels.

- 11th graders reported doing more hours of homework per night than the other groups, and 11th and 9th graders report doing significantly more homework than 12th graders.

- Males reported spending significantly more hours on extracurricular activities compared to females in 9th, 10th, and 11th grades, but females reported spending more hours per week than males in 12th grade.

- 11th and 12th graders reported spending significantly more time per week on extracurricular activities compared to 9th and 10th graders.

- Males reported spending more hours per night IMing than females in 11th and 12th grade, but not in 9th and 10th grade.

ANOVAs to examine differences by ethnicity indicated the following:

- Asian students reported doing more hours of homework per night than Caucasian or non-Asian minority students. Means were as follows: Asian student M=3.54 (SD=1.48), Caucasian student M=2.78 (SD=1.40), and non-Asian Minority student M=2.65 (SD=1.29)

- Caucasian students reported spending significantly more hours on extracurricular activities each week compared to Asian students and non-Asian Minority students. Means were as follows: Caucasian student M=10.65 (SD=7.37), Asian student M=7.39 (SD=6.14), and non-Asian Minority student M=8.62 (SD=6.53)

- Asian students reported spending more hours per night IMing than Caucasian and non-Asian Minority students Asian student M=2.90 (SD=4.63), Caucasian student M=2.16 (SD=3.55), and non-Asian Minority student M=1.92 (SD=2.13)

Students were asked how they felt about the amount of homework they had each night, and how useful homework was for their learning. Overall,

31% felt they had the "right" amount of homework each night.
64% reported they had "too much" homework.
30% reported the homework they got was quite or very useful for their learning and test preparation

An analysis of grade, gender, and ethnicity differences showed that girls found homework more useful than boys, 10th and 11th graders were more likely to report that they had too much homework compared to 12th graders, and Asian students perceived their homework as more useful than Caucasian and non-Asian Minority students.

Sleep

Research recommends that adolescents get 9.25 to 9.5 hours of sleep per night in order to maintain health. On average, Acalanes students reported getting an average of 7.03 hours of sleep per night (minimum hours reported=1.5, maximum=12, SD=1.27). Boys reported getting more hours of sleep than girls (Boys' mean hours of sleep=7.13 (SD=1.31); Girls' mean hours of sleep=6.92 (SD=1.20)). The 9th reported getting more significantly more hours of sleep per night than the 11th and 12th graders. See Figure 2 for mean hours of sleep by grade. Caucasian students reported getting more sleep than minority students: Caucasian M=7.12 hours per night (SD=1.25), Non-Asian minority M=6.78 hours per night (SD=1.38), and Asian M=6.76 hours per night (SD=1.19)

Figure 2. Average Hours of Sleep Each School Night

Mean hours

9.25 Recommended
6.81 12th
6.87 11th
7.11 10th
7.34 9th
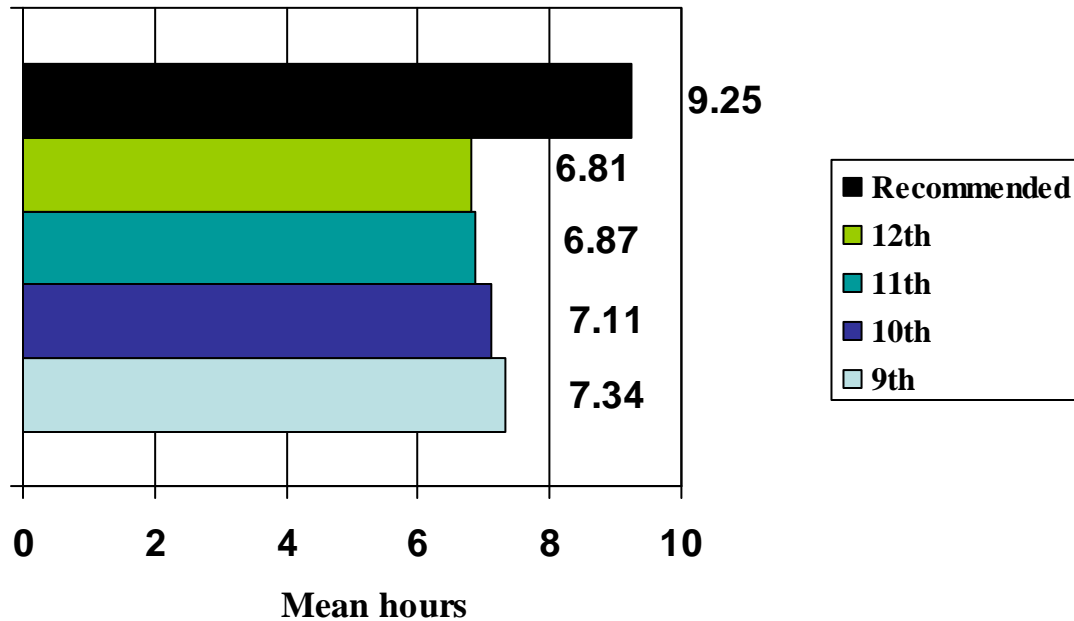
Academic Integrity & Cheating

We asked students about the prevalence of various cheating behaviors at Acalanes (rated from 1=never to 5=very often), to report their own engagement in cheating behaviors (from 1=never to 3=more than once), and to share their belief in how egregious various forms of cheating were (from 1=not cheating, to 4=serious cheating). Table 4 shows the percentage of Acalanes students who perceived a set of behaviors as "not cheating" or "trivial cheating" as opposed to moderate or serious cheating. The table also indicates the percent of Acalanes participants who engaged in each behavior more than once since coming to the school.

Students' Perceptions of Peers' Cheating	*Most Common Forms of Cheating Reported by Acalanes Students Were:*
81% reported that copying homework happens often or very often 23% reported that plagiarism happens often or very often 43% reported that cheating on tests happens often or very often 49% had seen another student cheat on a test several or many times	• Getting questions or answers before the test. • Working on an assignment with others when the instructor asked for individual work.

Table 4. Students' Perceptions & Cheating Behavior

Behavior	See as not cheating	See as trivial cheating	Have done > than once
Working on an assignment with others when the instructor asked for individual work.	32%	56%	82%
Getting questions or answers from someone who has already taken the test.	8%	32%	69%
Helping someone else cheat on a test.	2%	12%	53%
Copying from another student during a test <u>with</u> his or her knowledge.	1%	6%	38%
Copying from another student during a test <u>without</u> his or her knowledge.	.6%	4.1%	38%
Receiving unpermitted help on an assignment.	17%	49%	57%
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper.	6.5%	33%	50%
Using unpermitted cheat sheets during a test.	1%	5%	27%
Using an electronic/digital device as an unauthorized aid during a test or examination.	2%	7%	7%
Copying material, almost word for word, from any source and turning it in as your own work.	2%	4%	18%
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the course.	1%	10%	24%
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	12%	30%	28%
Turning in work done by someone else.	1%	5%	13%

Figure 3. Grade Level Mean Differences in Cheating Behavior
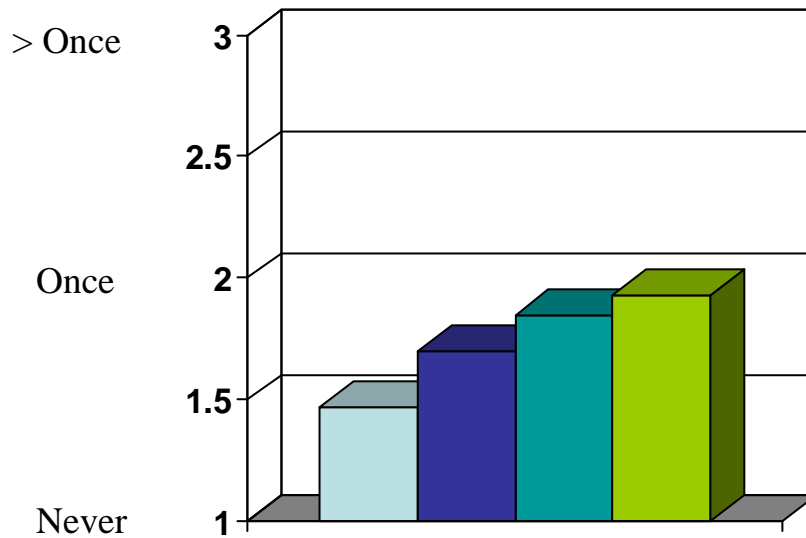
☐ **9th**	**1.47**
■ **10th**	**1.70**
■ **11th**	**1.85**
■ **12th**	**1.93**

What factors are associated with student cheating at Acalanes?

Correlation analyses showed that students were less likely to cheat when:
- They found their homework useful ($r=-.13$) and were engaged in schoolwork ($r=-.37$)
- They perceived their parents as mastery-focused ($r=-.16$) and felt able to meet parent expectations ($r=-.20$)
- They felt more of their teachers cared about them ($r=-.20$) and the school adopted a mastery approach ($r=-.10$)
- They had a higher GPA ($r=-.23$) and felt more competent at academics ($r=-.16$)
- They were younger ($r=.36$)

*Number of AP courses was not associated with cheating behavior.

A regression analysis indicated that student age and student engagement in school were the strongest predictors of cheating behavior. Older students and less engaged students cheated more. A mastery oriented school climate, where the focus is on deep learning, understanding material, and engaging with the curriculum, rather than on outperforming classmates, and perceptions that more teachers cared about them were the two predictors of decreased student cheating.

Academic Engagement and Student Goals

Academic Engagement

We asked students how often they felt engaged in school using 4 items regarding whether they enjoyed their schoolwork and gave effort and attention to their schoolwork. Students answered on a scale from 1=Never to 5=Always.

- Only 8.9% of the students reported that they often or always enjoy their schoolwork.
- However, 57.4% reported that they often or always try as hard as they could in school
    - 68.5% reported that they often or always pay attention in their classes
    - 78.5% reported that they often or always complete their assignments

Student Personal Goals

Students' personal goals were measured by their ratings on a mastery goal scale, a performance approach goal scale, and a performance avoidance goal scale.

Mastery goal questions asked if students felt it was important to learn, improve, and give effort in school.

Performance approach goal questions asked if students felt it was important to demonstrate ability relative to their classmates.

Performance avoidance goal questions asked if students felt it was important to show they are not *incompetent* at schoolwork.

Items were rated from 1=Not at all important to 5=Very important.

Mean personal goal scores by grade and gender is presented in Table 5 on the following page.

Table 5. Mean Personal Goals by Gender and Grade Level

	9th		10th		11th		12th	
	Males	*Females*	*Males*	*Females*	*Males*	*Females*	*Males*	*Females*
Mastery Goals	3.55 (.86)	3.68 (.84)	3.46 (.88)	3.59 (.85)	3.08 (.85)	3.47 (.72)	3.36 (.87)	3.60 (.82)
Perf. Approach Goals	3.27 (1.01)	3.38 (1.04)	3.18 (1.11)	3.27 (.97)	2.94 (1.10)	3.13 (.98)	2.86 (1.19)	3.17 (1.11)
Perf. Avoid Goals	3.70 (1.04)	4.04 (.96)	3.70 (1.16)	4.01 (.88)	3.69 (.94)	4.06 (.81)	3.26 (1.10)	3.96 (1.05)

Group Differences and Goals

ANOVAs to examine differences by grade level and gender indicated the following:

- Females were reported being significantly more mastery-oriented, performance approach oriented, and performance avoidance oriented than males.
- 11th graders were less mastery-oriented than 9th, 10th and 12th graders
- 12th graders were less performance avoidance oriented than the other three grades

A second ANOVA with ethnicity added to the analysis indicated that Asian students were significantly more mastery oriented, performance approach oriented and performance avoidance oriented than Caucasians or other minority students.

Student School Stress

School Stress/Academic Worries

We asked students one question to assess how often they feel stressed over school work and several questions regarding how often they worry about academic related issues like college acceptance, tests, & their performance on schoolwork.
Figure 4 includes mean scores on students' stress over schoolwork. Table 6 includes mean scores on the academic worries scale.

73.4% of participants reported they were often or always stressed by schoolwork
Note that 28.3% reported that they were often or always stressed by extracurricular activities

Figure 4. Mean of How Often Students Experience Stress from Schoolwork by Grade Level
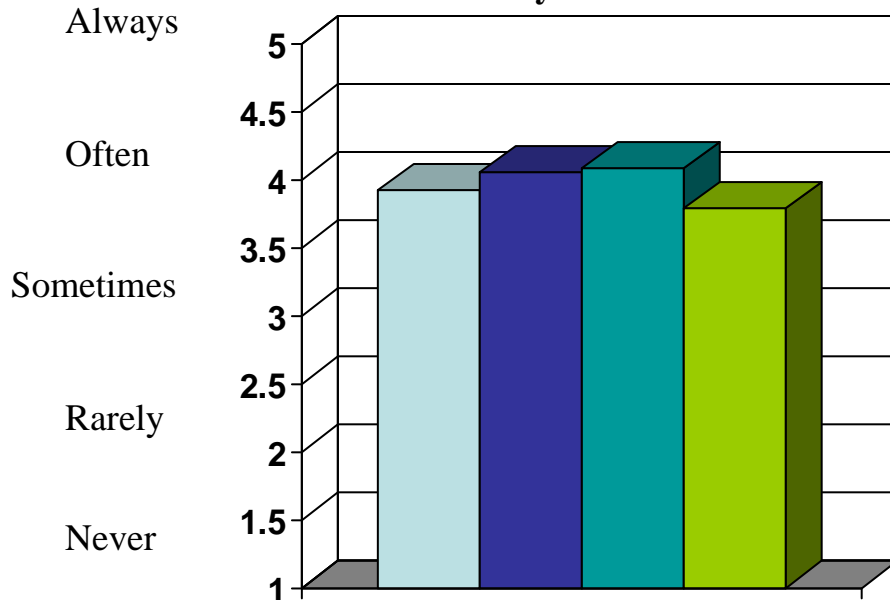
☐ **9th**	3.92
■ **10th**	4.05
■ **11th**	4.08
■ **12th**	3.79

ANOVAs indicated:

- 10th and 11th graders reported being more often stressed by schoolwork than 12th graders. This was a significant group difference.

- Females reported being significantly more stressed than males. For females the mean was 4.13 (SD=.82). For males, the mean was 3.80 (1.02).

- There were no significant differences by ethnicity.

15

Table 6. Mean of How Often Students Experience Academic Worries by Gender and Grade Level

	9th		10th		11th		12th	
	Males	*Females*	*Males*	*Females*	*Males*	*Females*	*Males*	*Females*
Academic Worries	3.33 (.78)	3.65 (.63)	3.49 (.81)	3.64 (.71)	3.38 (.69)	3.78 (.66)	3.04 (.83)	3.50 (.83)

ANOVAs indicated:

- Females reported significantly greater academic worry than males.

- 12th graders reported significantly less academic worry than the three other grades.

- Asian students reported significantly more academic worry than Caucasian or non-Asian minority students: Asian mean=3.71 (SD=.65), Caucasian mean=3.43 (SD=.79), Non-Asian Minority mean=3.50 (SD=.76).

- We also wondered whether the number of AP classes students took would be related to their academic worries. A correlation analysis showed no significant relationship between these two variables.

What factors are associated with student academic worries?

Correlations showed students report greater worries about academics when:
- They have lower perceptions of their own academic competence (r=-.15)
- They report that their parents have a performance goal focus (r=.45)
- They report that their parents have a mastery goal focus (r=.19)
- They perceive their school as performance focused (r=.24) and fewer teachers as supportive (r=-.17)
- They adopt a personal goal to outperform classmates (r=.41) and/or to keep others from thinking that they are not smart (r=.68)
- They do more hours of homework per night (r=.39)

A regression analyses showed that students' perceptions of their parents as performance focused was the strongest predictor of academic worries. Other significant predictors included: hours of homework, parent mastery focus (> mastery focus = greater worry)*, school goal structure (when students perceived the school as mastery oriented, they were less likely to worry; when they perceived the school as performance focused, they were more likely to worry). Finally, females, and those with low academic competence reported more academic worry.

*Note. This was a surprising finding which will be discussed later. Typically, parents' mastery goal focus is related to less worry about academics.

Stress & Physical Health

In the month prior to the survey:

- The majority of student participants experienced exhaustion, headaches, and difficulty sleeping (see Figure 5 for percents on all physical problems related to stress and Table 7 for percents by grade and gender).

- 13.1% of students reported having **used prescription or illegal stimulants** at least 1x to help stay up to study.

- 27.1% of students reported having **used** over-the-counter or **legal drugs** at least 1x to help stay up to study.

- 7.8% of students reported being so upset or angry that they **cut themselves** at least once.

Figure 5. Percent of All Acalanes Participants Who Experienced Physical Health Problems in the Past Month because of Stress
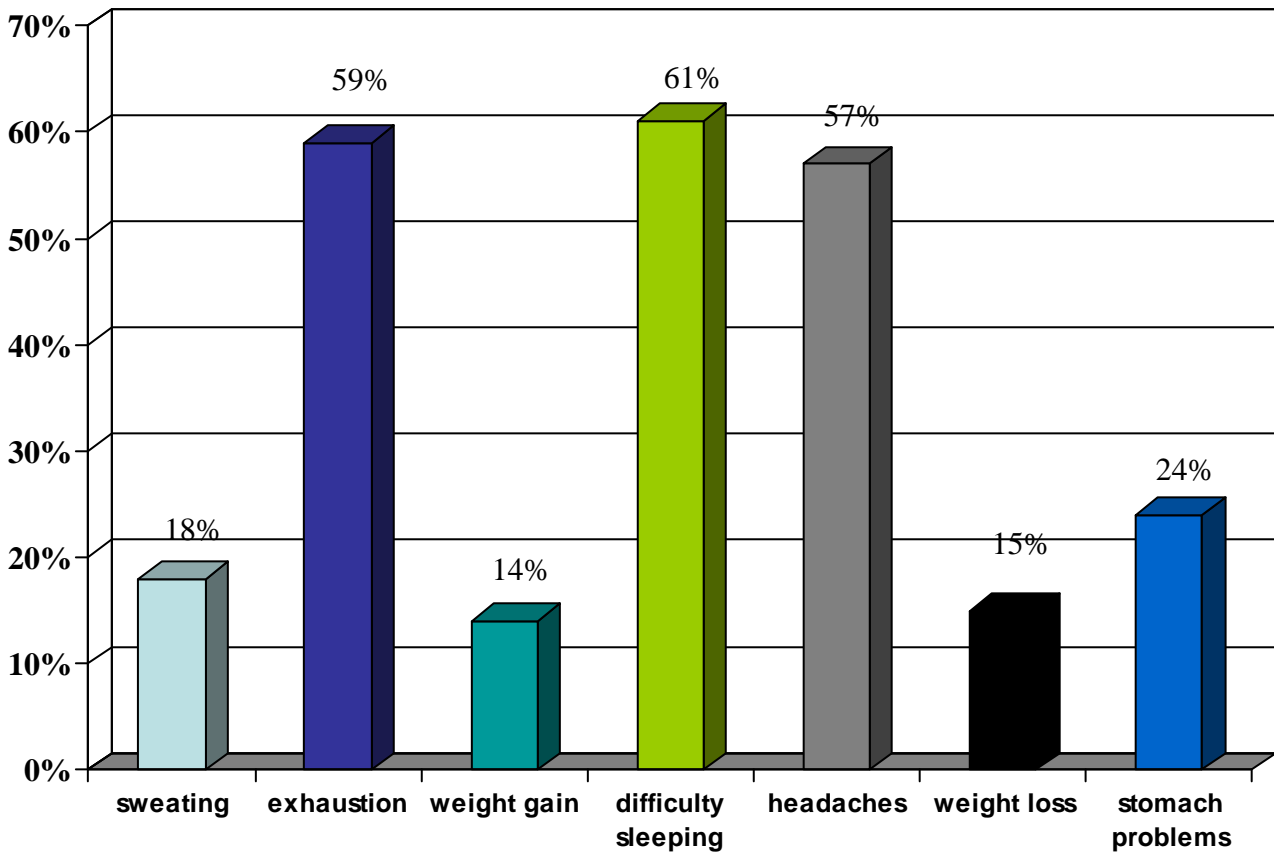
Table 7. Stress-Related Physical Symptoms by Gender and Grade Level

	Sweating		Exhaustion		Weight Gain		Difficulty Sleeping		Headaches		Weight Loss		Stomach Problems	
	M	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*
9th	19%	22%	41%	68%	6%	11%	60%	66%	43%	67%	10%	22%	17%	27%
10th	21%	17%	56%	65%	8%	25%	52%	63%	52%	69%	14%	12%	20%	16%
11th	24%	15%	58%	72%	12%	19%	64%	70%	45%	78%	19%	20%	24%	39%
12th	17%	12%	47%	71%	10%	21%	44%	73%	37%	72%	4.3%	21%	15%	26%

Analyses to examine gender, grade, and ethnicity differences for total physical health problems indicated a significant group difference for gender. Girls reported experiencing significantly more stress-related physical problems than boys. For girls, the mean = 2.90 (SD=1.58), and for boys, the mean = 2.14 (SD=1.75). Means did not differ based on ethnicity or grade level.

What factors are associated with student stress-related physical symptoms?

Correlations showed students report greater stress-related physical symptoms when:
- They have lower perceptions of their own academic competence (r=-.23) and a lower GPA (r=-.17)
- They report that their parents have a performance goal focus (r=.20)
- They feel less able to meet parent expectations (r=-.22)
- They perceive their school as performance focused (r=.12) rather than mastery focused (r=-.16) and fewer teachers as supportive (r=-.31),
- They adopt a personal goal to keep others from seeing that they are not smart (r=.23)
- They do more hours of homework per night (r=.22)

A regression analysis showed that gender was the strongest predictor of stress-related physical health symptoms, with females reporting significantly more symptoms than males. Other significant predictors included: hours of homework (more hours meant more symptoms), parent performance focus (> performance focus = more symptoms), and teacher care (when students perceived more teachers cared about them, they were less likely to report physical symptoms related to stress).

Mental Health

We asked students how often they have felt sad, angry, hopeless, or depressed in the past month. Table 8 includes students' reported mental health by gender and grade level (the higher the number, the poorer their mental health)

Table 8. Students' Average Mental Health Scores by Grade

	9th		10th		11th		12th	
	Males	*Females*	*Males*	*Females*	*Males*	*Females*	*Males*	*Females*
Mental Health	2.15 (.78)	2.64 (.89)	2.52 (.98)	2.58 (.96)	2.59 (.90)	2.71 (.92)	2.26 (.91)	2.68 (.92)

ANOVAs indicated:

- 11th graders reported significantly poorer mental health than 9th graders.

- Females reported significantly poorer mental health than males, but this was particularly true in the 9th and 12th grades.

Again we wondered whether the number of AP classes students took would be related to their mental health. A correlation analysis showed that there was no significant relationship between these two variables.

What factors are associated with student mental health?

Correlations showed students report greater stress-related physical symptoms when:
* They have lower perceptions of their own academic competence ($r=-.34$) and a lower GPA ($r=-.21$)
* They report that their parents have a performance goal focus ($r=.25$)
* They feel less able to meet parent expectations ($r=-.38$)
* They perceive their school as performance focused ($r=.12$) rather than mastery focused ($r=-.23$) and fewer teachers as supportive ($r=-.34$),
* They adopt a personal goal to keep others from seeing that they are not smart ($r=.22$)
* They do more hours of homework per night ($r=.17$)
* They are less engaged in schoolwork ($r=-.24$)

A regression analyses showed that gender was the strongest predictor of mental health symptoms, with females reporting significantly more symptoms than males. Other significant predictors included: hours of homework (more hours meant more symptoms), academic competence (less competence meant more symptoms), parent performance focus (> performance focus was associated with more symptoms), ability to meet parent expectations (greater ability to meet expectations was related to better mental health), and teacher care and mastery school orientation (when students perceived more teachers cared about and the school was more mastery oriented, they were less likely to report mental health problems).

Perceptions of School Climate

Mastery Climate	Performance Climate
Asks how often the school emphasizes learning, doing one's best, improving (1=Never, 5=Always)	Asks how often the school emphasizes competition & students' ability relative to others (1=Never, 5=Always).

Table 9. Students' Average Perceptions of School Climate by Gender and Grade

	9th		10th		11th		12th	
	Males	*Females*	*Males*	*Females*	*Males*	*Females*	*Males*	*Females*
Mastery	3.13	3.17	2.99	3.04	2.90	3.09	3.01	3.19
Climate	(.53)	(.61)	(.61)	(.52)	(.62)	(.55)	(.53)	(.52)
Performance	2.82	3.12	2.86	2.95	2.82	3.01	2.78	3.08
Climate	(.66)	(.70)	(.64)	(.65)	(.67)	(.74)	(.66)	(.82)

ANOVAs indicated:

- Females perceived the school as significantly more performance oriented than males.

- Asian students perceived the school as significantly more mastery oriented than Caucasian and non-Asian Minority students: M=3.22 (SD=.54) for Asian students, M=3.06 (SD=.55) for Caucasian students, and M=2.96 (SD=.64) for non-Asian Minority students.

Teacher Care and Support

Students were asked how many of their teachers cared about them and supported them. There were no differences in students' perception of teacher care by gender, so Figure 6 shows results by grade level.

Figure 6. Students' Average Perceptions of the Number of Teachers Who Care about Them and Support Them by Grade

	Teacher Care and Support
9th	3.42
10th	3.31
11th	3.29
12th	3.51
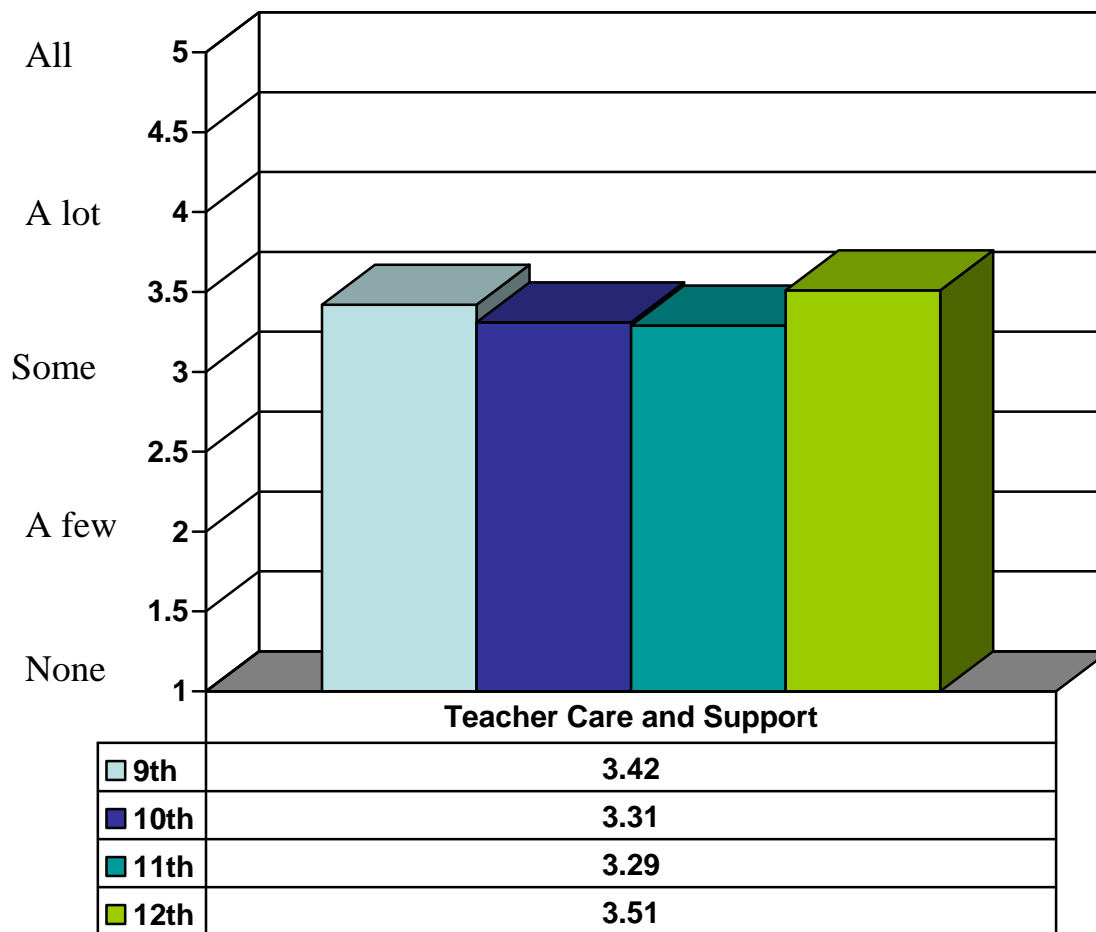
63% of respondents reported they have at least one teacher they can go to if they have problems.

ANOVA results indicated:

- 12th graders perceived that more of the teachers were caring and supportive compared to 10th and 11th graders.

- Asian students perceived that more of the teachers were caring and supportive compared to Caucasian and non-Asian Minority students: M=3.58 (SD=.54) for Asian students, M=3.36 (SD=.63) for Caucasian students, and M=3.33 (SD=.70) for non-Asian Minority students.

Correlation analyses showed that school's goals and teacher support were also related to students' perceptions of the usefulness of their homework: Students who thought that the school was focused on mastery goals and their teachers were caring and supportive perceived homework as more useful ($r=.41$ for the correlation between mastery goals and homework usefulness; and $r=.40$ for the correlation between teacher care and homework usefulness).

Also notable: Students who found their homework useful were more engaged in school ($r=.43$), and those who were more engaged were less likely to cheat ($r=-.37$)

Perceptions of Parents

Students were asked to report how adequate their mother's and father's expectations of them were. Additionally, we asked students about whether they felt their parents were mastery- or performance goal-focused. Table 10 includes students' perceptions of parents' goals by grade level.

> 32.9% think their mothers' expectations of them are too high
> 57.5% think their mothers' expectations are just right
>
> 31.9% think their fathers' expectations of them are too high
> 53.3 % think their fathers' expectations are just right
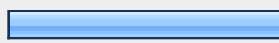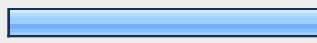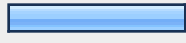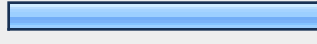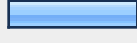
Table 10. Students' Perception of Parents' Goals by Grade and Gender
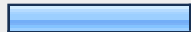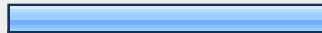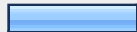
	9th		10th		11th		12th	
	Males	*Females*	*Males*	*Females*	*Males*	*Females*	*Males*	*Females*
Parent Mastery	3.67 (.76)	3.66 (.85)	3.54 (.86)	3.60 (.78)	3.27 (.82)	3.54 (.84)	3.24 (.88)	3.53 (.77)
Parent Performance	3.04 (1.06)	2.97 (1.08)	3.17 (.92)	2.78 (1.08)	3.20 (.90)	2.89 (1.05)	2.82 (1.03)	2.77 (.99)
Ability to Meet Parent Expectations	3.39 (.92)	3.36 (.99)	3.06 (.95)	3.43 (1.01)	2.98 (.90)	3.28 (1.03)	3.36 (.97)	3.37 (1.02)
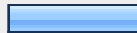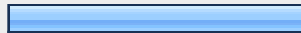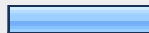
The ANOVAs indicated group difference for ethnicity. Asian students reported that their parents were significantly more performance focused than Caucasian and other minority students. Additionally, non-Asian minority students reported that their parents were more performance focuses than Caucasian students. The means were as follows: for Asian students, M=3.41 (SD=.96); for Non-Asian Minority students, M=3.11 (SD=1.00); and for Caucasian students, M=2.85 (SD=1.01).
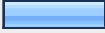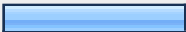
WASC Student Survey
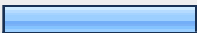
1. I feel safe and comfortable at school.

		Response Percent	Response Count
Strongly Agree		41.7%	173
Agree		**47.5%**	**197**
Neutral		7.7%	32
Disagree		2.2%	9
Strongly Disagree		1.0%	4
	answered question		415
	skipped question		0
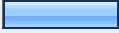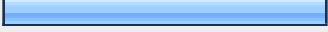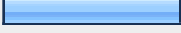
2. Help is available from an adult on campus for selecting classes based on my interests, needs, and abilities.

		Response Percent	Response Count
Strongly Agree		27.1%	112
Agree		**47.6%**	**197**
Neutral		19.3%	80
Disagree		4.1%	17
Strongly Disagree		1.9%	8
	answered question		414
	skipped question		1
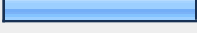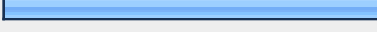
3. My academic experience is challenging.

		Response Percent	Response Count
Strongly Agree		27.5%	113
Agree		**48.2%**	**198**
Neutral		19.2%	79
Disagree		4.9%	20
Strongly Disagree		0.2%	1
		answered question	411
		skipped question	4

4. Acalanes High School offers adequate number of electives that support my interests.

		Response Percent	Response Count
Strongly Agree		19.9%	82
Agree		**45.1%**	**186**
Neutral		21.4%	88
Disagree		9.2%	38
Strongly Disagree		4.4%	18
		answered question	412
		skipped question	3

5. My academic experience is relevant to my interests and needs.

		Response Percent	Response Count
Strongly Agree		15.1%	62
Agree		**41.7%**	**171**
Neutral		27.8%	114
Disagree		11.7%	48
Strongly Disagree		3.7%	15
	answered question		410
	skipped question		5
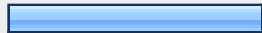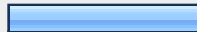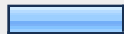
6. My teachers encourage me to explore the meaning and importance of the curriculum.

		Response Percent	Response Count
Strongly Agree		13.4%	55
Agree		**44.3%**	**182**
Neutral		29.4%	121
Disagree		9.7%	40
Strongly Disagree		3.2%	13
	answered question		411
	skipped question		4
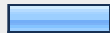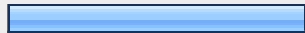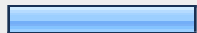
7. My teachers help me succeed at high levels.

		Response Percent	Response Count
Strongly Agree		17.2%	71
Agree		**49.5%**	**204**
Neutral		26.7%	110
Disagree		5.3%	22
Strongly Disagree		1.2%	5
	answered question		412
	skipped question		3

8. I have the opportunity to actively participate in classes.

		Response Percent	Response Count
Strongly Agree		29.4%	121
Agree		**57.8%**	**238**
Neutral		10.7%	44
Disagree		1.9%	8
Strongly Disagree		0.2%	1
	answered question		412
	skipped question		3
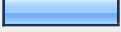
9. Teachers know me as a person.

		Response Percent	Response Count
Strongly Agree		18.2%	75
Agree		**38.0%**	**157**
Neutral		26.9%	111
Disagree		13.6%	56
Strongly Disagree		3.4%	14
	answered question		413
	skipped question		2

10. I receive adequate academic support at Acalanes.

		Response Percent	Response Count
Strongly Agree		18.1%	75
Agree		**52.9%**	**219**
Neutral		23.9%	99
Disagree		3.1%	13
Strongly Disagree		1.9%	8
	answered question		414
	skipped question		1

11. I regularly get a chance to review my grades and progress in my classes.

		Response Percent	Response Count
Strongly Agree		11.6%	48
Agree		**38.7%**	**160**
Neutral		28.8%	119
Disagree		17.4%	72
Strongly Disagree		3.4%	14
	answered question		413
	skipped question		2

12. My homework is graded and returned in a reasonable time frame.

		Response Percent	Response Count
Strongly Agree		15.2%	63
Agree		**45.7%**	**189**
Neutral		28.5%	118
Disagree		7.7%	32
Strongly Disagree		2.9%	12
	answered question		414
	skipped question		1

13. In the classroom I have the opportunity to practice and improve my basic academic skills (reading, writing, problem solving, speaking, and listening)
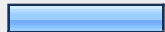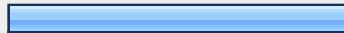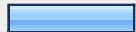
		Response Percent	Response Count
Strongly Agree		22.3%	92
Agree		**56.8%**	**234**
Neutral		17.2%	71
Disagree		3.2%	13
Strongly Disagree		0.5%	2
		answered question	412
		skipped question	3
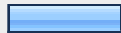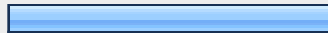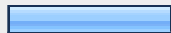
14. Homework assignments are closely related to the work down in class.

		Response Percent	Response Count
Strongly Agree		22.9%	94
Agree		**56.2%**	**231**
Neutral		13.4%	55
Disagree		5.6%	23
Strongly Disagree		1.9%	8
		answered question	411
		skipped question	4

15. My teachers use a variety of instructional strategies (i.e. lecture, group activities, presentations, lab experiments)

		Response Percent	Response Count
Strongly Agree		25.0%	103
Agree		**50.2%**	**207**
Neutral		18.4%	76
Disagree		4.9%	20
Strongly Disagree		1.5%	6
		answered question	412
		skipped question	3

16. My parents receive feedback on my progress at regular intervals.

		Response Percent	Response Count
Strongly Agree		9.7%	40
Agree		**35.0%**	**144**
Neutral		31.1%	128
Disagree		16.8%	69
Strongly Disagree		7.3%	30
		answered question	411
		skipped question	4

17. My teachers use various models of technology in the classroom to present their curriculum.

		Response Percent	Response Count
Strongly Agree		23.4%	96
Agree		**51.5%**	**211**
Neutral		19.0%	78
Disagree		5.1%	21
Strongly Disagree		1.0%	4
	answered question		410
	skipped question		5

18. I have an opportunity to improve understanding of my coursework through the use of technology.

		Response Percent	Response Count
Strongly Agree		17.1%	70
Agree		**49.1%**	**201**
Neutral		24.9%	102
Disagree		7.6%	31
Strongly Disagree		1.2%	5
	answered question		409
	skipped question		6

19. I have cheated on my work/test.

		Response Percent	Response Count
Strongly Agree		7.1%	29
Agree		16.5%	68
Neutral		20.9%	86
Disagree		23.1%	95
Strongly Disagree		**32.4%**	**133**
	answered question		411
	skipped question		4
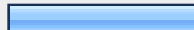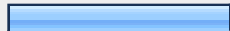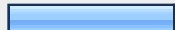
20. I am involved with clubs, teams, or organizations on campus.

		Response Percent	Response Count
Strongly Agree		**34.1%**	**140**
Agree		**34.1%**	**140**
Neutral		9.8%	40
Disagree		13.4%	55
Strongly Disagree		8.5%	35
	answered question		410
	skipped question		5

21. The school provides extracurricular activities that allow students to explore diverse interests.
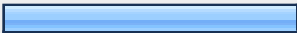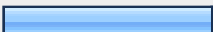
		Response Percent	Response Count
Strongly Agree		28.3%	116
Agree		**45.9%**	**188**
Neutral		17.8%	73
Disagree		5.6%	23
Strongly Disagree		2.4%	10
		answered question	**410**
		skipped question	**5**
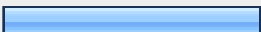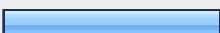
22. While a student at Acalanes, I have been able to maintain a healthy balance between academic achievement and the exploration of my personal interests and talents.

		Response Percent	Response Count
Strongly Agree		10.7%	44
Agree		**38.9%**	**160**
Neutral		29.4%	121
Disagree		14.6%	60
Strongly Disagree		6.3%	26
		answered question	**411**
		skipped question	**4**
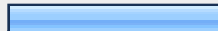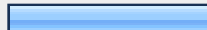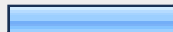
23. Academic expectations at Acalanes are high an cause too much emotional stress.

		Response Percent	Response Count
Strongly Agree		28.4%	117
Agree		**34.0%**	**140**
Neutral		25.2%	104
Disagree		10.4%	43
Strongly Disagree		1.9%	8
	answered question		412
	skipped question		3

24. Students can meet with their counselors quickly for academic and personal problems.

		Response Percent	Response Count
Strongly Agree		11.4%	47
Agree		**41.4%**	**170**
Neutral		29.7%	122
Disagree		12.4%	51
Strongly Disagree		5.1%	21
	answered question		411
	skipped question		4
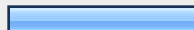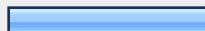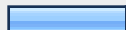
25. Students are treated with respect and dignity by the Acalanes staff.

		Response Percent	Response Count
Strongly Agree		15.4%	63
Agree		**45.0%**	**184**
Neutral		31.8%	130
Disagree		6.1%	25
Strongly Disagree		1.7%	7
	answered question		409
	skipped question		6

26. Discipline policies of AHS are known, fair, and consistently applied.

		Response Percent	Response Count
Strongly Agree		13.4%	55
Agree		**39.4%**	**161**
Neutral		33.0%	135
Disagree		9.8%	40
Strongly Disagree		4.4%	18
	answered question		409
	skipped question		6
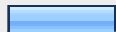
27. I feel that the level of instruction and assessment is consistent from class to class.

		Response Percent	Response Count
Strongly Agree		5.1%	21
Agree		**32.1%**	**131**
Neutral		30.6%	125
Disagree		25.2%	103
Strongly Disagree		6.9%	28
		answered question	408
		skipped question	7
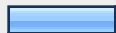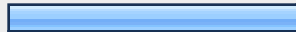
28. It is easy to make friends at Acalanes because the students are accepting of people of different backgrounds and cultures.
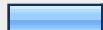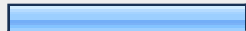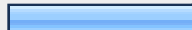
		Response Percent	Response Count
Strongly Agree		13.1%	54
Agree		28.6%	118
Neutral		**30.3%**	**125**
Disagree		18.0%	74
Strongly Disagree		10.0%	41
		answered question	412
		skipped question	3

29. As a student I notice that the school makes an effort to celebrate diversity and acknowledge my culture and that of others, both through the class curriculum and school activities.

		Response Percent	Response Count
Strongly Agree		16.1%	66
Agree		**37.5%**	**154**
Neutral		32.4%	133
Disagree		11.2%	46
Strongly Disagree		2.9%	12
		answered question	411
		skipped question	4
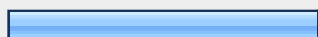
30. I feel that I am well informed about campus activities and school news.
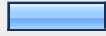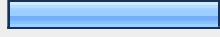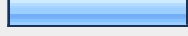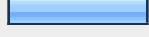
		Response Percent	Response Count
Strongly Agree		16.3%	67
Agree		**44.0%**	**181**
Neutral		20.4%	84
Disagree		14.8%	61
Strongly Disagree		4.4%	18
		answered question	411
		skipped question	4
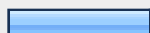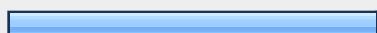
31. Acalanes Student Leadership program represents and addresses the needs of the student body.

		Response Percent	Response Count
Strongly Agree		14.1%	58
Agree		**36.5%**	**150**
Neutral		28.0%	115
Disagree		13.1%	54
Strongly Disagree		8.3%	34
	answered question		411
	skipped question		4
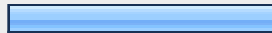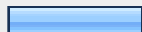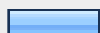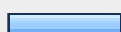
32. I am proud to be an Acalanes High School student.

		Response Percent	Response Count
Strongly Agree		33.3%	137
Agree		**37.1%**	**153**
Neutral		22.3%	92
Disagree		3.9%	16
Strongly Disagree		3.4%	14
	answered question		412
	skipped question		3
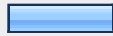
WASC Certificated Staff Survey

1. The highest diploma/Professional Certificate I hold is:

	Response Percent	Response Count
AA	0.0%	0
BA/BS	4.8%	3
Secondary Ed. Teaching Credential	**47.6%**	**30**
MA/MS	42.9%	27
Ph.D	4.8%	3
answered question		63
skipped question		0

2. My teaching career at Acalanes High School is:

	Response Percent	Response Count
1-2 years	4.8%	3
3-5 years	14.5%	9
6-10 years	**32.3%**	**20**
11-15 years	27.4%	17
16 or more years	21.0%	13
answered question		62
skipped question		1

3. My total teaching experience is:

		Response Percent	Response Count
1-2 years		3.3%	2
3-5 years		6.7%	4
6-10 years		11.7%	7
11-15 years		21.7%	13
16 or more years		**56.7%**	**34**
	answered question		60
	skipped question		3
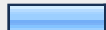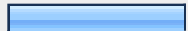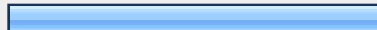
4. I worked outside of education for:

		Response Percent	Response Count
1-2 years		**40.7%**	**24**
3-5 years		20.3%	12
6-10 years		13.6%	8
11-15 years		8.5%	5
16 or more years		16.9%	10
	answered question		59
	skipped question		4

5. I feel supported by the counselors and they are available to me.

		Response Percent	Response Count
Strongly agree		**55.6%**	**35**
Agree		19.0%	12
Neutral		15.9%	10
Disagree		7.9%	5
Strongly disagree		1.6%	1
	answered question		63
	skipped question		0
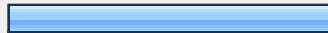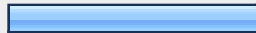
6. I feel that there is sufficient availability of counseling for the students.

		Response Percent	Response Count
Strongly agree		38.1%	24
Agree		**47.6%**	**30**
Neutral		7.9%	5
Disagree		4.8%	3
Strongly disagree		1.6%	1
	answered question		63
	skipped question		0

7. I feel supported by the classified staff.

	Response Percent	Response Count
Strongly agree	**68.3%**	**43**
Agree	23.8%	15
Neutral	3.2%	2
Disagree	1.6%	1
Strongly disagree	3.2%	2
answered question		63
skipped question		0
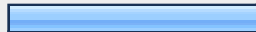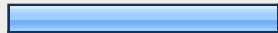
8. I feel supported by the site administrative team.

	Response Percent	Response Count
Strongly agree	**68.3%**	**43**
Agree	23.8%	15
Neutral	4.8%	3
Disagree	1.6%	1
Strongly disagree	1.6%	1
answered question		63
skipped question		0
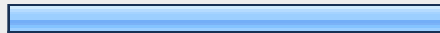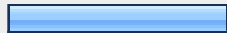
9. On average, how many hours per week do you spend preparing for class outside of regular school hours?

		Response Percent	Response Count
None		0.0%	0
About 1 hour		1.6%	1
1-3 hours		14.3%	9
4-5 hours		27.0%	17
More than 5 hours		**57.1%**	**36**
		answered question	63
		skipped question	0
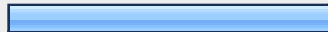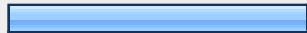
10. On average, how many hours per week do you spend grading student work outside of regular school hours?

		Response Percent	Response Count
None		8.2%	5
About 1 hour		3.3%	2
1-3 hours		19.7%	12
4-5 hours		32.8%	20
More than 5 hours		**36.1%**	**22**
		answered question	61
		skipped question	2
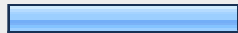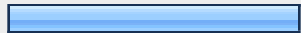
11. How often do you assist students before school, during break, lunch, prep period or after school?

		Response Percent	Response Count
Daily		49.2%	31
Consistently		38.1%	24
Occasionally		9.5%	6
Rarely		3.2%	2
		answered question	63
		skipped question	0
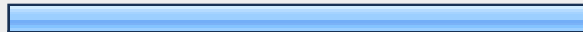
12. Instructional resources (textbooks, classroom supplies, photocopiers) are adequate and accessible.

		Response Percent	Response Count
Strongly Agree		29.0%	18
Agree		54.8%	34
Neutral		9.7%	6
Disagree		4.8%	3
Strongly Disagree		1.6%	1
		answered question	62
		skipped question	1
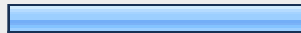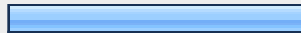
13. Technological Resources (hardware, software human assistance) are adequate and accessible.

		Response Percent	Response Count
Strongly Agree		38.1%	24
Agree		**41.3%**	**26**
Neutral		9.5%	6
Disagree		9.5%	6
Strongly Disagree		1.6%	1
		answered question	63
		skipped question	0

14. The campus is a safe and secure environment, conducive to learning.

		Response Percent	Response Count
Strongly Agree		**66.7%**	**42**
Agree		33.3%	21
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	63
		skipped question	0

15. The buildings and grounds are well maintained, clean, safe and comfortable.

		Response Percent	Response Count
Strongly Agree		**49.2%**	**31**
Agree		46.0%	29
Neutral		1.6%	1
Disagree		1.6%	1
Strongly Disagree		1.6%	1
	answered question		63
	skipped question		0
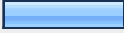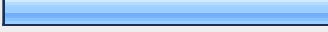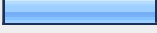
16. The health services in the school are adequate in meeting the needs of the students.

		Response Percent	Response Count
Strongly Agree		34.9%	22
Agree		**44.4%**	**28**
Neutral		11.1%	7
Disagree		6.3%	4
Strongly Disagree		3.2%	2
	answered question		63
	skipped question		0
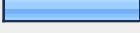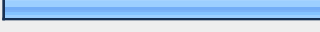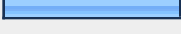
17. The library services of the school support the various needs of students and teachers.

		Response Percent	Response Count
Strongly Agree		**88.7%**	55
Agree		9.7%	6
Neutral		1.6%	1
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	62
		skipped question	1
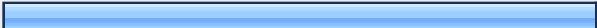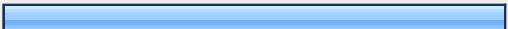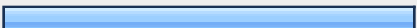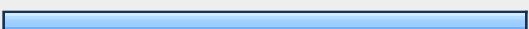
18. I incorporate technology in my classroom.

		Response Percent	Response Count
Strongly Agree		**45.2%**	28
Agree		**45.2%**	28
Neutral		6.5%	4
Disagree		3.2%	2
Strongly Disagree		0.0%	0
		answered question	62
		skipped question	1
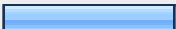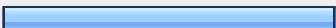
19. Teachers have appropriate support and resources needed to create rigorous lesson plans.

		Response Percent	Response Count
Strongly Agree		42.6%	26
Agree		41.0%	25
Neutral		13.1%	8
Disagree		3.3%	2
Strongly Disagree		0.0%	0
	answered question		61
	skipped question		2
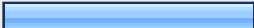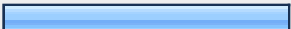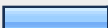
20. Teachers cooperate with each other for professional support within my department.

		Response Percent	Response Count
Strongly Agree		58.1%	36
Agree		30.6%	19
Neutral		8.1%	5
Disagree		3.2%	2
Strongly Disagree		0.0%	0
	answered question		62
	skipped question		1
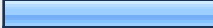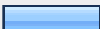
21. Teachers cooperate with each other for professional support across the curriculum.

		Response Percent	Response Count
Strongly Agree		18.3%	11
Agree		**50.0%**	**30**
Neutral		23.3%	14
Disagree		6.7%	4
Strongly Disagree		1.7%	1
	answered question		60
	skipped question		3

22. New teaches find it easy to fit in at Acalanes High School

		Response Percent	Response Count
Strongly Agree		20.6%	13
Agree		**49.2%**	**31**
Neutral		27.0%	17
Disagree		3.2%	2
Strongly Disagree		0.0%	0
	answered question		63
	skipped question		0
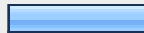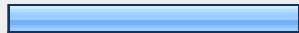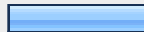
23. I assess my students' progress through (select all that apply):

		Response Percent	Response Count
Tests and Quizzes		**91.2%**	**52**
Daily Homework		77.2%	44
Essays and Journals		63.2%	36
Oral Presentations		57.9%	33
Student Observations		80.7%	46
		answered question	57
		skipped question	6
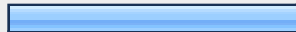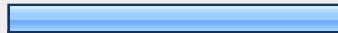
24. I try to incorporate AHS Expected Schoolwide Learning results (ESLRs) as a part of daily classroom lessons:

		Response Percent	Response Count
Strongly Agree		26.2%	16
Agree		**50.8%**	**31**
Neutral		23.0%	14
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	61
		skipped question	2
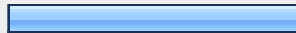
25. I intentionally incorporate California and District Standards and Benchmarks in my daily lesson plans:

		Response Percent	Response Count
Strongly Agree		38.6%	22
Agree		**43.9%**	**25**
Neutral		15.8%	9
Disagree		1.8%	1
Strongly Disagree		0.0%	0
		answered question	57
		skipped question	6

26. Students at Acalanes High School are successfully becoming critical thinkers who can solve problems.

		Response Percent	Response Count
Strongly Agree		32.3%	20
Agree		**51.6%**	**32**
Neutral		14.5%	9
Disagree		0.0%	0
Strongly Disagree		1.6%	1
		answered question	62
		skipped question	1
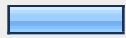
27. Students at AHS are successfully becoming involved as local and global citizens

		Response Percent	Response Count
Strongly Agree		34.4%	21
Agree		**52.5%**	**32**
Neutral		13.1%	8
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		61
	skipped question		2

28. Rules regarding attendance and promptness are applied consistently in all classes.

		Response Percent	Response Count
Strongly Agree		20.6%	13
Agree		**44.4%**	**28**
Neutral		9.5%	6
Disagree		20.6%	13
Strongly Disagree		4.8%	3
	answered question		63
	skipped question		0
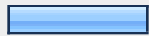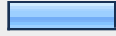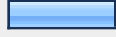
29. The administration promptly and effectively enforces infractions of behavioral and attendance rules.

		Response Percent	Response Count
Strongly Agree		44.3%	27
Agree		**50.8%**	**31**
Neutral		4.9%	3
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	61
		skipped question	2

30. Acalanes has a strong site administration that has a clear vision and articulate school wide goals.

		Response Percent	Response Count
Strongly Agree		**45.9%**	**28**
Agree		44.3%	27
Neutral		6.6%	4
Disagree		3.3%	2
Strongly Disagree		0.0%	0
		answered question	61
		skipped question	2
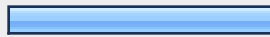
31. Acalanes administration values teacher input regarding school vision.

	Response Percent	Response Count
Strongly Agree	**52.4%**	**33**
Agree	42.9%	27
Neutral	4.8%	3
Disagree	0.0%	0
Strongly Disagree	0.0%	0
answered question		63
skipped question		0
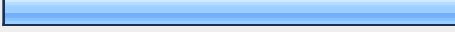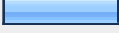
32. The administration, both at AHS and the district office, make learning the most important school priority.

	Response Percent	Response Count
Strongly Agree	30.2%	19
Agree	**47.6%**	**30**
Neutral	17.5%	11
Disagree	3.2%	2
Strongly Disagree	1.6%	1
answered question		63
skipped question		0
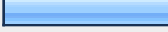
33. The school has established formal procedures that operate throughout the school year to provide recognition for achievement in school academic as well as non-academic activities.

		Response Percent	Response Count
Strongly Agree		21.0%	13
Agree		**46.8%**	**29**
Neutral		16.1%	10
Disagree		16.1%	10
Strongly Disagree		0.0%	0
		answered question	62
		skipped question	1
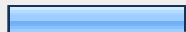
34. A high level of student participation in the school functions exists.

		Response Percent	Response Count
Strongly Agree		40.3%	25
Agree		**48.4%**	**30**
Neutral		8.1%	5
Disagree		3.2%	2
Strongly Disagree		0.0%	0
		answered question	62
		skipped question	1
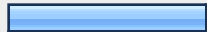
35. Students of diverse backgrounds are accepted and respected at Acalanes High School.

		Response Percent	Response Count
Strongly Agree		11.1%	7
Agree		**69.8%**	**44**
Neutral		17.5%	11
Disagree		1.6%	1
Strongly Disagree		0.0%	0
	answered question		63
	skipped question		0

36. Students have a sense of belonging at Acalanes High School.

		Response Percent	Response Count
Strongly Agree		25.4%	16
Agree		**61.9%**	**39**
Neutral		12.7%	8
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		63
	skipped question		0

37. As a teacher I make special effort to celebrate the diversity of our school, state and nation through my curriculum and/or classroom activities.
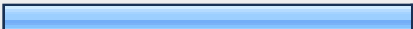
		Response Percent	Response Count
Strongly Agree		26.7%	16
Agree		**50.0%**	**30**
Neutral		16.7%	10
Disagree		5.0%	3
Strongly Disagree		1.7%	1
	answered question		60
	skipped question		3
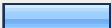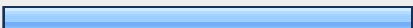
38. New students find it easy to fit in at AHS.
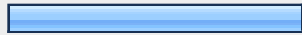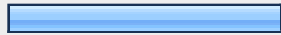
		Response Percent	Response Count
Strongly Agree		4.8%	3
Agree		30.2%	19
Neutral		**55.6%**	**35**
Disagree		7.9%	5
Strongly Disagree		1.6%	1
	answered question		63
	skipped question		0
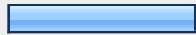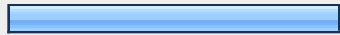
39. Students with high abilities are enriched and challenged at AHS.

	Response Percent	Response Count
Strongly Agree	**69.8%**	**44**
Agree	27.0%	17
Neutral	3.2%	2
Disagree	0.0%	0
Strongly Disagree	0.0%	0
answered question		**63**
skipped question		**0**
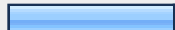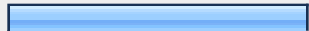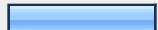
40. Students with remedial assistance receive the instruction, support and resourced they need.

	Response Percent	Response Count
Strongly Agree	**50.8%**	**32**
Agree	47.6%	30
Neutral	0.0%	0
Disagree	1.6%	1
Strongly Disagree	0.0%	0
answered question		**63**
skipped question		**0**

41. Students with average academic abilities receive the instruction, support and resourced they need.

21 of 24	Response Percent	Response Count
Strongly Agree	12.9%	8
Agree	**62.9%**	**39**
Neutral	9.7%	6
Disagree	12.9%	8
Strongly Disagree	1.6%	1
	answered question	62
	skipped question	1

42. The student leadership represents the needs of the student body.

	Response Percent	Response Count
Strongly Agree	16.1%	10
Agree	**62.9%**	**39**
Neutral	21.0%	13
Disagree	0.0%	0
Strongly Disagree	0.0%	0
	answered question	62
	skipped question	1
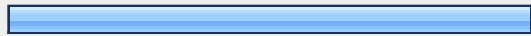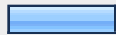
43. I feel valued, supported and relevant in the education process.

		Response Percent	Response Count
Strongly Agree		45.2%	28
Agree		41.9%	26
Neutral		11.3%	7
Disagree		1.6%	1
Strongly Disagree		0.0%	0
	answered question		62
	skipped question		1

44. I receive relevant training and support for my job.

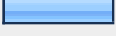|		Response Percent	Response Count
Strongly Agree		28.6%	18
Agree		50.8%	32
Neutral		11.1%	7
Disagree		3.2%	2
Strongly Disagree		6.3%	4
	answered question		63
	skipped question		0
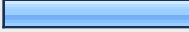
45. There is evidence of high staff morale.

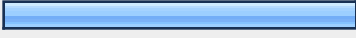|		Response Percent	Response Count
Strongly Agree		25.4%	16
Agree		**46.0%**	**29**
Neutral		22.2%	14
Disagree		4.8%	3
Strongly Disagree		1.6%	1
		answered question	63
		skipped question	0
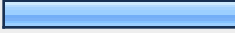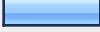
46. The school has a positive image in the local community.

		Response Percent	Response Count
Strongly Agree		**56.5%**	**35**
Agree		41.9%	26
Neutral		1.6%	1
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	62
		skipped question	1
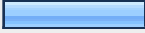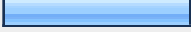
47. I am proud to be a teacher at Acalanes High School.
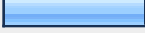
24 of 24	Response Percent	Response Count
Strongly Agree	80.6%	50
Agree	16.1%	10
Neutral	3.2%	2
Disagree	0.0%	0
Strongly Disagree	0.0%	0
answered question		62
skipped question		1

WASC Classified Staff Survey
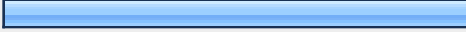
1. My career span at Acalanes High School is:

		Response Percent	Response Count
1-2 years		28.6%	4
3-5 years		21.4%	3
6-10 years		28.6%	4
11-15 years		7.1%	1
16 or more years		14.3%	2
	answered question		14
	skipped question		0
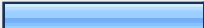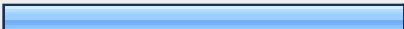
2. My experience working at the high school level as a classified employee is:

		Response Percent	Response Count
1-2 years		0.0%	0
3-5 years		35.7%	5
6-10 years		35.7%	5
11-15 years		14.3%	2
16 or more years		14.3%	2
	answered question		14
	skipped question		0

3. I worked outside of education for:

		Response Percent	Response Count
1-2 years		0.0%	0
3-5 years		7.1%	1
6-10 years		**42.9%**	**6**
11- 15 years		21.4%	3
16 or more years		28.6%	4
		answered question	14
		skipped question	0
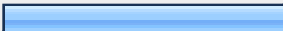
4. I feel supported by the counseling staff.

		Response Percent	Response Count
Strongly Agree		**35.7%**	**5**
Agree		21.4%	3
Neutral		**35.7%**	**5**
Disagree		7.1%	1
Strongly Disagree		0.0%	0
		answered question	14
		skipped question	0
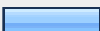
5. I feel supported by the administrative staff.

		Response Percent	Response Count
Strongly Agree		**57.1%**	**8**
Agree		42.9%	6
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**
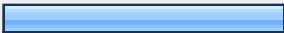
6. I feel supported by my classified staff peers.

		Response Percent	Response Count
Strongly Agree		**71.4%**	**10**
Agree		28.6%	4
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**
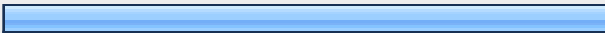
7. Resources (supplies, photocopiers) are adequate and accessible.

		Response Percent	Response Count
Strongly Agree		30.8%	4
Agree		**61.5%**	**8**
Neutral		0.0%	0
Disagree		7.7%	1
Strongly Disagree		0.0%	0
		answered question	**13**
		skipped question	**1**
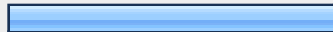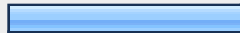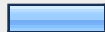
8. Technological resources (hardware, software, human assistance) are adequate and accessible.

		Response Percent	Response Count
Strongly Agree		35.7%	5
Agree		**57.1%**	**8**
Neutral		7.1%	1
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**
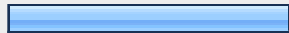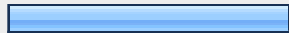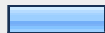
9. The campus is a safe and secure environment, conducive to work.

		Response Percent	Response Count
Strongly Agree		**57.1%**	8
Agree		42.9%	6
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	14
		skipped question	0
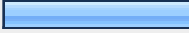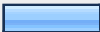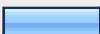
10. The building and grounds are well maintained, clean, safe and comfortable.

		Response Percent	Response Count
Strongly Agree		**50.0%**	7
Agree		35.7%	5
Neutral		14.3%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	14
		skipped question	0
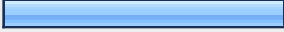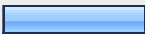
11. The health services are adequate in meeting the needs of the students.

		Response Percent	Response Count
Strongly Agree		**50.0%**	7
Agree		42.9%	6
Neutral		7.1%	1
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0
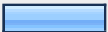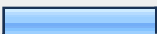
12. The library services support the various needs of students and staff.

		Response Percent	Response Count
Strongly Agree		**92.9%**	13
Agree		7.1%	1
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0

13. In incorporate technology at my work station.

		Response Percent	Response Count
Strongly Agree		**50.0%**	7
Agree		35.7%	5
Neutral		14.3%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0
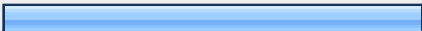
14. Staff cooperates with each other for professional support.

		Response Percent	Response Count
Strongly Agree		**42.9%**	6
Agree		**42.9%**	6
Neutral		14.3%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0
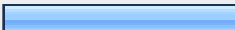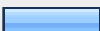
15. Teachers cooperate with classified staff and allow work to be accomplished in a timely manner.

		Response Percent	Response Count
Strongly Agree		28.6%	4
Agree		**42.9%**	**6**
Neutral		14.3%	2
Disagree		14.3%	2
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0
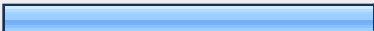
16. New staff find it easy to fit in at AHS.

		Response Percent	Response Count
Strongly Agree		**42.9%**	**6**
Agree		28.6%	4
Neutral		21.4%	3
Disagree		7.1%	1
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0
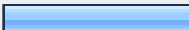
17. Rules regarding attendance and promptness are applied consistently in all classes.

		Response Percent	Response Count
Strongly Agree		7.7%	1
Agree		**46.2%**	**6**
Neutral		15.4%	2
Disagree		23.1%	3
Strongly Disagree		7.7%	1
		answered question	13
		skipped question	1
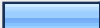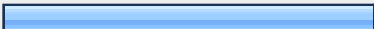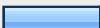
18. Acalanes has a strong site administration that has a clear vision and articulate school wide goals.

		Response Percent	Response Count
Strongly Agree		**50.0%**	**7**
Agree		42.9%	6
Neutral		7.1%	1
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	14
		skipped question	0
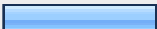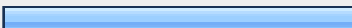
19. Acalanes administration values staff input regarding school vision.

		Response Percent	Response Count
Strongly Agree		35.7%	5
Agree		**64.3%**	**9**
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**
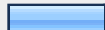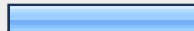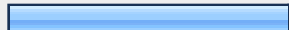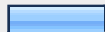
20. The administration promptly and effectively enforces infractions of behavioral and attendance rules.

		Response Percent	Response Count
Strongly Agree		**50.0%**	**7**
Agree		35.7%	5
Neutral		14.3%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**
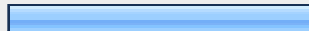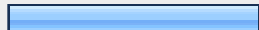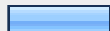
21. A high level of student participation in school activities exists.

		Response Percent	Response Count
Strongly Agree		35.7%	5
Agree		**57.1%**	**8**
Neutral		0.0%	0
Disagree		7.1%	1
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0
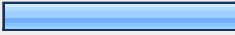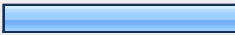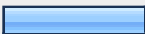
22. A high level of participation by the parent community in the school exists.

		Response Percent	Response Count
Strongly Agree		**71.4%**	**10**
Agree		28.6%	4
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0
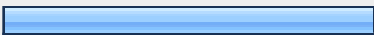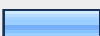
23. Students of diverse backgrounds are accepted and respected at AHS.

12 of 17		Response Percent	Response Count
Strongly Agree		14.3%	2
Agree		**57.1%**	**8**
Neutral		14.3%	2
Disagree		14.3%	2
Strongly Disagree		0.0%	0
	answered question		**14**
	skipped question		**0**
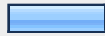
24. Students have a sense of belonging at AHS.

		Response Percent	Response Count
Strongly Agree		23.1%	3
Agree		**53.8%**	**7**
Neutral		23.1%	3
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		**13**
	skipped question		**1**
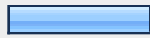
25. New students find it easy to fit in at AHS.

		Response Percent	Response Count
Strongly Agree		14.3%	2
Agree		28.6%	4
Neutral		**42.9%**	**6**
Disagree		14.3%	2
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**
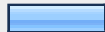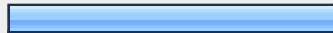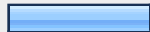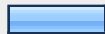
26. Students with remedial assistance receive the instruction, support and resources they need.

		Response Percent	Response Count
Strongly Agree		**46.2%**	**6**
Agree		38.5%	5
Neutral		15.4%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	**13**
		skipped question	**1**
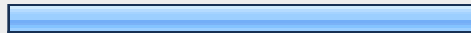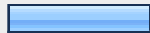
27. Students with average academic abilities receive the instruction, support and resources they need.

	Response Percent	Response Count
Strongly Agree	**35.7%**	**5**
Agree	**35.7%**	**5**
Neutral	21.4%	3
Disagree	7.1%	1
Strongly Disagree	0.0%	0
answered question		**14**
skipped question		**0**

28. The student leadership program represents the needs of the student body.

	Response Percent	Response Count
Strongly Agree	28.6%	4
Agree	**57.1%**	**8**
Neutral	14.3%	2
Disagree	0.0%	0
Strongly Disagree	0.0%	0
answered question		**14**
skipped question		**0**
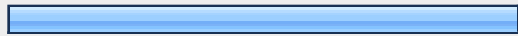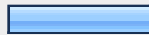
29. I feel valued, supported and relevant in the education process.

		Response Percent	Response Count
Strongly Agree		**42.9%**	**6**
Agree		**42.9%**	**6**
Neutral		14.3%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**

30. I receive relevant training and support for my job.

		Response Percent	Response Count
Strongly Agree		21.4%	3
Agree		**50.0%**	**7**
Neutral		21.4%	3
Disagree		7.1%	1
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**
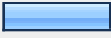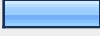
31. There is evidence of high staff morale.

		Response Percent	Response Count
Strongly Agree		14.3%	2
Agree		**50.0%**	**7**
Neutral		21.4%	3
Disagree		14.3%	2
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0
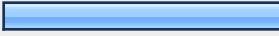
32. The school has a positive image in the local community.

		Response Percent	Response Count
Strongly Agree		**71.4%**	**10**
Agree		21.4%	3
Neutral		7.1%	1
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	answered question		14
	skipped question		0

33. I am proud to be on staff at Acalanes High School.

17 of 17		Response Percent	Response Count
Strongly Agree		**78.6%**	**11**
Agree		21.4%	3
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	**14**
		skipped question	**0**
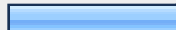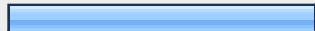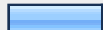
WASC Parent Survey
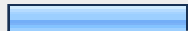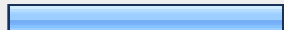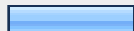
1. Student information (mark all that apply).

		Response Percent	Response Count
9th grade, male		18.8%	101
9th grade, female		16.0%	86
10th grade, male		14.3%	77
10th grade, female		13.6%	73
11th grade, male		16.7%	90
11th grade, female		12.1%	65
12th grade, male		12.6%	68
12th grade, female		13.8%	74
		answered question	538
		skipped question	2
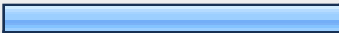
2. My student believes that Acalanes is a safe, clean, and effective school that nurtures learning.

		Response Percent	Response Count
Strongly Agree		42.6%	229
Generally Agree		54.3%	292
Disagree		1.7%	9
Strongly Disagree		0.7%	4
Don't Know/Not Applicable		0.7%	4
		answered question	538
		skipped question	2
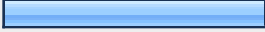
3. I know how to contact staff at Acalanes High School when needed.

		Response Percent	Response Count
Strongly Agree		**58.1%**	**311**
Generally Agree		36.6%	196
Disagree		4.1%	22
Strongly Disagree		0.7%	4
Don't Know/Not Applicable		0.4%	2
	answered question		535
	skipped question		5

4. I get adequate information regarding school activities, schedules etc.

		Response Percent	Response Count
Strongly Agree		**60.4%**	**324**
Generally Agree		36.8%	197
Disagree		2.2%	12
Strongly Disagree		0.4%	2
Don't Know/Not Applicable		0.2%	1
	answered question		536
	skipped question		4
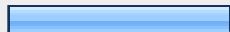
5. I have the opportunity to give input to the Acalanes High School administration.

		Response Percent	Response Count
Strongly Agree		25.6%	137
Generally Agree		**47.0%**	**252**
Disagree		14.2%	76
Strongly Disagree		1.7%	9
Don't Know/Not Applicable		11.6%	62
		answered question	**536**
		skipped question	**4**

6. The discipline policy is understood, fair and consistently applied.

		Response Percent	Response Count
Strongly Agree		27.3%	147
Generally Agree		**42.0%**	**226**
Disagree		8.9%	48
Strongly Disagree		2.6%	14
Don't Know/Not Applicable		19.1%	103
		answered question	**538**
		skipped question	**2**
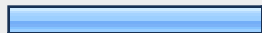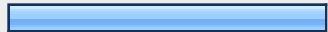
7. Trust, mutual respect, and high expectations characterize the atmosphere at Acalanes for my student.

	Response Percent	Response Count
Strongly Agree	36.4%	196
Generally Agree	**51.7%**	**278**
Disagree	7.4%	40
Strongly Disagree	1.5%	8
Don't Know/Not Applicable	3.0%	16
answered question		538
skipped question		2

8. Student achievement in extracurricular areas is recognized at Acalanes.

	Response Percent	Response Count
Strongly Agree	40.0%	214
Generally Agree	**43.4%**	**232**
Disagree	6.4%	34
Strongly Disagree	1.3%	7
Don't Know/Not Applicable	9.0%	48
answered question		535
skipped question		5
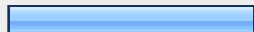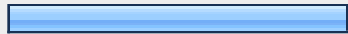
9. The culture at Acalanes builds awareness of and encourages tolerance and respect for diversity (such as cultures, disabilities, races, genders and religions).

		Response Percent	Response Count
Strongly Agree		34.0%	183
Generally Agree		**50.4%**	**271**
Disagree		5.9%	32
Strongly Disagree		2.2%	12
Don't Know/Not Applicable		7.4%	40
	answered question		538
	skipped question		2
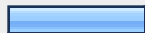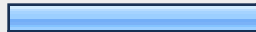
10. Acalanes values and encourages my participation as a parent.
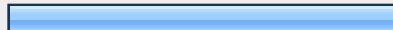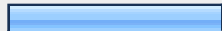
		Response Percent	Response Count
Strongly Agree		38.8%	209
Generally Agree		**48.7%**	**262**
Disagree		7.8%	42
Strongly Disagree		0.9%	5
Don't Know/Not Applicable		3.7%	20
	answered question		538
	skipped question		2
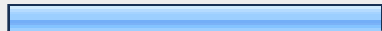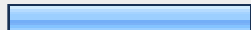
11. The Acalanes administration provides leadership and clear communication to students, parents, and the community.
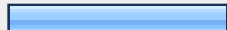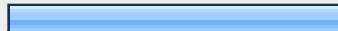
		Response Percent	Response Count
Strongly Agree		37.8%	203
Generally Agree		**52.0%**	**279**
Disagree		6.1%	33
Strongly Disagree		0.9%	5
Don't Know/Not Applicable		3.2%	17
		answered question	537
		skipped question	3

12. School programs are continually evaluated and analyzed leading to ongoing school improvements.

		Response Percent	Response Count
Strongly Agree		20.6%	110
Generally Agree		**38.1%**	**204**
Disagree		7.9%	42
Strongly Disagree		1.9%	10
Don't Know/Not Applicable		31.6%	169
		answered question	535
		skipped question	5

13. Graduation Requirements are clearly defined for my student.

		Response Percent	Response Count
Strongly Agree		**59.5%**	**319**
Generally Agree		32.8%	176
Disagree		2.6%	14
Strongly Disagree		0.4%	2
Don't Know/Not Applicable		4.7%	25
		answered question	**536**
		skipped question	**4**
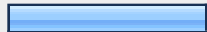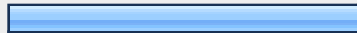
14. The course offerings at Acalanes provide a selection of rigorous and challenging curriculum.

		Response Percent	Response Count
Strongly Agree		**57.6%**	**308**
Generally Agree		37.2%	199
Disagree		4.3%	23
Strongly Disagree		0.6%	3
Don't Know/Not Applicable		0.4%	2
		answered question	**535**
		skipped question	**5**
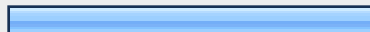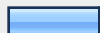
15. My student can manage the Acalanes High School workload independently.

		Response Percent	Response Count
Strongly Agree		33.3%	179
Generally Agree		**51.0%**	**274**
Disagree		13.0%	70
Strongly Disagree		2.2%	12
Don't Know/Not Applicable		0.4%	2
		answered question	**537**
		skipped question	**3**

16. The variety of elective courses offered at Acalanes enriches my student's education.

		Response Percent	Response Count
Strongly Agree		**47.8%**	**257**
Generally Agree		43.5%	234
Disagree		6.3%	34
Strongly Disagree		1.1%	6
Don't Know/Not Applicable		1.3%	7
		answered question	**538**
		skipped question	**2**
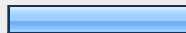
17. The teaching at Acalanes stimulates and engages my student.

		Response Percent	Response Count
Strongly Agree		26.8%	144
Generally Agree		**60.0%**	**323**
Disagree		10.2%	55
Strongly Disagree		2.0%	11
Don't Know/Not Applicable		0.9%	5
	answered question		538
	skipped question		2

18. Students acquire effective communication skills at Acalanes High School.

		Response Percent	Response Count
Strongly Agree		25.2%	135
Generally Agree		**54.3%**	**291**
Disagree		12.1%	65
Strongly Disagree		0.9%	5
Don't Know/Not Applicable		7.5%	40
	answered question		536
	skipped question		4
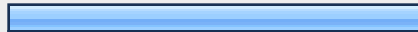
19. Faculty members make themselves available to help my students with their course work.

		Response Percent	Response Count
Strongly Agree		30.1%	161
Generally Agree		**53.6%**	**287**
Disagree		8.2%	44
Strongly Disagree		0.9%	5
Don't Know/Not Applicable		7.1%	38
	answered question		535
	skipped question		5

20. My student receives the necessary academic and personal support and guidance from teachers, staff and counselors to succeed.

		Response Percent	Response Count
Strongly Agree		25.9%	139
Generally Agree		**55.6%**	**298**
Disagree		13.8%	74
Strongly Disagree		3.0%	16
Don't Know/Not Applicable		1.7%	9
	answered question		536
	skipped question		4

21. The school staff involves parents and community members in confronting societal problems and pressures facing students (e.g. alcohol, drugs, military draft, stress, depression, sexual behavior and consequences)

		Response Percent	Response Count
Strongly Agree		27.2%	146
Generally Agree		**52.5%**	**282**
Disagree		8.6%	46
Strongly Disagree		1.5%	8
Don't Know/Not Applicable		10.2%	55
	answered question		537
	skipped question		3
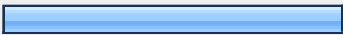
22. The standards and grading expectations used by teachers are realistic, consistent and clearly communicated.

		Response Percent	Response Count
Strongly Agree		21.3%	114
Generally Agree		**63.4%**	**339**
Disagree		10.8%	58
Strongly Disagree		1.3%	7
Don't Know/Not Applicable		3.2%	17
	answered question		535
	skipped question		5

23. Teachers provide my student with timely feedback on test results to improve his/her learning.

		Response Percent	Response Count
Strongly Agree		19.6%	106
Generally Agree		**57.2%**	**309**
Disagree		15.6%	84
Strongly Disagree		3.5%	19
Don't Know/Not Applicable		4.1%	22
		answered question	**540**
		skipped question	**0**

24. Teachers use a variety of assessment tools to evaluate my student's progress (e.g tests, quizzes, presentations, essays, projects, etc.)

		Response Percent	Response Count
Strongly Agree		34.6%	186
Generally Agree		**58.5%**	**314**
Disagree		3.0%	16
Strongly Disagree		0.6%	3
Don't Know/Not Applicable		3.4%	18
		answered question	**537**
		skipped question	**3**

25. Acalanes is doing an outstanding job of preparing my student for life long learning and success in the future.

	13 of 13	Response Percent	Response Count
Strongly Agree		36.5%	196
Generally Agree		**52.1%**	**280**
Disagree		7.8%	42
Strongly Disagree		1.5%	8
Don't Know/Not Applicable		2.0%	11
		answered question	537
		skipped question	3

Acalanes High School
WASC Peer Visit Form

Observer's Name:_____
             (Your Name)

Date of Visit:_____   **Subject Area**_____

Remember:
- Your visit should be at least 5 min. and no longer than 20 min.
- DO NOT put the name of the teacher visited anywhere on the form.
- Remember to make personal contact with the teacher and thank them after your visit.
- Return form(s) to the WASC leadership team box in the workroom when completed.

A. What are the students doing?

___Receiving Information/Taking Notes
___Applying/ Practicing Skills
___Collaboration
___Doing Homework
___Taking Test or Quiz
___Using Technology
___Viewing Videos
___Presenting Information
___Using Resources
___Other

B. As you observe, what do the students demonstrate?

___Interest in subject
___Competency in Language Arts
___ Competency in Math Skills
___Critical Thinking Skills
___Time Management Skills
___Ability to Follow Directions
___Self-Discipline
___Respect for Others
___Expression of Opinions
___Participation of all Students

C. Identify the ESLRs exhibited by the students during the visit.
(The specific aspects of the ESLRs are listed at the bottom of this form.)

_____ Students are exhibiting creative and complex thinking
_____ Students are demonstrating curricular knowledge.
_____ Students are demonstrating effective communication skills.
_____ Students are being purposeful and responsible learners.
_____ Students are being prepared to be positive and productive citizens

D. As a visitor, what did you gain or learn from this visit?

_____
_____
_____

Expected Schoolwide Learning Results
AHS Students will be creative and complex thinkers
        (analyze, synthesize information, draw logical conclusions, solve complex problems, produce creative work)
AHS students will demonstrate curricular knowledge and skills
        (meet or exceed current standards, effective study skills, effective use of technology)
AHS students will demonstrate effective communication skills
        (listen, speak, write effectively, collaborate, effective technology use)
AHS will prepare students to be purposeful and responsible Learners
        (prioritize, effective use of time, healthy habits, adhere to policies, academic honesty)
AHS will prepare its students to be positive and productive citizens.
        (contribute to community, respect for diversity, positive citizenship)