

Acalanes Center for Independent Study

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

| | |
|--|---|
| School Name | Acalanes Center for Independent Study |
| Street | 1963 Tice Valley BLVD |
| City, State, Zip | Walnut creek |
| Phone Number | 9252803945 |
| Principal | Jonathan Drury |
| Email Address | jdrury@auhdschools.org |
| School Website | https://www.acalanes.k12.ca.us/cis |
| County-District-School (CDS) Code | California |

2022-23 District Contact Information

| | |
|---------------------------------|-------------------------------------|
| District Name | Acalanes Union High School District |
| Phone Number | (925) 280-3900 |
| Superintendent | John Nickerson, Ed.D |
| Email Address | jnickerson@auhdschools.org |
| District Website Address | www.acalanes.k12.ca.us |

2022-23 School Overview

Mission Statement: The Mission of the Acalanes Center for Independent Study High School is to provide opportunities for students with diverse educational interests and needs to meet their academic goals through a compassionately structured program featuring independent and small group learning.

The Acalanes Center for Independent Study (ACIS) is located at the Del Valle Education Center in Walnut Creek in a beautiful setting just over the hills east of the University of California near Mt. Diablo. Del Oro High School, the district's continuation high school and its independent study program divided into separate schools in 2004. ACIS became the only alternative high school in 2010-11 with the closure of Del Oro High School. ACIS is a WASC accredited high school receiving a six-year term of accreditation after a site visitation in March 2017.

ACIS serves the students who live in the suburban residential communities of Lafayette, Moraga, Orinda and Walnut Creek who attend one of the four comprehensive high schools in the District – Acalanes, Campolindo, Las Lomas, and Miramonte. Parents in these communities are engaged primarily in professional occupations, have high expectations for their schools, are active participants in their students' education, and are supportive in their financial support to the District.

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

The Del Valle Education Center and ACIS is a safe, clean and orderly campus, with 6 full time teachers, 3 part-time teachers, 1 full-time school psychologist, 1 part-time counselor, 1 full-time counselor, 1 full-time administrative support staff member, and 1 full-time administrator. The campus is quiet and calm during the school day.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 7 |
| Grade 10 | 10 |
| Grade 11 | 10 |
| Grade 12 | 26 |
| Total Enrollment | 53 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 56.6 |
| Male | 43.4 |
| American Indian or Alaska Native | 0.0 |
| Asian | 11.3 |
| Black or African American | 1.9 |
| Filipino | 1.9 |
| Hispanic or Latino | 9.4 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 7.5 |
| White | 66.0 |
| English Learners | 0.0 |
| Foster Youth | 0.0 |
| Homeless | 0.0 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 28.3 |
| Students with Disabilities | 20.8 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 5.40 | 85.76 | 254.90 | 89.74 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.70 | 1.32 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 11.70 | 4.14 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.90 | 14.24 | 11.40 | 4.03 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 2.10 | 0.76 | 18854.30 | 6.86 |
| Total Teaching Positions | 6.30 | 100.00 | 284.10 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.90 | |
| Total Out-of-Field Teachers | 0.90 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

11/2018

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Edge Adopted 2007 High Point (Level 1) Adopted 2007 Impact, 50 Short Stories; 2nd Edition Adopted 2003 Poetry, A Pocket Anthology Adopted 2003 Points of View: An Anthology of Short Stories Adopted 2003 The Word Within the Word, Vol. 1 Adopted 2003 The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003 The Word Within the Word, Vol. 2 (Eng 3) Adopted 2003 The Word Within the Word, Vol. 2 (Eng 4) Adopted 2003 | Yes | 0.0% |
| Mathematics | Algebra 1 Big Ideas Adopted 2015 Algebra II: Big Ideas Adopted 2016 Calculus I, 8th Ed. Adopted 2006 Calculus II, 8th Ed. Adopted 2006 California Algebra Readiness Adopted 2007 Geometry Big Ideas Adopted 2016 Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2012 Pre-Calculus Common Core Adopted 2018 | Yes | 0.0% |
| Science | Biology: Exploring Life Adopted 2004 | Yes | 0.0% |

| | | | |
|-------------------------------|--|-----|------|
| | <p>Chemistry in the Earth System: California HMH Science Dimensions Adopted: 2019</p> <p>Earth Science; Geology, the Environ., and the Universe Adopted 2001</p> <p>Physics Adopted 2004</p> <p>The Living Earth: California HMH Science Dimensions Adopted 2019</p> <p>World of Chemistry Adopted 2008</p> | | |
| History-Social Science | <p>A People & A Nation, 7th Ed. Adopted 2004</p> <p>Impact CA Social Studies - World History, Culture & Geography Adopted 2018</p> <p>Psychology, 11th ed. Adopted 2017</p> <p>United States Government: Democracy in Action Adopted 1998</p> <p>Impact CA Social Studies - World History, Culture & Geography Adopted 2018</p> <p>Economics Concepts and Choices, California Ed. Adopted 2008</p> | Yes | 0.0% |
| Foreign Language | <p>Bon Voyage, Levels 1-3 Adopted 2003-04</p> <p>El Espanol para Nosotros, Books 1 & 2 Adopted 2005</p> <p>Latin for Americans, Level 1 Adopted 2003</p> <p>Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 & Latin 3) Adopted 2003</p> <p>Senderos, Levels 1-2 Adopted 2017</p> <p>Avancemos! 3 Adopted 2017</p> <p>Imagina Adopted 2014</p> | Yes | 0.0% |
| Health | <p>Guide to Sexuality Adopted 2005</p> | Yes | 0.0% |

| | | | |
|--|-----------------------------------|--|--|
| | Health & Wellness Adopted 2005 | | |
| Visual and Performing Arts | NA | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

The Acalanes Center for Independent Study (ACIS) is housed in the 200-wing, which was remodeled in 2000. The roof is nearing it's expected lifespan and is in need of repairs. It is in excellent condition otherwise.

| | |
|---|----------|
| Year and month of the most recent FIT report | 10/18/21 |
|---|----------|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | | X | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 73 | N/A | 78 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 27 | N/A | 65 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 13 | 11 | 84.62 | 15.38 | 72.73 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 0 | 0 | 0.00 | 0.00 | 0.00 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 13 | 11 | 84.62 | 15.38 | 27.27 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 0 | 0 | 0.00 | 0.00 | 0.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | | | | | | |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 35 | 25 | 71.43 | 28.57 | 48 |
| Female | 18 | 14 | 77.78 | 22.22 | 42.86 |
| Male | 17 | 11 | 64.71 | 35.29 | 54.55 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 27 | 21 | 77.78 | 22.22 | 42.86 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2021-22 Career Technical Education Programs

ACIS program is growing and continues to offer additional CTE courses. ACIS students may be concurrently enrolled in ACIS and any of the comprehensive schools in the district and in that way take CTE courses at the comprehensive schools. All courses available at the comprehensive schools are available to the ACIS students. Below is a list of course available at the ACIS campus.

Introduction to Engineering and Design

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.18 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 34.62 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9 | 15.4 | 15.4 | 15.4 | 15.4 | 15.4 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent participation in ACIS is possible with the Alternative Education Advisory Council, ACIS campus connection meetings, WASC evaluation and review meetings, Back-to-School Night, Open House, and beginning of the year Student Orientation (Eagle Day). Parents can find communications about the school through the school's website at <https://www.acalanes.k12.ca.us/cis>, Canvas global announcements, and Parent Square Communication.

For more information on how to become involved, contact Jonathan Drury, Coordinator, at (925) 280-3945 or jdrury@auhsdschools.org.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 7.1 | 9.1 | | 1 | 0.8 | | 8.9 | 7.8 |
| Graduation Rate | | 75 | 84.8 | | 96.7 | 97.5 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 33 | 28 | 84.8 |
| Female | 20 | 16 | 80.0 |
| Male | 13 | 12 | 92.3 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | -- | -- | -- |
| White | 22 | 22 | 100.0 |
| English Learners | 0 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 11 | 7 | 63.6 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 83 | 75 | 28 | 37.3 |
| Female | 47 | 42 | 10 | 23.8 |
| Male | 36 | 33 | 18 | 54.5 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 9 | 8 | 4 | 50.0 |
| Black or African American | 1 | 1 | 1 | 100.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 8 | 5 | 3 | 60.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 6 | 6 | 3 | 50.0 |
| White | 57 | 53 | 17 | 32.1 |
| English Learners | 1 | 0 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 20 | 18 | 11 | 61.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 19 | 14 | 10 | 71.4 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.00 | 1.24 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.12 | 1.59 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2022-23 School Safety Plan

The District Office, Director, Del Valle Education Center, and ACIS Coordinator review the School Safety Plan annually in the fall and it was last reviewed in August, 2022. The ACIS staff is notified of the procedures for emergencies including fire, earthquake, shelter in place, lock down/immediate danger or threat, and evacuation. The procedures are posted in every classroom and office. ACIS works directly with the Walnut Creek Police and Fire Departments in the implementation of the plan.

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

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 6 | 10 | | |
| Mathematics | 4 | 7 | | |
| Science | 3 | 5 | | |
| Social Science | 5 | 9 | | |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 4 | 11 | | |
| Mathematics | 3 | 11 | | |
| Science | 2 | 7 | | |
| Social Science | 4 | 12 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 4 | 16 | | |
| Mathematics | 2 | 17 | | |
| Science | 3 | 16 | | |
| Social Science | 4 | 14 | | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 265 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$23,603 | \$1,625 | \$21,978 | \$81,521 |
| District | N/A | N/A | \$11,314 | \$97,451 |
| Percent Difference - School Site and District | N/A | N/A | 64.1 | -17.8 |
| State | N/A | N/A | \$6,594 | \$94,126 |
| Percent Difference - School Site and State | N/A | N/A | 107.7 | -14.4 |

2021-22 Types of Services Funded

Acalanes Center for Independent Study offers a basic educational program, which is fully funded by the District Office. The program offers Special Education Services with a full-time Case Manager and full-time psychologist.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$55,380 | \$55,947 |
| Mid-Range Teacher Salary | \$88,401 | \$90,080 |
| Highest Teacher Salary | \$113,168 | \$117,121 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | \$146,364 |
| Average Principal Salary (High) | \$168,421 | \$164,633 |
| Superintendent Salary | \$290,721 | \$261,984 |
| Percent of Budget for Teacher Salaries | 35% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|------|
| Percent of Students in AP Courses | 12.7 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|-------------------------------------|
| Computer Science | 0 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 2 |
| Science | 4 |
| Social Science | 2 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 10 |

Professional Development

The Acalanes Union High School District utilizes an engaging and inclusive model of professional development. Working closely with teacher leaders and site administration, the Educational Services Department collaborates with teacher leaders and the site administrators to implement professional development programming that matches priorities identified through teacher feedback, student performance data, and the Local Control and Accountability Plan. To provide effective professional development, AUHSD utilizes experts from the Contra Costa County Office of Education, private consultancy groups, and local universities; in addition, AUHSD teachers and administrators frequently lead professional development sessions. Professional development opportunities in AUHSD include the following:

- Annual District and site-based professional development days (3 full days per year)
- Summer Institute (3 days) prior to the start of the school year
- Summer curriculum development sessions
- District and site-based curricular release days
- Wednesday and Friday morning site-based meetings
- Districtwide optional professional development days
- Districtwide after-school curricular projects
- Sessions led by instructional coaches – Teachers on Special Assignment
- Regional and national conferences and workshops (in-person and online)
- Training related to new standards and curriculum

As AUHSD staff participate in several initiatives related to curriculum, instruction, and student engagement, recent professional development sessions have addressed the following topics:

Curriculum Development

- Course content and standards for English language arts, mathematics, science, and social studies
- Development of a new Ethnic Studies course
- Refinement of the Human and Social Development course
- Introduction of data science into the mathematics course pathways

Learning Theory and Instructional Strategies

- Science behind student learning
- Effective instructional strategies, especially for the 90-minute class sessions
- Infusing 1:1 technology in the classroom to increase engagement and learning
- Expansion of project-based learning
- Grading practices that foster engagement and learning

Academic Intervention

- Identifying needs of students not performing at standard
- Targeted academic interventions for students earning grades below a “C”
- Classroom and schoolwide systems for academic intervention

Social Emotional Wellbeing

- Strategies to foster classrooms characterized by positive connections and support
- Social emotional learning strategies that help address issues related to academic stress

In addition to the professional development topics listed above, AUHSD has engaged in a concerted effort to identify and support students negatively impacted by the COVID-19 pandemic. AUHSD is also continuing to provide professional development that fosters inclusion and belonging for all staff and students.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |