



# Acalanes Center for Independent Study

1963 Tice Valley Blvd. • Walnut Creek, CA 94595 • (925) 280-3945 • Grades 9-12

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<http://www.acalanes.k12.ca.us/cis>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Acalanes Union High School District

1212 Pleasant Hill Rd.  
Lafayette, CA 94549  
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[www.acalanes.k12.ca.us](http://www.acalanes.k12.ca.us)

#### District Governing Board

Kathleen R. Coppersmith

Nancy Kendzierski

Kristin Connelly

Robert Hockett

Christopher Severson

Eleanor Kim, Student Member

#### District Administration

John Nickerson, Ed.D  
**Superintendent**

Aida Glimme

**Associate Superintendent  
Educational Services**

Amy McNamara  
**Associate Superintendent  
Administrative Services**

Julie Bautista  
**Chief Business Official  
Business Services**

Karen Heilbronner  
**Director,  
Special Education & Auxiliary**

Adriana Martinez, LCSW, PPSC  
**Director of Wellness**

#### **School Description**

Mission Statement: The mission of Acalanes Center for Independent Study (ACIS) High School is to provide opportunities for students with nontraditional educational interests and needs to meet their academic goals through a guided 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 10 part-time teachers, 1 part-time school psychologist, 1 part-time Special Education case manager, 2 full-time support staff and two full-time administrators. The campus is quiet and calm during the school day.

#### **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.

- Photography
- Digital Design 1 and 2

#### **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).

#### **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.

## About the SARC

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	4
Grade 11	4
Grade 12	19
<b>Total Enrollment</b>	<b>27</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	7.4
Filipino	3.7
Hispanic or Latino	11.1
White	66.7
Two or More Races	11.1
Socioeconomically Disadvantaged	14.8
English Learners	3.7
Students with Disabilities	22.2

## 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

Teacher Credentials for Acalanes Center for	17-18	18-19	19-20
With Full Credential	8	9	10
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Acalanes Union High	17-18	18-19	19-20
With Full Credential	♦	♦	305
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Acalanes Center for Independent Study

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

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

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

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 11/2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Edge Adopted 2007</p> <p>High Point (Level 1) Adopted 2007</p> <p>Impact, 50 Short Stories; 2nd Edition Adopted 2003</p> <p>Poetry, A Pocket Anthology Adopted 2003</p> <p>Points of View: An Anthology of Short Stories Adopted 2003</p> <p>The Word Within the Word, Vol. 1 Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003</p> <p>The Word Within the Word, Vol. 2 (Eng 3) Adopted 2003</p> <p>The Word Within the Word, Vol. 2 (Eng 4) Adopted 2003</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>Mathematics</b></p>	<p>Algebra 1 Big Ideas Adopted 2015</p> <p>Algebra II: Concepts, Skills and Problem Solving, CA Edition Adopted 2008</p> <p>Calculus I, 8th Ed. Adopted 2006</p> <p>Calculus II, 8th Ed. Adopted 2006</p> <p>California Algebra Readiness Adopted 2007</p> <p>Geometry Big Ideas Adopted 2016</p> <p>Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2012</p> <p>Pre-Calculus Common Core Adopted 2018</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>Science</b></p>	<p>Biology: Exploring Life Adopted 2004</p> <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> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>History-Social Science</b></p>	<p>A People &amp; A Nation, 7th Ed. Adopted 2004</p> <p>Impact CA Social Studies - World History, Culture &amp; 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 &amp; Geography Adopted 2018</p> <p>Economics Concepts and Choices, California Ed. Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>Foreign Language</b></p>	<p>Bon Voyage, Levels 1-3 Adopted 2003-04</p> <p>El Espanol para Nosotros, Books 1 &amp; 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 &amp; Latin 3) Adopted 2003</p> <p>Senderos, Levels 1-2 Adopted 2017</p> <p>Avancemos! 3 Adopted 2017</p> <p>Imagina Adopted 2014</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Health</b>	Guide to Sexuality Adopted 2005  Health & Wellness Adopted 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 7/1/19

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

## B. Pupil Outcomes

### 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	88	100	82	89	50	50
Math	53	60	69	72	38	39

Note: 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.

Note: 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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	11	78.57	100.00
Male	--	--	--	--
Female	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	10	71.43	60.00
Male	--	--	--	--
Female	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

Parent participation in ACIS is possible with the Alternative Education Advisory Council, implementation of the WASC Action Plans, Back-to-School Night, Open House, and beginning of the year Student Orientation. Parents can find communications about the school through the school's website at <https://www.acalanes.k12.ca.us/cis> and through our email communications system Constant.

For more information on how to become involved, contact Melanie Harris, Coordinator, at (925) 280-3945 or [mharris@auhsdschools.org](mailto:mharris@auhsdschools.org).

#### 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.

#### 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, 2019. The ACIS staff is notified of the procedures for emergencies including fire, earthquake 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.6

\* 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.

##### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	5	5			4	4			7	4		
Mathematics	3	4			2	3			4	2		
Science	8	1			5	1			3	2		
Social Science	5	7			3	6			6	4		

\* Number of classes indicates how many classrooms 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.

##### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4



Acalanes Union High School District has focused on a participatory, inclusive model of professional development driven by choice and appreciated by teachers and administrators alike. The Educational Services department works closely with the Instructional Coaches and the site administration to gather input and offer a robust offering of Professional Development opportunities. Professional development opportunities in AUHSD include:

- District and site based Professional Development days (4 full days per year)(required for all certificated staff members)
- Summer Institute (3 days)
- Instructional Summer Camps
- District and site based collaborative curricular release days
- Wednesday morning site based meetings
- Districtwide optional Professional Development days
- Districtwide after school curricular projects
- Work with Instructional Coaches
- Attendance at conferences and workshops
- Relevant training related to new standards and curriculum

With a variety of new educational initiatives including the adoption of California State Standards, Grading for Equity, Challenge Success, innovative instructional technology, achievement data analysis, the following areas of Professional Development are explored during the above mentioned opportunities.

**Curricular Development**

- Course content and standards
- Instructional practices
- Assessment data and best practice development

**Learning Theory**

- Science behind student learning
- Effective instructional strategies
- Grading practices

**Student Engagement**

- Innovative practices
- Technology infusion
- Project Based Learning

**Response to Intervention**

- Targeted interventions for at risk students
- Classroom and schoolwide systems for academic intervention

**Social Emotional Wellbeing**

- School Wide systems for social and emotional intervention and support
- Connectedness and resilience

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,685	\$52,466
<b>Mid-Range Teacher Salary</b>	\$80,907	\$87,373
<b>Highest Teacher Salary</b>	\$103,574	\$109,803
<b>Average Principal Salary (ES)</b>	\$0	\$
<b>Average Principal Salary (MS)</b>	\$0	\$142,025
<b>Average Principal Salary (HS)</b>	\$148,299	\$153,904
<b>Superintendent Salary</b>	\$248,272	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
<b>Teacher Salaries</b>	37%	33%
<b>Administrative Salaries</b>	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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 part-time Case Manager and part time psychologist.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
<b>School Site</b>	\$11,829	\$416	\$11,413	\$5,535
<b>District</b>	N/A	N/A	\$10,030	\$90,291.00
<b>State</b>	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
<b>School Site/District</b>	12.9	-185.3
<b>School Site/ State</b>	14.5	-184.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for Acalanes Center for	2015-16	2016-17	2017-18
Dropout Rate	9.8	5.7	13.8
Graduation Rate	86.3	80	65.5

Rate for Acalanes Union High School	2015-16	2016-17	2017-18
Dropout Rate	0.5	0.6	1.3
Graduation Rate	98.2	97.6	96.4

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	75.86
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	25