

Acalanes High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Acalanes High School
Street	1200 Pleasant Hill Rd.
City, State, Zip	Lafayette, CA 94549-2623
Phone Number	(925) 280-3970
Principal	Eric Shawn, Principal
Email Address	eshawn@auhsdschools.org
School Website	https://www.acalanes.k12.ca.us/Domain/44
County-District-School (CDS) Code	07616300730283

2023-24 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	www.acalanes.k12.ca.us

2023-24 School Description and Mission Statement

Acalanes High School was founded in 1940 and 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 goal is to equip every student to graduate from high school with skills that will prepare them for their post-high school opportunities.

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 demonstrate effective communication, develop a high level of critical-thinking skills, and are equipped with the ability to do quality research.

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. The Acalanes student newspaper, "Blueprint," has won numerous local and national awards. School-sponsored extracurricular programs include Mock Trial, Academic Decathlon, Robotics, Science Bowl, Model U.N., and environmental science and service clubs. The leadership class plans school activities that promote school spirit, acceptance, and value diversity. Eighty-five percent of sports teams reach the playoffs, and 70 percent earn North Coast Section scholarship recognition.

Mission Statement:

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

Acalanes students will:

- Be creative and complex thinkers
- Demonstrate curricular knowledge and skills
- Demonstrate effective communication skills
- Be purposeful, responsible and healthy learners
- Be positive and productive citizens

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	298
Grade 10	322
Grade 11	302
Grade 12	337
Total Enrollment	1,259

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	52.8%
American Indian or Alaska Native	0.1%
Asian	10.2%
Black or African American	1%
Filipino	1.3%
Hispanic or Latino	10.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	9.1%
White	65.8%
English Learners	1.4%
Foster Youth	0.2%
Homeless	0.1%
Socioeconomically Disadvantaged	7.9%
Students with Disabilities	14.2%

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

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)	57.50	85.96	254.90	89.74	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	2.91	3.70	1.32	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	5.06	11.70	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	3.22	11.40	4.03	12115.80	4.41
Unknown	1.90	2.82	2.10	0.76	18854.30	6.86
Total Teaching Positions	67.00	100.00	284.10	100.00	274759.10	100.00

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)	64.00	92.46	269.60	91.30	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.77	4.60	1.57	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	1.83	7.30	2.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	2.96	9.20	3.12	11953.10	4.28
Unknown	1.30	1.95	4.40	1.51	15831.90	5.67
Total Teaching Positions	69.20	100.00	295.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	3.30	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.30	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	2.10	2.00
Total Out-of-Field Teachers	2.10	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	6.6	5.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

11/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Impact, 50 Short Stories; 2nd Edition Adopted 2003 Poetry, A Pocket Anthology Adopted 2003 Points of View: An Anthology of Short Stories Adopted 2003 Short Prose Reader; 3rd Edition Adopted 2003 The Compact Reader; 7th Edition 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. 1 (Eng 3) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 4) Adopted 2003	Yes	0.0%
Mathematics	Algebra & Trigonometry Adopted 2002 Algebra 1 Big Ideas Math Adopted 2015 Algebra and Trigonometry, 5th Ed. Adopted 2002 Algebra II: Big Ideas Math Adopted 2008 Calculus I, 8th Ed. Adopted 2006 Calculus II, 8th Ed. Adopted 2006 Geometry Big Ideas Adopted 2016 Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2018 Pre-Calculus Common Core Adopted 2018 The Practice of Statistics Adopted 2000	Yes	0.0%

	<p>Statistics and Probability with Applications, 4th Ed.</p> <p>Exploring Engineering, 3rd Ed.</p>		
Science	<p>Living Earth (HMH)</p> <p>Chemistry in the Earth Systems (HHM)</p> <p>Physics in the Universe (HMH)</p> <p>Earth Science (Tarbuck, Lutgens, 15th Ed) Pearson</p> <p>Pearson Environmental Science</p> <p>Essentials of Human Anatomy and Physiology (Pearson 10th Ed)</p> <p>Human Anatomy and Physiology (Pearson, 6th Ed)</p> <p>Living in the Environment (Miller, Spoolman, 17th and 18th)</p> <p>College Physics, 11ed., by Serway and Vuille Fast Track to a 5; Preparing for the AP Physics 1 AP Physics 2 Examinations by Mancino and Vick</p> <p>Biology in Focus (Pearson)</p> <p>Chemistry AP Edition 9th ed. Zumdahl and Zumdahl</p> <p>Exploring Engineering; An Introduction to Engineering and Design (Kolsky, Balmer, Keat, Wise, 3rd Edition)</p>	Yes	0.0%
History-Social Science	<p>Fabric of a Nation, BFW Adopted 2020</p> <p>Impact CA Social Studies - World History, Culture & Geography Adopted 2018</p> <p>Psychology, 11th ed. Adopted 2017</p> <p>California - United States History, The 20th Century Adopted 2018</p> <p>Government Alive, TCI Adopted 2020</p> <p>Econ Alive, TCI Adopted 2020</p>	Yes	0.0%
Foreign Language	<p>NiHao 1, Chinese Language Course, Introductory, Level III & IV Adopted 2004</p> <p>Senderos, Levels 1-2 Adopted 2017</p> <p>Avancemos! 3</p>	Yes	0.0%

	Adopted 2017		
	Imagina 4 Adopted 2014		
	French D'Accord 1-3, VHL 2016		
Health			0.0%

School Facility Conditions and Planned Improvements

Acalanes High School, originally constructed in 1940, has undergone multiple modernization projects. The most recent occurred in 2016. The buildings and grounds are in acceptable condition, considering their age. Acalanes High School provides a safe and clean environment that effectively caters to the needs of its student population. The large gymnasium roof was replaced, and a new ventilation system was added in 2021. Between 2022 and 2023, renovations were carried out on the roofs of the administration and kitchen/cafeteria buildings and three HVAC units in the 100 buildings. In addition, the stadium turf and track have been successfully upgraded. Modernization projects are scheduled to occur in 2025 and 2026.

Year and month of the most recent FIT report	12/8/23
---	---------

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	

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	80	82	78	82	47	46
Mathematics (grades 3-8 and 11)	67	68	65	65	33	34

2022-23 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	299	283	94.65	5.35	82.33
Female	124	116	93.55	6.45	85.34
Male	175	167	95.43	4.57	80.24
American Indian or Alaska Native	0	0	0	0	0
Asian	27	26	96.30	3.70	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	21	91.30	8.70	61.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	29	96.67	3.33	82.76
White	214	202	94.39	5.61	84.65
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	21	91.30	8.70	57.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	33	80.49	19.51	39.39

2022-23 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	299	283	94.65	5.35	67.84
Female	124	116	93.55	6.45	62.93
Male	175	167	95.43	4.57	71.26
American Indian or Alaska Native	0	0	0	0	0
Asian	27	25	92.59	7.41	96.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	20	86.96	13.04	45.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	29	96.67	3.33	55.17
White	214	204	95.33	4.67	69.12
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	21	91.30	8.70	52.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	34	82.93	17.07	17.65

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	59.69	65.75	60.01	64.23	29.47	30.29

2022-23 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	608	589	96.88	3.12	65.70
Female	277	266	96.03	3.97	65.04
Male	331	323	97.58	2.42	66.25
American Indian or Alaska Native	--	--	--	--	--
Asian	61	60	98.36	1.64	80.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	58	95.08	4.92	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	63	62	98.41	1.59	66.13
White	413	399	96.61	3.39	66.17
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	17	17	100.00	0.00	64.71
Socioeconomically Disadvantaged	43	40	93.02	6.98	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	61	87.14	12.86	18.03

2022-23 Career Technical Education Programs

Acalanes High School offers a diverse array of Career Technical Education (CTE) courses designed to help students prepare for college and career opportunities. CTE programs receive funding from the Acalanes Union High School District and the Contra Costa County Office of Education through the Regional Occupation Program (ROP). Funding for ROP comes from State of California CTE grants. All CTE courses are academically focused and provide students with training essential for college and career opportunities. District-approved courses of study provide a framework for the courses, and the courses align with California's model curriculum standards for CTE. The core leaders for CTE in the Acalanes Union High School District are Ryan Shelly, Acalanes High School (Transportation); Steve Boone, Campolindo High School (Engineering and Architecture and Transportation); Jill McTaggart, Las Lomas High School (Hospitality, Tourism and Recreation); and John Grigsby, Miramonte High School (Health Science and Medical Technology). AUHSD and ROP staff regularly evaluate the CTE courses. Through the County ROP advisory committee, CTE teachers receive input and guidance from leaders in a variety of industry sectors.

Acalanes High School offers CTE courses to all students:

- *Automotive Engineering (Sequence)
 - Automotive Engineering Advanced (Sequence)
 - Biotechnology
 - Introduction to Computer Science
 - AP Computer Science A
 - AP Computer Science Principles
 - Digital Design 1 (Sequence)
 - Digital Design 2 (Sequence)
 - AP Environmental Science
 - AP Music Theory
 - Photography/Digital Design (Sequence)
 - Photography/Digital Design Advanced (Sequence)
 - *Sports Medicine (Sequence)
 - Sports Medicine Advanced (Sequence)
 - Video Production (Sequence)
 - Video Production 2 (Sequence)
 - Wood Technology (Sequence)
 - Wood Technology Advanced (Sequence)
- *Designated ROP funding

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	237
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.5
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.17
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	76.59

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	96	96	96	96	96

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.

2023-24 Opportunities for Parental Involvement

Acalanes parents are a critical part of our learning community. They are involved in various 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 comprises representatives from the education foundation and the parent club organizations. They are responsible for fundraising plans and some budget approvals. Parent representatives are part of the Acalanes School Advisory 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 becoming involved, contact Veronique Kuhner, Acalanes Parent Club Presidents, at (925) 280-3970 or via e-mail: president@acalanesparentclub.com. You can also visit the Acalanes Parent Club website www.acalanesparentsclub.com. You can also contact Anita Embleton with Lafayette Partners in Education, the school's Education Foundation, by visiting the www.lpie.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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.9	0.3	1.9	1.1	0.8	1.3	9.4	7.8	8.2
Graduation Rate	98.2	96.8	96.2	97.7	97.5	96.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	317	305	96.2
Female	155	153	98.7
Male	162	152	93.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	34	32	94.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	39	37	94.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	33	30	90.9
White	204	201	98.5
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	27	19	70.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	26	72.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1286	1276	129	10.1
Female	599	592	62	10.5
Male	682	679	67	9.9
Non-Binary	5	5	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	133	133	10	7.5
Black or African American	13	12	1	8.3
Filipino	18	16	3	18.8
Hispanic or Latino	138	135	22	16.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	117	117	12	10.3
White	851	847	79	9.3
English Learners	22	21	4	19.0
Foster Youth	3	2	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	109	106	22	20.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	195	189	41	21.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.31	0.62	0.12	1.59	1.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.08	0.00	0.00	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.62	0.08
Female	0.33	0
Male	0.88	0.15
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.75	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.17	0.72
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.85	0
White	0.35	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.03	0.51

2023-24 School Safety Plan

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, Emergency Shelter-in-Place, and Campus Safety Lockdown drills are held and reviewed throughout the school year in addition to reviewing and updating the disaster plan annually. The disaster plan was modified in the 2020-2021 school year to include new construction and exit routes, and has incorporated Standard Emergency Management System protocol and procedures. The plan was also updated to include safety procedures as a response to COVID-19. Acalanes works closely with local police and fire departments to coordinate safety efforts. While the student handbook contains a list of offenses for which a student may be suspended or expelled as well as a chart with consequences for specific disciplinary infractions, staff and administrators work with students on restorative disciplinary practices as appropriate to hold students accountable for their actions.

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	24	12	43	
Mathematics	26	10	32	4
Science	26	6	35	4
Social Science	27	5	43	2

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	26	9	41	1
Mathematics	25	17	28	2
Science	26	12	34	
Social Science	28	6	34	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26	9	38	3
Mathematics	26	15	25	4
Science	28	8	30	4
Social Science	30	2	31	7

2022-23 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	314.75

2022-23 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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$18,299	\$5,869	\$12,430	\$104,076
District	N/A	N/A	\$12,065	\$100,235
Percent Difference - School Site and District	N/A	N/A	3.0	6.6
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	61.4	10.0

Fiscal Year 2022-23 Types of Services Funded

The total contribution between Lafayette Partners in Education, Acalanes Parents Club, and our Boosters Organizations is over \$900,000. The monies raised were used to fund class sections, upgrade technology in the classroom, computing devices for all students who may need them, peer tutoring, library resources, counseling and student wellness centers, support for the visual and Performing Arts, academic clubs, instructional materials and staff development. We are very grateful for the continued community support. Additionally, we receive support from the Athletic Boosters who fund team equipment, tournaments, and major facility renovations. The Acalanes Performing Arts Boosters support all of the visual and performing arts programs that take place outside of the school day. They help fund the musical, plays, concerts, and educational trips.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$57,041	\$57,234
Mid-Range Teacher Salary	\$91,053	\$95,467
Highest Teacher Salary	\$116,563	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$164,789	\$173,198
Superintendent Salary	\$299,500	\$277,572
Percent of Budget for Teacher Salaries	34.71%	31.17%
Percent of Budget for Administrative Salaries	4.65%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	47.4
--	------

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	8
English	7
Fine and Performing Arts	2
Foreign Language	4
Mathematics	7
Science	10
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	49

Professional Development

The Acalanes Union High School District (AUHSD) 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 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

Professional Development

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

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3