



# Acalanes High School

1200 Pleasant Hill Rd. • Lafayette, CA 94549-2623 • (925) 280-3970 • Grades 9-12

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

## 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  
(925) 280-3900  
[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

Acalanes High School, "The Home of the Dons", 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. It is our goal 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 informed 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 and responsible learners
- Be positive and productive citizens

### 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 9	326
Grade 10	341
Grade 11	315
Grade 12	353
<b>Total Enrollment</b>	<b>1,335</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	10
Filipino	1.8
Hispanic or Latino	7.9
Native Hawaiian or Pacific Islander	0.2
White	71
Two or More Races	7.3
Socioeconomically Disadvantaged	6
English Learners	1
Students with Disabilities	12.2
Homeless	0.2

## 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 High School	17-18	18-19	19-20
With Full Credential	71	67	69
Without Full Credential	2	2	1
Teaching Outside Subject Area of Competence	0	1	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 High School

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

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.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 11/2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Edge Adopted 2007  High Point (Level 1) Adopted 2007  Impact, 50 Short Stories; 2nd Edition Adopted 2003  Poetry, A Pocket Anthology Adopted 2003  Poets Adopted 2003  Points of View: An Anthology of Short Stories Adopted 2003  Short Prose Reader; 3rd Edition Adopted 2003  Talking Back/Poems, A Working Guide/Aspiring Poets 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	Algebra & Trigonometry Adopted 2002
	Algebra 1 Big Ideas Adopted 2015
	Algebra and Trigonometry, 5th Ed. Adopted 2002
	Algebra II: Concepts, Skills and Problem Solving, CA Edition Adopted 2008
	Calculus I, 8th Ed. Adopted 2006
	Calculus II, 8th Ed. Adopted 2006
	California Algebra Readiness Adopted 2007
	California Geometry Adopted 2007
	Concepts, Skills, and Problem Solving Adopted 2008
	Geometry Big Ideas Adopted 2016
	Multiplevariable Calculus, 8th Ed. (Supplemental) Adopted 2006
	Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2018
	Pre-Calculus Common Core Adopted 2018
	The Practice of Statistics Adopted 2000
<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>	

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Biology, 7th ed. Adopted 2004</p> <p>Biology: Exploring Life Adopted 2004</p> <p>Biotechnology: Demystifying the Concept Adopted 2000</p> <p>Chemistry, 7th Ed. Adopted 2007</p> <p>Earth Science; Geology, the Environ., and the Universe Adopted 2001</p> <p>Essentials of Human Anatomy and Physiology, 8th ed. Adopted 2005</p> <p>Human Anatomy and Physiology, 6th ed. Adopted 2005</p> <p>Living in The Environment, 14th ed. Adopted 2002</p> <p>Oceanography; An Invitation to Marine Science, 4th Ed Adopted 2003</p> <p>Physics Adopted 2003</p> <p>Physics: Principles with Applications, 4th Ed. AP (Physics AP) Adopted 2005</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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>A People &amp; A Nation, 7th Ed. Adopted 2004</p> <p>Cultural Landscape: An Intro. to Human Geography Adopted 2006</p> <p>Human Geography in Action, 4th ed. (Supplemental) Adopted 2006</p> <p>Impact CA Social Studies - World History, Culture &amp; Geography Adopted 2018</p> <p>Psychology, 11th ed. Adopted 2017</p> <p>Myers' Psychology for AP Adopted 2017</p> <p>California - United States History, The 20th Century Adopted 2018</p> <p>United States Government: Democracy in Action Adopted 1998</p> <p>Economics Concepts and Choices, California Ed. Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Foreign Language	<p>Adventures in Japanese, Levels 1-4 Adopted 2005</p> <p>Auf Deutsch, Levels 1-3 Adopted 2003-04</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>NiHao 1, Chinese Language Course, Introductory, Level III &amp; IV Adopted 2004</p> <p>Senderos, Levels 1-2 Adopted 2017</p> <p>Avancemos! 3 Adopted 2017</p> <p>Imagina Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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)**

Acalanes High School is an aging school that is safe, clean, and meets the needs of the students. It received some much needed roof repairs and renovation of two student restrooms with more bathroom renovations planned. There is still a need to replace many of the roofs and HVAC systems. There is a plan to resurface the parking lots and improve ventilation in the main gym. School buildings and grounds are in fair condition.

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

Year and month in which data were collected: 6/27/19

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	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<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>Fair</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	83	91	82	89	50	50
Math	70	73	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	308	304	98.70	91.42
Male	158	158	100.00	86.71
Female	150	146	97.33	96.55
Black or African American	--	--	--	--
Asian	30	30	100.00	96.67
Hispanic or Latino	25	24	96.00	91.67
White	219	217	99.09	90.28
Two or More Races	29	28	96.55	92.86
Socioeconomically Disadvantaged	14	13	92.86	92.31
English Learners	--	--	--	--
Students with Disabilities	25	24	96.00	66.67

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.

### 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.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	5.4	31.1	58.4

Note: 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.



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.

**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	308	300	97.40	73.24
Male	158	158	100.00	66.88
Female	150	142	94.67	80.28
Black or African American	--	--	--	--
Asian	30	30	100.00	96.67
Hispanic or Latino	25	22	88.00	47.62
White	219	215	98.17	72.09
Two or More Races	29	28	96.55	82.14
Socioeconomically Disadvantaged	14	12	85.71	66.67
English Learners	--	--	--	--
Students with Disabilities	25	24	96.00	17.39

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)**

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

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

For more information on how to become involved, contact Dawn Brightbill or Sarah Cusumano, Acalanes Parent Club Co-Presidents, at (925) 280-3970 or via e-mail: [president@acalanesparentclub.com](mailto:president@acalanesparentclub.com). You can also visit the Acalanes Parent Club website [www.acalanesparentsclub.com](http://www.acalanesparentsclub.com).

**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 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 three or more times a year in addition to reviewing and updating the disaster plan annually. The disaster plan was modified in September 2014 to include new construction and exit routes, and has incorporated Standard Emergency Management System protocol and procedures. Acalanes works closely with local police and fire departments to coordinate safety efforts. 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.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	1.4	1.3
Expulsions Rate	0.0	0.1	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*	333.8

\* 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)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

\* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	27	5	48		27	5	45	2	27	6	43	
Mathematics	26	12	30	7	26	11	30	8	26	13	28	7
Science	28	4	36	3	29	3	34	2	27	6	31	1
Social Science	29	3	35	8	30	1	40	7	29	2	35	8

\* 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
Beginning Teacher Salary	\$50,685	\$52,466
Mid-Range Teacher Salary	\$80,907	\$87,373
Highest Teacher Salary	\$103,574	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$148,299	\$153,904
Superintendent Salary	\$248,272	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	33%
Administrative Salaries	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/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,694	\$4,415	\$10,279	\$92,698
District	N/A	N/A	\$10,030	\$90,291.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.5	2.6
School Site/ State	39.4	7.9

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.

**Types of Services Funded**

During previous school years the Lafayette Partners in Education and the Acalanes Parents Club brought in more than \$500,000 to enrich the school environment. This year, the contribution is over \$900,000. The monies were used to fund class sections, upgrade technology in the classroom, one-to-one devices for all 9th,10th, and 11th-grade students, 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 all of the team equipment, coaches stipends, and major facility renovations including the recently added new scoreboards for all sports facilities and refinished middle field that was previously unusable. 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.

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

Rate for Acalanes High School	2015-16	2016-17	2017-18
Dropout Rate	0.3	0.6	1.9
Graduation Rate	97.9	96.5	94.4

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	395
% of pupils completing a CTE program and earning a high school diploma	41%
% 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	97.46
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	81.36

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	5	N/A
Science	2	N/A
Social Science	11	N/A
All courses	27	31.3

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

\*Where there are student course enrollments of at least one student.

### **Career Technical Education Programs**

Acalanes High School offers a diverse program offering in the area of Career Technical Education. Programs are funded by the school district and in partnership with the County Office of Education (Regional Occupation Program) which is in turn funded by two state CTE grants. All courses listed below are academically focused and provide students with career training and technical skills that are essential for employment. All have an existing district approved course of study that follows rigorous and relevant curriculum based on the model curriculum standards. All programs and courses are regularly evaluated by the site and county administration.

County ROP advisory committee is utilized provide industry input and leadership in most industry sectors.

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

- Automotive Engineering (Sequence)
- Automotive Technology, Advanced (Sequence)
- Architectural Design
- Biotechnology
- Computer Programming
- Computer Science
- Design and Fabrication (Sequence)
- Design and Fabrication (Advanced) (Sequence)
- Digital Design 1 and 2 (Sequence)
- Environmental Science
- Photography
- Sports Medicine (Sequence)
- Sports Medicine, Advanced (Sequence)
- Video Production
- Designated ROP courses