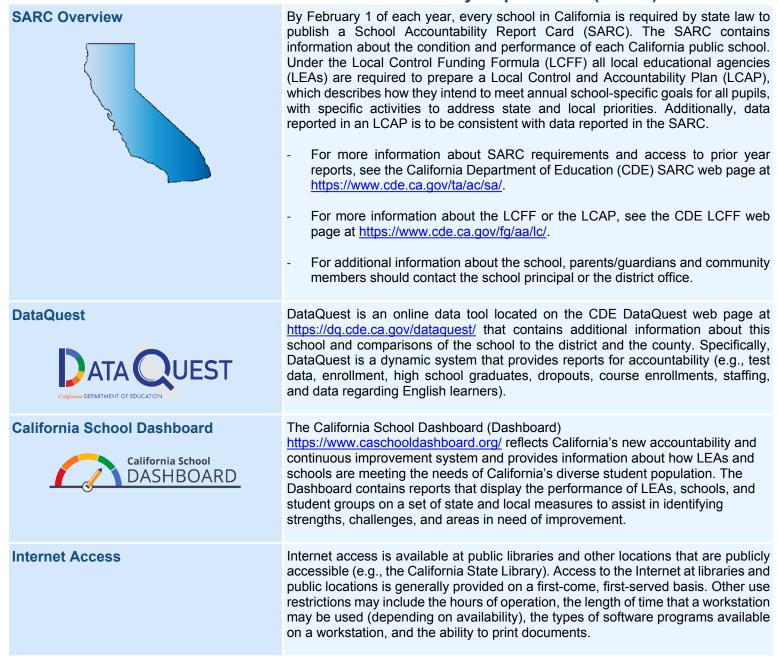# Campolindo High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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	Campolindo High School
Street	300 Moraga Rd.
City, State, Zip	Moraga, CA 94556-2402
Phone Number	(925) 280-3950
Principal	Pete Alvarez
Email Address	palvarez@auhsdschools.org
School Website	https://www.acalanes.k12.ca.us/campolindo
County-District-School (CDS) Code	07-61630-0731125

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@auhsdschools.org
District Website	www.acalanes.k12.ca.us

2023-24 School Description and Mission Statement

Founded in 1962, Campolindo High School is one of four comprehensive high schools in the Acalanes Union High School District. Campolindo is a source of pride for the communities it serves: Moraga and Lafayette. Accredited through the Western Association of Schools and Colleges, Campolindo High School is building upon its rich tradition of educational excellence through rigorous and engaging programs. Students excel in curricular programs that foster preparation in the core academic disciplines, as well as the arts and technical fields. Campolindo has a strong college preparatory and Advanced Placement program. The school's wide variety of classes and academic support services ensure that all students, no matter their academic level, receive an excellent education. Faculty members work to ensure that Campolindo's academic programs not only provide core content knowledge, but promote critical thinking, collaboration, and creativity. The staff is also dedicated to maintaining a culture that provides every student with a safe and welcoming environment.

Recognizing the importance of educational experiences outside of the classroom, Campolindo provides students with a full array of extra and co-curricular opportunities. Through participation in over one-hundred school clubs, Campolindo students are able to pursue academic, community service, and cultural interests outside of their classes. Clubs such as Debate, Robotics, Model United Nations, and Academic Decathlon have recently won regional, state, and national competitions. Campolindo's student athletes participate in twenty-two sports and regularly compete for league, regional, and state titles.

With high levels of academic achievement, strong student support systems, award-winning extra and co-curricular programs, and a dedicated staff of educational professionals, Campolindo continues to fulfill the school's mission: Campolindo strives to inspire and empower students by fostering belonging, well-being and accountability in an equitable learning environment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	358
Grade 10	324
Grade 11	343
Grade 12	318
Total Enrollment	1,343

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.7%
Asian	14.8%
Black or African American	1.3%
Filipino	1.7%
Hispanic or Latino	8.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	10.6%
White	62.5%
English Learners	0.5%
Foster Youth	0.1%
Homeless	0.1%
Socioeconomically Disadvantaged	5%
Students with Disabilities	13.6%

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)	64.20	93.59	254.90	89.74	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.46	3.70	1.32	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	2.27	11.70	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	2.66	11.40	4.03	12115.80	4.41
Unknown	0.00	0.00	2.10	0.76	18854.30	6.86
Total Teaching Positions	68.60	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)	64.10	88.89	269.60	91.30	234405.20	84.00
Intern Credential Holders Properly Assigned	2.20	3.05	4.60	1.57	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	4.00	7.30	2.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.77	9.20	3.12	11953.10	4.28
Unknown	0.90	1.29	4.40	1.51	15831.90	5.67
Total Teaching Positions	72.20	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	1.00
Misassignments	1.50	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	2.80

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	1.80	2.00
Total Out-of-Field Teachers	1.80	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)	4.3	8.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	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 the Acalanes Union High School District are based on current California content standards. Textbooks are chosen from lists that are pre-approved by state education officials. In accordance with California Education Code and 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	November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	Edge Adopted 2007 High Point (Level 1) Adopted 2007 Impact, 50 Short Stories; 2nd Edition Adopted 2003 Poetry, A Pocket Anthology Adopted 2003 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	Yes	0.0%
Mathematics	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	Yes	0.0%

	California Algebra Readiness Adopted 2007 Concepts, Skills, and Problem Solving Adopted 2008 Geometry Big Ideas Adopted 2016 Multivariable 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		
Science	Biology, 7th ed. (AP) Adopted 2004 Biotechnology: Demystifying the Concept Adotped 2000 Chemistry, 9th ed. (AP) Adopted 2007 Chemistry in the Earth System Adopted 2019 Earth Science; Geology, the Environ., and the Universe Adopted 2000 Essentials of Human Anatomy and Physiology, 8th ed. Adopted 2005 Human Anatomy and Physiology, 6th ed. Adopted 2005 The Living Earth Adopted 2019 Living in The Environment, 18th ed. (AP) Adopted 2002 Oceanography; An Invitation to Marine Science, 4th ed. Adopted 2003 Physics in the Universe Adopted 2019 Physics: Principles with Applications, 4th ed. AP (AP) Adopted 2005 World of Chemistry Adopted 2008	Yes	0.0%

History-Social Science	A People & A Nation, 7th ed. Adopted 2004 Cultural Landscape: An Introduction to Human Geography Adopted 2006 Human Geography in Action, 4th ed. (Supplemental) Adopted 2006 Impact CA Social Studies - World History, Culture & Geography Adopted 2018 Psychology, 11th ed. Adopted 2017 Myers' Psychology for AP Adopted 2017 United States Government: Democracy in Action Adopted 1998 California - United States History, The 20th Century Adopted 2018 Economics Concepts and Choices, California Edition Adopted 2008	Yes	0.0%
Foreign Language	Auf Deutsch, Levels 1-3 Adopted 2003-04 Bon Voyage, Levels 1-3 Adopted 2003-04 El Espanol para Nosotros, Books 1 & 2 Adopted 2005 NiHao 1, Chinese Language Course, Introductory, Level III & IV Adopted 2004 Senderos, Levels 1-2 Adopted 2017 Avancemos! 3 Adopted 2017 Imagina, 3rd. ed. (AP) Adopted 2014	Yes	0.0%
Health		Yes	0.0%
Visual and Performing Arts	Gardner's Art through the Ages, 14th ed. Adopted 2012	Yes	0.0%

School Facility Conditions and Planned Improvements

Campolindo High School was initially constructed in 1961. The campus is built on expansive soil, causing significant cracking and shifting of concrete walkways and subfloors. Since its original construction, several modernization projects have been undertaken, with the most recently completed in 2020. The school is safe, clean, and adequately caters to the needs of the student population. In the summer of 2021, two classrooms underwent renovation to better accommodate evolving instructional needs. In 2023, five HVAC units were upgraded. There are scheduled modernization projects set to take place in 2026 and 2027.

Year and month of the most recent FIT report	12/6/23

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	Paint is chipping on baseboards throughout. F Building needs permanent room IDs. Display case next to facility restroom building A has broken lock and will not open.
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)	87	87	78	82	47	46
Mathematics (grades 3-8 and 11)	70	72	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	343	331	96.50	3.50	86.71
Female	170	162	95.29	4.71	91.36
Male	173	169	97.69	2.31	82.25
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	93.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	82.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	82.93
White	217	205	94.47	5.53	86.34
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	83.33
Socioeconomically Disadvantaged	16	16	100.00	0.00	93.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	64.44

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	343	330	96.21	3.79	72.42
Female	170	161	94.71	5.29	77.02
Male	173	169	97.69	2.31	68.05
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	87.76
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	79.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	65.85
White	217	204	94.01	5.99	69.61
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	83.33
Socioeconomically Disadvantaged	16	16	100.00	0.00	68.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	28.89

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)	73.00	74.05	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	657	632	96.19	3.81	74.05
Female	322	308	95.65	4.35	77.27
Male	334	323	96.71	3.29	70.90
American Indian or Alaska Native	0	0	0	0	0
Asian	96	96	100.00	0.00	86.46
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	56	54	96.43	3.57	74.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	72	70	97.22	2.78	72.86
White	415	394	94.94	5.06	71.32
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	29	29	100.00	0.00	68.97
Socioeconomically Disadvantaged	31	30	96.77	3.23	63.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	69	81.18	18.82	44.93

2022-23 Career Technical Education Programs

Campolindo 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.

Campolindo High School offers CTE courses to all students:

*Automotive Engineering (Sequence)
Automotive Engineering Advanced (Sequence)
*Biotechnology
Introduction to Engineering Design (Sequence)
*Computer Integrated Manufacturing (Sequence)
Introduction to Computer Science
AP Computer Science A
AP Computer Science Principles
*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)
Video Production 3 (Sequence)
Wood Technology and Engineering

*Designated ROP funding

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	335
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.6
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	98.44
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	81.03

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	93	93	93	93	93

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

Campolindo's success depends on effective collaboration with the parent/guardian community, and the school is proud of the strong partnerships it has with the parents/guardians. Representatives from the parent/guardian community serve on the School Advisory Council and work closely with staff members to help formulate and monitor school goals and action plans. Parents/Guardians also play an important role during the accreditation process by providing valuable input on the school's effectiveness. The Campolindo High School Parents Club and the Moraga Education Foundation provide tremendous financial support to the school. Through their fundraising efforts, they strengthen all facets of the school's programs. The Music Boosters and the Athletic Boosters also support their respective programs through volunteer service and fundraising. For more information about Campolindo's parent organizations, please visit the school's website.

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	0.3	0	0.6	1.1	0.8	1.3	9.4	7.8	8.2
Graduation Rate	99.2	98.6	98.7	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	314	310	98.7
Female	152	151	99.3
Male	161	158	98.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	47	47	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	27	27	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	29	28	96.6
White	198	195	98.5
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	25	24	96.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	45	42	93.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1358	1352	123	9.1
Female	680	677	70	10.3
Male	676	673	52	7.7
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	0	0	0	0.0
Asian	200	200	10	5.0
Black or African American	18	18	2	11.1
Filipino	23	23	4	17.4
Hispanic or Latino	112	112	8	7.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	144	143	14	9.8
White	849	844	83	9.8
English Learners	7	7	0	0.0
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	75	75	13	17.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	202	199	49	24.6

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	0.21	0.44	0.88	0.12	1.59	1.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	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	0.88	0
Female	0.88	0
Male	0.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.5	0
Black or African American	0	0
Filipino	4.35	0
Hispanic or Latino	2.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.69	0
White	0.71	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.48	0

2023-24 School Safety Plan

School personnel monitor the Campolindo High School campus before, during, and after school. The school's three administrators and one campus safety monitors take the lead in supervising the campus, but all staff members play a role in keeping the campus safe. Campolindo is a closed campus, and all visitors must register in the school's main office. The school holds regularly-scheduled fire, earthquake, secure campus, and shelter-in-place drills. The school works closely with local emergency service agencies to coordinate safety efforts. Campolindo's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2022. Expectations for safe student behavior are outlined in the student handbook, and the staff reviews these expectations with the students and parents throughout the year.

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	26	6	46	2
Mathematics	28	7	41	2
Science	29	1	47	
Social Science	29	2	44	5

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	7	45	1
Mathematics	27	8	42	
Science	26	10	42	
Social Science	26	7	47	

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	7	45	0
Mathematics	28	6	37	3
Science	28	2	46	1
Social Science	28	3	47	0

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	223.83

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)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1.2
Nurse	0.5
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	$17,817	$5,614	$12,203	$102,972
District	N/A	N/A	$12,065	$100,235
Percent Difference - School Site and District	N/A	N/A	1.1	5.5
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	59.7	9.0

Fiscal Year 2022-23 Types of Services Funded

During the 2022-2023 school year, the Campolindo High School Parent's Club and the Moraga Education Foundation allocated over $950,000 to Campolindo. Raised through a variety of fundraising activities, membership dues, and direct donations, these funds benefit a wide array of programs at Campolindo:
- College and Career Center
- Library
- Counseling Department's Intervention Specialist and Wellness Center, peer mediation
- Class sections for electives and class-size reduction
- Co-curricular programs
- Professional development
- Classroom technology
- Department grants

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	56.7

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

Subject	Number of AP Courses Offered
Computer Science	4
English	8
Fine and Performing Arts	7
Foreign Language	5
Mathematics	8
Science	16
Social Science	17
Total AP Courses Offered
Where there are student course enrollments of at least one student.	65

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