



Campolindo High School

300 Moraga Rd. • Moraga, CA 94556-2402 • (925) 280-3950 • Grades 9-12

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

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



Acalanes Union High School District

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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

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. By participating in over one-hundred school clubs, Campolindo students are able to pursue academic, community service, and cultural interests outside of their regularly scheduled 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 High School fosters academic achievement and cultivates personal growth in a supportive educational community to prepare all students for a successful future.

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	371
Grade 10	379
Grade 11	316
Grade 12	340
Total Enrollment	1,406

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	14.8
Filipino	1.6
Hispanic or Latino	9.8
White	62.9
Two or More Races	9.5
Socioeconomically Disadvantaged	3.5
English Learners	1.1
Students with Disabilities	9.8
Foster Youth	0.1
Homeless	0.1

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 Campolindo High	17-18	18-19	19-20
With Full Credential	73	69	72
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at Campolindo 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.

Types of Services Funded

During the 2018-2019 school year, the Campolindo High School Parent's Club and the Moraga Education Foundation allocated \$800,000 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
- Class sections for electives and class-size reduction
- Co-curricular programs
- Professional development
- Classroom technology
- Department grants

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

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.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Edge Adopted 2007</p> <p>High Point (Level 1) Adopted 2007</p> <p>Impact, 50 Short Stories; 2nd Edition Adopted 2003</p> <p>Poetry, A Pocket Anthology Adopted 2003</p> <p>Poets Adopted 2003</p> <p>Points of View: An Anthology of Short Stories Adopted 2003</p> <p>Short Prose Reader; 3rd Edition Adopted 2003</p> <p>Talking Back/Poems, A Working Guide/Aspiring Poets Adopted 2003</p> <p>The Compact Reader; 7th Edition Adopted 2003</p> <p>The Word Within the Word, Vol. 1 Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 3) Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 4) Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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
	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
<p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Biology, 7th ed. (AP) Adopted 2004</p> <p>Biotechnology: Demystifying the Concept Adopted 2000</p> <p>Chemistry, 9th ed. (AP) Adopted 2007</p> <p>Chemistry in the Earth System Adopted 2019</p> <p>Earth Science; Geology, the Environ., and the Universe Adopted 2000</p> <p>Essentials of Human Anatomy and Physiology, 8th ed. Adopted 2005</p> <p>Human Anatomy and Physiology, 6th ed. Adopted 2005</p> <p>The Living Earth Adopted 2019</p> <p>Living in The Environment, 18th ed. (AP) Adopted 2002</p> <p>Oceanography; An Invitation to Marine Science, 4th ed. Adopted 2003</p> <p>Physics in the Universe Adopted 2019</p> <p>Physics: Principles with Applications, 4th ed. AP (AP) Adopted 2005</p> <p>World of Chemistry Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>A People & A Nation, 7th ed. Adopted 2004</p> <p>Cultural Landscape: An Introduction 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 & Geography Adopted 2018</p> <p>Psychology, 11th ed. Adopted 2017</p> <p>Myers' Psychology for AP Adopted 2017</p> <p>United States Government: Democracy in Action Adopted 1998</p> <p>California - United States History, The 20th Century Adopted 2018</p> <p>Economics Concepts and Choices, California Edition Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	<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 & 2 Adopted 2005</p> <p>NiHao 1, Chinese Language Course, Introductory, Level III & IV Adopted 2004</p> <p>Senderos, Levels 1-2 Adopted 2017</p> <p>Avancemos! 3 Adopted 2017</p> <p>Imagina, 3rd. ed. (AP) Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Visual and Performing Arts	<p>Gardner's Art through the Ages, 14th ed. Adopted 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Campolindo High School is an aging school that is safe, clean, and meets the needs of the students. It is built on expansive soil that is contributing to extensive cracking and shifting of concrete walkways and subfloors. Some bathroom renovations and resurfacing of the gym floor are planned. The school buildings and grounds are in fair condition.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/26/19

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

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	94	94	82	89	50	50
Math	83	84	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	310	299	96.45	93.98
Male	161	157	97.52	92.36
Female	149	142	95.30	95.77
Black or African American	--	--	--	--
Asian	34	32	94.12	96.88
Filipino	--	--	--	--
Hispanic or Latino	31	29	93.55	93.10
White	208	204	98.08	94.12
Two or More Races	30	27	90.00	92.59
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	48	44	91.67	70.45

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.

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	4.7	24.2	66.7

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.

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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	310	298	96.13	83.56
Male	161	157	97.52	80.89
Female	149	141	94.63	86.52
Black or African American	--	--	--	--
Asian	34	32	94.12	96.88
Filipino	--	--	--	--
Hispanic or Latino	31	30	96.77	73.33
White	208	201	96.63	83.08
Two or More Races	30	28	93.33	85.71
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	48	42	87.50	33.33

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)

Campolindo's success depends on effective collaboration with the parents and the school is proud of the strong partnerships it has with the parent community. Parent representatives serve on the School Advisory Council and work closely with staff members to help formulate and monitor school goals and action plans. Parents 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.

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

School personnel monitor the Campolindo High School campus before, during, and after school. The school's three administrators and a campus safety supervisor 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 2019. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.7	1.4
Expulsions Rate	0.0	0.0	0.0

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

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	351.5

* 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	.6
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	4	44		28	4	44	2	28	3	47	
Mathematics	27	10	31	7	26	10	36	6	27	8	39	4
Science	29	1	30	1	29	1	38	1	28	4	37	
Social Science	29	7	40	3	29	5	37	11	28	5	46	2

* 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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,236	\$3,804	\$10,432	\$93,667
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	3.9	1.8
School Site/ State	39.3	7.1

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

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

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

Rate for Campolindo High School	2015-16	2016-17	2017-18
Dropout Rate	0	0	1
Graduation Rate	100	99.4	98.7

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	416
% of pupils completing a CTE program and earning a high school diploma	43%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs

Campolindo 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.

Campolindo 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 Engineering, Advanced (Sequence)
- Biotechnology
- Computer Integrated Manufacturing (Sequence)
- Computer Programming
- Computer Science
- Environmental Science
- Introduction to Engineering (Sequence)
- Music Theory
- Photography
- Sports Medicine (Sequence)
- Sports Medicine Advanced (Sequence)
- Video Production
- Wood Technology
- Designated ROP courses

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	99.86
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	79.49

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	4	N/A
Foreign Language	5	N/A
Mathematics	6	N/A
Science	8	N/A
Social Science	17	N/A
All courses	44	45.3

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

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