



# Acalanes High School

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

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## 2015-16 School Accountability Report Card Published During the 2016-17 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

J. Richard Whitmore  
Nancy Kenzierski  
Kathleen R. Coppersmith  
Susan L. Epstein  
Bob Hockett  
Cathy Tang, 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**

### School Description

Acalanes High School was founded in 1940 and is one of four comprehensive high schools in the Acalanes Union High School District (AUHSD). The school is accredited by the Western Association of Schools and Colleges and has a rich tradition of excellence. Acalanes has a strong college preparatory program supported by extensive elective and co-curricular opportunities. It is our goal to prepare every student to graduate from high school with skills that will prepare them for the 21st century.

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", won 2012 American Scholastic Press Award for Most Outstanding High School Newspaper and in 2015 earned several Leshar 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."

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2015-16 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 9                                   | 342                |
| Grade 10                                  | 393                |
| Grade 11                                  | 321                |
| Grade 12                                  | 347                |
| Ungraded Secondary                        | 20                 |
| <b>Total Enrollment</b>                   | <b>1,423</b>       |

| 2015-16 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 0.8                         |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 9.7                         |
| Filipino                            | 1.7                         |
| Hispanic or Latino                  | 7.7                         |
| Native Hawaiian or Pacific Islander | 0.4                         |
| White                               | 72                          |
| Two or More Races                   | 7.4                         |
| Socioeconomically Disadvantaged     | 3.7                         |
| English Learners                    | 1.2                         |
| Students with Disabilities          | 11.9                        |
| Foster Youth                        | 0.1                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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                         |       |       |       |
|---|-------|-------|-------|
| Acalanes High School                        | 14-15 | 15-16 | 16-17 |
| With Full Credential                        | 77    | 73    | 67    |
| Without Full Credential                     | 1     | 1     | 2     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 1     |
| Acalanes Union High School District         | 14-15 | 15-16 | 16-17 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 6     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 4     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Acalanes High School   | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 100.0                               | 0.0                                     |
| Districtwide  |                                     |   |
| All Schools   | 100.0                               | 0.0                                     |
| High-Poverty Schools  | 0.0                                 | 0.0                                     |
| Low-Poverty Schools   | 100.0                               | 0.0                                     |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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<br>Year and month in which data were collected: 10/2016 |   |
|---|---|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption  |
| <b>Reading/Language Arts</b>  | Edge<br>Adopted 2007<br><br>High Point (Level 1)<br>Adopted 2007<br><br>Impact, 50 Short Stories; 2nd Edition<br>Adopted 2003<br><br>Poetry, A Pocket Anthology<br>Adopted 2003<br><br>Poets<br>Adopted 2003<br><br>Points of View: An Anthology of Short Stories<br>Adopted 2003<br><br>Short Prose Reader; 3rd Edition<br>Adopted 2003<br><br>Talking Back/Poems, A Working Guide/Aspiring Poets<br>Adopted 2003<br><br>The Compact Reader; 7th Edition<br>Adopted 2003<br><br>The Word Within the Word, Vol. 1<br>Adopted 2003<br><br>The Word Within the Word, Vol. 1 (Eng 2)<br>Adopted 2003<br><br>The Word Within the Word, Vol. 1 (Eng 3)<br>Adopted 2003<br><br>The Word Within the Word, Vol. 1 (Eng 4)<br>Adopted 2003<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0.0% |

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 10/2016**

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption                       |
|--|--|
| <b>Mathematics</b>   | Algebra & Trigonometry<br>Adopted 2002                                       |
|  | Algebra 1<br>Adopted 2014  |
|  | Algebra and Trigonometry, 5th Ed.<br>Adopted 2002                            |
|  | Algebra II: Concepts, Skills and Problem Solving, CA Edition<br>Adopted 2008 |
|  | Calculus I, 8th Ed.<br>Adopted 2006  |
|  | Calculus II, 8th Ed.<br>Adopted 2006   |
|  | California Algebra Readiness<br>Adopted 2007                                 |
|  | California Geometry<br>Adopted 2007  |
|  | Concepts, Skills, and Problem Solving<br>Adopted 2008                        |
|  | Geometry<br>Adopted 2007   |
|  | Geometry<br>Adopted 2005   |
|  | Multiplevariable Calculus, 8th Ed. (Supplemental)<br>Adopted 2006            |
|  | Pre-Calculus with Trigonometry: Concepts and Applications<br>Adopted 2002    |
|  | Pre-Calculus, Third Edition<br>Adopted 2008                                  |
|  | The Practice of Statistics<br>Adopted 2000                                   |
| <b>The textbooks listed are from most recent adoption:</b> Yes       |  |
| <b>Percent of students lacking their own assigned textbook:</b> 0.0% |  |

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 10/2016**

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

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 10/2016**

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption   |
|-------------------------------|--|
| <b>History-Social Science</b> | <p>A People &amp; A Nation, 7th Ed.<br/>Adopted 2004</p> <p>Cultural Landscape: An Intro. to Human Geography<br/>Adopted 2006</p> <p>Human Geography in Action, 4th ed. (Supplemental)<br/>Adopted 2006</p> <p>Modern World Hist.: Patterns/Interaction California Ed.<br/>Adopted 2005</p> <p>Psychology, 8th ed.<br/>Adopted 2006</p> <p>Psychology, 8th ed. (Psych AP)<br/>Adopted 2006</p> <p>The Americans: Reconstruction Through/21st Century<br/>Adopted 2005</p> <p>United States Government: Democracy in Action<br/>Adopted 1998</p> <p>World History: Patterns of Interaction (National Edition)<br/>Adopted 2005</p> <p>Economics Concepts and Choices, California Ed.<br/>Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p> |
| <b>Foreign Language</b>       | <p>Adventures in Japanese, Levels 1-4<br/>Adopted 2005</p> <p>Auf Deutsch, Levels 1-3<br/>Adopted 2003-04</p> <p>Bon Voyage, Levels 1-3<br/>Adopted 2003-04</p> <p>El Espanol para Nosotros, Books 1 &amp; 2<br/>Adopted 2005</p> <p>Latin for Americans, Level 1<br/>Adopted 2003</p> <p>Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 &amp; Latin 3)<br/>Adopted 2003</p> <p>NiHao 1, Chinese Language Course, Introductory, Level III &amp; IV<br/>Adopted 2004</p> <p>Realidades, Levels 1-3<br/>Adopted 2003</p> <p>Imagina<br/>Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>   |

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 10/2016**

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

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

As a result of more than \$20-million in facilities bond measures a new Performing Arts Center and classroom wing were constructed and the Library and Language Lab were modernized. A new and efficient HVAC system was installed, bringing climate control to all instructional spaces. The main stadium complex has been renovated with new bleachers, track facilities, and the highest quality synthetic turf was replaced over the summer of 2013. The tennis courts have been rebuilt with lighting, and the baseball and softball fields have been completely modernized with improved drainage and irrigation. A new technical education facility has been constructed for Auto Technology, Design and Fabrication and Engineering Departments. The swimming pool reconstruction was completed and reopened June 2011.

The Acalanes Library and Media Center maintains a collection of more than 15,000 books and provides access to at least ten library databases and an online card catalog. The facility is open for student use before school, during lunch and after school until 5:30pm. The school had a wireless system installed, allowing for improved use of technology in the classrooms. There are three computer labs on campus used for Engineering and Architectural Design classes; Digital Arts classes; and Web Design, Video Production, and Computer Graphics classes. All computers on campus include Microsoft Office suite, are multimedia capable and connected to the Internet.

An existing instrumental classroom has been renovated to provide a new wet science classroom. New restrooms have been added to rooms 510 & 511. Energy efficient lamps and ballasts have been installed. A new Energy Management System, Delta was installed to provide effective controls in managing our heating, ventilation and air conditioning as well as controlling exterior lighting. The large gym floor was sanded to the wood surface then refinished. New metered water faucets have been installed to conserve water usage. Solar Photovoltaic is being installed and will be complete December 2016. Thermal solar for our pool is being installed with completion expected January 2017.

The school buildings and grounds are in very good to excellent condition. The classrooms and other buildings are cleaned on an A-B schedule and all restrooms, locker rooms, and science labs are cleaned nightly. The custodial staff is 5.5 FTE and they clean the school and the district office. There is one daytime custodian and the rest of the staff works a swing shift. There is one fulltime gardener onsite which takes care of Acalanes High School and the District Office.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/21/16**

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

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 7/21/16

| System Inspected | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|------------------|---------------|------|------|---|
|                  | 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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 13-14  | 14-15 | 15-16 | 13-14    | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science   | 86   | 87    | 87    | 87       | 85    | 84    | 60    | 56    | 54    |

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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 | 2015-16 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 9           | 10.9  | 28.9   | 51.9   |

\* 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.

| 2015-16 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| ELA                                     | 82   | 92    | 85       | 83    | 44    | 48    |
| Math                                    | 74   | 72    | 70       | 69    | 34    | 36    |

\* 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.

| 2015-16 CAASPP Results by Student Group<br>Science (grades 5, 8, and 10) |                    |                   |                     |                        |
|--|--------------------|-------------------|---------------------|------------------------|
| Group  | Number of Students |                   | Percent of Students |                        |
|  | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students   | 388                | 373               | 96.1                | 86.6                   |
| Male   | 214                | 205               | 95.8                | 84.9                   |
| Female   | 174                | 168               | 96.6                | 88.7                   |
| Asian  | 51                 | 51                | 100.0               | 90.2                   |
| Hispanic or Latino   | 32                 | 30                | 93.8                | 83.3                   |
| White  | 276                | 263               | 95.3                | 85.6                   |
| Two or More Races  | 22                 | 22                | 100.0               | 90.9                   |
| Socioeconomically Disadvantaged  | 15                 | 15                | 100.0               | 80.0                   |
| Students with Disabilities   | 37                 | 33                | 89.2                | 57.6                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.



**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group              | Grade | Number of Students |        | Percent of Students |                          |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                            |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students               | 11    | 318                | 298    | 93.7                | 92.5                     |
| Male                       | 11    | 163                | 148    | 90.8                | 91.0                     |
| Female                     | 11    | 155                | 150    | 96.8                | 94.0                     |
| Asian                      | 11    | 36                 | 35     | 97.2                | 94.3                     |
| Hispanic or Latino         | 11    | 20                 | 19     | 95.0                | 89.5                     |
| White                      | 11    | 231                | 214    | 92.6                | 92.9                     |
| Two or More Races          | 11    | 20                 | 19     | 95.0                | 89.5                     |
| Students with Disabilities | 11    | 33                 | 28     | 84.8                | 48.1                     |

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group              | Grade | Number of Students |        | Percent of Students |                          |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                            |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students               | 11    | 318                | 299    | 94.0                | 72.6                     |
| Male                       | 11    | 163                | 148    | 90.8                | 71.5                     |
| Female                     | 11    | 155                | 151    | 97.4                | 73.7                     |
| Asian                      | 11    | 36                 | 35     | 97.2                | 88.2                     |
| Hispanic or Latino         | 11    | 20                 | 20     | 100.0               | 65.0                     |
| White                      | 11    | 231                | 214    | 92.6                | 70.8                     |
| Two or More Races          | 11    | 20                 | 19     | 95.0                | 77.8                     |
| Students with Disabilities | 11    | 33                 | 29     | 87.9                | 10.7                     |

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 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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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 and is responsible for fundraising plan and some budget approvals. Parent representatives are part of the Acalanes Site Council where they have an opportunity to provide input and are voting members for the final approval of the Acalanes Single Site Plan.

For more information on how to become involved, contact Meg Fellner or Mary Newman, Acalanes Parent Club Co-Presidents, at (925) 280-3970 or via e-mail: [president@acalanesparentclub.com](mailto:president@acalanesparentclub.com)

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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, shelter-in-place and intruder on campus 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. The student handbook contains a list of offenses for which a student may be suspended or expelled. The student handbook also contains a chart with consequences for specific disciplinary infractions.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2016.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 3.1     | 1.8     | 2.2     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 1.9     | 1.7     | 2.0     |
| Expulsions Rate            | 0.1     | 0.0     | 0.0     |
| State                      | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 4.4     | 3.8     | 3.7     |
| 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.

| 2016-17 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | Not In PI |
| First Year of Program Improvement                   |        |           |
| Year in Program Improvement                         |        |           |
| Number of Schools Currently in Program Improvement  |        | 0         |
| Percent of Schools Currently in Program Improvement |        | .0        |

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 4.0 |
| Counselor (Social/Behavioral or Career Development)        | 2.0 |
| Library Media Teacher (Librarian)                          | 1.0 |
| Library Media Services Staff (Paraprofessional)            | 1.0 |
| Psychologist   | 1.0 |
| Social Worker  | 0.0 |
| Nurse  | 0.5 |
| Speech/Language/Hearing Specialist                         | 0.0 |
| Resource Specialist  | 0.0 |
| Other  | 0.0 |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 358 |

\* 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        | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|                | 2013-14            | 2014-15 | 2015-16 | 2013-14               | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English        | 27                 | 27      | 27      | 6                     | 7       | 7       | 43      | 47      | 47      | 3       | 1       | 1       |
| Mathematics    | 25                 | 26      | 26      | 13                    | 11      | 11      | 36      | 35      | 35      | 2       | 5       | 5       |
| Science        | 28                 | 27      | 27      | 2                     | 5       | 5       | 36      | 40      | 40      |         |         |         |
| Social Science | 27                 | 29      | 29      | 6                     | 6       | 6       | 41      | 36      | 36      | 1       | 5       | 5       |

\* 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**

Professional Development (Most Recent Three Years)

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. With an active District Staff Development committee comprised of teachers and administrators and with school instructional councils and staff development committees on the sites, a variety of professional development opportunities have been implemented at the district and site levels. Professional development opportunities in AUHSD include:

- District and site based Professional Development days (2 full days per year)
- Summer Institute (3 days)
- 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 Technology Coordinators and 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, 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

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 2014-15 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$42,224        | \$46,184                                     |
| Mid-Range Teacher Salary                       | \$74,048        | \$75,179                                     |
| Highest Teacher Salary                         | \$94,793        | \$96,169                                     |
| Average Principal Salary (ES)                  |                 |  |
| Average Principal Salary (MS)                  |                 | \$124,243                                    |
| Average Principal Salary (HS)                  | \$136,287       | \$137,939                                    |
| Superintendent Salary                          | \$222,641       | \$217,637                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 38%             | 35%  |
| 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/).

### 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 almost \$900,000. The monies were used to fund class sections, upgrade technology in the classroom, peer tutoring, a Literacy Specialist, library resources, Crisis Counselors, 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. 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) |         |         |         |
|--|---------|---------|---------|
| Acalanes High School                                     | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate   | 0.00    | 0.00    | 0.70    |
| Graduation Rate  | 98.94   | 98.19   | 96.93   |
| Acalanes Union High School District                      | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate   | 0.60    | 0.80    | 1.00    |
| Graduation Rate  | 98.07   | 97.76   | 97.04   |
| California   | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate   | 11.40   | 11.50   | 10.70   |
| Graduation Rate  | 80.44   | 80.95   | 82.27   |

| Career Technical Education Participation   |                           |
|--|---------------------------|
| Measure  | CTE Program Participation |
| Number of pupils participating in CTE  | 389                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 37%                       |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 9.5%                      |

| Courses for University of California (UC) and/or California State University (CSU) Admission |         |
|--|---------|
| UC/CSU Course Measure  | Percent |
| 2015-16 Students Enrolled in Courses Required for UC/CSU Admission                           | 97.07   |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission                    | 79.9    |

\* Where there are student course enrollments.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$12,366               | \$3,431    | \$8,935      | \$84,560               |
| District   | ♦                      | ♦          | \$8,912      | \$83,506               |
| State  | ♦                      | ♦          | \$5,677      | \$77,824               |
| Percent Difference: School Site/District                           |                        |            | 0.3          | 1.3                    |
| Percent Difference: School Site/ State                             |                        |            | 57.4         | 8.7                    |

\* Cells with ♦ do not require data.

| 2015-16 Advanced Placement Courses |                               |                                   |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject                            | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science                   | 1                             | ♦                                 |
| English                            | 1                             | ♦                                 |
| Fine and Performing Arts           | 1                             | ♦                                 |
| Foreign Language                   | 3                             | ♦                                 |
| Mathematics                        | 3                             | ♦                                 |
| Science                            | 3                             | ♦                                 |
| Social Science                     | 3                             | ♦                                 |
| All courses                        | 15                            | 32                                |

| Completion of High School Graduation Requirements |                          |          |       |
|---|--------------------------|----------|-------|
| Group   | Graduating Class of 2015 |          |       |
|   | School                   | District | State |
| All Students                                      | 96                       | 97       | 86    |
| Black or African American                         | 100                      | 93       | 78    |
| American Indian or Alaska Native                  | 0                        | 100      | 78    |
| Asian   | 100                      | 98       | 93    |
| Filipino  | 100                      | 100      | 93    |
| Hispanic or Latino                                | 94                       | 95       | 83    |
| Native Hawaiian/Pacific Islander                  | 0                        | 100      | 85    |
| White   | 94                       | 97       | 91    |
| Two or More Races                                 | 96                       | 100      | 89    |
| Socioeconomically Disadvantaged                   | 93                       | 100      | 66    |
| English Learners                                  | 0                        | 74       | 54    |
| Students with Disabilities                        | 100                      | 97       | 78    |

### Career Technical Education Programs

In cooperation with the Contra Costa County Office of Education, Acalanes offers 6 Regional Occupation Program courses in biotechnology, digital design 2, sports medicine, advanced sports medicine, auto technology and advanced auto technology. These academically focused classes provide students with career training and technical skills that are essential for employment. Many of these classes fulfill University of California course requirements. All courses have an existing district adopted course of study and follow rigorous and relevant curriculum. All courses are regularly evaluated by the site and county administration.

The College and Career Center includes an extensive library of trade, technical and specialized school catalogs for students to review. All sophomores visit the center and complete an interest survey using software that creates links between their occupational interest and college majors. A Job File and Job Board list part-time jobs that are available to students. Job shadowing and volunteer opportunities are also available.

A full-time Transition Specialist provides services to students with educational and physical disabilities who are preparing for post-high school training and education. All students are provided the opportunity to enroll within the Career Technical Education courses.

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

- Auto Technology
- Auto Technology, Advanced
- Biotech
- Digital Design 2
- Sport's Medicine
- Sport's Medicine, Advanced

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.