



Campolindo High School

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

John Walker, Principal

chsprincipal@acalanes.k12.ca.us

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

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

District Governing Board

J. Richard Whitmore
Nancy Kenziarski
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

Founded in 1962, Campolindo High School is one of four comprehensive high schools in the Acalanes Union High School District. As a California Gold Ribbon School and a National Blue Ribbon School, Campolindo is a source of pride for the communities it serves: Moraga, Lafayette, and Orinda. 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; however, 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 fifty 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 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.

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	353
Grade 10	318
Grade 11	326
Grade 12	303
Total Enrollment	1,300

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	14.8
Filipino	1.6
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.1
White	63.8
Two or More Races	9.1
Socioeconomically Disadvantaged	2.3
English Learners	0.7
Students with Disabilities	9.2
Foster Youth	0

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			
Campolindo High School	14-15	15-16	16-17
With Full Credential	64	66	68
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	2
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			
Campolindo 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 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 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 2016	
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>

Textbooks and Instructional Materials
Year and month in which data were collected: November 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Algebra & Trigonometry Adopted 2002
	Algebra 1 Adopted 2015
	Algebra and Trigonometry, 5th ed. Adopted 2002
	Algebra II: Concepts, Skills and Problem Solving, CA Edition Adopted 2008
	Calculus I, 8th ed. Adopted 2006
	Calculus II, 8th ed. Adopted 2006
	California Algebra Readiness Adopted 2007
	California Geometry Adopted 2007
	Concepts, Skills, and Problem Solving Adopted 2008
	Geometry Adopted 2016
	Multivariable Calculus, 8th ed. (Supplemental) Adopted 2006
	Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2002
	Pre-Calculus, 3rd ed. Adopted 2008
	The Practice of Statistics Adopted 2000
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0.0%	

Textbooks and Instructional Materials
Year and month in which data were collected: November 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Biology, 7th ed. (AP) Adopted 2004</p> <p>Biology: Exploring Life Adotped 2004</p> <p>Biotechnology: Demystifying the Concept Adotped 2000</p> <p>Chemistry, 9th ed. (AP) Adopted 2007</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>Living in The Environment, 18th ed. (AP) Adopted 2002</p> <p>Oceanography; An Invitation to Marine Science, 4th ed. Adopted 2003</p> <p>Physics Adopted 2004</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</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: November 2016

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>Modern World Hist.: Patterns/Interaction, California Edition Adopted 2005</p> <p>Psychology, 8th ed. Adopted 2006</p> <p>Psychology, 8th ed. (AP) Adopted 2006</p> <p>The Americans: Reconstruction Through/21st Century Adopted 2005</p> <p>United States Government: Democracy in Action Adopted 1998</p> <p>World History: Patterns of Interaction (National Edition) Adopted 2005</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>Realidades, Levels 1-3 Adopted 2003</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>

Textbooks and Instructional Materials Year and month in which data were collected: November 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Guide to Sexuality Adopted 2005 Health & Wellness Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Gardner's Art through the Ages, 14th ed. Adopted 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The clean and safe campus environment at Campolindo has served students for four decades. The campus is 50 years old and in need of repair and renovation. Recent improvements include a new Performing Arts Center, replacement of the Foreign Language Lab, renovation of the baseball and softball fields, and construction of a new stadium and track. A new roof was installed and the fire alarm system, campus wide, was replaced during 2012. 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. 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 three pools is being installed with completion expected January 2017. Many areas of side walk have been replaced. The stadium synthetic turf and tracks surfaces have been replaced. New landscaping around the campus has been installed with water efficient systems and drought resistant plants. The lower portion of the library roof has been replaced.

The Campolindo Library includes Internet-connected computers for student use. Books and periodicals are updated every year. The HVAC system was replaced in the library during the summer of 2011. The library is open five days a week and is staffed by a full-time librarian and a clerk. The library is used daily by students and teachers, and has extended after school hours.

The campus is fortunate to have two computer labs that are available daily to all classes when they are not in use by the Architectural Design and Computer Science classes. The labs are equipped with Microsoft Word and Excel, and Geometer's Sketchpad. Other labs on campus include a digital photography lab, an AP Music Theory lab, a video production lab, a foreign language lab, and a mobile lab. In the fall of 2010 the campus went wireless and every classroom is now equipped with an Extron projection system.

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 6 FTE and they clean the school and the Soda Center Swim Complex next to the campus. Landscaping is planned along Moraga Road, Campolindo Drive and parts of the campus interior during the summer of 2016. There is one fulltime gardener onsite.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

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	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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

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	86	88	85	83	44	48
Math	74	77	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.

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	92	86	85	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	11.6	24.3	56.9

* 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 by Student Group 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	321	313	97.5	85.3
Male	159	153	96.2	83.7
Female	162	160	98.8	86.9
Asian	58	56	96.6	91.1
Hispanic or Latino	28	28	100.0	89.3
White	200	194	97.0	80.9
Two or More Races	23	23	100.0	100.0
Socioeconomically Disadvantaged	11	10	90.9	70.0
Students with Disabilities	32	28	87.5	50.0

* 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	326	317	97.2	87.7
Male	11	157	152	96.8	80.3
Female	11	169	165	97.6	94.5
Asian	11	42	41	97.6	95.1
Hispanic or Latino	11	23	22	95.7	81.8
White	11	219	215	98.2	86.0
Two or More Races	11	28	27	96.4	88.9
Students with Disabilities	11	38	34	89.5	44.1

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	326	318	97.5	76.3
Male	11	157	153	97.5	77.6
Female	11	169	165	97.6	75.2
Asian	11	42	41	97.6	95.1
Hispanic or Latino	11	23	22	95.7	63.6

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
White	11	219	215	98.2	74.4
Two or More Races	11	28	27	96.4	81.5
Students with Disabilities	11	38	35	92.1	23.5

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)

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 School Climate State Priority (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 2016. 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			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.6	1.3	1.2
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)	1.0
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	325

* 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	28	27	27	1	3	3	45	44	44			
Mathematics	27	28	28	7	4	4	35	36	36	4	4	4
Science	29	29	29	1			39	36	36			
Social Science	30	29	29	1	3	3	34	41	41	8	1	1

* 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/.

Types of Services Funded

During the 2015-2016 school year, the Campolindo High School Parent's Club and the Moraga Education Foundation allocated \$684,000 to Campolindo. Raised through a variety of fundraising activities, membership dues, and direct donations, these funds benefited a wide array of programs at Campolindo:

- College and Career Center
- Library
- Counseling Department's Intervention Specialist
- Extra class sections for electives
- After-school tutoring
- Curriculum Technology Coordinator
- Classroom technology
- Department grants

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Campolindo High School	2011-12	2013-14	2014-15
Dropout Rate	0.00	0.30	0.70
Graduation Rate	100.00	99.02	98.68
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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,628	\$3,416	\$9,212	\$85,409
District	♦	♦	\$8,912	\$83,506
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			3.4	2.3
Percent Difference: School Site/ State			62.3	9.7

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	428
% of pupils completing a CTE program and earning a high school diploma	34%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	8%

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	99.44
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	79.1

* Where there are student course enrollments.

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	4	♦
Foreign Language	3	♦
Mathematics	3	♦
Science	5	♦
Social Science	4	♦
All courses	22	40

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	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	100	95	83
Native Hawaiian/Pacific Islander	0	100	85
White	98	97	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	0	74	54
Students with Disabilities	100	97	78

Career Technical Education Programs

In cooperation with the Contra Costa Office of Education and the Regional Occupation Program, Campolindo offers a broad range of career-oriented courses:

Automotive Technology
 Architectural Design
 Biotechnology
 Engineering Drawing
 Wood Technology
 Furniture Design
 Computer Programming
 Photography
 Video Production
 Music Theory
 Computer Science
 Environmental Science
 Sports Medicine

Career technical education (CTE) classes emphasize a wide array of skills including math, technical writing, critical analysis, problem solving, and hands-on activities. CTE classes are open to all students. Site and county administrators evaluate these classes annually, and the school's College and Career Advisor tracks the number of students entering technical career fields after graduation.

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.