



# Acalanes Center for Independent Study

1963 Tice Valley Blvd. • Walnut Creek, CA 94595 • (925) 280-3945 • 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

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Susan L. Epstein

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Cathy Tang, Student Member

#### District Administration

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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

**Mission Statement:** The mission of Acalanes Center for Independent Study (ACIS) High School is to provide opportunities for students with nontraditional educational interests and needs to meet their academic goals through a guided program featuring independent and small group learning.

### Director's Message

The Acalanes Center for Independent Study (ACIS) is located at the Del Valle Education Center in Walnut Creek in a beautiful setting just over the hills east of the University of California near Mt. Diablo. Del Oro High School, the district's continuation high school and its independent study program divided into separate schools in 2004. ACIS became the only alternative high school in 2010-11 with the closure of Del Oro High School. ACIS is a WASC accredited high school receiving a six-year term of accreditation after a site visitation in March 2011.

ACIS serves the students who live in the suburban residential communities of Lafayette, Moraga, Orinda and Walnut Creek who attend one of the four comprehensive high schools in the District – Acalanes, Campolindo, Las Lomas, and Miramonte. Parents in these communities are engaged primarily in professional occupations, have high expectations for their schools, are active participants in their students' education, and are supportive in their financial support to the District.

ACIS offers a college preparatory program for all students with classes that meet the University of California's "a-g" requirements. Limited elective classes are available for students and students may enroll in adult education, ROP or community college classes. ACIS classes are small and the students have an opportunity to interact with teachers and fellow students. Students have access to the district internet for research, and computers and printers for class work.

ACIS is a safe, clean and orderly campus, with 9 part-time teachers, 2 full-time support staff and one full-time administrator. The campus is quiet and calm during the school day.

## 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 10	3
Grade 11	8
Grade 12	28
Total Enrollment	39

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0
Asian	7.7
Filipino	0
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	2.6
White	66.7
Two or More Races	2.6
Socioeconomically Disadvantaged	2.6
English Learners	7.7
Students with Disabilities	12.8
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			
Acalanes Center for Independent Study	14-15	15-16	16-17
With Full Credential	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
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 Center for	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)**

Acalanes Center for Independent Study uses textbooks adopted by the Acalanes Union High School District that are based on the California Content Standards. Textbooks are selected from lists pre-approved by the State education officials.

Pursuant to the California Education Code and the Williams Settlement, site administrators and District departments have ensured that all students access to the current Standards-based textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 05/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Edge Adopted 2007  High Point (Level 1) Adopted 2007  Impact, 50 Short Stories; 2nd Edition Adopted 2003  Poetry, A Pocket Anthology Adopted 2003  Points of View: An Anthology of Short Stories Adopted 2003  The Word Within the Word, Vol. 1 Adopted 2003  The Word Within the Word, Vol. 1 (Eng 2) Adotped 2003  The Word Within the Word, Vol. 2 (Eng 3) Adopted 2003  The Word Within the Word, Vol. 2 (Eng 4) Adotped 2003  <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: 05/2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	<p>Algebra 1 Adopted 2015</p> <p>Algebra II: Concepts, Skills and Problem Solving, CA Edition Adopted 2008</p> <p>Calculus I, 8th Ed. Adopted 2006</p> <p>Calculus II, 8th Ed. Adopted 2006</p> <p>California Algebra Readiness Adopted 2007</p> <p>California Geometry Adopted 2007</p> <p>Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2002</p> <p>Pre-Calculus, Third Edition Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Science</b>	<p>Biology: Exploring Life Adopted 2004</p> <p>Earth Science; Geology, the Environ., and the Universe Adopted 2001</p> <p>Physics Adopted 2004</p> <p>World of Chemistry Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 05/2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>A People &amp; A Nation, 7th Ed. Adopted 2004</p> <p>Modern World Hist.: Patterns/Interaction California Ed. Adopted 2005</p> <p>Psychology, 8th ed. 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 Ed. Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Foreign Language</b>	<p>Bon Voyage, Levels 1-3 Adopted 2003-04</p> <p>El Espanol para Nosotros, Books 1 &amp; 2 Adopted 2005</p> <p>Latin for Americans, Level 1 Adopted 2003</p> <p>Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 &amp; Latin 3) Adopted 2003</p> <p>Realidades, Levels 1-3 Adopted 2003</p> <p>Imagina Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Health</b>	<p>Guide to Sexuality Adopted 2005</p> <p>Health &amp; Wellness Adopted 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

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

The Acalanes Center for Independent Study (ACIS) is housed in the renovated 200-wing, which was remodeled in 2000 and in excellent condition.

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> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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
<b>ELA</b>	55	26	85	83	44	48
<b>Math</b>	12		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
<b>Science</b>	--	--	60	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

\* 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	11	10	90.9	60.0

\* 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	24	23	95.8	26.1
Male	11	11	10	90.9	10.0
Female	11	13	13	100.0	38.5
White	11	16	15	93.8	26.7

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	24	21	87.5	
Male	11	11	10	90.9	
Female	11	13	11	84.6	
White	11	16	15	93.8	

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)

Parent participation in ACIS is possible with the Alternative Education Advisory Council, implementation of the WASC Action Plans, Back-to-School Night and school-wide meetings.

For more information on how to become involved, contact Steven France, Director, Del Valle Education Center, at (925) 280-3945 or [sfrance@acalanes.k12.ca.us](mailto:sfrance@acalanes.k12.ca.us).

**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 District Office, Director of the Del Valle Education Center, and Coordinator of the Del Valle Education Center review the School Safety Plan annually in the fall and it was last reviewed in August, 2016. The ACIS staff is notified of the procedures for emergencies including fire, earthquake and evacuation. The procedures are posted in every classroom and office. ACIS works directly with the Walnut Creek Police and Fire Departments in the implementation of the plan.

Before the start of school, the administration reviews key elements of the District's discipline policy with the staff. The policy and administrative regulations are available in the main office for staff and parents.

Staff members are responsible for the supervision of the ACIS students. The site is checked daily for vandalism, graffiti, and theft by the Del Valle Education Center staff.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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)

	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	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	6	4	4	8	7	7						
Mathematics	5	4	4	2	4	4						
Science	10			1								
Social Science	8	5	5	5	6	6						

\* 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

Acalanes Center for Independent Study offers a basic educational program, which is fully funded by the District Office.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Acalanes Center for Independent Study	2011-12	2013-14	2014-15
Dropout Rate	18.20	4.80	8.10
Graduation Rate	69.70	90.48	86.49
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	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	90.32
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	6.1

\* 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	\$7,756	\$0	\$7,756	\$3,693
District	♦	♦	\$8,912	\$83,506
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-13.0	-95.6
Percent Difference: School Site/ State			36.6	-95.3

\* 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		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

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

### Career Technical Education Programs

ACIS students may concurrently enroll in the Contra Costa County ROP. The ROP classes available to ACIS students include Auto Technology, Biotechnology, Cosmetology and Sports Medicine.

**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.