Acalanes High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Acalanes High School
Street	1200 Pleasant Hill Rd.
City, State, Zip	Lafayette, CA 94549-2623
Phone Number	(925) 280-3970
Principal	Eric Shawn, Principal
Email Address	eshawn@auhsdschools.org
School Website	https://www.acalanes.k12.ca.us/Domain/44
Grade Span	9-12
County-District-School (CDS) Code	07 61630 0730283

2024-25 District Contact Information

District Name	Acalanes Union High School District
Phone Number	(925) 280-3900
Superintendent	John Nickerson, Ed.D
Email Address	jnickerson@auhsdschools.org
District Website	www.acalanes.k12.ca.us

2024-25 School Description and Mission Statement

Acalanes High School, established in 1940, is one of four comprehensive high schools within the Acalanes Union High School District (AUHSD). We hold accreditation from the Western Association of Schools and Colleges (WASC), most recently reaffirmed in 2023, validating our commitment to continuous improvement and a high-quality learning environment. Acalanes boasts a rich tradition of excellence, offering a robust college preparatory program complemented by diverse elective and co-curricular opportunities. Our educational philosophy centers on developing well-rounded individuals prepared for success after graduation. Students master the California Content Standards while developing critical thinking and effective communication skills, as highlighted in our recent WASC report. We emphasize collaborative learning and research skills across disciplines,

2024-25 School Description and Mission Statement

fostering intellectual curiosity through award-winning programs in music, drama, visual arts, and robust technical education pathways.

Acalanes is a vibrant community where students thrive. From our nationally recognized student newspaper, the "Blueprint," to competitive teams like Model UN, Mock Trial, and Robotics, we provide avenues for students to excel. Academic and social interest clubs, as well as environmental organizations promote civic engagement and global awareness. The Acalanes "Blue Crew" and student government actively cultivate a positive and inclusive school climate, embodying our values of respect, responsibility, and kindness. We celebrate diversity and strive to create a welcoming environment where every student feels valued. Our athletes consistently excel, with the majority of our teams reaching the playoffs and earning North Coast Section recognition. Through these diverse experiences, Acalanes students achieve our learning outcomes by becoming creative and complex thinkers, demonstrating curricular knowledge and skills, communicating effectively, embracing responsibility and healthy habits, and acting as positive and productive citizens. This success reflects Acalanes High School's commitment to academic excellence, personal growth, and preparing students to thrive in an ever-changing world, fulfilling our mission to develop responsible, productive, and empowered global citizens.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	311
Grade 10	301
Grade 11	317
Grade 12	321
Total Enrollment	1,250

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	53.7
Non-Binary	0.6
American Indian or Alaska Native	0.1
Asian	11
Black or African American	1.5
Filipino	1.1
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	9.3
White	64.9
English Learners	1.9
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	8.5
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	57.50	85.96	254.90	89.74	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	2.91	3.70	1.32	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	5.06	11.70	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	3.22	11.40	4.03	12115.80	4.41
Unknown/Incomplete/NA	1.90	2.82	2.10	0.76	18854.30	6.86
Total Teaching Positions	67.00	100.00	284.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.00	92.46	269.60	91.30	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.77	4.60	1.57	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	1.83	7.30	2.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.96	9.20	3.12	11953.10	4.28
Unknown/Incomplete/NA	1.30	1.95	4.40	1.51	15831.90	5.67
Total Teaching Positions	69.20	100.00	295.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.90	90.40	257.50	91.50	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	1.32	3.70	1.33	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	4.39	8.30	2.95	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	3.62	10.00	3.57	11746.90	4.23
Unknown/Incomplete/NA	0.10	0.25	1.80	0.65	14303.80	5.15
Total Teaching Positions	65.10	100.00	281.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	3.30	1.20	2.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.30	1.20	2.8

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.10	2.00	2.3
Total Out-of-Field Teachers	2.10	2.00	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	5.3	9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	0	1.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	11/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Impact, 50 Short Stories; 2nd Edition Adopted 2003 Poetry, A Pocket Anthology Adopted 2003 Points of View: An Anthology of Short Stories Adopted 2003 Short Prose Reader; 3rd Edition Adopted 2003 The Compact Reader; 7th Edtion Adopted 2003 The Word Within the Word, Vol. 1 Adopted 2003 The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 3) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 4) Adopted 2003	Yes	0.0%
Mathematics	Algebra & Trigonometry Adopted 2002	Yes	0.0%

	Algebra 1 Big Ideas Math Adopted 2015 Algebra and Trigonometry, 5th Ed. Adopted 2002 Algebra II: Big Ideas Math Adopted 2008 Calculus I, 8th Ed. Adopted 2006 Calculus II, 8th Ed. Adopted 2006 Geometry Big Ideas Adopted 2016 Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2018 Pre-Calculus Common Core Adopted 2018 The Practice of Statistics Adopted 2000 Statistics and Probability with Applications, 4th Ed. Exploring Engineering, 3rd Ed.		
Science	Living Earth (HMH) Chemistry in the Earth Systems (HHM) Physics in the Universe (HMH) Earth Science (Tarbuck, Lutgens, 15th Ed) Pearson Pearson Environmental Science Essentials of Human Anatomy and Physiology (Pearson 10th Ed) Human Anatomy and Physiology (Pearson, 6th Ed) Living in the Environment (Miller, Spoolman, 17th and 18th) College Physics, 11ed., by Serway and Vuille Fast Track to a 5; Preparing for the AP Physics 1 AP Physics 2 Examinations by Mancino and Vick Biology in Focus (Pearson) Chemistry AP Edition 9th ed. Zumdahl and Zumdahl Exploring Engineering; An Introduction to Engineering and Design (Kolsky, Balmer, Keat, Wise, 3rd Edition)	Yes	0.0%

History-Social Science	Fabric of a Nation, BFW Adopted 2020 Impact CA Social Studies - World History, Culture & Geography Adopted 2018 Psychology, 11th ed. Adopted 2017 California - United States History, The 20th Century Adopted 2018 Government Alive, TCI Adopted 2020 Econ Alive, TCI Adopted 2020	Yes	0.0%
Foreign Language	NiHao 1, Chinese Language Course, Introductory, Level III & IV Adopted 2004 Senderos, Levels 1-2 Adopted 2017 Avancemos! 3 Adopted 2017 Imagina 4 Adopted 2014 French D'Accord 1-3, VHL 2016	Yes	0.0%
Health			0.0%

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

School Facility Conditions and Planned Improvements

Acalanes High School, originally constructed in 1940, has undergone multiple modernization projects. The most recent occurred in 2016. The buildings and grounds are in acceptable condition considering their age. Acalanes High School provides a safe and clean environment that effectively caters to the needs of its student population. The large gymnasium roof was replaced, and a new ventilation system was added in 2021. Between 2022 and 2023, renovations were carried out on the roofs of the administration and kitchen/cafeteria buildings and three HVAC units in the 100 buildings. In addition, the stadium turf and track have been successfully upgraded. Modernization projects are scheduled to occur in 2028 and 2029.

Year and month of the most recent FIT report	12/8/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	82	86	82	82	46	47
Mathematics (grades 3-8 and 11)	68	66	65	63	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	298	94.60	5.40	85.91
Female	145	136	93.79	6.21	89.71
Male	168	160	95.24	4.76	82.50
American Indian or Alaska Native	0	0	0	0	0
Asian	34	34	100.00	0.00	94.12
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	72.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	83.87

White	209	197	94.26	5.74	86.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	70.59
Socioeconomically Disadvantaged	24	23	95.83	4.17	73.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	40	86.96	13.04	50.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	294	93.33	6.67	66.33
Female	145	133	91.72	8.28	63.91
Male	168	159	94.64	5.36	67.92
American Indian or Alaska Native	0	0	0	0	0
Asian	34	33	97.06	2.94	87.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	48.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	70.97
White	209	194	92.82	7.18	65.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	52.94

Socioeconomically Disadvantaged	24	23	95.83	4.17	47.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	40	86.96	13.04	22.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	65.75	66.73	64.23	65.51	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	613	579	94.45	5.55	66.32
Female	269	252	93.68	6.32	63.49
Male	342	325	95.03	4.97	68.31
American Indian or Alaska Native	0	0	0	0	0
Asian	65	64	98.46	1.54	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	48	92.31	7.69	52.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	55	96.49	3.51	63.64
White	425	400	94.12	5.88	66.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	29	29	100.00	0.00	58.62
Socioeconomically Disadvantaged	50	48	96.00	4.00	45.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	71	84.52	15.48	23.94

2023-24 Career Technical Education Programs

Acalanes High School offers a diverse array of Career Technical Education (CTE) courses designed to help students prepare for college and career opportunities. CTE programs receive funding from the Acalanes Union High School District and the Contra Costa County Office of Education through the Regional Occupation Program (ROP). Funding for ROP comes from State of California CTE grants. All CTE courses are academically focused and provide students with training essential for college and career success. District-approved courses of study provide a framework for the courses, and the courses align with California's model curriculum standards for CTE. The core leaders for CTE in the Acalanes Union High School District are Zachary Baroni, Acalanes Center for Independent Study (Engineering and Architecture); Jason Dukes, Acalanes High School (Transportation); Steve Boone, Campolindo High School (Engineering and Architecture and Transportation); Jill McTaggart, Las Lomas High School (Hospitality, Tourism and Recreation); and John Grigsby, Miramonte High School (Health Science and Medical Technology). AUHSD and ROP staff regularly evaluate the District's CTE courses. Through the County ROP advisory committee, CTE teachers receive input and guidance from leaders in various industry sectors.

Acalanes High School offers CTE courses to all students:

- Automotive Engineering (Sequence)*
- Automotive Engineering Advanced (Sequence)

2023-24 Career Technical Education Programs

- Design and Fabrication
- Sports Medicine (Sequence)*
- Sports Medicine Advanced (Sequence)
- Video Production (Sequence)
- Video Production 2 (Sequence)

*Designated ROP funding

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	277
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.08
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	82.46

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	99.0	99.0	99.0	99.0	99.0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Acalanes High School parents are vital partners in our learning community, actively contributing to our school's success. Parent involvement enriches the Acalanes experience through organizations like the Acalanes Parent Club, Lafayette Partners in Education (LPIE), Performing Arts and Athletic Boosters, various sports foundations, and as team and class liaisons. This collaborative spirit fosters a strong sense of community and shared responsibility for student success.

Parent representatives hold key roles in the Acalanes Coordinating Council and the School Advisory Council, ensuring their voices are heard in fundraising plans, budget approvals, and the final approval of the Acalanes Single Site Plan. This active participation in school governance underscores the value we place on parent perspectives and their integral role in shaping the Acalanes educational experience.

To learn more about becoming involved visit The Acalanes Parents Club at www.acalanesparentsclub.com or the Lafayette Partners In Education at www.lpie.org.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.3	1.9	1.7	0.8	1.3	1.0	7.8	8.2	8.9
Graduation Rate	96.8	96.2	95.3	97.5	96.7	97.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	298	284	95.3
Female	126	122	96.8
Male	172	162	94.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	30	29	96.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	24	19	79.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	20	20	100.0
White	217	210	96.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	33	26	78.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	43	32	74.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1269	1257	128	10.2
Female	583	575	66	11.5
Male	678	674	62	9.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	140	139	6	4.3
Black or African American	19	18	4	22.2
Filipino	14	14	1	7.1
Hispanic or Latino	141	140	21	15.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	117	116	11	9.5
White	826	819	84	10.3
English Learners	27	25	2	8.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	125	119	24	20.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	192	188	44	23.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.31	0.62	1.02	1.59	1.33	1.46	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.08	0	0	0.02	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.34	0.00
Male	1.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.85	0.00
White	1.21	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.60	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Acalanes High School prioritizes the safety and well-being of our students and staff. Our comprehensive safety plan, most recently reviewed and updated in January of 2024, includes procedures for a range of emergencies, including fire, shelter-in-place, and lockdown situations. These protocols are practiced regularly throughout the school year, ensuring that everyone on

2024-25 School Safety Plan

campus is prepared in the event of an emergency. Our campus is closely monitored by security personnel and administrators throughout the day, and all visitors must register and wear identification badges. We collaborate closely with local police and fire departments to coordinate safety efforts and ensure a secure learning environment.

Beyond physical safety, we cultivate a respectful and inclusive school climate. Each year, we review and reinforce our expectations for student conduct, emphasizing our core values of respect, responsibility, and kindness. These values, along with detailed behavioral guidelines, are outlined in the student handbook and thoroughly reviewed with students during our four academies at the start of each school year. Acalanes maintains a zero-tolerance policy for hate speech and discrimination. Any incidents are addressed swiftly and seriously, utilizing restorative practices to foster accountability and understanding while supporting affected individuals. Open communication is vital to maintaining a safe and supportive environment. We encourage students, staff, and parents to report any concerns promptly through various channels, including designated staff members, online reporting systems, and our anonymous tip line. This multi-faceted approach reflects Acalanes' commitment to creating a safe, inclusive, and supportive learning environment where every student can thrive.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	41	1
Mathematics	25	17	28	2
Science	26	12	34	
Social Science	28	6	34	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	38	3
Mathematics	26	15	25	4
Science	28	8	30	4
Social Science	30	2	31	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	43	
Mathematics	28	7	30	6
Science	28	4	33	4
Social Science	30	3	30	7

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	250

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20,001	$6,453	$13,548	$108,724
District	N/A	N/A	$13,004	$106,140
Percent Difference - School Site and District	N/A	N/A	4.1	2.4
State	N/A	N/A	$10,771	$105,265
Percent Difference - School Site and State	N/A	N/A	22.8	3.2

Fiscal Year 2023-24 Types of Services Funded

The combined contributions from Lafayette Partners in Education (LPIE), the Acalanes Parent Club, and our Boosters organizations exceed $900,000 annually. This incredible generosity funds essential resources that enhance the educational experience for every Acalanes student. Critically, fundraising from LPIE alone funds approximately 18 class sections, ensuring our students have access to a broad and diverse curriculum. These funds also support departmental learning supplies, enriching lab experiences, and vital technology upgrades, ensuring our classrooms are equipped for 21st-century learning. Additionally, this funding allows for a robust peer tutoring program, providing academic support to all students, as well as ongoing professional development opportunities for our teachers, fostering collaboration and innovation in the classroom. We are immensely grateful for this continued community support, which directly impacts the quality of education we provide.

We also receive significant support from our Athletic Boosters, who fund team equipment, tournament fees, and major facility renovations. The Acalanes Performing Arts Boosters contribute to the vibrancy of our arts programs by supporting extracurricular activities like musicals, plays, concerts, and educational trips. This collective effort, along with parent contributions that support field trips and other enriching experiences, ensures that Acalanes students have access to a well-rounded education that fosters academic excellence, personal growth, and a lifelong love of learning.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,000	$62,635
Mid-Range Teacher Salary	$95,606	$101,698
Highest Teacher Salary	$122,391	$128,982
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$162,013
Average Principal Salary (High)	$175,242	$182,697
Superintendent Salary	$314,655	$298,748
Percent of Budget for Teacher Salaries	33.25	30.11
Percent of Budget for Administrative Salaries	4.8	4.78

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	47.8

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

Subject	Number of AP Courses Offered
Computer Science	8
English	8
Fine and Performing Arts	3
Foreign Language	3
Mathematics	6
Science	11
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	47

Professional Development

The Acalanes Union High School District (AUHSD) utilizes an engaging and inclusive model of professional development. Working closely with teacher leaders and site administration, the District coordinates professional development programming that matches priorities identified in the District's Local Control and Accountability Plan. To provide effective professional development, AUHSD utilizes experts from the Contra Costa County Office of Education, private consultancy groups, and local universities; in addition, AUHSD teachers and administrators frequently lead professional development sessions. Professional development opportunities in AUHSD include the following:

Professional Development

- Annual District and site-based professional development days (3 full days per year)
- Summer Institute (2 optional days) prior to the start of the school year
- Summer curriculum development sessions
- District and site-based curricular release days
- Wednesday and Friday morning site-based meetings
- Districtwide optional professional development days
- Districtwide after-school curricular projects
- Sessions led by Teachers on Special Assignment (TOSAs)
- Regional and national conferences and workshops (in-person and online)
- Training related to new standards and curriculum

As AUHSD staff participate in several initiatives related to curriculum, instruction, and student engagement, recent professional development sessions have addressed the following topics:

Curriculum Development

- Course content and standards for English language arts, mathematics, science, and social studies
- Development of a new Ethnic Studies course to meet the new California graduation requirement
- Refinement of the Human and Social Development course
- Introduction of data science into the mathematics course pathways

Learning Theory and Instructional Strategies

- Effective instructional strategies for the District's 90-minute class sessions
- 1:1 technology in the classroom to increase engagement and learning
- Strategies for the ethical, secure, and effective use of Generative AI
- Project-based learning
- Grading practices that foster engagement and learning

Academic Intervention

- Identifying needs of students not performing at standard
- Targeted academic interventions for students earning grades below a "C"
- Classroom and schoolwide systems for academic intervention

Social Emotional Wellbeing

- Strategies to foster classrooms characterized by positive connections and support
- Social emotional learning strategies that help address issues related to academic stress

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3