American Canyon High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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.

2025-26 School Contact Information

School Name	American Canyon High School
Street	3000 Newell Drive
City, State, Zip	American Canyon, CA 94503
Phone Number	(707) 557-8300
Principal	Karin Hatton
Email Address	khatton@nvusd.org
School Website	https://achs.nvusd.org/
Grade Span	
County-District-School (CDS) Code	28662660121087

2025-26 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	https://www.nvusd.org/

2025-26 School Description and Mission Statement

ACHS is in its 15th year and educates approximately 1740 students, grades 9-12. We opened in 2010 and had our first graduating Senior Class in June 2013. ACHS has a focus on working in collaborative professional learning communities and utilizing proficiency scales, priority standards in Science, Social Science, Math and ELA. ACHS is committed to the following Vision & Mission Statement: At American Canyon High School, we cultivate a safe, compassionate learning community that values diversity, fosters relationships, and empowers every student to grow and succeed. American Canyon High School is committed to providing a culture of belonging, inclusion, and well-being. Our Students are celebrated, heard, and empowered to reach their full academic potential through equitable access to rigorous and engaging learning. Our students are encouraged to identify their passions, pursue their goals, and make a positive impact in their community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	442
Grade 10	436
Grade 11	438
Grade 12	404
Total Enrollment	1,720

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.1
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	6.6
Black or African American	8.4
Filipino	27.2
Hispanic or Latino	37.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	8.4
White	11.4
English Learners	6.8
Homeless	1.6
Migrant	1.5
Socioeconomically Disadvantaged	57.6
Students with Disabilities	9.4

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.

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)	61.4	88.42	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	1.55	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	1.71	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	5.7	8.29	42	5.75	15831.9	5.67
Total Teaching Positions	69.4	100	731.4	100	279044.8	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.

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)	62.6	89.31	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	3.72	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.29	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	4.6	6.67	28	3.98	14303.8	5.15
Total Teaching Positions	70.1	100	704.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	61	87.58	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0.8	1.15	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.6	5.18	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.29	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	4	5.79	23.4	3.26	13705.8	4.91
Total Teaching Positions	69.6	100	719.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.80	1	1
Misassignments	0.20	1.6	2.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2.6	3.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0	0
Local Assignment Options	0.40	0.2	0.2
Total Out-of-Field Teachers	1.10	0.2	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.3	2.2	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.9	1.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

ACHS is in the second year of Study Sync English/Language Arts and Vista English Language Development Curriculum and Math Carnegie Curriculum.

Year and month in which the data were collected	August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Study Sync, 2023	0%
Mathematics	Carnegie Learning Integrated Math 1, 2 and 3	0%
Science	AP Biology, Mader, 11th Edition, Gr. 11/12 AP Chemistry the Central Science, Brown, Lemay, Bursten, 11th Edition, Gr. 11/12 AP College Physics, Etkina & Gentile, 1st Edition, Gr. 11/12 AP Environmental Science, Friedland & Reyea, 2nd Edition, Gr. 11/12 Biotechnology Science for the New Millennium, Daughterty, Ellen, Gr. 9-12 Chemistry in the Earth System, Discovery Education, Gr. 10-12 Essentials of Human Anatomy and Physiology, Married, 10th Edition, Gr. 11/12 Lab Manual for Biotechnology Science for the New Millennium, 2nd Edition, Gr. 9-12 The Living Earth, Discovery Education, 1st Edition, Gr. 9 La Tierra Viviente (The Living Earth), Spanish Version, 1st Edition, Gr. 9 Physics of the Universe, Discovery Education, 1st Edition, Gr. 10-12	0%
History-Social Science	AP American Government Roots and Reform, O'Connor/Sabato, 11th Edition, Gr. 12 AP America's History, Henretta, 8th Edition, Gr. 12 AP Atkison and Hilgards Introduction to Psychology, Gr. 11/12 (AP) Ways of the World for AP, Robert W. Strayer, Eric W., 4th Edition, Gr.10-12 Culturally Responsive Teaching and the Brain, Hammond, Gr. 11/12 Discovering Psychology the Science of the Mind, Cacioppo/Freberg, 3rd Edition, Gr. 11/12	0%

	Government Alive! Power, Politics, and You, Gr. 12 Econ Alive! The Power to Choose Gr 12 History Alive! Pursuing American Ideals Gr 11 History Alive! World Connections Gr 10 Understanding Psychology, Kasschau, Gr. 11/12	
Foreign Language	Que Chevere! Level 1, 2, 3, Gr. 9 -12; Zhen Bang! 1, 2 (EMC Chinese); Gr. 9 - 12	0%
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)		0%

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

School Facility Conditions and Planned Improvements

The facility was completed in 2010 and is in overall good condition. The school is safe and clean and provides adequate space for teaching and learning. A school bond measure is providing funds for facility technology and safety (cameras and fences) improvements. The exterior of the school was repainted in 2024, and new PA system and clocks have been installed in 80% of classrooms. Additionally, Centegix strobe lights, alerts, and visitor management system was installed in Fall 2025. There are a few minor painting needs in interior hallways,and HVAC repairs in various locations, otherwise all facilities are in good repair and well maintained.

Year and month of the most recent FIT report	9/6/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X	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	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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	64	40	44	47	48
Mathematics (grades 3-8 and 11)	23	29	28	29	35	37

2024-25 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	434	428	98.62	1.38	64.25
Female	211	210	99.53	0.47	73.81
Male	222	217	97.75	2.25	54.84
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	68.75
Black or African American	50	50	100.00	0.00	44.00
Filipino	123	123	100.00	0.00	80.49
Hispanic or Latino	138	135	97.83	2.17	51.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	70.00
White	51	50	98.04	1.96	76.00
English Learners	26	25	96.15	3.85	4.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	41	41	100.00	0.00	58.54
Socioeconomically Disadvantaged	248	246	99.19	0.81	55.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	10.71

2024-25 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	434	424	97.70	2.30	28.77
Female	211	209	99.05	0.95	28.71
Male	222	214	96.40	3.60	28.97
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	46.88
Black or African American	50	50	100.00	0.00	8.00
Filipino	123	121	98.37	1.63	38.84
Hispanic or Latino	138	133	96.38	3.62	19.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	30.00
White	51	50	98.04	1.96	36.00
English Learners	26	25	96.15	3.85	4.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	41	41	100.00	0.00	21.95
Socioeconomically Disadvantaged	248	245	98.79	1.21	22.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	3.57

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.29	26.42	23.7	24.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	374	360	96.26	3.74	25.91
Female	186	179	96.24	3.76	25.84
Male	186	179	96.24	3.76	25.14
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	29.17
Black or African American	30	29	96.67	3.33	10.34
Filipino	114	112	98.25	1.75	36.61
Hispanic or Latino	135	127	94.07	5.93	15.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	30.30
White	33	32	96.97	3.03	34.38
English Learners	26	23	88.46	11.54	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	39	38	97.44	2.56	23.68
Socioeconomically Disadvantaged	217	207	95.39	4.61	15.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	27	87.10	12.90	0.00

2024-25 Career Technical Education Programs

American Canyon High School offers several Career and Technical Education (CTE) courses through the support of the Napa County Office of Education (NCOE). Our CTE courses include pathways in Career Ed, Business, Business and Entrepreneurship, Culinary Arts & Hospitality, Sports Medicine, and Sustainable Construction. Students who complete one of these CTE Pathway courses have the possibility to earn some college credits and industry certification. Our CTE classes are very popular and align with the state requirements for CTE courses.

Gillie Miller, Director of College and Career Readiness Programs for Napa County Office of Education (NCOE), and Mario Landeros, Director of College and Career for NVUSD work in partnership to support our CTE courses and the compliance components to the California State requirements for these Career Tech Ed courses. NVUSD Career and College Director Mario Landeros is also leading a coalition of teachers and students through a review of the district CTE programs with the assistance of ConnectEd. The goal is to ensure that our current CTE models are meeting the needs of all students and that the programs are aligned with the needs of the business and local communities.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	390
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.2

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.95
Graduates Who Completed All Courses Required for UC/CSU Admission	54.57

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.

2024-25 California Physical Fitness Test Participation Rates

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	93.85	97.72	97.49	99.77	97.72

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.

2025-26 Opportunities for Parental Involvement

ACHS welcomes parent and community involvement through our Site Council, Go Pack Athletic Boosters and Alliance Booster Clubs (choir, academic, and band boosters). ACHS also hosts community presentation panels, grade level parent information nights, and ELAC (English Language Acquisition) meetings. For further information on parent involvement opportunities, please contact, ACHS School Principal Karin Hatton (khatton@nvusd.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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.4	5.1	1.6	4.3	5.5	3.3	8.2	8.9	8
Graduation Rate	95.9	94.1	95.6	92.4	93	92.8	86.2	86.4	87.5

2024-25 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	386	369	95.6
Female	192	187	97.4
Male	193	181	93.8
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	26	25	96.2
Black or African American	32	32	100.0
Filipino	113	110	97.3
Hispanic or Latino	142	133	93.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	35	97.2
White	34	31	91.2
English Learners	42	38	90.5
Foster Youth	--	--	--
Homeless	13	12	92.3
Socioeconomically Disadvantaged	257	244	94.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	33	26	78.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1772	1753	281	16.0
Female	882	872	142	16.3
Male	888	879	137	15.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	116	114	15	13.2
Black or African American	159	156	26	16.7
Filipino	475	472	51	10.8
Hispanic or Latino	659	651	127	19.5
Native Hawaiian or Pacific Islander	16	16	3	18.8
Two or More Races	148	147	26	17.7
White	198	196	33	16.8
English Learners	123	122	26	21.3
Foster Youth	--	--	--	--
Homeless	42	42	18	42.9
Socioeconomically Disadvantaged	1074	1064	210	19.7
Students Receiving Migrant Education Services	26	26	8	30.8
Students with Disabilities	174	171	56	32.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.78	4.62	3.05	3.96	4.05	3.9	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.06	0.11	0.06	0.07	0.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.05	0.11
Female	1.93	0.11
Male	4.17	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.86	0.00
Black or African American	7.55	0.63
Filipino	0.84	0.00
Hispanic or Latino	3.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.73	0.68
White	5.05	0.00
English Learners	6.50	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	3.72	0.09
Students Receiving Migrant Education Services	3.85	0.00
Students with Disabilities	6.90	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.

2025-26 School Safety Plan

The ACHS Safety Plan was updated at the beginning of the Academic Year 2024-2025, and was most recently reviewed with the ACHS staff during September and October during multiple drills of various types and approved during the October 16th School Site Council meeting. SSC minutes are available online. The ACHS Safety Plan is comprehensive and available for review upon request. It addresses in detail such protocols as Fire Drills, Lock Down Drills, Shelter in Place Drills, Earthquake Drills, etc. The Safety Plan also addresses evacuation protocols, phone trees, and parent contact information. It is approved by the School Site Council.

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	28	11	26	19
Mathematics	28	10	28	19
Science	30	3	25	11
Social Science	30	6	19	22

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	28	11	18	26
Mathematics	30	8	16	27
Science	32	4	12	22
Social Science	31	3	23	20

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	15	18	26
Mathematics	29	9	23	22
Science	28	5	18	9
Social Science	28	12	21	22

2024-25 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	404.29

2024-25 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)	4.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2.5
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$8,124	$396	$7,728	$106,435
District	N/A	N/A	$6297	$104,358
Percent Difference - School Site and District	N/A	N/A	-19%	9.4
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-32.9	8.5

Fiscal Year 2024-25 Types of Services Funded

ACHS is not currently in Program Improvement. Our SPSA is funded via our LCFF and LCAP; all services are funded based upon those goals. We currently fund AVID, ELD courses, Link Crew, MTSS and Restorative Practices training. We have a grant that supports a comprehensive Wellness Center, funding a full time social worker, outside contract resources, and supplies.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$68,233	$62,783
Mid-Range Teacher Salary	$95,658	$97,783
Highest Teacher Salary	$124,487	$128,020
Average Principal Salary (Elementary)	$159,954	$160,224
Average Principal Salary (Middle)	$168,226	$166,992
Average Principal Salary (High)	$176,731	$180,971
Superintendent Salary	$378,644	$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	26.7

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	2
English	7
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	7
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	42

Professional Development

Teachers received two districtwide professional development days with time dedicated to exploring ELLevation and AVID strategies with data analysis. Additionally, content teams participated in district led professional development days to deepen understanding of the PLC Cycle and Essential and Priority Standards and the use of proficiency scales. All Math I, II, III teacher participated in district professional development cohorts with Carnegie Learning Math coaches.

PLCs are in fact the primary engine of school improvement at our school. During PLC collaborative time, teachers identify essential learning outcomes for their students; they design formative assessments by which they can determine whether or not students are achieving the essential learning outcomes, and they plan instructional strategies to address deficits in learning, or enrichment activities for students who are learning. With our new Flex schedule, PLC teams will meet both during the school day on common collaborative time or twice monthly at Early Release days. This will results in over 90 minutes per week of PLC time.

All first- or second-year teachers participate in induction as well, and our staff includes a number of induction coaches. We also have a New Teacher Academy that meets monthly with teachers new to our site. The district also provides a wide range of staff development opportunities, including such topics as the implementation of the common core, ELD training, BEST workshops, and IA/Campus Supervisor training, in which our teachers fully participate.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5