

Alameda Community Learning Center

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Alameda Community Learning Center
Street	1900 Third Street
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 995-4300
Principal	Michael McCaffrey
Email Address	michael.mccaffrey@alamedaclc.org
Website	www.alamedaclc.org
County-District-School (CDS) Code	01-61119-0130609

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Alameda Community Learning Center
Phone Number	510-995-4300
Superintendent	Annalisa Moore
Email Address	annalisa.moore@clcschools.org
Website	www.clcschools.org

School Description and Mission Statement (School Year 2020-2021)

The Alameda Community Learning Center (ALCLC) is a non-profit tuition-free public charter school providing a creative and rigorous college-prep program to 360 learners in grades 6-12. Its mission is to empower all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society. Founded in 1996, ALCLC's collaborative, project-based learning model encourages deeper engagement and self-directed learning. It's democratic and empowering culture fosters participation and leadership within a small, welcoming, technology-rich, multi-age environment.

ALCLC has been consistently ranked at the top of open-enrollment high schools in Alameda on the California School Dashboard, on third party sites, and in four-year college attendance rates (over 90%). All graduates must complete the UC a-g requirements, one college course, a 20-hour career-related internship, and a community-oriented senior project. All learners access college-level coursework at the local community college through concurrent enrollment. ALCLC graduates consistently demonstrate higher educational outcomes and a desire for lifelong learning--key ingredients for future success.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	42
Grade 7	57
Grade 8	60
Grade 9	50
Grade 10	39
Grade 11	59
Grade 12	51
Total Enrollment	358

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	8.7
American Indian or Alaska Native	0.3
Asian	21.5
Filipino	5.6
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.3
White	34.4
Two or More Races	10.1
Socioeconomically Disadvantaged	31.8
English Learners	11.2
Students with Disabilities	10.9
Foster Youth	0.3
Homeless	2

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	16	15	15
Without Full Credential	5	4	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	3
Total Teacher Misassignments*	0	0	3
Vacant Teacher Positions	0	0	1

Note: "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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th – Prentice Hall Literature text with sixth novels 7th – Prentice Hall Literature text with seventh novels 8th – Prentice Hall Literature text with eighth novels 9th – Selected Novels 10th – Selected Novels 11th – Selected Novels 12th – Selected Novels	Yes	0
Mathematics	6th – College Prep Math – Common Core Connection 1 7th – College Prep Math – Common Core Connection 2 8th – College Prep Math – Common Core Connection 3 9th – College Prep Math – Algebra 10th – College Prep Math – Geometry 11th – College Prep Math – Algebra 2 12th – College Prep Math – Pre Calculus 12th – Calculus – Prentice Hall 6th edition	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	6th – Lab Aids Issues and Earth Science 7th – Lab Aids Issues and Life Science 8th – Lab Aids – Issues and Physical Science 9th – Physics in the Universe – Houghton Mifflin Harcourt 10th – Lab Aids – Chemistry 11th – Lab Aids – Biology 12th – Environmental Science – Lab Aids – Science and Sustainability	Yes	0
History-Social Science	6th – TCI (Teacher Curriculum Institute) – Ancient History 7th – TCI (Teacher Curriculum Institute) – Middle Ages 8th – TCI (Teacher Curriculum Institute) – US History 9th – TCI (Teacher Curriculum Institute) – Geography 10th – TCI (Teacher Curriculum Institute) – World History 11th – TCI (Teacher Curriculum Institute) – US History 12th – TCI (Teacher Curriculum Institute) – Government 12th – TCI (Teacher Curriculum Institute) – Economics	Yes	0
Foreign Language	8th/9th – Spanish 1 - Voces Digital Nuestra Historia 1 9th/10th – Spanish 2 - Voces Digital Nuestra Historia 2 10th/11th – Spanish 3 - Voces Digital Intermediate	Yes	0
Health	9th -- Current Life Issues Curriculum	Yes	0
Science Laboratory Equipment (grades 9-12)	9th – Lab tables, water, hot plates and all safety equipment 10th – Lab tables, water, Lab-Aids equipment, hot plates and all safety equipment 11th – Lab tables, water, Lab-Aids equipment, microscopes, hot plates and all safety equipment 12th – Lab tables, water, Lab-Aids equipment, microscopes, hot plates and all safety equipment	Yes	0

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

School Facility Conditions and Planned Improvements

Alameda Community Learning Center occupies a public school site within Alameda Unified School District. Overall safety, cleanliness and adequacy of the school facility is good. The building was built in 1950, is in good repair and is well maintained, clean and safe. ACLC has a filtered water fountain that allows for drinking and water bottle refills. Bathrooms are well maintained by the janitorial staff. Our janitorial service ensures that our campus and classrooms remain clean and litter free on a daily basis. Alameda Unified School District provides building maintenance and repair for all AUSD leased buildings and Community Learning Center Schools (CLCS) provides building maintenance and repair for 2 portable classrooms and bathroom facilities owned by ACLC. Ongoing and emergent maintenance and repair needs are completed in a responsive manner, keeping our buildings in good working order, and safe for all.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The campus boiler was replaced.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Doors for 3 AUSD owned classrooms (mentioned in the previous FIT) were replaced due to difficulty with the doors closing.
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	54	N/A	48	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

None offered in 2019-20.

Career Technical Education (CTE) Participation (School Year 2019-2020)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	90

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

The Alameda Community Learning Center benefits greatly from its supportive parent community. All parents are automatically members of the school's parent organization, the Parent Action Committee (PAC), which coordinates parent volunteers, holds parent events, and supports school activities such as Campus Beautification Days, Teacher Appreciation events, and the yearly Constitutional Convention, to name a few. A strong base of parent volunteers runs our “Healthy Lunch Program” and plans a special graduation dinner for seniors and their guests. Additionally, parents can serve on the ACLC Governing Board, the Personnel Committee, the Curriculum and Standards Committee, the Finance Committee, and the Program Evaluation Committee. Parents also sit on the board of the Creative Community Education Foundation (CCEF), a non-profit 501(c)3 founded to raise and allocate enrichment funds for the school. To find out how to get involved, parents may visit the school website (www.alamedaclc.org).

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	3.9	0	2.9	5	3.5	5.2	9.1	9.6	9
Graduation Rate	80.4	92.1	85.7	87	91.4	88.9	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.1	3.5	2.9	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0		
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

ACLCLC completes its annual review of the School Emergency Plan by September 30th of each year, and an updated Site Plan is submitted to the District Safety Coordinator. The Executive Director has appointed an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of updating staff assignments, verifying status and location of supplies and equipment, modifying site procedures, planning for staff in-service activities, and reviewing emergency signals for evacuation, fire, and chemical alarms. By October 30th of each year, the school devotes staff meeting time to Emergency Preparedness planning including team assignments, evacuation procedures and basic District policies during emergencies. The Site Emergency Plan (or appropriate pages thereof) is given to each staff member by this date. Additional meeting time is devoted as needed.

The school conducts safety drills at least three times per semester, rotating fire, earthquake and lockdown drills. ACLC has emergency stores of food, water, and blankets in the event that learners need to remain at school overnight. Emergency contact information is stored in a safe and accessible location. The school is part of Alameda’s Share 911 network, allowing for immediate internal communication as well as communication with and response from police and fire departments in case of an emergency.

In regards to COVID-19 precautions, ACLC followed all Alameda Public Health Guidelines including the wearing of masks for all students and staff, appropriate physical distancing as outlined in regards to developmentally appropriate and stable cohorting, health screening of students and staff, sanitation, and disinfecting. Staff are trained about guidelines surrounding in-person instruction continuously and we update our policies as Alameda Public Health provides new guidance.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	30		16		22	4	12		18	10	6	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	19	9	8		18	11	8		17	15	7	
Mathematics	20	6	8		19	10	5		24	4	7	1
Science	22	7	8		22	7	7		24	3	10	
Social Science	25	2	8		24	4	7		27	3	8	2

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	358

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,823	\$1,492	\$9,331	\$64,510
District	N/A	N/A	\$8,463	\$77,156
Percent Difference - School Site and District	N/A	N/A	9.8	-17.9
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	18.5	-20.5

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

Types of Services Funded (Fiscal Year 2019-2020)

ACLC provides academic support for all subjects during the regular school day and after school. In addition to facilitators, learners are supported and assisted by a school counselor, part-time college and mental health counselors, paraprofessional aids, special education services (if eligible) and an attendance officer/McKinney-Vento liaison.

During learner project periods, learners have access to counseling meetings, college counseling meetings, special education pull-out support, and learning labs. Learning labs are open to all and mandatory for learners with failing grades in any class.

In classrooms, all learners are supported through Universal Design for Learning strategies. In addition, ACLC provides push-in special education support for eligible learners. A senior seminar provides group college counseling and financial literacy education, among other topics, for grade 12 learners. In an effort to better support our ELD learners, we have implemented the use of Power Up Literacy (a Lexia software product). Power Up uses adaptive software to assess and then provide readings at or slightly above a learner's current level to push and support them in increasing their reading fluency and comprehension.

After school, all facilitators hold office hours twice a week to support learners in small groups or one-on-one. Learners may be directed to attend office hours or participate in Learners of Concern or Learner Support Team meetings based on needs indicated through our Multi-Tiered Support System (MTSS).

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,966	\$49,782
Mid-Range Teacher Salary	\$72,867	\$76,851
Highest Teacher Salary	\$95,138	\$97,722
Average Principal Salary (Elementary)	\$106,679	\$121,304
Average Principal Salary (Middle)	\$129,891	\$128,629
Average Principal Salary (High)	\$133,136	\$141,235
Superintendent Salary	\$230,000	\$233,396
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	11

ACLC delivers professional development through five full-day sessions (four before the school year starts and one during the year) and about thirty weekly 1.5 hour workshops held on early-release Wednesdays after school. In addition, facilitators at ACLC receive administrative and peer coaching. New staff attend a one-day orientation before the start of the school year. In most years, a primary academic focus is decided upon by staff and the group makes progress towards identified goals throughout the year.

For the 2020-21 school year, the shift to Distance Learning (DL) necessitated some changes to our professional development. We started the year with 6 full days of professional development around best practices for teaching and learning in a DL model. Teachers were given UDL (Universal Design for Learning) methods and strategies to engage and motivate students during DL. Our ongoing professional development includes time for teachers to meet in departments, grade level teams (middle and high school), committees, best practices for DL, and the ongoing Inquiry Collaborative mentioned above.

For the 19-20 school year, all-staff professional development focused on rigor and equity in Project-Based Learning--specifically, staff have worked on how to design challenging projects that incorporate skills tied to state standards and how to promote equitable access to project-related resources and full engagement in project work by all students, including those from under-represented groups or with special educational needs. In addition, each teacher chose one the following professional development strands--Equity & Inclusion, Classroom Management, or an Inquiry Collaborative in which each teacher self-selected an Action Research Project to improve their teaching practice in a particular area.

In 2018-19, all-staff professional development focused on Equity and Inclusion and Data-Driven Instruction. In addition, facilitators chose among the following three professional development strands--Differentiation, Classroom Management, and Project-Based Learning.