Alameda Community Learning Center
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School 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
School Website	www.alamedaclc.org
County-District-School (CDS) Code	01-61119-0130609

2021-22 District Contact Information

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

2021-22 School Overview

The Alameda Community Learning Center (ACLC) 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, ACLC'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.

ACLC 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. ACLC graduates consistently demonstrate higher educational outcomes and a desire for lifelong learning--key ingredients for future success.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	50
Grade 7	53
Grade 8	58
Grade 9	51
Grade 10	53
Grade 11	34
Grade 12	59
Total Enrollment	358

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	19.8
Black or African American	7.8
Filipino	3.4
Hispanic or Latino	16.5
Two or More Races	9.2
White	26.8
English Learners	13.4
Homeless	1.1
Socioeconomically Disadvantaged	25.7
Students with Disabilities	15.1

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

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

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)	9.1	59.5	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.8	37.9	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	17.8	3.3	12115.8	4.4
Unknown	0.3	2.5	14.2	2.6	18854.3	6.9
Total Teaching Positions	15.4	100.0	539.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	5.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	5.8

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	44.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the 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 in combination with EngageNY curriculum (pilot year 2021-22) 7th – Prentice Hall Literature text with seventh novels in combination with EngageNY curriculum (pilot year 2021-22) 8th – Prentice Hall Literature text with eighth novels in combination with EngageNY curriculum (pilot year 2021-22) 9th – Selected Novels in combination with EngageNY curriculum (pilot year 2021-22) 10th – Selected Novels in combination with EngageNY curriculum (pilot year 2021-22) 11th – Selected Novels in combination with EngageNY curriculum (pilot year 2021-22) 12th – Selected Novels in combination with EngageNY curriculum (pilot year 2021-22)	Yes	0
Mathematics	6th – Illustrative Mathematics - Math 1 7th – Illustrative Mathematics - Math 2 8th – Illustrative Mathematics - Math 3 9th – Illustrative Mathematics – Algebra 10th – Illustrative Mathematics – Geometry 11th – Illustrative Mathematics – Algebra 2 12th – Illustrative Mathematics – Pre Calculus 12th – Calculus – Prentice Hall 6th edition	Yes	0
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 |

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.

Year and month of the most recent FIT report	October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New individual HVAC systems to be installed for classrooms 10 through 23 beginning Feb 2022
Interior: Interior Surfaces	X			
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		Roof repair scheduled for January 2022 (primarily affects sister school roofing, but some work also on ACLC roofing)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New fencing to be placed around the perimeter of the campus in June 2022

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	NT	NT	NT	NT
Female	87	NT	NT	NT	NT
Male	109	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	40	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	37	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	NT	NT	NT	NT
White	57	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	NT	NT	NT	NT
Female	87	NT	NT	NT	NT
Male	109	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	40	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	37	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	NT	NT	NT	NT
White	57	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	NT	NT	NT	NT
Female	65	NT	NT		
Male	84	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	24	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	31	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

2020-21 Career Technical Education Programs

None offered in 2020-21.

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	95.74

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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).

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.9	9.4	1.8	5.2	6.4	4.2	9.0	8.9	9.4
Graduation Rate	85.7	88.7	89.1	88.9	89.5	89.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	55	49	89.1
Female	22	19	86.4
Male	32	29	90.6
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	18	14	77.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	24	21	87.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	8	66.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	364	363	29	8.0
Female	161	161	18	11.2
Male	200	199	11	5.5
American Indian or Alaska Native	1	1	0	0.0
Asian	72	72	8	11.1
Black or African American	28	28	1	3.6
Filipino	12	12	1	8.3
Hispanic or Latino	60	60	9	15.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	36	35	4	11.4
White	97	97	5	5.2
English Learners	49	49	8	16.3
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	98	98	18	18.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	55	7	12.7

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.53	0.00	2.62	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.93	1.63	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

ACLC 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 follows 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

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	22	4	12	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	18	10	6	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	21	3	14	

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	18	11	8	
Mathematics	19	10	5	
Science	22	7	7	
Social Science	24	4	7	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	15	7	
Mathematics	24	4	7	1
Science	24	3	10	
Social Science	27	3	8	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	21	6	11	
Mathematics	22	7	5	
Science	22	6	8	
Social Science	27	1	10	1

2020-21 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	170.5

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$10,956	$1,451	$9,505	$86,113
District	N/A	N/A		$78,844
Percent Difference - School Site and District	N/A	N/A		8.8
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	11.8	6.1

2020-21 Types of Services Funded

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. Junior and senior seminars provide group college counseling and financial literacy education, among other topics, for grade 11 and 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).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$53,006	$51,029
Mid-Range Teacher Salary	$74,339	$78,583
Highest Teacher Salary	$97,088	$99,506
Average Principal Salary (Elementary)	$128,153	$124,576
Average Principal Salary (Middle)	$124,728	$131,395
Average Principal Salary (High)	$141,835	$144,697
Superintendent Salary	$230,000	$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

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 2021-22 school year our focus is on defining our Instructional Delivery Model, which we call AIM (ACLC Instructional Model), and learning/implementing best practices for each of our 5 AIM Components:
1. Opening Routines
2. Content Delivery
3. Meaning-Making (Classwork)
4. Assessment/Accountability
5. Closing Routines

In addition to adopting and implementing AIM and related best practices within each of the 5 components (Exit Ticket strategies as part of Closing Routines, for example), we are using this year to engage in Instructional Rounds, with teachers observing colleagues to identify and respond to schoolwide patterns as well as shadowing learners to center the student experience. These activities will ultimately help us engage in a self-study using the Schools to Watch framework and associated rubrics, with the end goal of helping us identify bright spots to grow and areas of focus going into the 2022-23 school 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	11	11

Alameda Community Learning Center
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview	On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs). Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs. Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable. The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs. For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--