

Alameda Community Learning Center

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

2023-24 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	Allyson Schoolcraft
Email Address	allyson.schoolcraft@alamedaclc.org
School Website	www.alamedaclc.org
County-District-School (CDS) Code	01-61119-0130609

2023-24 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	www.clcschools.org

2023-24 School Description and Mission Statement

The Alameda Community Learning Center (ALCLC) is a non-profit tuition-free public charter school providing a creative and rigorous college-prep program to 390 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. Its 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	51
Grade 7	58
Grade 8	59
Grade 9	83
Grade 10	49

Grade 11	49
Grade 12	49
Total Enrollment	398

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7%
Male	55.5%
American Indian or Alaska Native	0.5%
Asian	29.4%
Black or African American	10.8%
Filipino	3.5%
Hispanic or Latino	16.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	9.5%
White	26.9%
English Learners	17.6%
Foster Youth	0.3%
Homeless	0.3%
Socioeconomically Disadvantaged	35.4%
Students with Disabilities	13.6%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	59.52	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.80	37.89	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.80	3.32	12115.80	4.41
Unknown	0.30	2.46	14.20	2.64	18854.30	6.86
Total Teaching Positions	15.40	100.00	539.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	66.00	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	21.91	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	8.22	12.80	2.48	11953.10	4.28
Unknown	0.60	3.75	26.00	5.03	15831.90	5.67
Total Teaching Positions	18.10	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.40
Misassignments	5.80	3.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.80	3.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.40
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	44.2	19.8
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	6.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th – CommonLit curriculum (adopted for 2022-23 year) 7th – CommonLit curriculum (adopted for 2022-23 year) 8th – CommonLit curriculum (adopted for 2022-23 year) 9th – CommonLit curriculum (adopted for 2022-23 year) 10th – CommonLit curriculum (adopted for 2022-23 year) 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	Yes	0

	8th – Lab Aids–Issues and Physical Science 9th – Physics in the Universe–Houghton Mifflin Harcourt 10th – Lab Aids–Chemistry 11th – Lab Aids–Biology 12th – Lab Aids - Earth and the Solar System		
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	Spanish 1 - Voces Digital Nuestra Historia 1 Spanish 2 - Voces Digital Nuestra Historia 2	Yes	0
Health	9th -- Current Life Issues Curriculum	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 2022

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		
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			All classrooms were re-keyed in October per Alameda Unified School District

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	65	65	63	47	46
Mathematics (grades 3-8 and 11)	40	45	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	204	96.68	3.32	64.53
Female	92	88	95.65	4.35	63.22
Male	117	114	97.44	2.56	64.91
American Indian or Alaska Native	--	--	--	--	--
Asian	79	78	98.73	1.27	62.82
Black or African American	17	15	88.24	11.76	57.14
Filipino	--	--	--	--	--
Hispanic or Latino	24	22	91.67	8.33	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	68.97
White	53	52	98.11	1.89	73.08
English Learners	25	23	92.00	8.00	17.39
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	51.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	13.04

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	203	96.21	3.79	44.83
Female	92	87	94.57	5.43	43.68
Male	117	114	97.44	2.56	45.61
American Indian or Alaska Native	--	--	--	--	--
Asian	79	77	97.47	2.53	45.45
Black or African American	17	15	88.24	11.76	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	24	22	91.67	8.33	40.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	58.62
White	53	52	98.11	1.89	48.08
English Learners	25	24	96.00	4.00	12.50
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	74	94.87	5.13	31.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	4.35

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	45.80	54.55	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	156	154	98.72	1.28	54.55
Female	70	70	100.00	0.00	44.29
Male	85	83	97.65	2.35	62.65
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	48.72
Black or African American	14	13	92.86	7.14	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	54.55
White	53	53	100.00	0.00	73.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	22.73

2022-23 Career Technical Education Programs

None offered in 2022-23

2022-23 Career Technical Education (CTE) Participation

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	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	86.67

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	79%	100%	99%	100%	99%
Grade 9	86.5%	86.4%	86.4%	86.4%	86.4

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.

2023-24 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. 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.8	7.9	2	4.2	1.9	1.5	9.4	7.8	8.2
Graduation Rate	89.1	89.5	94.1	89.9	94	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	51	48	94.1
Female	26	23	88.5
Male	25	25	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	21	21	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	20	18	90.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	14	93.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	420	402	64	15.9
Female	184	177	36	20.3
Male	233	222	28	12.6
Non-Binary	3	3	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	122	120	10	8.3
Black or African American	45	42	12	28.6
Filipino	14	14	0	0.0
Hispanic or Latino	72	65	12	18.5
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	42	39	6	15.4
White	108	106	15	14.2
English Learners	73	71	12	16.9
Foster Youth	1	1	0	0.0
Homeless	2	1	0	0.0
Socioeconomically Disadvantaged	156	152	31	20.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	56	11	19.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.75	2.86	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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All Students	2.86	0
Female	3.26	0
Male	2.58	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.64	0
Black or African American	4.44	0
Filipino	7.14	0
Hispanic or Latino	1.39	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.38	0
White	4.63	0
English Learners	5.48	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.72	0

2023-24 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.

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
6	21	3	14	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
6	17	11	14	

2022-23 Elementary 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 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	10	21	10	0
Other	0	0	0	0

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	14	9	
Mathematics	19	8	7	
Science	23	6	8	
Social Science	29	1	9	1

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	18	13	8	0
Mathematics	24	4	8	0
Science	27	2	10	0
Social Science	26	1	10	0

2022-23 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	221.11

2022-23 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)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$14,458	\$2,607	\$11,851	\$73,396
District	N/A	N/A		\$88,710
Percent Difference - School Site and District	N/A	N/A	16.5	-18.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	43.6	-17.4

Fiscal Year 2022-23 Types of Services Funded

ACLIC 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 multiple classes.

In classrooms, all learners are supported through Universal Design for Learning strategies. In addition, ACLIC 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) and hired an ELD Coordinator who provides both push-in and pull-out support for our emerging English Language Learners. 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.

Fiscal Year 2022-23 Types of Services Funded

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).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,160	\$54,190
Mid-Range Teacher Salary	\$84,356	\$85,111
Highest Teacher Salary	\$110,139	\$104,999
Average Principal Salary (Elementary)	\$140,806	\$132,492
Average Principal Salary (Middle)	\$150,601	\$140,987
Average Principal Salary (High)	\$149,703	\$153,884
Superintendent Salary	\$250,000	\$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 Where there are student course enrollments of at least one student.	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-eight weekly 1.25 hour workshops held on early-release Wednesdays after school. In addition, facilitators at ACLC receive administrative and peer coaching. New staff attend 2 days of 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 2023-2024 school year our focus has been on sense of belonging and academic engagement. Teachers intentionally cultivated classroom communities that encouraged and embraced diverse perspectives and backgrounds, while holding an anti-racist stance and supporting the development of positive relationships across differences. Staff also utilized instructional strategies to provide multiple entry points and integrated supports/scaffolds as appropriate. Targeted Equity Groups: African-American/Black learners, English Learners, learners with IEPs.

For the 2022-23 school year, we have used the Schools to Watch lenses of Academic Excellence, Developmental Responsiveness, and Social Equity. In committees, we are working to develop and implement key initiatives in each area for the 2023-24 school year. We continue our focus on our AIM (ACLC Instructional Model) outlined below as we add new teachers to our team.

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, and best practices for DL.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11