

Alameda Community Learning Center

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2025-26 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	Dr. Doron Markus
Email Address	doron.markus@alamedaclc.org
School Website	www.alamedaclc.org
Grade Span	6-12
County-District-School (CDS) Code	01-61119-0130609

2025-26 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

2025-26 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 343 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

2025-26 School Description and Mission Statement

Dashboard, on third-party sites, and in four-year college attendance rates (over 72%). 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	23
Grade 7	40
Grade 8	53
Grade 9	47
Grade 10	63
Grade 11	64
Grade 12	53
Total Enrollment	343

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.4
Non-Binary	0.6
American Indian or Alaska Native	0.8
Asian	24.9
Black or African American	15.5
Filipino	1.7
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	10.2
White	19.9
English Learners	13
Socioeconomically Disadvantaged	42.5
Students with Disabilities	17.4

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.9	66	432.2	83.39	234405.2	84
Intern Credential Holders Properly Assigned	0	0	9.9	1.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.9	21.91	37.1	7.17	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	8.22	12.8	2.48	11953.1	4.28
Unknown/Incomplete/NA	0.6	3.75	26	5.03	15831.9	5.67
Total Teaching Positions	18.1	100	518.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.5	63.33	398.8	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.46	8.2	1.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	25.08	29.8	6.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	4.81	15.5	3.2	11746.9	4.23
Unknown/Incomplete/NA	0.2	1.2	33.4	6.89	14303.8	5.15
Total Teaching Positions	18.3	100	485.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.1	55.05	385.6	77.72	230039.4	100
Intern Credential Holders Properly Assigned	1.3	6.68	10	2.03	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.7	33.51	55.6	11.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.3	1.88	12112.8	4.34
Unknown/Incomplete/NA	0.9	4.65	35.5	7.16	13705.8	4.91
Total Teaching Positions	20.2	100	496.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.40	0.2	0
Misassignments	3.50	4.2	6.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.90	4.5	6.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.40	0.8	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.40	0.8	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.8	22.3	31.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.3	14.2	17

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

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

Year and month in which the data were collected: January 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th – CommonLit curriculum (adopted for 2023-24 year) 7th – CommonLit curriculum (adopted for 2023-24 year) 8th – CommonLit curriculum (adopted for 2023-24 year) 9th – CommonLit curriculum (adopted for 2023-24 year) 10th – CommonLit curriculum (adopted for 2023-24 year) 11th – Selected Novels in combination with EngageNY curriculum 12th – Selected Novels in combination with EngageNY curriculum	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	0
Science	6th – Lab Aids–Issues and Earth Science 7th – Lab Aids–Issues and Life Science 8th – Lab Aids–Issues and Physical Science 9th/10th – Lab Aids–Biology 11th – Lab Aids–Chemistry 12th – Lab Aids - Earth and the Solar System	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	0

Foreign Language	Spanish 1 - Voces Digital Nuestra Historia 1 Spanish 2 - Voces Digital Nuestra Historia 2	0
Health	Dual Enrollment with Peralta Community College-College and Career Planning Course	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	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.

Year and month of the most recent FIT report October 2024

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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	52	60	64	65	47	48
Mathematics (grades 3-8 and 11)	38	43	54	57	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	181	174	96.13	3.87	59.77
Female	79	75	94.94	5.06	62.67
Male	100	98	98.00	2.00	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	50	50	100.00	0.00	70.00
Black or African American	32	30	93.75	6.25	36.67
Filipino	--	--	--	--	--
Hispanic or Latino	35	33	94.29	5.71	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	70.83
White	35	32	91.43	8.57	71.88
English Learners	20	20	100.00	0.00	15.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	76	96.20	3.80	51.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	21.05

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	181	172	95.03	4.97	43.02
Female	79	73	92.41	7.59	42.47
Male	100	98	98.00	2.00	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	50	50	100.00	0.00	66.00
Black or African American	32	28	87.50	12.50	10.71
Filipino	--	--	--	--	--
Hispanic or Latino	35	33	94.29	5.71	15.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	54.17
White	35	32	91.43	8.57	53.13
English Learners	20	20	100.00	0.00	10.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	74	93.67	6.33	35.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	21.05

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	47.74	45.13	53.22	54.86	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	161	95.83	4.17	41.61
Female	78	72	92.31	7.69	40.28
Male	88	88	100.00	0.00	42.05
American Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00	0.00	52.50
Black or African American	28	26	92.86	7.14	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	41	38	92.68	7.32	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	40.00
White	36	34	94.44	5.56	61.76
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	69	97.18	2.82	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	19.05

2024-25 Career Technical Education Programs

None offered in 2024-25.

2024-25 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	

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	76.47

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	97.5%	87.5%	60%	92.5%	92.5%
Grade 9	85%	60%	45%	45%	85%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2	10.3	7.3	1.5	7.3	1.1	8.2	8.9	8
Graduation Rate	94.1	89.7	92.7	94.8	91.3	93.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	51	92.7
Female	25	23	92.0
Male	30	28	93.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	11	11	100.0
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	15	14	93.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	14	12	85.7
English Learners	11	11	100.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	32	31	96.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	14	100.0

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	381	364	80	22.0
Female	169	157	38	24.2
Male	210	205	41	20.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	93	90	7	7.8
Black or African American	61	57	16	28.1
Filipino	--	--	--	--
Hispanic or Latino	77	73	19	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	38	11	28.9
White	74	72	19	26.4
English Learners	48	47	12	25.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	178	170	46	27.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	63	17	27.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.86	3.95	6.56	2.71	2.42	2.57	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.56	0.00
Female	2.37	0.00
Male	9.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.45	0.00
Black or African American	6.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.13	0.00
White	8.11	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.42	0.00

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

2025-26 School Safety Plan

ACLC completes its annual review of the School Emergency Plan by September 30th of each year, and an updated Site Plan is submitted to Our Charter Authorizer. The Executive Director has appointed an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of updating staff assignments, verifying the 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.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	9	29	14	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	10	17	8	

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	21	8	
Mathematics	24	4	9	
Science	24	3	11	
Social Science	25	4	9	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	22	6	
Mathematics	20	9	6	1
Science	19	8	8	
Social Science	22	5	9	1

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	194.5

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,676	\$4,343	\$13,334	\$95661
District	N/A	N/A		\$100,848
Percent Difference - School Site and District	N/A	N/A	16.5	-5.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	17.9	-4.5

Fiscal Year 2024-25 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 admissions & truancy manager.

During learner project periods, learners have access to workspaces to complete projects or assignments for their course, counseling meetings, college counseling meetings, and special education pull-out support. In classrooms, all learners are supported through Universal Design for Learning strategies. ACLIC's Special Education Department provides push-in and pull-out services for 18% of learners in grades 6-12. Junior and senior seminars provide group college counseling and financial literacy education, among other topics, for grade 11 and 12 learners.

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$68,272	\$62,145
Mid-Range Teacher Salary	\$95,730	\$97,088
Highest Teacher Salary	\$124,990	\$120,436
Average Principal Salary (Elementary)	\$163,400	\$151,343
Average Principal Salary (Middle)	\$176,220	\$159,514
Average Principal Salary (High)	\$179,091	\$177,261
Superintendent Salary	\$313,771	\$294,805
Percent of Budget for Teacher Salaries	32.46%	29.95%
Percent of Budget for Administrative Salaries	6.67%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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

ACLIC 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 ACLIC 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 2024-2025 school year our focus has been building relationships and improving systems. Teachers intentionally

Professional Development

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.

We continue our focus on our AIM (ALCLC Instructional Model) outlined below as we add new teachers to our team.

For the 2024-25 school year our focus is on defining our Instructional Delivery Model, which we call AIM (ALCLC 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 identify bright spots to grow and areas of focus going into the 2024-25 school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	11	4	4