



ALAMEDA COMMUNITY LEARNING CENTER

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Lora Lewis, Lead Facilitator

School Accountability Report Card

Principal's Message

The Alameda Community Learning Center (ALCLC) is a public charter school of the Alameda Unified School District. Now in its 13th year of operation, the ACLC last spring was awarded the California Distinguished School Award. ACLC is Alameda County's first charter school to receive this award. In the fall of 2007, US News and World Report named the ACLC as one of the top high schools in the nation. (Bronze Award) In the spring of 2008, ACLC was recognized by the California Charter Schools Association as a "Certified Charter School." As a charter school, ACLC accepts all of its learners by random lottery. All Alameda residents are welcome to apply during the open enrollment period during February of each year.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Alameda Community Learning Center at 510-521-7543.

School Profile

ALCLC Mission statement: The Alameda Community Learning Center is an educational model that empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society. The school has a college preparatory curriculum that also focuses on an alternative educational experience that encourages self-directed experiential learning, collaborative learning and participatory democracy in a technology rich multi-age environment. The school serves learners in grades 6-12.

Mission Statement

The Alameda Community Learning Center is an educational model that empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.

Parent Involvement

The Alameda Community Learning Center greatly benefits from its supportive parents who serve on the ACLC Governing Board, the Personnel Committee, the Curriculum and Standards Committee, the Finance Committee, and the Program Evaluation Committee. The school has a strong base of parent volunteers who run our "Healthy Lunch Program" and plan graduation. Parents are also welcome to join Parent Asset Committee (PAC). The school also benefits from several community partnerships, including the Creative Community Education Foundation which fundraises for the school.

Discipline & Climate for Learning

Learners at the Alameda Community Learning Center are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Alameda Community Learning Center discipline program is to have the community enforce these rules and expectations through its learner-led Judicial Committee. Parents and Learners are informed of school rules and discipline policies through the "Learner Planner" which is distributed to each learner and reviewed at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some learners may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Ultimate Frisbee, the Future Leader's Institute, and the Gay / Straight Alliance.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: ACLC Ultimate Frisbee and all sports at Encinal High School and local middle schools. The school recognizes and celebrates the achievements and successes of learners and staff on a regular basis. Learners are recognized for their achievements during weekly community meetings.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	13.6%
American Indian	1.4%
Asian	8.9%
Caucasian	60.3%
Filipino	7.5%
Hispanic	6.1%
Pacific Islander	0.5%
Multiple or No Response	1.9%

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	12	24	33	884	936	1348
Suspension Rate	6.03%	11.76%	15.42%	8.47%	9.17%	13.16%
Expulsions	0	0	0	15	22	13
Expulsion Rate	0.00%	0.00%	0.00%	0.14%	0.22%	0.13%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
6th	24	24	25
7th	32	31	34
8th	42	31	28
9th	37	39	39
10th	25	34	29
11th	19	25	35
12th	20	20	24

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment. Alameda Community Learning Center has a 20/1 student to teacher ratio in all 9th grade English and Math classes.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	21	31	47	8	2	3	2	6	3	3	3	5
Mathematics	22	18	16	4	8	9	5	1	2	-	-	-
Science	33	24	28	2	1	4	1	5	1	2	-	2
Social Science	21	56	22	4	2	5	-	1	2	1	3	3

Safe School Plan

Safety of learners and staff is a primary concern of Alameda Community Learning Center. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on June 5, 2006 by the ACLC Governing Board. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. All disaster preparedness is coordinated through Encinal High School. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year. Learners are supervised before and after school by certificated staff, and certificated staff supervise students during lunch. Parent volunteers with supervision during lunch and break periods. Visitors are required to be approved by the Lead Facilitator and must register with the ACLC Office Manager.

School Facilities

The Alameda Community Learning Center was originally constructed in 1995 and is comprised of 5 regular classrooms, a science laboratory, a Digital Video Studio, and a 6,000 square foot Community Room / Technology Center.

Cleaning Process: The Lead Facilitator works daily with the custodial staff of 1 (0 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 03/18/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems			X	Media Room - System not working properly. Control of heat and fan operation not working. - Scheduled for repair summer 2008. Main Room - system controls need to be replaced.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)			X	PCR 1 - 2, 3, and 4 required flex connectors and interconnected fire alarm system to be compliant. These conditions were scheduled to be corrected 5/08. - Conditions were corrected as part of a project close out in 5/08. Main Room - All lights in area are T-12 on old fixtures. Lighting retrofit scheduled for FY 2008/09.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness			X	Science - Coordination with both educators and custodial staff is scheduled for FY 2008/09 to promote more efficient cleaning. .

Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$444,917 for deferred maintenance program. This represents .5% of the district's general fund budget.

Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Alameda Community Learning Center had 11 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	15	9	10	546
Without Full Credentials	0	1	0	19
Working Outside Subject	0	2	0	38

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	2	2
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	2	2
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.30%	3.70%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past years. Topics for staff development during the 2006/07 school year included:

- Prentice Hall Language Arts trades 6-8
- Glencoe Social Science grades 6-8
- Math Collaboration grades 6-12
- Departmental Collaboration grades 9-12
- Academic Vocabulary grades 6-8
- Strategic Instruction Model grades 6-12

Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Counseling & Support Staff

It is the goal of the Alameda Community Learning Center to assist learners in their social and personal development as well as academics. The school gives special attention to learners who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:200. The table lists the support service personnel available at Alameda Community Learning Center.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1

Curriculum Development

All curriculum development in the Alameda City Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/Assessment Coordinator, to align with the state standards, district goals, and the statewide assessment program. During the 2006/07, changes to the curriculum included:

- Adoption of new Social Studies program textbooks for Modern World History, AP European History, and US History.
- Adoption of new French program textbooks for French 4 and 5
- Adoption of new Holt Earth Sciences textbook for grade 9.

Dropout & Graduation Rates

The Alameda Community Learning Center believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Humanities Lab, Math Lab, Special Study Teams, and Individualized Tutoring.

	Graduation & Dropout Rates		
	03-04	04-05	05-06
Dropout Rate	0.00%	0.99%	0.85%
Graduation Rate	89.40%	94.70%	



Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	75.0%	82.1%	*
Socioeconomically Disadvantaged	*	60.8%	*
African American	*	67.2%	*
Asian	*	92.7%	*
Filipino	*	81.5%	*
Hispanic	*	66.0%	*
Caucasian	*	85.4%	*
English Learners	*	60.9%	*
Students with Disabilities	*	61.0%	*

* Statewide data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	63.6	59.4	49.0	81.2	66.1	51.1	84.6	59.7	48.6
Mathematics	66.7	54.7	45.2	84.8	63.0	46.8	88.5	59.1	49.9

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	15.4	23.1	61.5	11.5	34.6	53.8
Males	15.4	30.8	53.8	7.7	30.8	61.5
Females	15.4	15.4	69.2	15.4	38.5	46.2
Caucasian	22.2	16.7	61.1	16.7	33.3	50.0

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results			2007 API Growth Score
	04-05	05-06	06-07	
Statewide Rank	10	10	10	
Similar Schools Rank	10	4	8	
All Students				
Actual Growth	-20	46	1	853
Caucasian				
Actual Growth	-32	56	-13	866

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

	Adequate Yearly Progress (AYP)			
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																				
Combined % of Students Scoring at Proficient and Advanced Levels																				
	Language Arts									Math			Science			Social Science				
	6			7			8			6			7			8				
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07		
All Students																				
School	57	76	75	75	78	79	54	88	71	39	66	46	59	66	58	59	71	36	56	52
District	49	57	57	55	61	61	42	52	52	54	53	57	51	61	41	45	46	38	40	43
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Males																				
School	50	80	77	67	81	82	59	86	62	33	80	38	50	63	*	71	69	59	64	54
District	43	50	52	49	53	54	37	46	45	53	51	54	50	60	40	49	47	41	43	42
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
Females																				
School	64	*	73	82	75	73	50	89	79	45	*	55	65	69	*	50	71	21	50	50
District	56	63	62	60	68	67	47	58	59	56	56	59	52	62	40	41	45	35	37	44
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
Caucasian																				
School	67	83	83	73	88	87	55	94	77	33	75	50	60	71	*	69	62	45	63	46
District	66	78	67	68	73	76	51	69	66	65	71	63	62	66	62	57	58	46	54	56
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52
Language Arts																				
Social Science																				
All Students																				
School	82	81	83	39	88	85	80	63	84				45	65	69	80	33	59		
District	58	59	60	47	56	49	49	48	53				45	50	42	54	46	48		
State	43	44	47	36	37	37	36	36	37				31	30	29	37	35	35		
Males																				
School	80	88	80	50	90	79	*	67	95				56	71	79	*	43	76		
District	51	54	57	39	54	43	41	45	51				47	53	43	48	46	49		
State	38	40	43	32	33	33	33	33	33				34	33	34	37	37	37		
Females																				
School	85	75	84	*	82	92	77	*	64				*	55	58	77	*	27		
District	63	65	63	54	60	55	57	50	56				44	47	42	58	47	47		
State	48	48	53	41	42	41	39	39	41				28	27	26	36	34	33		
Caucasian																				
School	92	92	85	*	100	88	88	50	87				*	76	82	81	30	61		
District	73	67	72	59	73	61	59	60	67				57	62	53	63	56	61		
State	61	63	66	53	54	55	50	50	52				44	45	44	48	48	48		

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	7			7		
	05	06	07	05	06	07
All Students						
School	79	68	67	76	71	91
District	62	59	60	65	65	63
State	46	46	47	49	50	51
Males						
School	83	63	68	75	56	91
Females						
School	76	73	64	76	87	91
Caucasian						
School	87	75	73	80	75	80

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Alameda Community Learning Center is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone		
2006-07 Test Results		
	7th Grade	9th Grade
School		
School Overall	45.5%	46.9%
School (Boys)	45.5%	47.1%
School (Girls)	45.5%	46.7%
District		
District Overall	52.6%	35.6%
District (Boys)	49.7%	38.0%
District (Girls)	55.3%	33.0%
State		
State Overall	29.4%	29.3%
State (Boys)	27.2%	30.1%
State (Girls)	31.8%	28.4%

SAT-1

Each year, learners have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The Alameda Community Learning Center refers learners to college admission test preparation courses in the community. The table displays the percent of the school's 12th grade learners who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those learners. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	20	95.0%	587	623	0
05-06	20	80.0%	548	566	547
06-07	24	75.0%	533	516	520
District					
04-05	838	0.53%	481	525	0
05-06	842	0.54%	483	528	490
06-07	872	0.54%	493	533	493
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Advanced Placement Classes

The Alameda Community Learning Center encourages learners to continue their education past high school. The Alameda Community Learning Center's learners have access to Advanced Placement (AP) courses at Encinal High School for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. ACLC learners also have access to college level courses through the College of Alameda.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	12
Science	1	22
Totals	2	34
Percent of Students in AP Courses	15.9%	

Instructional Materials

AUSD held a Public Hearing on September 11, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
9th	Mathematics	McDougal Littell	2001	Yes
10th	Mathematics	McDougal Littell	1999	Yes
9th-10th	Reading/English	Glencoe/McGraw Hill	2001	Yes
11th-12th	Reading/English	Prentice Hall	2001	Yes
9th	Science	Holt	2006	Yes
11th	Science	Prentice Hall	2000	Yes
10th	Science	Prentice Hall	2004	Yes
11th	Social Science/History	McDougal Littell	2007	Yes
12th	Social Science/History	Prentice Hall	2003	Yes
10th	Social Science/History	Prentice Hall	2007	Yes

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

UC/CSU Course Completion

Students at Alameda Community Learning Center are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
9.5%	94.7%

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$38,081	\$38,479
Mid-Range Teachers	\$54,800	\$60,306
Highest Teachers	\$72,615	\$74,193
Elementary School Principals	\$91,134	\$92,985
Middle School Principals	\$101,008	\$98,305
High School Principals	\$110,337	\$107,384
Superintendent	\$162,500	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.4%	40.8%
Administrative Salaries	5.5%	5.7%
* Data unavailable from the State of California at the time of publication.		

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$73,325
District	\$58,545
Percentage of Variation	25.24%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	24.75%

District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2005-06 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,509
From Restricted Sources	\$876
From Unrestricted Sources	\$5,633
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	13.96%

District Revenue Sources

In addition to general state funding, Alameda Community Learning Center receives state and federal funding for the following categorical funds and other support programs:

- State Lottery
- California Public Schools Act of 1998
- Lottery: Instructional Materials
- Instructional Materials Realignment
- Instructional Materials Grades 9-12

