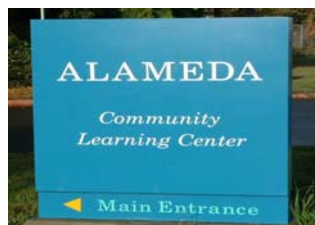




District Mission Statement

A team unified to ensure that every school creates a learning environment where every student succeeds.



Alameda Community Learning Center

A Public Charter School of the Alameda Unified School District

School Information

Director: Paul Bentz
Address: 210 Central Avenue
Alameda, CA 94501
Phone: (510) 521-7543
Fax: (510) 521-7350

Grades Served: 7-12
Enrollment: 169
School Type: Charter
Nearby Middle School: Chipman

District Office Address:
2200 Central Avenue
Alameda, CA 94501

Demographic Information

Student Ethnicity (CBEDS 2003-04)

The percentage of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

African-American	15.4%
American Indian or Alaskan Native	0.0%
Asian	11.2%
Filipino	4.1%
Hispanic or Latino	5.9%
Pacific Islander	0.0%
White (Not Hispanic)	58.6%
Multiple or No Response	4.7%

Student Enrollment (CBEDS 2003-04)

Grade 7	38
Grade 8	31
Grade 9	32
Grade 10	29
Grade 11	18
Grade 12	21

Alameda Community Learning Center (ACLC) is housed at Encinal High School (EHS) on the West End of the Island City of Alameda. The ACLC was opened in 1996 as collaboration between the accounting firm of Arthur Andersen and The Alameda Unified School District. It was planned and executed as a district wide resource for 150 twelve through eighteen year old learners interested in alternative educational experience that encourages self-directed, experiential learning, collaborative learning, learner voice and educational equity in a technology-rich environment. The District's plan provided five years of special funding for the ACLC. During its fifth year of implementation, the ACLC facilitators petitioned and received Charter School status to enable the program to continue to provide a unique and vigorous academic alternative to traditional education. ACLC opened its doors as a charter school in August 2001. School Website: aclc.alameda.k12.ca.us

Features and Highlights

- Regular classroom hours 8:00 a.m. to 3:00p.m.
- Entering students typically come from all Alameda schools.
- About half of the students at this school come from the neighborhood where the school is located.
- Accredited by WASC in 2004.
- This school has a particular instructional focus on individual learning, and college preparation.
- This school has an emphasis in technology/project-based learning.
- The ACLC graduation requirements are aligned with the UC "a-g" admission requirements. An internship and 20 hours of community service per year is also required.
- This school emphasizes self-motivation, self-direction, teamwork, communication and stresses learning-to-learn skills, which prepare learners for college and the world of work.
- Graduates typically go to UCs and private universities.
- Principal has been at this school for eight years.
- Foreign language taught: French and Spanish (EHS)
- Boys and Girls sports include basketball, cheerleading, cross-country, soccer, softball, swimming, track, volleyball and all sports held at Encinal High School.
- Clubs and extra-curricular activities include Film Society; Conflict Mediation; Peer Counseling; Chess Club; Juggling Club and Gay, Straight Alliance.
- This school has the following arts programs: band, theatre/drama, art and chorus (EHS).
- Parents are an essential component of our school. Parents hold positions on both our Governing Board and also on our Creative Community Education Foundation Fundraising board. Parents organize a Parent Assist Committee (PAC) and volunteer many hours at school. For more information, contact the school at (510)521-7543.

Mission Statement:

To create a dynamic learning community by embodying the best practices of teaching and learning in a noncompetitive manner that supports individuals to actively discover their own personal potential, recognize their own value and worth and practice responsibility to the community. To this end, our school places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of math and science to become aware of how the universe works; and developing an understanding of how government, economics and the social sciences impact individual and global interactions.

Notes regarding the source and currency of data: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 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.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (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 one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

School Wide API California calculates a Base API for "all students" and for each of the major "subgroups" of students in a school to encourage teachers and principals to close any performance gaps between groups.

API Base Data			
	2001	2002	2003
Percentage Tested	<i>Data not available</i>	99	99
Base API		757	813
Growth Target		2	A
Statewide Rank		9	10
Similar School Rank		8	10

API Growth Data			
	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percentage Tested	<i>Data not available</i>	99	100
Growth API Score		800	834
Actual Growth		43	21
Eligible for Awards		Yes	N/A
Eligible for II/USP		***	***

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

**** The II/USP Program was not funded for 2002, 2003 or 2004.*

API Subgroups - Racial/Ethnic Groups

API Base Data			
	2001	2002	2003
White (Not Hispanic)			
Base API Score	<i>Data not available</i>	788	837
Growth Target		2	A

API Growth Data			
	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
White (Not Hispanic)			
Growth API Score	<i>Data not available</i>	824	864
Actual Growth		36	27

STRATEGIC FOCUS
Every student will meet or exceed all AUSD and state standards as measured by district and state assessments.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall AYP	School		District	
	2003	2004	2003	2004
All students	Yes	Yes	No	Yes

Subgroups	School		District	
	2003	2004	2003	2004
All Students	Yes	Yes	Yes	Yes
African American or Black (not Hispanic)	N/A	N/A	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	Yes	Yes
Filipino	N/A	N/A	Yes	Yes
Hispanic or Latino	N/A	N/A	Yes	Yes
Pacific Islander	N/A	N/A	N/A	NA
White (not Hispanic)	N/A	N/A	Yes	Yes
Socio-Economically Disadvantaged	N/A	N/A	Yes	Yes
English Learners	N/A	N/A	Yes	Yes
Students with Disabilities	N/A	N/A	No	Yes

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST) The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less*

CST – All Students 2002-2004 Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard). *Science test results reflect grades 9-11 students for this school, whereas Science test results for District and State reflect all students. Social Science test results reflect grades 8, 10, and 11 students for this school, whereas Social Science test results for District and State reflect all students.*

Performance Level		School			District			State		
		2002	2003	2004	2002	2003	2004	2002	2003	2004
ELA	% Proficient or Advanced	62	67	71	44	46	47	32	35	36
Math	% Proficient or Advanced	23	27	27	38	43	45	31	35	34
Science	% Proficient or Advanced	31	33	29	25	28	31	30	27	25
Social Science	% Proficient or Advanced	45	44	67	34	34	38	28	28	29

CST – Subgroups 2004 Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Performance Level		Male	Female	English Learners	Socio-Economically Disadvantaged		Students With Disabilities	
					Yes	No	Yes	No
ELA	% Proficient or Advanced	71	70	---	45	75	---	73
Math	% Proficient or Advanced	30	23	---	10	30	---	28
Science	% Proficient or Advanced	31	27	---	---	31	---	29
Social Science	% Proficient or Advanced	73	58	---	---	71	---	70

CST – Racial/Ethnic Groups 2004 Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Performance Level		African American or Black	American Indian or Alaskan	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
ELA	% Proficient or Advanced	56	---	57	---	---	---	80
Math	% Proficient or Advanced	17	---	21	---	---	---	33
Science	% Proficient or Advanced	---	---	---	---	---	---	37
Social Science	% Proficient or Advanced	---	---	---	---	---	---	71

Norm-Referenced Test: California Achievement Test (CAT/6)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CAT/6 2003-2004 All Students Percentage of students performing at or above the 50th percentile (meeting or exceeding the state standard)

Performance Level		School			District			State		
		2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	% Proficient or Advanced	***	78	81	***	54	56	***	43	43
Math	% Proficient or Advanced	***	78	79	***	61	62	***	50	51

*** 2002 SAT9 results cannot be compared to CAT6 results.

CAT/6 – Subgroups 2004 Percentage of students performing at or above the 50th percentile (meeting or exceeding the state standard) within each major subgroup.

Performance Level		Male	Female	English Learners	Socio-Economically Disadvantaged		Students with Disabilities	
					Yes	No	Yes	No
Reading	% Proficient or Advanced	86	75	---	65	84	---	84
Math	% Proficient or Advanced	87	70	---	63	82	---	83

CAT/6 – Racial/Ethnic Groups 2004 Percentage of students performing at or above the 50th percentile (meeting or exceeding the state standard) within each Racial/Ethnic Group. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Performance Level		African American or Black	American Indian or Alaskan	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	% Proficient or Advanced	61	---	86	---	---	---	87
Math	% Proficient or Advanced	56	---	86	---	---	---	85

California Fitness Test 2004

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL	Female	Male
7 th	35.1	31.6	38.9	42.2	44.0	40.5	29.1	31.3	27.0
9 th	32.0	---	33.3	24.3	20.3	28.6	26.3	25.3	27.2

College and Work Preparation

- 81% of students take the SAT or ACT.
- Average SAT scores: 550 verbal, 594 math.
- Less than 20% of graduates go to 2-year colleges.
- 80-100% of graduates go to 4-year colleges.
- 4 AP Courses in Calculus, English, French and Spanish language.
- School-to-career programs in automotive technology, child development, computer programming and technology, radio/TV broadcasting and all courses available at Encinal High School.

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	---	---	---
Computer Science	---	---	---
English	---	---	---
Foreign Language	2	4	46
Mathematics	---	---	---
Science	1	1	12
Social Science	---	---	---

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (2002-03, grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
1,029	0	0.0

Graduates Who Have Completed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) **total graduates** for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
17	0	0.0

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	28	21	21	801	800	836	365,907	385,181	395,194
Percentage of Grade 12 Enrollment Taking Test	82	90	81.0	55	51	51.7	37	37	35.2
Average Verbal Score	570	558	550	481	504	501	490	494	496
Average Math Score	540	541	594	516	530	537	516	518	519

"When I came to middle school and high school I had this 'box'. My facilitators at ACLC had a much different thought on the matter. They forced me to think outside of the box and I have created work that I didn't even know I had inside of me"/" This is a one-of-a-kind school that gave me the resources and structure to learn far more and better."
 - Senior Quote, 2002

Opportunities for Parental Involvement

Parents are an essential component of our school. ACLC parents are immensely involved in our school, from chaperoning field trips to serving on our school board. Parents hold positions on both our Governing Board and also on our CCEF Fundraising Board. Parents organize a Parent Assist Committee (PAC) and volunteer many hours at our school. Currently, two parents serve as members of the Board and there is a parent representative for each of the seven committees of the governing board. Parents also are involved as guest speakers and function as our newsletter coordinator. The members of Parent Booster Club coordinate social events such as school dances the senior graduation dinner celebration, and fundraising events such as silent auctions and raffles.

Please contact the school office for more information, at (510) 523-7543.

School Instruction and Leadership

One of the most unique aspects of the ACLC Charter School is its method of governance that substantially incorporates the learners and facilitators in a broad array of organizational functions - legislative, judicial and executive. This approach is totally congruent with the ACLC philosophy that the learning is experiential and incorporates not only the content but also the process of the learning environment.

The Governing Board acts as the primary governing body of the ACLC Charter School and is composed of nine members. It is charged with development and oversight of policy, budget, personnel, organizational development, strategic planning, and maintaining the vision of the ACLC Charter. The Governing Board is comprised of three facilitators, one AUSD representative, and one member from the Alameda community appointed by the learners and facilitators. All decisions of the Governing Board are made by a majority vote of its members unless otherwise specified by this Charter or in By-laws adopted by the Governing Board.

"We believe that the Learning to Learn Skills are necessary for the life long learning skills that must be mastered in the 21st Century by people of any age."

Classes are offered in a wide variety of subject matter within ACLC - including science, mathematics, language arts, and social studies. Learners are expected to work toward mastery in every course of study. There are no social promotions at ACLC, but learners do have the right to take longer than a semester or a year to achieve mastery in a subject if necessary. Learners also have the capacity to accelerate far beyond the "age specified" curriculum based on interest, skill and mastery of prerequisite knowledge. We believe that the Learning to Learn Skills are necessary for the life long learning skills that must be mastered in the 21st Century by people of any age.

The Lead Facilitator acts as "Principal" and demonstrates strong leadership skills for our school. Because our school is centered on student voice and student leadership, the Leadership class is an essential part of the school leadership structure.

This school has an emphasis on teamwork, strategic experimentation techniques and problem solving. Some features of the program include:

- Students create websites and Power point presentations to present material.
- Computation skill mastery using Accelerated Math software program. Math program is self-paced and uses interactive teaching methods.

Student Support Services

A full time school counselor provides the following counseling services to our student body of 160 learners: Academic advisement, college counseling, career development, personal counseling, and group counseling. The School counselor also provides training and supervision of learners as peer counselors and conflict managers.

Special Programs

The ACLC seeks to bring academic studies to life through various fun projects throughout the year. Over the years, learners have the opportunity to participate in many different curricular projects. These projects encourage learners to work together in teams and to enjoy a fun way of learning. Such projects include:

- Mock Trial Competition
- ACLC Robotics Program
- The Jim Regatta Boat Races
- Bug Feed
- ACLC Bladium PE Program
- Service Learning Program
- Talented and Gifted Education Program (K-12) includes differentiated instruction and cluster grouping in grades 4 and 5.

Total Number of Minimum Days

Children attend school 180 days. Six of these days are minimum days with 12:30 dismissal.

Instructional Minutes (2003-2004)

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
7 th	64,800	64,800
8 th	64,800	64,800
9 th	64,800	64,800
10 th	64,800	64,800
11 th	64,800	64,800
12 th	64,800	64,800

Quality and Currency of Textbooks and Other Instructional Materials

All subjects have the required current textbooks available to all students. The school endeavors to provide all teachers with whatever materials they need to carry out their respective curriculum. Our district follows the California State Framework adoption cycle to ensure that students have up-to-date textbooks and other instructional materials, which have been approved by the State Board of Education and the Alameda School Board of Education. Teachers supplement with additional instructional materials; all classroom instruction is Standards Based.

Please contact the site for a detailed list of textbooks currently being used.

Technology and Facilities

- 100% of classrooms are connected to the Internet.
- This school has 4 students per computer, compared to a statewide average of 6.9 for the 2002-2003 school year.
- A custodian cleans the school facilities nightly.
- This school was established in 1996.

School Safety Plan

Date of last review/update: May 2004

Date last reviewed with staff: October 2004

Since we are located on the Encinal High School campus, we participate jointly in their emergency plans. We participate in monthly fire drills, periodic earthquake drills, and hold disaster-planning sessions with learners. By law, in the event of a disaster, facilitators remain with any learner until the learner can be released to his or her parents.

Discipline and Climate for Learning

Acquiring "learning to learn" skills to foster life long learning, experiential learning, including internships, promotion of love for learning, technology-rich environment, student voice and student leadership, self-paced learning environment, social responsibility and appreciation for diversity and a self-directed learning model.

Our school is a safe learning environment with zero tolerance for physical or verbal abuse. Our conflict management program is school-wide with student conflict managers mediating conflicts.

Suspensions and Expulsions

When other means of correction fail, we find it necessary to suspend students who break certain school rules. We report suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported CBEDS for the given year.

	School			District Grades 9-12		
	2002	2003	2004	2002	2003	2004
Suspensions	0	10	11	559	538	562
<i>Suspension Rate</i>	0	6	10	17	16	23
Expulsions	0	0	0	14	12	15
<i>Expulsion Rate</i>	0	0	0	0	0	0

Drop Out Rate and Graduation Rate (2000-2002)

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	<i>No data available for 2000 and 2001</i>	108	102	3,254	3,345	3,311	1,735,576	1,772,417	1,830,664
Number of Dropouts		0	0	17	26	19	47,899	48,454	58,493
Dropout Rate (1-year)		0	0	0.5	.80	0.6	2.8	2.7	3.2
Graduation Rate		100	100	95.6	97.0	97.6	86.7	86.9	86.6

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	50.0	---
All Schools in District	---	55.5
High-Poverty Schools in District	---	33.3
Low-Poverty Schools in District	---	60.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	5	7	18
Teachers with Full Credential	5	7	17
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	2	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	1

Vacant Teacher Positions

Data reported are 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 or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	2
Total Teacher Misassignments	---	---	2

Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Academic Counselor	1.0
Resource Specialist	1.0

Teacher Evaluations

Teachers are evaluated through:

- Self-assessment focusing on a clear plan for assigning grades, evidence of facilitator's awareness of California content state standards, goals for the year, evidence for a plan for learners who are struggling and for learners who find the class is not challenging enough.
- Learner Surveys-Learners complete evaluation forms.
- Classroom Observations

Substitute Teachers

Substitutes are available through the district office pool of qualified substitutes. Substitutes must hold a college degree and pass the California Basic Educational Skills Test (CBEST).

Professional Development

Recent professional development for AACLC facilitators include:

- Intel Teach for the Future technology training.
- Conflict Resolution Training
- WASC training.

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.5
Master's Degree plus 30 or more semester hours	5.6	9.9
Master's Degree	16.7	15.5
Bachelor's Degree plus 30 or more semester hours	44.4	53.2
Bachelor's Degree	33.3	21.0
Less than Bachelor's Degree	0.0	0.0

Average Teaching Load and Teaching Load Distribution

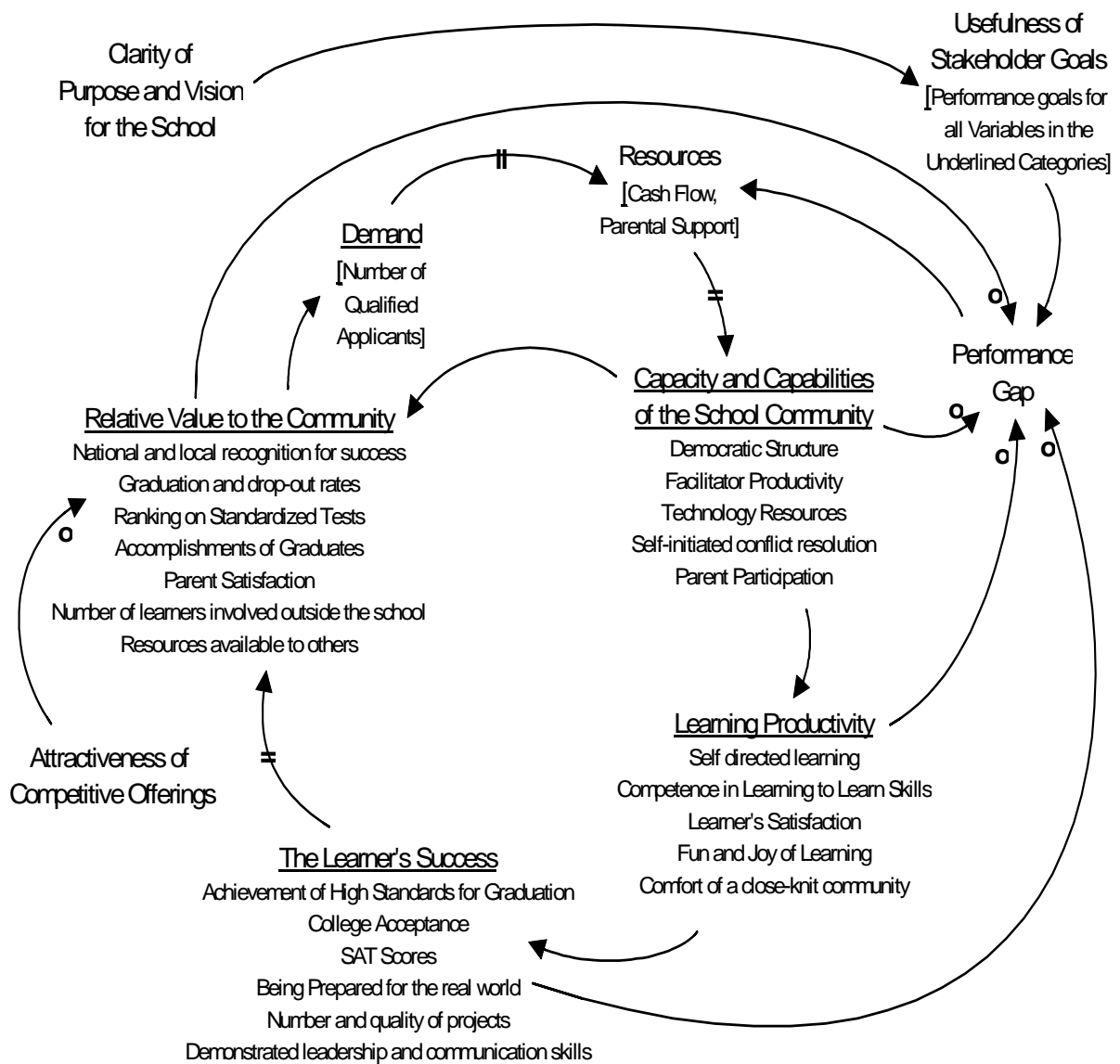
Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
<i>English</i>	10.31	12	1	0	9.53	17	0	0	29.8	1	2	3
<i>Mathematics</i>	19.40	3	2	0	16.22	7	0	0	20.9	5	3	0
<i>Science</i>	10.63	8	0	0	10.77	13	2	0	20.2	7	2	2
<i>Social Science</i>	6.50	2	0	0	39.00	0	0	1	42.5	0	0	2

CAUSAL LOOP DIAGRAM

The diagram is called a "causal loop diagram." It explicitly identifies key variables in the system and the causal links that connect them. Thus, the reader can discover the essential feedback relationships that are designed to achieve the Mission/Purpose and Vision of the school.

At the top of the diagram are two variables. One is Clarity of Purpose and Vision for the school; the other is Usefulness of Stakeholder Goals. Connecting them is an arrow we call a causal link, which explicitly denotes the cause (at the base of the arrow) and its effect (at the head of the arrow), and the direction of the causality. Specifically, in this example, the clearer the Purpose and vision become to stakeholders, then stakeholders can more effectively select and monitor the right goals for the school's performance.



Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,081	\$36,096
Mid-Range Teacher Salary	\$54,799	\$56,626
Highest Teacher Salary	\$72,615	\$70,684
Average Principal Salary (Elementary)	\$90,545	\$88,337
Average Principal Salary (Middle)	\$90,215	\$93,252
Average Principal Salary (High)	\$98,458	\$100,430
Superintendent Salary	\$157,898	\$136,519
Percent of Budget for Teacher Salaries	40.4	42.6
Percent of Budget for Administrative Salaries	5.9	5.8

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
69,767,749	6,650	6,882	6,822

Superintendent's Message

Your school accountability report card (SARC) is one of the best and most complete sources of information about your child's school. It documents how successful your school has been in meeting educational goals; highlights programs and resources for your child; offers important facts about student enrollment, demographics, discipline, class size, instructional minutes, and teacher qualifications; and provides a helpful overview of your school's unique climate for learning.

Along with this written "snapshot" of your school, you have the opportunity to get to know it first-hand. Become truly familiar with your child's school by volunteering in your child's classroom and at school events, communicating regularly with your child's teacher, and participating in parent conferences and information nights.

As we share responsibility for your child's education, we are confident that we can work together to make Alameda schools a learning environment "where every student succeeds."

Sincerely,
 Alan K. Nishino, Ed.D
 Superintendent of Schools

Board Of Education 2004-2005

David Forbes, Janet Gibson,
 Tracy Lynn Jensen,
 Michael McMahon, Bill Schaff

Important Phone Numbers:

Superintendent of Schools	337-7060
Ass't. Sup't Ed. Services	337-7063
Adult School	522-3858
Assessment/ Intervention	337-7095
Categorical Prgm./Equity	337-7076
Community Relations	337-7175
Curriculum/ Instrc. K-8	337-7076
English Language Dev.	337-7096
Parent Information (<i>voicemail</i>)	337-7176
Personnel Services	337-7070
Secondary/ ROP	337-7093
Special Education	337-7075
Student Services	337-7072

Important Websites:

Alameda Schools: www.alameda.k12.ca.us
 California Department of Education: www.cde.ca.gov