

**School Accountability Report Card
CHILDREN'S LEARNING CENTER
MIDDLE/HIGH SCHOOL
School Year 2008-09**

Address: 1910 Central Avenue, Alameda, CA 94501
Principal: Gus Psara, Executive Director

Phone: 510-769-7100
Grade Span: 6-12

This of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-2009 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Children's Learning Center offers a consistent, positive environment, highly individualized educational and behavioral programming, and a dedicated, well-trained staff. By blending data-based behavior analysis with a sincere care and concern for each individual child, CLC has created an atmosphere where children can learn and grow. With low student-to-staff ratios, small classes and the CLC approach, each student can make substantial progress on language, self-care, pre-academic and academic skills, emotional functioning, and many can then succeed in less-restrictive environments. CLC offers vocational and life skills training programs as well as EPSDT and AB3632 mental health services.

Student Enrollment

Group	Enrollment	
Number of students	55	
African American	12	21.8%
American Indian or Alaska Native	0	0%
Asian	2	3.6%
Filipino	0	0%
Hispanic or Latino	4	7.3%
Pacific Islander	1	1.8%
White (not Hispanic)	33	60.0%
Multiple or No Response	3	5.5%
Socioeconomically Disadvantaged	13	23.6%
English Learners	0	0%
Students with Disabilities	55	100%

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Mis-assignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The school is a two story rectangular C-shaped structure around a concrete and tanbark play area, with 7 classrooms, a vocational experience café, student seclusion areas, office and storage space. The building is in good repair and classrooms and public spaces are clean and well organized.

Repairs Needed

The school building is well-maintained and there are no repairs needed at the present time.

Corrective Actions Taken or Planned: N/A

Narrative to be provided by LEA: N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$31,540
District	\$
State	\$

Student Performance

Performance on CA Standardized Tests are Aggregated and Reported by Each Student's Home School District

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	%

Academic Progress

API SCORES ARE MAINTAINED BY EACH STUDENT'S HOME SCHOOL DISTRICT

Indicator	Result
2006 API Growth Score (from 2005 API Growth Report)	N/A
Statewide Rank (from 2005 API Base Report)	N/A
2006-07 Program Improvement Status	N/A

School Completion

Diplomas are Issued by Each Student's Home School District and Reported there.

Indicator	Result
Graduation Rate	

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card Reported for School Year 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Children's Learning Center Middle/High School	District Name	Alameda Unified School District
Street	1910 Central Avenue	Phone Number	510-337-7190
City, State, Zip	Alameda, CA 94501	Web Site	http://www.clcalameda.com
Phone Number	510-769-7100	Superintendent	Ardella Johnson
Principal	Gus Psara, Executive Director	E-mail Address	---
E-mail Address	gpsara@clcalameda.com		

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Middle/High School Program accepts students aged 11 to 20, with student:staff ratios averaging 3:1 or 4:1. Each classroom has one credentialed teacher and two or more assistants. Employing a positive-reinforcement behavior modification model integrated into every aspect of the academic and behavioral program, CLC offers an rigorous curriculum and wide range of electives, activities and clubs. The students are those with Asperger's Syndrome, emotional disturbances, learning difficulties, or mild developmental delays. Outpatient Mental Health Services, which include individual, group, and family counseling, are available for EPSDT or AB3632-eligible children. Vocational and life-skills training is the primary focus of one classroom, and older students often work part-time at off-campus jobs. Due to the expertise of our highly trained staff, students make significant gains in academic skills, emotional functioning, self-esteem, and self-control.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

CLC holds a Back-to-School night each September, a career day featuring parents and community members, a science fair, a winter holiday program, intramural sports, and an Open House each year. Parents receive daily feedback from staff as well as regular progress reports and report cards. Parents also have the option to communicate with staff and other parents via the CLC Parent-Teacher Association Yahoo Group via the internet.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	n/a	Grade 8	
Grade 1	n/a	Ungraded Elementary	
Grade 2	n/a	Grade 9	
Grade 3	n/a	Grade 10	
Grade 4	n/a	Grade 11	
Grade 5	n/a	Grade 12	
Grade 6		Ungraded Secondary	55
Grade 7		Total Enrollment	

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	21.8	White (not Hispanic)	60.0
American Indian or Alaska Native	0	Multiple or No Response	5.5
Asian	3.6	Socioeconomically Disadvantaged	23.6
Filipino	0	English Learners	0
Hispanic or Latino	7.3	Students with Disabilities	100
Pacific Islander	1.8	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	n/a											
1	n/a											
2	n/a											
3	n/a											
4	n/a											
5	n/a											
6												
K-3	n/a											
3-4	n/a											
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	5			13	5			13	5		
Mathematics	11	5			13	5			13	5		
Science	11	5			13	5			13	5		
Social Science	11	5			13	5			13	5		

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2006-07	2007-08	2008-09
K	n/a	n/a	n/a
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

CLC conducts periodic fire and emergency drills. Staff trainings typically occur in fall of each year for first aid and CPR. A school-wide emergency plan is in place and is reviewed periodically with all staff at regular staff meetings.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

CLC staff review behavior expectations with all students upon enrollment as well as at the beginning of each school year and will do updates as needed in the classroom. Each student receives a copy of the Student Handbook, which contains behavior guidelines; and each family receives a Family Handbook which also includes this information. In general, the procedures implemented by CLC follow guidelines of IDEA and the California Hughes Bill. CLC emphasizes a positive approach to all discipline interventions and include limits, boundaries, awareness of triggers, de-escalation, redirecting, and rewards. Positive recognition is consistently given. CDE guidelines for suspensions are followed. For additional details, please ask to see a copy of CLC's Policy and Procedure manual.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school is a two story rectangular C-shaped structure around a concrete and tanbark play area, with 7 classrooms, a vocational experience café, student seclusion areas, office and storage space. The building is in good repair and classrooms and public spaces are clean and well organized. There are no repairs currently needed.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2005-06
With Full Credential	5	7	7	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

A sufficient number of CLC's staff hold valid substitute teaching permits to provide qualified coverage in the event of the absence of any credentialed teacher. This does not impose any difficulties on the school's instruction program since it is a planned part of staffing.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are screened prior to hiring with, among other things, a review of transcripts, continuing education coursework, experience and credentialing. Classroom teachers are observed throughout the year and provide cross-training and feedback to each other. Ongoing feedback is provided among the teaching and administrative team members, including teachers and administrators. Classroom teachers are reviewed on a periodic basis to maintain alignment with professional standards.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	2	---
Other: MFT Therapist	2	
Crisis Intervention Specialist	1	---
Occupational Therapist	1	

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts, Mathematics, Science, History/Social Science, Foreign Language, Health	CLC uses standards-based textbooks from a number of reputable mainstream publishers; each student has a textbook as required.	0%
Science Laboratory Equipment (grades 9-12)	students work in teams using microscopes and other science equipment.	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	31,540			57,500
District	---	---		
Percent Difference – School Site and District	---	---		
State	---	---		
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

N/A CLC does not receive any categorical funding.

Teacher and Administrative Salaries (Fiscal Year 2007-08, no increases for 2008-09)

This table displays district-level salary information 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 a district's 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 at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	CLC / NPS Amount	State Average For Districts In Same Category
Beginning Teacher Salary	39,219 – 43,577	
Mid-Range Teacher Salary	51,548 – 64,904	
Highest Teacher Salary	76,427	
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	N/A	
Superintendent Salary	N/A	
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Standardized test results are reported to and by each student's home school district and are reported on each District's SARC.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Scores are reported to and by each student's home school district on the applicable SARC for that District.

Adequate Yearly Progress: AYP is reported to and by each student's home school district and reported on the SARC of that District.

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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

CLC does not receive any federal Title I funding.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

Dropout Rates are reported by the Home School District of each students.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2007, special education 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. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. There is current legislation which suspends this requirement for special education students.

Career Technical Education Programs

CLC collaborates with the Workability Program of the home school districts of each eligible student with respect to job identification, placement and training. CLC has a full time vocational coach who works with students in the field to model job tasks, train workers, and serve as a resource for employers. In addition, juniors and seniors in the graduation-track high school program are offered electives in life skills, including interviewing and resume writing, which often include videotaped mock interviews.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	8
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses

CLC is a special education school for students with emotional disturbance and learning disabilities. There are no Advanced Placement Courses.

College Admission Test Preparation Course Program or SAT Reasoning Test

If a student wishes to take a college admission test preparation course, CLC will assist the student in locating courses and would work with and monitor the student. To date, no students have participated in college admission testing.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

CLC's Middle and High School Program emulates a typical middle/high school model in the range of core classes, electives and co-curricular activities, including intramural sports. The day is allocated into regular class periods, with transitions from room to room and group to group. One of CLC's strongest assets is the tenure of its teaching and administrative staff; there is great consistency from year to year in classroom teams and administration. The Leadership Team has an average of 20 years experience with CLC and the classroom teaching teams have an average of 13 years experience with CLC.

Professional Development

All teachers take regular continuing education classes as necessary to maintain or advance their credentials; typically these classes are offered by a local institution of higher learning, or may be specialized offerings of professional development entities or professional associations. The clinical staff take regular continuing coursework as necessary to maintain California licensing.

Other teaching staff and paraprofessional are offered a variety of seminars, workshops and community learning experiences as available and appropriate.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes per Year	
	Offered	State Requirement
K	n/a	36,000
1	n/a	50,400
2	n/a	50,400
3	n/a	50,400
4	n/a	54,000
5	n/a	54,000
6	65,054	54,000
7	65,054	54,000
8	65,054	54,000
9	65,054	64,800
10	65,054	64,800
11	65,054	64,800
12	65,054	64,800

Minimum Days in School Year

There are 180 regular school days per year, and 24 to 26 school days in the Extended Year Session, depending on how the calendar falls and whether it is a leap year. In FY 08, there were 180+25, for a total of 205 school days. Regular minimum days are set for the first Wednesday of each month. There are also minimum days scheduled for the day before major school holidays. Minimum days are noted on the school calendar. There are 13 to 14 minimum days each school year. A minimum day typically has a dismissal time of 1:00 p.m.