

Conley-Caraballo High School

Alternative Learning Academy

Core Learning Academy



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Alternative Learning Academy CDS Code: 01-61242-0110478

Core Learning Academy CDS Code: 01-61242-0110460

2014-2015 School Accountability Report Card

Published in the 2015-16 School Year

New Haven Unified School District

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SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District Mission Statement

The mission of the New Haven Unified School District, a partnership of students, families, staff, and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful 21st-century citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

School Vision and Mission Statements

Conley-Caraballo High School exists to help students get their education back on track so they can earn their high school diploma and graduate ready for college or career education. We provide each student with an engaging and supportive educational experience geared at meeting their academic, social and emotional needs.

The school community is composed of certificated and classified staff, parents and volunteers. The entire community will work collaboratively to ensure that students are positively connected to the goals and objectives of Conley-Caraballo High School. We will further provide each student with a safe and enriching learning environment.

Academically, Conley-Caraballo High School provides a rigorous, standards based, balanced curriculum to all students. Our program provides the support and assistance needed to be successful. Students will effectively use technology which is integrated into lessons to make the curriculum more engaging and more enriching.

Socially, we teach our students about the importance of cooperation, respect and tolerance in dealing with their peers and school staff. We encourage our students to celebrate the cultural diversity of our school, and encourage individuals to develop pride in their own cultural heritage.

District & School Profile (School Year 2015-16)

New Haven Unified School Districts includes Union City and part of south Hayward. We are proud of the accomplishments of our diverse student population. Our mission is to develop and empower every student to be productive, responsible and successful.

The district consists of seven elementary schools, two middle schools, two high schools, a student support center, independent study, home school program, and an adult school.

Conley Caraballo is an Alternative High School in the New Haven Unified School District. We are a continuation high school serving students who are behind on their credits, but still want to get a quality education with excellent teachers in a small setting with lots of positive support.

New Conley students are admitted through a selective interview process that includes a meeting with the student, their family, and a Conley administrator.

Conley-Caraballo High School consists of two schools, the Alternative Learning Academy and Core Learning Academy. The Alternative Learning Academy houses our Intensive Counseling Enriched program (NICE). This program is designed to provide a safe and supportive environment for children struggling with significant social/emotional difficulties. The therapeutic milieu encourages independence, patience, problem-solving and academic performance. Transitions to mainstream school environments is a primary goal for the program. Program components include: academic instruction, individual, group, family therapy and case management. All services are provided by licensed and/or credentialed school district personnel. The program is considered a moderate to severe special day class. Students requiring more support would be recommended for a nonpublic school or residential facility.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group 2014-15		Enrollment by Student Group 2014-15	
Alternative Learning Academy		Core Learning Academy	
	Percentage		Percentage
Black or African American	25.0%	Black or African American	9.3%
American Indian or Alaska Native	-	American Indian or Alaska Native	0.7%
Asian	-	Asian	6.7%
Filipino	12.5%	Filipino	5.3%
Hispanic or Latino	37.5%	Hispanic or Latino	66.0%
Native Hawaiian or Pacific Islander	-	Native Hawaiian or Pacific Islander	4.7%
White	25.0%	White	4.7%
Two or More Races	-	Two or More Races	2.7%
English Learners	-	English Learners	28.7%
Socioeconomically Disadvantaged	87.5%	Socioeconomically Disadvantaged	50.0%
Students with Disabilities	100.0%	Students with Disabilities	11.3%
Foster Youth	-	Foster Youth	0.7%

School Attendance & Enrollment (School Year 2014-15)

Regular attendance is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is monitored very closely and phone calls to parents are made on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, truantries or unexcused absences are referred to Student Attendance Review Board (SARB).

This chart illustrate the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
Core Learning Academy			
	2012-13	2013-14	2014-15
10th	1		
11th	40	18	25
12th	190	145	125

Enrollment Trend by Grade Level

	Alternative Learning Academy		
	2012-13	2013-14	2014-15
9th	2	2	
10th	2	1	2
11th	2	2	2
12th	12	4	4

Conditions of Learning State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2014-15)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers			NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers		% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
Alternative Learning Academy	100.0%	0.0%	Core Learning Academy	100.0%	0.0%
All Schools in District	100.0%	0.0%	All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%	High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%	Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				Teacher Credential Status				
	Alternative Learning Academy			District	Core Learning Academy			District
	13-14	14-15	15-16	15-16	13-14	14-15	15-16	15-16
Fully Credentialed	0	0	0	464	10	10	10	464
Without Full Credentials	0	0	0	5	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. 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 semester or year.

Misassignments/Vacancies				Misassignments/Vacancies			
	Alternative Learning Academy				Core Learning Academy		
	13-14	14-15	15-16		13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0	Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0	Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0	Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0	Vacant Teacher Positions	0	0	0

School Facilities (School Year 2015-16)

Conley-Caraballo High School was originally built in 2005 and is currently comprised of 17 classrooms, a gym, a library, a media center, administration buildings, culinary kitchen, baseball field, school garden, and outdoor basketball courts on black tops. At time of publication 100% of all restrooms were in working condition.

Cleaning Process

The principal works daily with the custodial staff 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.

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.

School Facility Conditions				
Date of Last Inspection: 04/14/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Instructional Materials (School Year 2015-16)

New Haven Unified School District held a Public Hearing on October 20, 2015 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, as of November 2015.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Holt	2008	Yes	0.0%
9th-12th	History/Social Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
9th-12th	History/Social Science	McGraw-Hill	2007	Yes	0.0%
9th-12th	History/Social Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	McGraw-Hill	1999	Yes	0.0%
9th-12th	Mathematics	McGraw-Hill	2000	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2001	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2003	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2009	Yes	0.0%
9th-12th	Science	Holt McDougal	2008	Yes	0.0%
9th-12th	Science	Holt McDougal	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following table display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven. **Alternative Learning Academy scores are not disclosed, because fewer than 10 students were tested in a grade level and/or subgroup.**

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	Alternative Learning Academy	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	--	43	44
Mathematics (Grades 3-8 and 11)	--	34	33

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	Core Learning Academy	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	2	43	44
Mathematics (Grades 3-8 and 11)	0	34	33

California Assessment of Student Performance and Progress - Grade 11

Core Learning Academy

English-Language Arts

Mathematics

Percent Achievement Level

Percent Achievement Level

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	57	44	77.2	52	30	2	0	45	78.9	71	2	0	0
Male	57	27	47.4	52	33	4	0	27	47.4	74	4	0	0
Female	57	17	29.8	53	24	0	0	18	31.6	67	0	0	0
Black or African American	57	4	7	--	--	--	--	4	7	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	57	4	7	--	--	--	--	3	5.3	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	57	33	57.9	52	27	3	0	34	59.6	76	0	0	0
Native Hawaiian or Pacific Islander	57	1	1.8	--	--	--	--	1	1.8	--	--	--	--
White	57	2	3.5	--	--	--	--	3	5.3	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	57	31	54.4	48	35	0	0	30	52.6	73	3	0	0
English Learners	57	11	19.3	64	27	0	0	11	19.3	82	0	0	0
Students with Disabilities	57	0	0	--	--	--	--	0	0	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the results for each grade and performance level, see the CDE CASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	Alternative Learning Academy			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science (Grades 5, 8, and 10)	*	*	*	59	60	59	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	Core Learning Academy			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	*	*	*	59	60	59	59	60	56

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

Career Technical Education (School Year 2014-15)

Conley-Caraballo High School career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

Courses are identified as introductory, concentration or capstone. The following CTE courses are offered either at New Haven Unified School District or Ohlone College through the Mission Valley Regional Occupation Program (ROP).

- Auto Body Painting and Refinishing 1, 2
- Business Office Management
- Construction Technology 1, 2
- Digital Sound Design 1, 2
- Fire Technology 1, 2
- Introduction to Athletic Training
- Law Enforcement/Homeland Security
- Medical Occupations
- Pharmacy Clerk
- Sports Therapy 1, 2
- Automotive Technology 1, 2
- Computer Animation 1, 2
- Culinary Arts 1, 2
- Digital Video Arts Production 1, 2
- Forensic Science 1, 2
- Introduction to Business
- Marketing and Management 1, 2
- Multimedia Workshop
- Pathway to Engineering
- Biotechnology 1, 2
- Computer Graphic Design 1, 2
- Digital Photography
- Electronic Media Production 1, 2
- Game Design
- Medical Assisting
- Medical and Health Careers
- Nursing Assistant
- Robotics Systems Technology

This table displays information about participation in the Career Technical Education (CTE) programs at the Core Learning Academy. There is no information available for the Alternative Learning Academy.

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 participated in CTE programs?	0
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	0.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, the school is required by the state to administer a physical fitness test to all students in grade 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. **Due to the moderate number of students tested, scores are not disclosed.**

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

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. **Due to the moderate number of students tested, scores are not disclosed.**

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2014-15)

Conley-Caraballo High School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of its students. The school greatly benefits from its supportive parents who volunteer in the library/media center or in the administration office. Parents are encouraged to join the School Site Council (SSC).

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Principal Ramon Camacho at (510) 471-5126.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

The school believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. The charts illustrate the dropout and graduation rates for the most recent three year time period.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
Alternative Learning Academy	0.0%	16.7%	0.0%	14.3%	33.3%	33.3%
Core Learning Academy	8.6%	9.2%	7.3%	80.6%	79.9%	85.2%
District	8.6%	9.2%	7.3%	80.6%	79.9%	85.2%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

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 2013-14 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 website at <http://www.cde.ca.gov/ta/tg/hs/>.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Conley-Caraballo High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Students at Conley-Caraballo High School will be expected to adhere to standards for behavior which are acceptable within a public school setting and the community. These standards encompass the basic qualities of being a good citizen:

- respecting yourself, others, and the environment
- prompt and regular attendance
- mature acceptance of authority and direction
- acceptable behavior
- leadership quality in making the school a better place

Students and parents are informed of school rules and policies through the Parent Handbook, newsletters, and the school website.

The suspensions and expulsions tables illustrate the suspension and expulsion rates for the past three years.

Completion of High School Graduation Requirements

	Alternative Learning Academy	Core Learning Academy	District	State
All Students	25%	64.8%	81.3%	84.6%
African American/Black	0%	73.3%	78.8%	76%
American Indian or Alaska Native	0%	0%	66.7%	78.1%
Asian	0%	69.2%	89.5%	92.6%
Filipino	0%	100.0%	90.8%	96.5%
Hispanic or Latino	33.3%	62.0%	71.5%	81.3%
Native Hawaiian or Pacific Islander	0%	50.0%	91.8%	83.6%
White	0%	12.5%	66.3%	89.9%
Two or More Races	0%	200.0%	90.9%	82.8%
English Learners	0%	50.0%	48.2%	50.8%
Socioeconomically Disadvantaged	25.0%	63.8%	75.9%	81.4%
Students with Disabilities	33.3%	36.8%	41.2%	61.3%

Suspensions & Expulsions

	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
Alternative Learning Academy	31.6%	33.3%	16.7%	10.5%	0.0%	0.0%
Core Learning Academy	8.8%	5.2%	10.3%	0.3%	0.8%	0.4%
District	4.5%	3.8%	3.4%	0.2%	0.2%	0.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Conley-Caraballo High School. 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 in October 2015 by the School Safety Committee. 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. Fire, disaster, and lockdown drills are conducted on regular basis throughout the school year.

Students are supervised throughout the day by teachers, administrators, and volunteers supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in at the front office.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2015-16)

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 (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.

	Core Learning Academy	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2015-2016	2010-2011
Year in PI (2015-16)	Year 1	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	87.5%

Federal Intervention Programs

	Alternative Learning Academy	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	87.5%

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Adequate Yearly Progress (School Year 2014-15)

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.
- Graduation rate (for secondary schools).

There are several consequences for Title I funded 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	Alternative Learning Academy			District		State
	Yes			No		Yes
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	N/A		No		Yes	

Adequate Yearly Progress (AYP)						
Made AYP Overall	Core Learning Academy			District		State
	No			No		Yes
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	No	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		No		Yes	

Advanced Placement Classes (School Year 2014-15)

Conley-Caraballo High School does not currently offer any Advanced Placement classes.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Alternative Learning Academy												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	4	4	2	5	5	4	-	-	-	-	-	-
Mathematics	3	3	4	5	5	2	-	-	-	-	-	-
Science	3	3	4	4	4	1	-	-	-	-	-	-
Social Science	2	2	3	11	11	3	-	-	-	-	-	-

Class Size Distribution												
Core Learning Academy												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	21	21	16	8	8	13	8	8	-	-	-	-
Mathematics	23	23	15	1	1	5	4	4	-	-	-	-
Science	26	26	15	-	-	5	4	4	-	-	-	-
Social Science	25	25	15	3	3	10	6	6	-	-	-	-

Counseling & Support Staff (School Year 2014-15)

It is the goal of Conley-Caraballo High School to assist students in their social and personal development as well as academics. The school gives special attention to students 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 1:172.* The table lists the support service personnel available at Conley-Caraballo High School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Through Community Agencies we are able to provide Mental Health counseling and therapy. A full time clinician from Tiburcio Vasquez Health Center paid through Medical and a part time intern clinician works with all other students who is a part of the Union City Youth Family Services.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Library Aide	1	1.0
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
Speech & Language Therapist	1	0.1

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Alameda County, which contain numerous computer workstations. For information on hours and locations, please visit <http://www.aclibrary.org/>.

Student Recognition & Extracurricular Activities

Students are encouraged to participate in 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:

- Volleyball (co-ed)
- Softball (co-ed)
- Basketball
- Glee Club
- Mural Club
- Garden Club
- MEChA

Conley-Caraballo School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students can receive a Student of the Month Award.

Staff Development

With the receipt of the Federal Race to the Top Grant, New Haven teachers, depending on school site, were able to receive professional development in Technology Integration, Math Studio, Comprehension at the Core, Reading Apprenticeship, Restorative Justice, Academic Parent Teacher Teams, and Oral Language Development. All of these opportunities pertained to supporting teachers with the implementation of the Common Core State Standards and 21st Century Education that prioritizes Critical Thinking, Collaboration, Communication, Creativity, and Cultural Competence. For the past three years, the district did not have any staff development days.

DataQuest

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

Teacher & Administrative Salaries (School Year 2013-14)

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 website.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$47,425	\$43,062
Mid-Range Teachers	\$81,583	\$67,927
Highest Teachers	\$104,088	\$87,811
Elementary School Principals	\$118,891	\$110,136
Middle School Principals	\$140,579	\$115,946
High School Principals	\$154,867	\$124,865
Superintendent	\$220,695	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	48.0%	39.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
Alternative Learning Academy	\$64,679
District	\$85,169
Percentage of Variation	-24.1%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-9.6%

Average Teacher Salaries	
School & District	
Core Learning Academy	\$85,361
District	\$85,169
Percentage of Variation	0.2%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	19.3%

District Expenditures (Fiscal Year 2013-14)

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
Alternative Learning Academy	
Total Expenditures Per Pupil	\$53,956
From Supplemental/Restricted Sources	\$34,492
From Basic/Unrestricted Sources	\$19,461
District	
From Basic/Unrestricted Sources	\$5,313
Percentage of Variation between School & District	266.3%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	263.9%

Expenditures per Pupil	
Core Learning Academy	
Total Expenditures Per Pupil	\$13,144
From Supplemental/Restricted Sources	\$3,020
From Basic/Unrestricted Sources	\$10,123
District	
From Basic/Unrestricted Sources	\$5,313
Percentage of Variation between School & District	90.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	89.3%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2014-15)

New Haven Unified School District receives the following categorical, special education, and support programs in addition to general state funding:

- Title I
- Title II
- Title III
- English Language Development Programs (ELAP)
- Economic Impact Aid (EIA)