



**Lead Facilitator Report – Michael McCaffrey
Board of Directors, November 17th (ACLC) & November 19th (CLCS), 2020**

Pluses (+)

- Election response / planning by ACLC humanities team
- Community response to Marcos' passing
 - [Padlet](#) as example

Challenges Inspiring Changes (Deltas: Δ)

- The passing of Marcos Rodriguez, our Algebra 1 and Algebra 2 facilitator, on Nov. 1st, 2020
- ACLC community Zoom fatigue, disconnection during Distance Learning

Executive Summary:

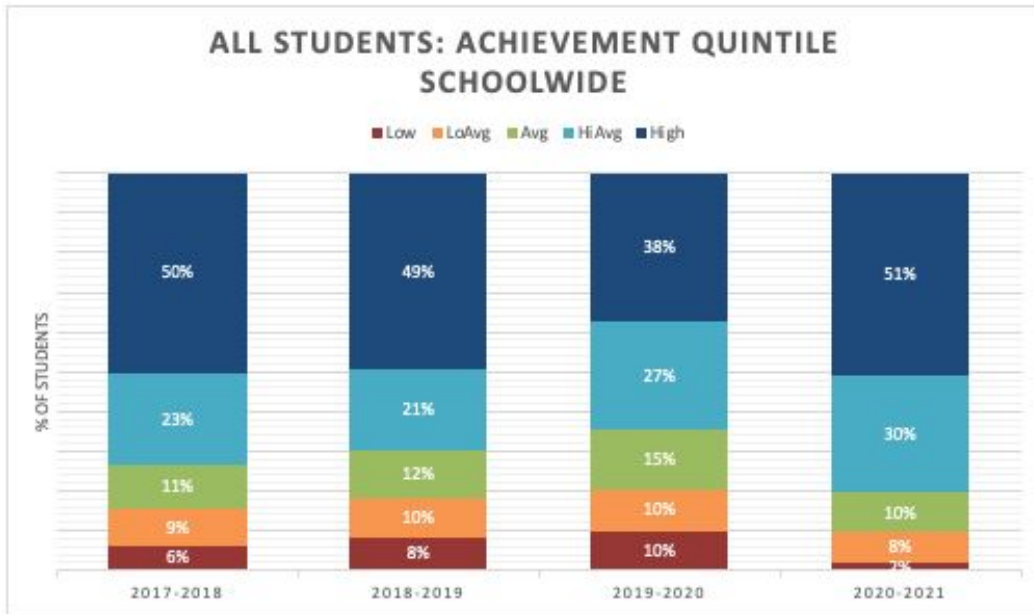
1. [Community Highlights](#)
2. [Assessment Data](#)
3. [WASC Goal Progress](#)
4. [Camp Success Update](#)

1. *Community Highlights*

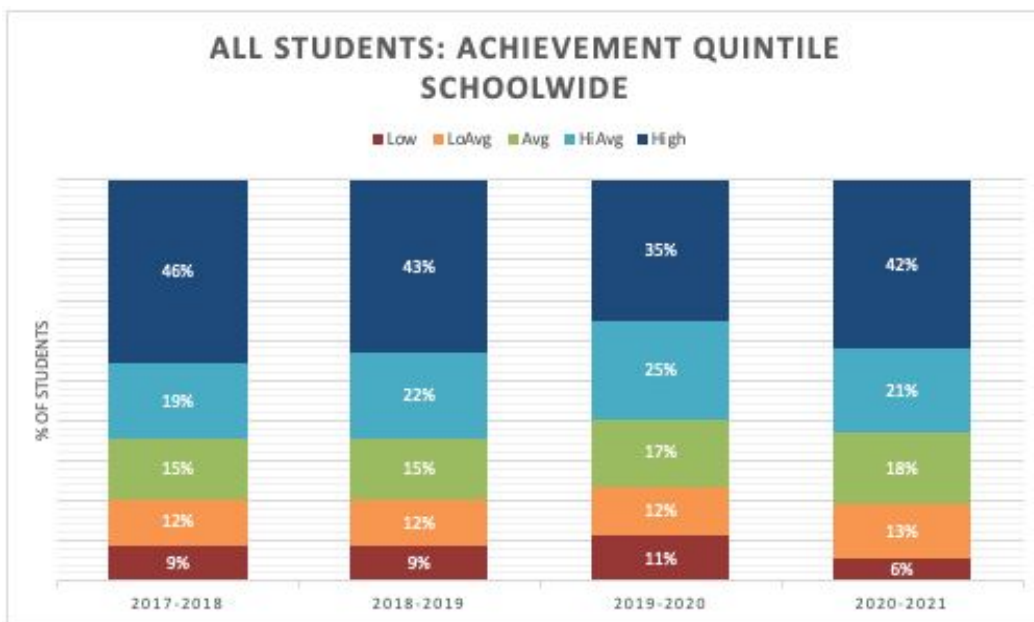
- a. ACLC Info. Sessions / Q&As have been regularly attended (between 10-25 people) - scheduled twice/month in the mornings and evenings
 - i. Learners making “school tour” video
- b. PAC (Parent Action Committee) Nights - strong leader in 6th parent, series of 4 “couch night” type evenings in the next few months in response to parent needs re: survey
- c. Leadership learners planning activities once/twice a month
 - [Skribbl.io](#)
 - Esports tournament
 - DIY challenge
 - Movie night
 - Kahoot trivia
 - Family Feud

2. *Assessment Data*

- a. MAP (Measures of Academic Progress) Data Snapshot
 - i. See following pages:

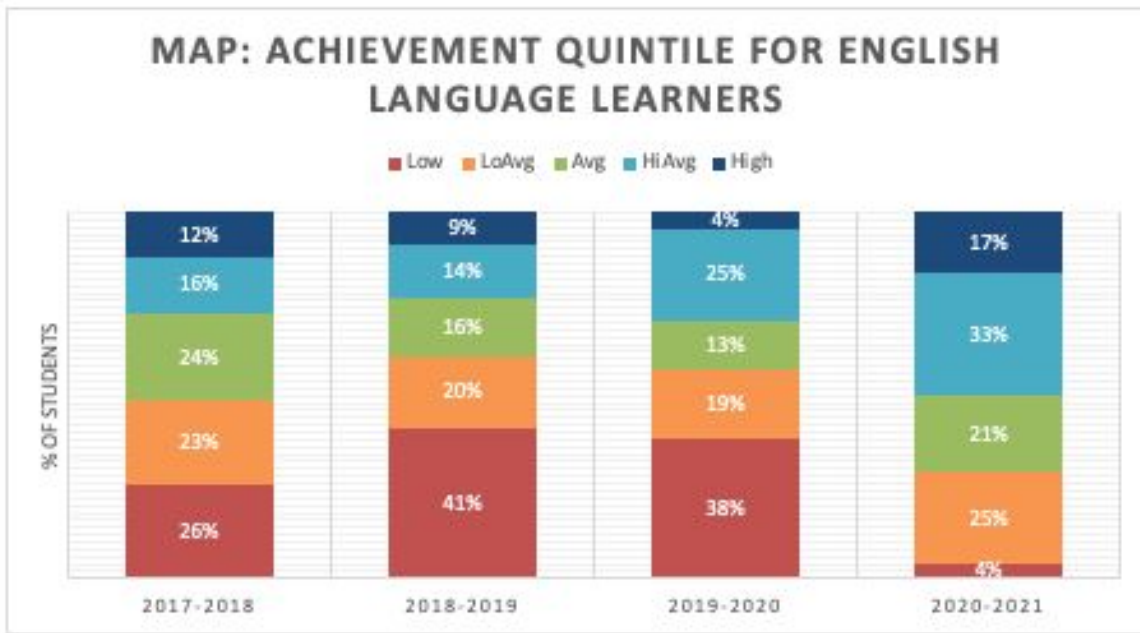


Schoolwide: Reading (above), Math (below)

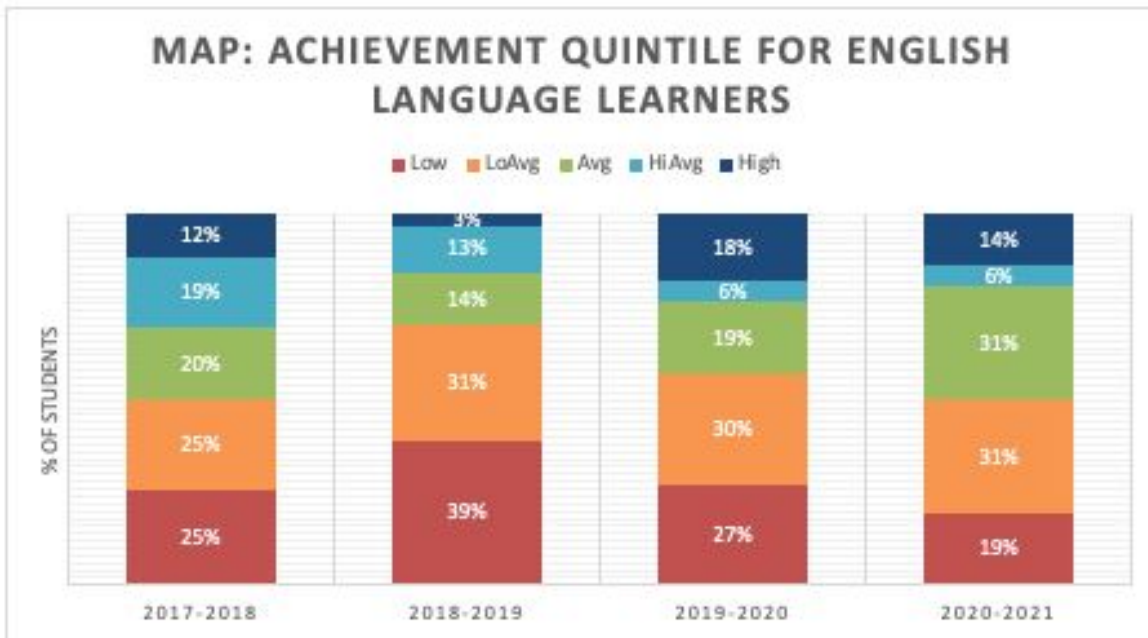


PERCENTAGE OF STUDENTS AVG OR ABOVE: ELL				
	2017-2018	2018-2019	2019-2020	2020-2021
Math K-12	59%	35%	50%	50%
Reading	48%	47%	44%	71%

NWEA MAP Fall Schoolwide performance at ACLC is strong in both Reading and Math K-12. For each test administration, students are assigned a percentile based on their NWEA MAP score. Since the percentile cannot be averaged across students, we identify the percentage of students in each of five quintile brackets –Low, LoAvg, Avg, HiAvg, and High. This Fall, the vast majority of ACLC students are performing in the Avg, HiAvg, and High achievement quintiles, indicating at or above grade level performance, with 81% of students Avg or above in Math and 90% in Reading. In Math, 80% or more have scored Avg or above every year over the past four years. While Reading performance is typically stronger than Math at ACLC, 2020-21 is the first year 90% of students have scored Avg or above, with only 2% of students in the lowest quintile.

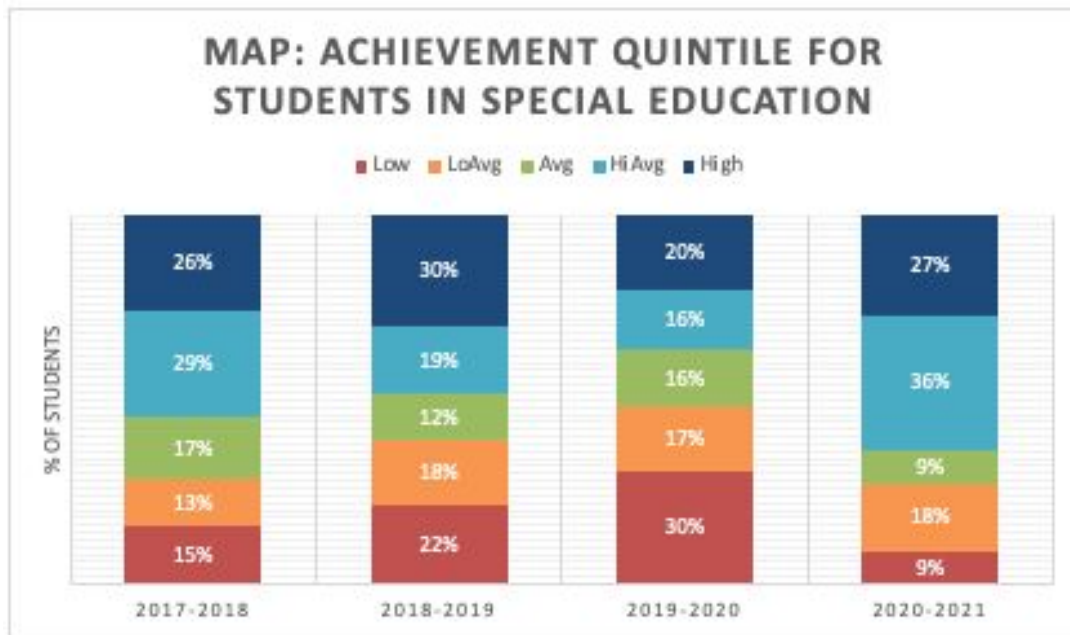


English Language Learners: Reading (above), Math (below)

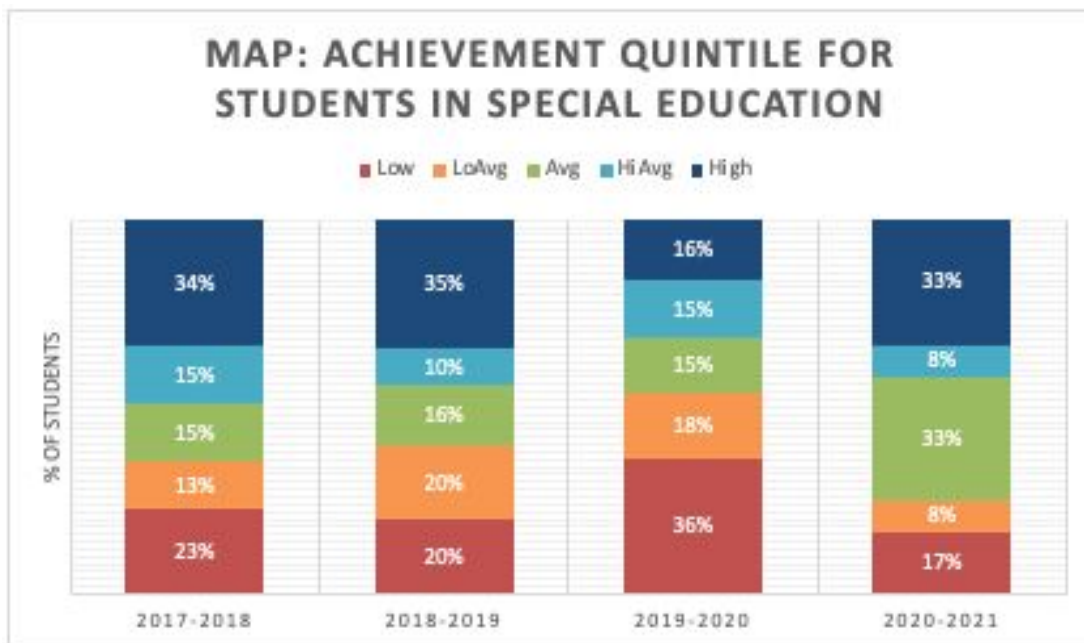


PERCENTAGE OF STUDENTS AVG OR ABOVE: ELL				
	2017-2018	2018-2019	2019-2020	2020-2021
Math K-12	59%	35%	50%	50%
Reading	48%	47%	44%	71%

English language learner performance at ACLC has fluctuated over the last four years. For 2020-21, 70% of ELLs scored Avg or above in Reading, which is a 20+ percentage points jump over the three prior years. The largest increases are in the HiAvg and High quintiles, and only 4% of students scored in the lowest quintile. Math performance is holding steady from last year at 50% of ELLs Avg or above.



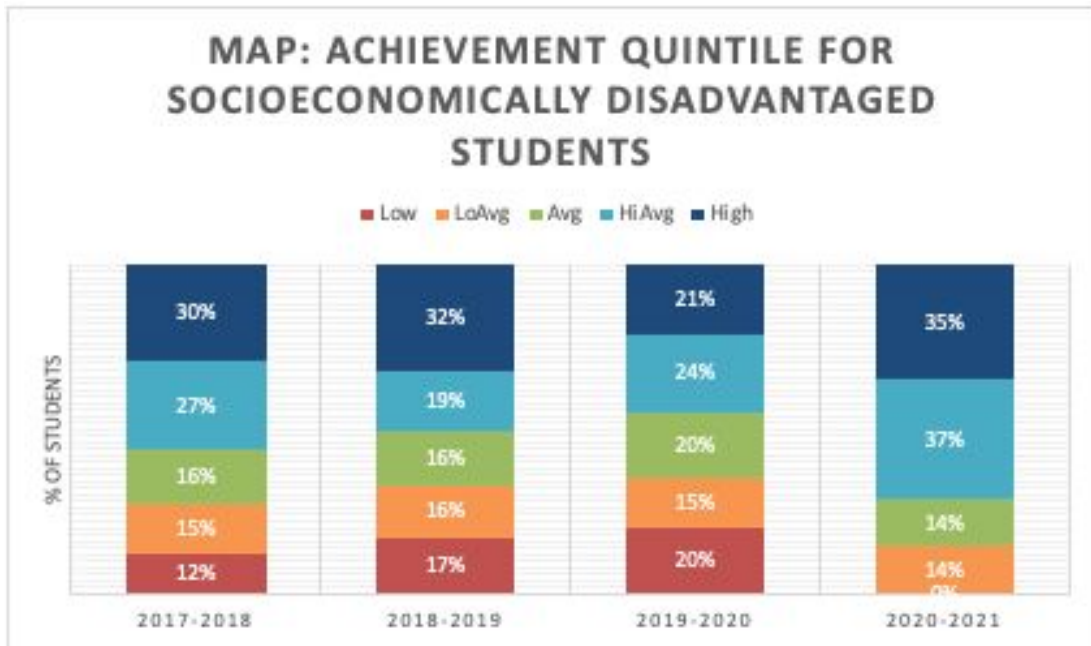
Students in Special Education: Reading (above), Math (below)



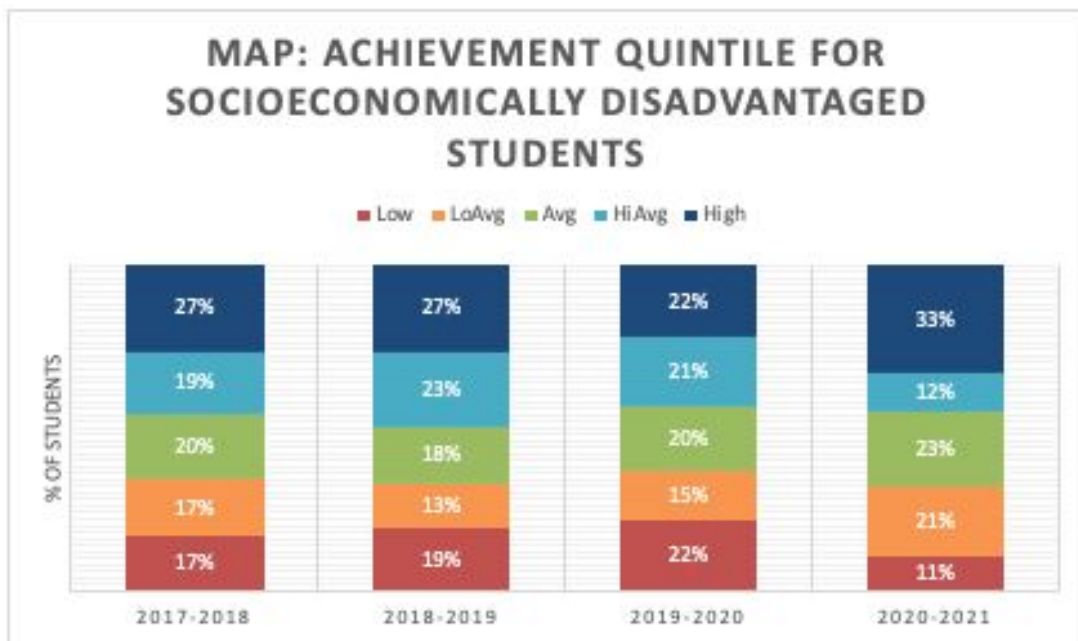
PERCENTAGE OF STUDENTS AVG OR ABOVE: SPED				
	2017-2018	2018-2019	2019-2020	2020-2021
Math K-12	73%	62%	50%	75%
Reading	72%	65%	60%	73%

Students in Special Education improved over the prior year in both Math and Reading, with 75% and 73% of students Avg or above in each subject, respectively. In Math, approximately a third of students are in the Avg quintile and another third in the High quintile, and there's a significant decrease in the percentage of students in the lowest quintile,

from 38% last year to 17% this Fall. In Reading, the percentage of students in the lowest quintile dropped from 29% to 9% and the percentage of students in the HiAvg and High quintiles grew substantially.



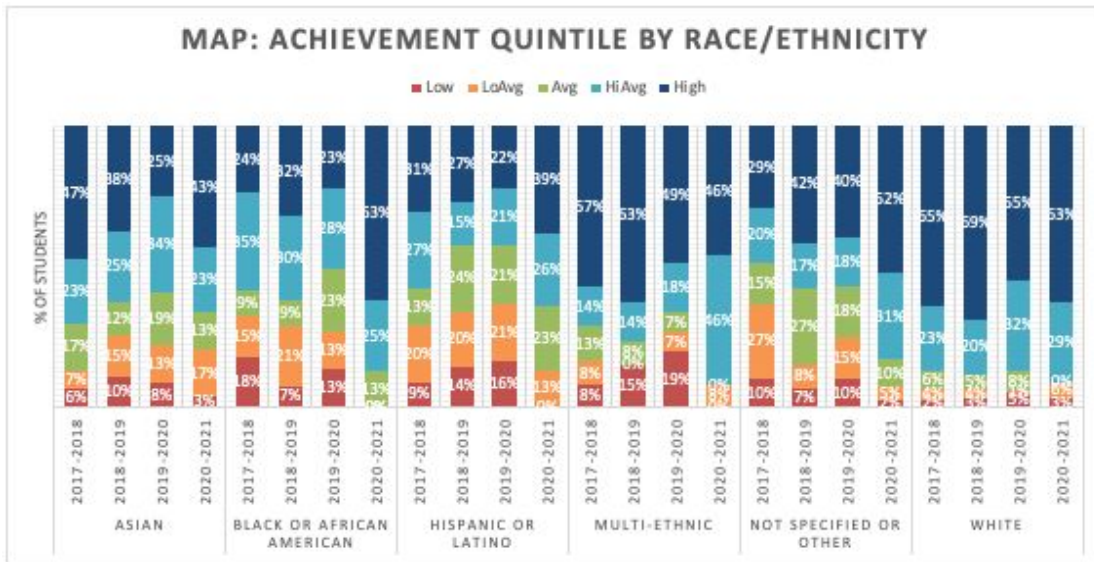
Socioeconomically Disadvantaged Students: Reading (above), Math (below)



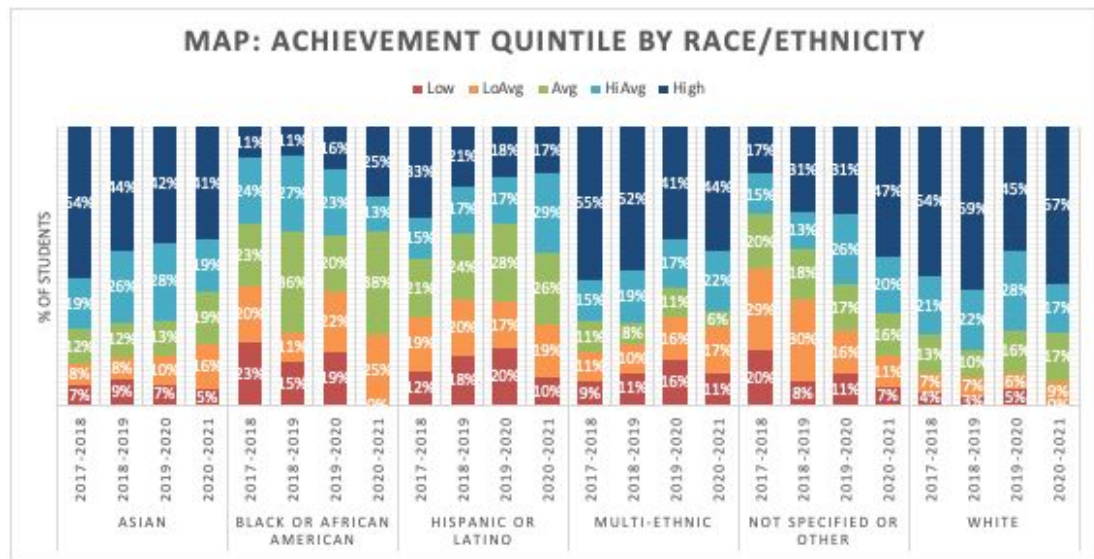
PERCENTAGE OF STUDENTS AVG OR ABOVE: SOCIOECONOMICALLY DISADVANTAGED

	2017-2018	2018-2019	2019-2020	2020-2021
Math K-12	71%	71%	70%	68%
Reading	69%	73%	65%	86%

In Math, the performance of socioeconomically disadvantaged students has been relatively stable over the last four years. There was a decrease in the percentage of students in the lowest quintile from 20% last year to only 11% this Fall. Reading performance for this same group has improved significantly, with 86% of students scoring Avg or above, and 0% of students in the lowest quintile, down from 19% last Fall.



Race / Ethnicity: Reading (above), Math (below)



PERCENTAGE OF STUDENTS AVG OR ABOVE BY RACE/ETHNICITY								
	Math K-12				Reading			
	2017-2018	2018-2019	2019-2020	2020-2021	2017-2018	2018-2019	2019-2020	2020-2021
Asian	88%	86%	89%	78%	87%	81%	84%	80%
Black or African American	65%	76%	72%	75%	61%	68%	79%	100%
Hispanic or Latino	74%	72%	66%	71%	75%	71%	65%	87%
Multi-ethnic	78%	77%	77%	72%	83%	88%	77%	92%
Not Specified	NA	66%	74%	83%	NA	87%	75%	93%
White	91%	92%	93%	91%	93%	96%	95%	91%

Although there can be a lot of fluctuation in performance from year to year when we look at the NWEA MAP results by race and ethnicity due to the small size of some of the groups, we can identify some trends. In Math, our Black and Hispanic groups have a smaller percentage of students in the highest quintile than the other groups, although there's been a reduction in the percentage of students in the lowest quintile this Fall. In Reading, the percentage of students in the top two quintiles increased across student groups, and 80% or more students are scoring Avg or above. Across all student groups, the percentage of students in the lowest quintile in Math and Reading decreased from last Fall to 2020.

4. WASC Goal Progress

Combined WASC & LCAP Goals	Progress
<p>SCHOOLWIDE GOAL 1: Data Collection, Analysis, & Response</p> <p><i>Rationale and Growth Areas Addressed:</i> ACLC values our democratic model and participation by all stakeholders in our community as well as data-based decision-making. As such, we will regularly collect, analyze, & respond to data from multiple stakeholder sources as well as academic data in order to increase program effectiveness and respond to community need.</p>	<ul style="list-style-type: none"> -surveys re: Distance Learning (more to come) -MAP testing @ start of year in math, ELA, and science -Professional Development thread around data analysis (looking at grade data, MAP data, and attendance data) -Comparing 2019-20 Q3 and Q4 grades with Q1 this year, assigning Learning Labs based on data (grades, attendance) -Hired Sophia Moore, ACLC Alum, in Learning Lab role, increased hours during Distance Learning -Monday/Friday MS/HS intervention meetings during DL - constant review of quantitative & qualitative data
<p>SCHOOLWIDE GOAL 2: College & Career Readiness</p> <p><i>Rationale and Growth Areas Addressed:</i> ACLC will align resources - human, financial, and programmatic - to ensure that all learners are given access to standards-aligned instruction that will prepare learners for the diverse rigors of college as well as receive information and personalized support in learning about college and career success for all.</p>	<ul style="list-style-type: none"> -Hired Celeste Howard (CH) for College Counseling role (significantly more experience than previous person in the role) -CH 1:1 appointments with all seniors about post-HS plans -CH College Info. Night -CH Financial Aid Night -CH New College & Career website -Project-Based Learning (PBL) and Universal Design for Learning (UDL) threads in Professional Development
<p>SCHOOLWIDE GOAL 3: Effective Interventions & Supports</p> <p><i>Rationale and Growth Areas Addressed:</i> ACLC values our diverse community. As our demographics change and we increasingly accept learners who are behind in literacy and numeracy skills, it is crucial that we meet their needs. As such, we will continue to align resources to better support all learners in becoming college and career ready.</p>	<ul style="list-style-type: none"> -Hired Sophia Moore, ACLC Alum, in Learning Lab role, increased hours during Distance Learning -Hired David Hicks, Distance Learning Engagement Coordinator (daily attendance reports, outreach, follow-up, planning) -Learning Lab based on Q4 grades and attendance from 2019-20 -Office Hours / MAS in Distance Learning -Weekly middle and high school team meetings during DL -IXL and Lexia program access for all learners with IEPs -Lexia as structured support program for all English Language Learners (ELLs)

5. Camp Success Update

A. GPA Data:

1. GPA from Q4 of 2019-2020 (Average):

a) 2.0*

- * grades were “no harm” and thus hard to give accurate GPAs / GPAs likely inflated

2. GPA from Q1 of 2020-2021 (Average):

a) 2.5

B. Attendance Data:

1. 73 invited Learners, average of 17 learners enrolled in each session

2. Of those enrolled...

a) Missed Periods from Q4 of 2019-2020 (Average):

➤ 50

b) Missed Periods from Q1 of 2020-2021 (Average):

➤ 6

C. 60% of Camp Success Learners have an IEP