



## **ACLC Lead Facilitator Report – Michael McCaffrey ACLC Board of Directors, November 15<sup>th</sup>, 2022**

### **Pluses (+)**

1. Back to School Night
2. PAC (Parent Action Committee)
3. Professional Development
  - a. Schools to Watch Framework
  - b. Instructional Rounds 1st Semester
  - c. PBL (Project-Based Learning) Focus
  - d. Mastery-Based Grading
4. Enrollment
  - a. 396 (budget for 390)

### **Challenges Inspiring Changes (Deltas: $\Delta$ )**

1. New facilitators adapting to and learning ACLC Culture
2. CAASPP scores (higher than state average, but overall downward trend)
3. Ongoing stress and challenges around Covid
4. Mastery-Based Grading
5. Attendance call program didn't work for first 6-7 weeks
6. Social media for negative purposes

### **Executive Summary:**

1. Community Highlights
2. Staff Update
3. School Performance Update
4. 2022-23 Professional Development Plan
5. WASC/LCAP Progress
6. Suspension Data

### **1. Community Highlights**

**Back to School Night (BTSN).** On August 31st, 150+ families joined our in-person BTSN to tour the school and meet their facilitators in person. Overall, the night was well received, with parents commenting that facilitators, including many of the new ones, were energetic and passionate about what they teach. It is clear that parents and families are excited to continue at (or start at ) ACLC.

**Instructional Rounds!** Based on medical rounds that young doctors and health professionals experience, our facilitators will again spend time in each other's classrooms this year, with goals around learning for their own practice and the idea of "making practice public" at ACLC so that we can all learn and grow as facilitators in support of our learners.

**Schools to Watch Framework.** Based in the study of 1,000s of schools starting in the 1990s, Schools to Watch has developed a set of "lenses" to examine schools - we will be focusing on Academic Excellence, Social Equity, and Developmental Responsiveness again this year, using our Instructional Rounds and classroom visits to assess our school and determine next steps.

## **2. Staffing Update**

1. Intro. of New Staff:
  - a. Carla Jasso: US History, World History, Government/Economics
  - b. Courteney Churchill: 6th Math, 6th Science
  - c. Marquise Cherry: Physical Education & Co-Athletic Director
  - d. Michael Kim: Biology, Chemistry, Creative Technologies
  - e. Mason Oberschelp: 7th Math, 8th Math
  - f. Sabine Goldberg-Rudnik: ELD Support & ELPAC Testing/Administration

## **3. School Performance Update**

See Assessment & Accountability Report

#### 4. 2022-23 Staff Development (SD) Plan Components

**PD Guiding Question: How can we use the Schools to Watch framework to better serve all learners and achieve our school's mission?**

*School Improvement [Theory of Action](#)*

**ACLC 2022-23 PD S2W Domains:**

1. Academic Excellence: High-performing schools are academically excellent. They challenge all students to use their minds well.
2. Socially Equitable: High-performing schools are sensitive to the unique developmental challenges of early adolescence.
3. Developmental Responsiveness: High performing schools are socially equitable, democratic, and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students.

PD Roles & Rotation	Norms	Definition
<b>Roles:</b> MC: Mike Note-taker: Mason Timekeeper: Ernie Closing Ceremonies: Jon  <a href="#">ACLC PD Scope &amp; Sequence</a> <a href="#">Role Rotation</a>  <a href="#">Notes</a>	Be a Professional	Facilitators make a commitment to be accountable, consistent, and mindful of themselves and others. Facilitators go to the source for professional or personal issues.
	Be a Communicator	Facilitators are able to give and receive ideas and information effectively, balance speaking and listening, and solicit information and voices that have not been heard.
	Be Reflective	Facilitators actively listen, instead of listening to respond, and pause to think and listen to themselves and others. Facilitators work towards personal growth while sharing ideas and successes with others.
	Be a Model for Others	Facilitators work to exemplify the traits and qualities they want to see in their Learners during time together.

**1. Department (Curriculum focus)**

(3.1) Instructional Rounds feedback around AIM:

*Opening Routines*

*Content Delivery*

*Classwork (Meaning-Making)*

*Assessment/Accountability*

*Closing Routines*

(3.2) WASC report writing

(3.3) Career Readiness - 1 lesson or guest speakers at each grade level in each department around care

## **2. Committees (Voice & Choice focus)**

- Culture
- JEDI (Justice, Equity, Diversity, Inclusion)
- Curriculum
- Assessment/Accountability
- Personnel
- Finance

(2.1) WASC report writing

(2.2) S2W work: carry forward work in AE, SE, DR

## **3. Whole Staff PD (Schools to Watch focus) Structures:**

(1.1) PBL

(1.2) S2W

(1.3) Effective Interventions & Supports (-AIM, -PBL, -MBG)

## **4. Grade Levels - MS & HS teams (Voice & Choice focus)**

- Grading
- WASC preparation
- School Culture

## **5. Data Analysis: Learners of Concern and MTSS**

- Documenting strategies/Tracking
- Looking at grade data
- Attendance data
- Differentiation
- IEP and 504 follow up
- Identifying learners for LST's

## **5. WASC/LCAP Goals Progress**

Goal	Progress
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<p><b>LCAP Goal 1:</b> Collect and analyze data to drive instruction and curriculum access for learners.</p> <p><b>Related WASC Goal:</b> ACLC must create and implement systems to routinely collect and analyze data on the effectiveness of curriculum as well as staff development focused on data collection and analysis.</p>	<ol style="list-style-type: none"> <li>1. CAASPP data &amp;</li> <li>2. Learners of Concern selection process (being co-developed with facilitator and admin.) and process for supporting Learners of Concern</li> <li>3. MAP 3x/year</li> <li>4. Curriculum Embedded Assessments (CEAs)</li> <li>5. Benchmarks</li> <li>6. Enrollment Data</li> <li>7. MTSS</li> </ol>
<p><b>LCAP Goal 2:</b> Support learners in becoming college and career ready.</p> <p><b>Related WASC Goal:</b> Re-evaluate effectiveness of Center period in order to ensure learners acquire self-efficacy skills and engage in structured collaboration. Provide professional development for staff to better serve students with different learning styles and needs.</p>	<ol style="list-style-type: none"> <li>1. College Classes</li> <li>2. Honors Courses</li> <li>3. Graduation Requirements</li> <li>4. Learning Lab, STEM Lab, Biology Lab</li> <li>5. ELD Support</li> <li>6. MAS</li> <li>7. Project Periods</li> <li>8. Project-Based Learning Staff Development thread</li> <li>9. Learners of Concern Staff Development thread</li> <li>10. MTSS</li> </ol>
<p><b>Goal 3:</b> Ensure that learners have access to basic services, supports, and intervention.</p> <p><b>Related WASC Goal:</b> Develop comprehensive guidance program and establish specific and measurable plan to support and provide intervention for all students performing below proficiency</p>	<ol style="list-style-type: none"> <li>1. ELD Supports <ol style="list-style-type: none"> <li>a. Sabine!</li> </ol> </li> <li>2. MAS</li> <li>3. Counseling Support (mental health and college)</li> <li>4. Learning Lab, STEM Lab, Biology Lab</li> <li>5. Learners of Concern</li> </ol>

**6. Suspension/Expulsion Data**

ACLC Suspension and Expulsion Data Year-to-Date comparison to last year:

	October 2021	October 2022
<b>Expulsions</b>	0	0

<b>Suspensions</b>	8	3
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