

Alameda Community Learning Center

Revised Action Plan



Alameda Community Learning Center
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SCHOOLWIDE GOAL 1: Data Collection, Analysis, & Response

Rationale and Growth Areas Addressed:

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.

This will happen in the instructional program via curriculum-embedded assessments as well as external, standards-aligned assessments like MAP & SBAC/CAASPP. We will use Staff Professional Development time to make meaning of, plan around, and respond to this data. We will continue to work with our staff in using formative assessments as well as summative assessments in determining instructional moves.

We will continue to use school-wide structures like our Leadership class and schoolwide events like “ConCon Day” (“Constitutional Convention Day”) as well as surveys of our staff, learners, and guardians to gather information about other aspects of ACLC’s programming, and use the ACLC Board as a vehicle to make meaning of and respond to this data.

Action Steps	Responsible Person(s) Involved	Professional Development / Resources	Means to Assess Improvement	Timeline	Reporting
Gather stakeholder input via formal and informal surveys	Lead Facilitator Culture Committee Lead(s) Curriculum & Instruction Lead Facilitators	Use of SurveyMonkey, Google Forms, and similar tools	Survey results trend upwards year over year and 80% of participants indicate “satisfactory” or equivalent score	Spring 2020 and yearly from there forwards	ACLC Board Culture Committee PD agendas Site Administration

<p>Implement in-house data tracking and archiving system that supports facilitators with the creation, implementation and management of classroom benchmarks.</p>	<p>Lead Facilitator Department Chairs Curriculum & Instruction Lead Instructional Coach Facilitators</p>	<p>Professional Development Time to develop, share and analyze benchmark results 1:1 instructional coaching Creation of Course Landing Pages</p>	<p>Tracking data exists in a useful warehouse tool for all staff and compliance bodies. Facilitator scores on evaluation tool for “Planning & Preparation” Course Landing Pages are increasingly populated with curriculum files year over year</p>	<p>Jan 2017 - June 2018 (completed) Summer PD & onboarding days (yearly, in August) Continued PD time needed as new staff join the team and returning staff evolve their assessments</p>	<p>Site Administration Team Leadership Team ACLCL Board Professional Development Agendas</p>
<p>Continue to build meaningful classroom benchmarks and ensure successful analysis and sharing of results</p>	<p>Lead Facilitator Department Chairs Curriculum & Instruction Lead Facilitators</p>	<p>Collaborative discussions and planning time to develop meaningful benchmarks.</p>	<p>Classroom benchmark data exists in a useful warehouse tool for staff</p>	<p>Ongoing (significant progress made)</p>	<p>Benchmarks submitted with data in Professional Development Professional Development Agendas</p>
<p>Establish ongoing Professional Development that increases skills around and supports data gathering, analysis and sharing.</p>	<p>Lead Facilitator Department Chairs Curriculum & Instruction Lead Facilitators</p>	<p>Consultants needed to train staff</p>	<p>Improved levels of performance on benchmarks</p>	<p>Ongoing (initially completed) Additional training needed yearly with new staff</p>	<p>Professional Development agendas shared with VC</p>
<p>Create an archive of critical data this includes vital demographic data including: -State testing (CAASPP)</p>	<p>Counselors, School manager, Lead Facilitator</p>	<p>PD meeting/ planning time to review and discuss our program effectiveness based on data review</p>	<p>Improved levels of performance for targeted demographic groups</p>	<p>Jan 2017 - June 2018 (initially completed) Ongoing data reviews</p>	<p>Site Administration Warehouse reflects assessments and results exist.</p>

<ul style="list-style-type: none"> -College going tests -(SAT/ACT) -College Acceptance rates -Graduation rate -College acceptances -Attendance annually -GPA -Drop out -Discipline -Retention 					
<p>Implement in-house data tracking and archiving system that support facilitators with the creation, implementation and management of classroom benchmarks.</p>	<p>Lead Facilitator Department Chairs Curriculum & Instruction Lead Facilitators</p>	<p>Professional Development time to develop, share and analyze benchmark results Contracted</p>	<p>Tracking data exists in a useful warehouse tool for all staff and compliance bodies.</p>	<p>Jan 2017 - June 2018 (completed) Continued, yearly PD needed as new staff join the team and returning staff evolve their assessments</p>	<p>Site Administration</p>

SCHOOLWIDE GOAL 2: College & Career Readiness

Rationale and Growth Areas Addressed:

ACLCLC 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.

Through a relentless focus on Common Core Standards and a continual push to combine appropriate rigor and scaffolding supports, we will work to ensure our staff deeply understand and are actively teaching relevant standards. Given our Project-Based Learning (PBL) approach, this means focusing on standards-aligned projects that engage learners in authentic demonstrations of learning.

Through a combination of staffing, curriculum choices, scheduling, and schoolwide events, we will ensure that learners graduate eligible and prepared for 4 year college and meaningful career options. We will also expose learners to a variety of career choices and their associated pathways by the time they graduate from ACLCLC via curriculum, special education, and counseling staff activities.

Action Steps	Responsible Person(s) Involved	Professional Development / Resources	Means to Assess Improvement	Timeline	Reporting
Ensure all facilitators are knowledgeable about and operating from relevant curriculum standards for their content area(s) and that they have a strong understanding of the core principles of Project-Based Learning	Lead Facilitator Curriculum & Instruction Lead Department Chairs	Professional Development time dedicated to learning about and unpacking relevant standards as well as learning core principles of Project-Based Learning 1:1 coaching Use of external Professional Development opportunities when appropriate (aka Standards Institute or similar)	State & national exams Curriculum maps exist, are linked to Course Landing Pages, and are aligned to relevant state or national standards Curriculum-embedded exams	Yearly, ongoing as part of Professional Development calendar Minimum of 1 whole-staff standards-focused PD each quarter	ACLCLC PD Scope & Sequence ACLCLC Board Site Administration Leadership Team State & national exam results CA School Dashboard

Continue to prioritize hiring & retaining effective counseling staff member(s)	Lead Facilitator Executive Director Counseling Staff	Budgeting for well qualified and certified counseling staff Ongoing professional development opportunities at conferences, online, and with role-alike peers Credit recovery option for learners who fail courses	Increase in learners graduating UC eligible and on time Stakeholders report access to and support from counseling staff Learner schedules and master schedule promote UC eligibility	Yearly, ongoing, as part of budgeting process Switching to BYU from EdGenuity for credit recovery effective June 6, 2020	ACLC Board Site Administration Daily Digests & Newsletters
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SCHOOLWIDE GOAL 3: Effective Interventions & Supports

Rationale and Growth Areas Addressed:
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.

ACLC will use Staff Development time to support all facilitators in increasing their toolkit of effective Tier 1 strategies for use in the general education classroom setting. Administration will examine master schedule and staffing to refine existing Tier 2 supports.

ACLC has created Learning Labs for learners who are not passing their courses. These learners are pulled from one or more Project Periods each week and assigned to Learning Labs - a small-group setting where learners set goals, reflect on progress, and work on project management. An instructional aide takes attendance, monitors learner progress, and provides support during Learning Labs. Facilitators are also required to host two support sessions after school each week that we call MAS (More Academic Support). ACLC assigns learners to these office hours based on the grades and skills in their courses with a monthly data pull of Jupiter and MAP data. We also use web and app-based digital supports like IXL, NoRedInk, Vocabulary.com, and Khan Academy to

support our struggling learners. We have also begun a pilot of Lexia's Power Up Literacy, an online adaptive software program targeted specifically at English Language Learners and learners who are behind in reading comprehension and fluency skills.

Action Steps	Responsible Person(s) Involved	Professional Development / Resources	Means to Assess Improvement	Timeline	Reporting
Use data to diagnose and correctly place learners in math classes	Math facilitators Site Administration Math Department Chair Counseling staff	Support with proctoring and data examination from NWEA's MAP test	NWEA's MAP Benchmark data CAASPP/SBAC scores Math course grades Transcripts	Twice a year, at start of S1 and again at start of S2	Math Facilitators Site Administration ACLCL Board Counseling staff
Use academic data to accurately assess learners who are struggling, behind, or failing and offer appropriate supports to include Learning Lab, MAS (More Academic Support), and reading intervention software	Facilitators Lead Facilitator Executive Director Curriculum & Instruction Lead Counseling staff	Budget for part-time interventionist, counseling staff, facilitator office hours (MAS), and educational software	NWEA's MAP Benchmark data CAASPP/SBAC scores Grades Transcripts	Monthly, for grades data 2-3x/year for NWEA's MAP (currently using 3x/year, considering using 2x/year effective 2020-21 Pilot Lexia's PowerUp Literacy in S2 of 2019-20 with identified English Language Learners, use in Learning Lab starting 2020-21, and in Project Periods for readers identified as being more than 3 grade levels behind in 2020-21	Facilitators Site Administration ACLCL Board Counseling staff