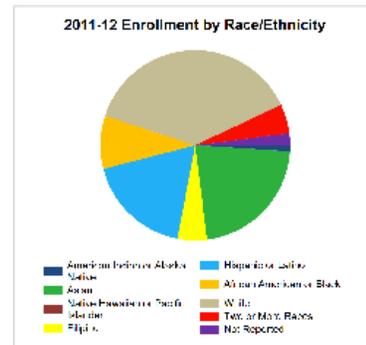


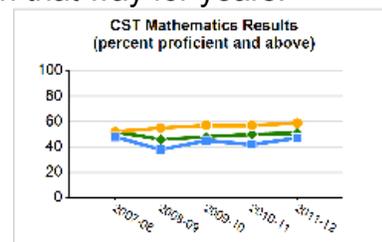
**Alameda Community Learning Center  
A Public Charter School (Grades 6 – 12)  
Learner Achievement Plan**

Now in its 18<sup>th</sup> year, the Alameda Community Learning Center (ALCLC) is a welcoming community marked by diversity, rigorous academic discipline, and excellence at every level. A combined Middle School and High School program encompassing Grades 6-12, ACLC is consistently ranked among Alameda's best middle schools and high schools. Our API moved upwards to 827.



It the 2011-2012 Star Results indicated both success and critical areas of need. CST scores at ACLC were mixed. We did have gains in some areas but results were lower than anticipated. Facilitators had an opportunity to see our 2012 results and reflect on their school wide areas for growth. Staff will be working to identify their specific areas for growth within the goal setting process. Our facilitators are eager to increase results and are ready to improve.

Almost across the board, ACLC outpaces state and district results. In all of these categories, the commitment and hard work of the ACLC team is paying dividends. Our areas for growth are consistent with state trends. However, math results are below state averages and district averages. In fact, they have been that way for years.



In an attempt to directly address this challenge, math facilitators are adopting goals that call on them to identify their learners who are not demonstrating mastery and provide interventions and support. Furthermore, our professional development includes opening up the classrooms to inter-visitations. We have committed to sharing our work publicly this year. Facilitators are entering their second round of inter-visitations. The goals are to provide opportunities for facilitators to visit each other's classrooms to glean best practices as well as to provide an opportunity for facilitators to receive peer feedback. The inter-visitation cycle has three parts:

- (A) Meet to identify areas of challenge, articulate growth areas, and identify specific areas of sought after feedback
- (B) Visit classrooms during instructional time
- (C) Debrief classroom visits and provide feedback

Facilitators provide specific targets for the visit (check for understanding, stance, transitions, objective, agenda, alignment, etc.) and listen to colleague’s feedback on the back end. We will move towards group visitations (doctors rounds) and video protocols as the year moves on.

After evaluating the API, the demographic results are revealing. Our Asian learners made significant gains while our African American, Hispanic and other traditionally underserved populations learners dropped.

Growth				
Base	# of students	Met Student Groups Growth Target	2011 Base	Growth
Schoolwide	252	827	824	3
Black or African American	22	650	707	
American Indian or Alaska Native	3			
Asian	57	931	880	51
Filipino	12	873		
Hispanic or Latino	45	744	758	
Native Hawaiian or Pacific Islander	0			
White	92	847	861	-14
Two or More Races	12	835		
Socioeconomically Disadvantaged	37	795	784	
English Learners	21	873		
Students with Disabilities	18	527	654	

In an effort to interrupt this trend and increase achievement, we are creating a tutoring program for learners getting D’s and F’s. Learners who receive a D or F will be assigned 1 hour of tutoring for each D or F they receive. This plan helps facilitators differentiate learners that need a quiet place to work and those who should be in for 1v1 help. Learners will be required to attend 1 hour (per week) of tutoring support for each D or F they have.

We believe that a key component to learner achievement is raising expectations at ACLC. Looking ahead to next year, we are entering into a dialogue with the ACLC governing board around the prospect successfully transition to no D or F school. I’m proposing that Learners will only get grades of “A,” “B,” “C” or “N/C” (no credit) starting next fall. This practice is rooted in the belief that all learners can succeed in school and in life. “D” grades are simply not useful in society. No one wants to hire a D-something, so why would we have D learners and give them credit for it? Furthermore, If a learner receives D’s in A-G courses, they are not eligible for 4 year college acceptance. In effect, giving D’s disenfranchises learners from opportunity.