Program Sustainability Plan

2018-2020

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I. Program Summary

Alameda Community Learning Center (ACLC) is a 6th through 12th grade public charter school in Alameda, California, that facilitates a democratic and leadership-focused college-prep program. Our program empowers learners through leadership opportunities, engages them through experiential learning, creates self-direction through flexible options and scheduling, increases self-esteem through community, provides individualized support, and sets the highest academic, social and ethical expectations.

Specifically, the program works to empower learners to be able to make decisions and prepare for a future as an empowered adult. Between Leadership, senior projects, and other opportunities for our learners to take ownership of a piece of the school, we do have a variety of leadership building opportunities available for our learners. Furthermore, in individual classrooms learners are given additional choices and freedoms that are not typically found. Learners have increased levels of product choice and other academic freedoms, and decision-making and self-advocacy skills are purposefully developed inside and out of classes. In short, learner empowerment is a part of everything ACLC does, and it is the constant in our mission, marketing, and conversations.

II. Overview of the Sustainability Planning Process

Given the democratic traditions and mission of the school, we will work to gather additional formal data around the questions of what ACLC is and how we would like to enhance the current program to maintain our competitive advantage. We have conducted an initial survey of staff and by the end of February leadership and parents will be surveyed. Data from surveys will be evaluated and a timeline with action steps developed in the Spring of 2018.

Time	Task
January and early February	Gather data and feedback from stakeholders around current state of program. Gather marketing and "staying" data.
February, March, April	Discuss results of survey and possible changes to the program. Begin plans to implement changes.
May and June	Finalize plans to implement changes. Ensure resources are available.

Support Systems

- ACLC Governing Board
- CLCS Staff and Board
- Committee Leads
- Department Chair Leads
- Campus Supervisor
- Leadership

Funding Stability	• Federal Funding • State Funding • Local Funding • Grants
Organizational Capacity	• 5 Classified staff • 19.2 Certificated Staff • 2 Administrative Staff • 2.5 Management Staff
Partnerships	• Alameda Boys and Girls Club • Alameda Education Foundation • AUSD (sports) • PCCD
Program Evaluation	• LCAP • WASC Accreditation; Renewal 2019 • Annual External Audit • Annual Internal Audits • EdTec Compliance • CALPADS • School-wide survey • Accountability Dashboard • Employee evaluations
Communications	• Jupiter Grades • Share911 • School Website • Robo Calls • Monthly school newsletter • Mailer & Flier • USPS

III. Acton Plans for Priority Domains

In order to determine the priorities for this plan and honor the democratic tradition of the school, we surveyed the ACLC board, staff, and broader community, including all of those that still subscribe to our listserve. The following is the breakdown of the responses.

Board	4
Staff	21
Learner	55
Parent	38

Based on the results, families originally chose and choose to stay at ACLC for the following reasons:

1. Small Size
2. College Prep
3. Democratic Model
4. Leadership
5. Safe Environment
6. Recommended, but no specific reason
7. Other

In the open-ended portion of the survey, the themes of College Prep, Leadership, and Democratic Principles came up more than any others, including in answers for the questions regarding initial reasons families chose ACLC, current program, and possible future improvements. It is clear from these results that ACLC has a clear and attractive brand on Alameda as a college prep school that builds leaders through democratic principles. Furthermore, our current stakeholders want to see even more in these areas. Based on this, our work will largely be centered on improving the existing programs and remarketing our existing brand. This marketing effort will be focused primarily on the Leadership and College Prep components of our program, as our democratic model and methods serve as a means to those ends.

Priority #1: Leadership

A. Rationale

ACLC's tagline has been *Educating the Leaders of Tomorrow* for the last several years, and it is clearly one of the main reasons that families come to ACLC. The school has a strong tradition of facilitating the growth of independent learners and thinkers, and with so much of our current enrollment coming from those that heard about the school from a friend/family/community member, it is important to hold true to the ACLC Mission Statement.

To better facilitate leadership development, ACLC will design components of the program, with a focus on new learners, to address the skills needed to be successful in the ACLC model. Specifically, time management and other efficacy skills need to be directly taught at the outset of a learner's career at ACLC. To accomplish this, our middle school Learning to Learn program will be expanded, as well as our Learning Labs. Learning Labs currently exist as a more focused space for struggling learners, but they can be utilized at the beginning of the year to help onboard new learners.

ACLC will expand leadership opportunities, especially those that allow ACLC learners to lead outside of campus. In partnering with CCSA and other local organizations, ACLC will form stable relationships that allow for leadership and public advocacy work. This work will better prepare learners to take on active roles in both on campus and outside democratic activities and processes.

B. Action Steps

Action Steps *(How will you get to where you want to be?)*	**Responsibility** *(Who will make it happen?)*	**Timeframe** *(When will it happen?)*
1. Provide more effective onboarding for new learners through expanded Learning Lab Program	Lead Facilitator, Instructional Aid	Fall 2018
2. Re-evaluate effectiveness of L2L	Curriculum and Instruction Lead, Humanities Dept Lead	Spring 2018 through Spring 2019
3. Learner-led Advocacy: Found SOCE Club	CCSA rep, Learners, Faculty Sponsor	Fall 2018
4. Learner-led Advocacy: Local and state advocacy	Lead Facilitator, Leadership	1 Event/Semester
5. Expand L2L classes	Curriculum and Instruction Lead, Humanities Dept Lead	2018-19

C. Resources and Impact

Action Step	**Personnel**	**Time, Other Resources**	**Impact**
1	Lead Facilitator, Instructional Aid	Administrative planning and oversight, 15 hrs/wk facilitation by instructional aid	Builds efficacy skills, allowing learners to buy into ACLC democratic model quicker, more effectively
2	Curriculum and Instruction Lead, Humanities Dept Lead	Time to evaluate current program	Create a more effective L2L program, lowering attrition and facilitating efficacy at an earlier age.
3	CCSA rep, Learners, Faculty Sponsor	Minimal time for faculty oversight	Increased public leadership and advocacy for ACLC learners.
4	Lead Facilitator, Leadership	Time to find and help learners organize	Increased public leadership and advocacy for ACLC learners. Learners actively engage in democracy outside of school.
5	Curriculum and Instruction Lead, Humanities Dept Lead	.2 FTE, Administrative time to vet curricula	Increase SEL, time management, and efficacy skills. Younger learners will be better able to engage in ACLC's democratic processes

Priority #2: College Prep/Middle College

A. Rationale

While it is notable that a college prep focus was not necessarily in the original mission of the school, the overwhelming result of our surveys and community outreach was that ACLC has a strong reputation as a college prep school. Additionally, more questions are asked during our info nights about how we prepare our learners for college than anything else. Resisting this piece of our identity would be counterproductive to our efforts in both educating tomorrow's leaders and fostering a sustainable model.

While ACLC is not a middle college school, it can be utilized as one. Many ACLC learners graduate with a considerable amount of college credit, and families need to be made aware of that advantage from the outset.

The school must do more to market the college prep facet of our program to potential families. Families want to know that the school will effectively help prepare their children for what comes next. Furthermore, we need to better qualify and quantify our assertions that our learners are prepared to thrive in college.

B. Action Steps

Action Steps *(How will you get to where you want to be?)*	**Responsibility** *(Who will make it happen?)*	**Timeframe** *(When will it happen?)*
1. Revise marketing materials to ensure streamlined branding	Lead Facilitator	Fall 2018
2. Highlight college courses in marketing materials, info nights	Lead Facilitator	Fall 2018
3. Promote college courses among 9th and 10th graders and families	Counseling Team	Every Spring
4. Increase and evaluate academic support	Lead Facilitator, Curriculum and Instruction Lead	2018-2019 SY
5. Evaluate effectiveness of revamped College Guidance program	Counseling Team	Spring 2019

C. Resources and Impact

Action Step	**Personnel**	**Time, Other Resources**	**Impact**
1	Lead Facilitator	Design time and consultations, Time to distribute	ACLC has a consistent recognizable brand and product across Alameda
2	Lead Facilitator	Design time	Families know college prep, savings benefits of ACLC
3	Counseling Team	Group and individual meeting time with counseling team	More learners graduate ACLC with more college credit, perpetuating narrative
4	Lead Facilitator, Curriculum and Instruction Lead	Time to evaluate, time to implement changes	Lower learner attrition and failure rates, have more learners

			four year college-bound
5	Counseling Team	Time to evaluate, time to implement changes	Provide better guidance for college and financial aid

IV. Sustainability Plan Follow-up

To continuously monitor the progress on the implementation of this program, and to continuously re-evaluate the effectiveness of that implementation, a series of monthly check-ins with the primary person responsible for the Action Steps will be set up. The progress and any revisions will be reported back to the CLCS board in the 2018-19 and 2019-20 ACLC Lead Facilitator Reports.

Additionally, ACLC has adopted a new calendar model for the 2018-19 and 2019-20 school years that includes a day in March set aside for long term planning and program revision. This day will include staff-wide meeting time for yearly progress review and new goal setting for the Sustainability Plan, LCAP, and WASC goals.