

ALAMEDA COMMUNITY LEARNING CENTER

CHARTER SCHOOL RENEWAL APPLICATION

(November 22, 2005)

The Alameda Community Learning Center Governing Board and the Alameda Community Learning Center Facilitators (all application signers) do hereby request the renewal of their charter school status on behalf of the parents, learners, and facilitators of the ACLC.

A. Description of the Educational Program

The Alameda Community Learning Center, (“ACLC”), a Public Nonprofit Benefit Corporation, (application pending approval, November 2005), is located on the Encinal High School campus in the City of Alameda. The start up of this school was developed and funded collaboratively between the consulting and accounting firm of Arthur Andersen and the Alameda Unified School District (“AUSD”). It was planned and executed as a district wide resource for 150 twelve through eighteen year old learners interested in an alternative educational experience that encourages educational equity, experiential learning, collaborative learning, and learner voice in a technology-rich environment. The program serves primarily Alameda residents and seeks a diverse population of Alameda learners that represent approximately the ethnic diversity of the AUSD. The program also seeks to enroll learners in grades 6 through 12 from all geographic areas of Alameda. The program has grown, and now has approximately 200 learners and serves Alameda residents with a grade 6-12 configuration. For the 2002-3 school year, the ACLC received API rating of 10, putting it in the top 10% of all schools in California. ACLC also received a similar schools rating of 10, putting it in the top 10% of all schools in California serving a similar socio-economic and ethnic population.

- Modes and methods of instruction

At the ACLC, learners prepare to be successful citizens for the 21st Century by becoming self-motivated, competent and self-directed lifelong learners.

The ACLC has developed its educational strategies during the past eight years. During this period there has been a consistent vision and evolving practice of that vision. The vision is to transform the learning environment from a teacher-directed system to a more self-directed learning environment in which teachers are “facilitators” and students are “learners”. In our minds, these are much more than buzz words. As a Charter School, the ACLC will promote this vision in the District.

In looking at the latest research in brain development, management, and education several salient tenets emerge:

- Human beings are designed to learn. Educational best practices support and nurture this innate love of learning.

- Stakeholder voice is critical to the self-renewing organization, whether it is a company or a school. Unless learners understand that their voice is honored and their ideas and feelings valued, educational renewal will not occur.
- Interaction is the basis of learning from the earliest periods of child development through the most sophisticated, technological workplaces.
- Ownership of learning must reside with the learner, not the teacher. Only when the learner eagerly reaches forward for knowledge, insight, and wisdom does real learning occur.
- Collaboration and teamwork is the environment of the successful organizational culture.
- Technology is the toolkit of the information age. To be literate in the 21st Century learners must have access to and be proficient in the use of state-of-the-art technology.
- In order to pursue active learning, learners must have the flexibility to work as teams, move outside the “box” of the school facility (both physically and electronically), and engage in inquiry that is both “free” and subjected to critical evaluation by peers and adults who are highly proficient in their fields.
- Systems Thinking must not only be taught, it must be applied to the processes and day-to-day realities of school reform and innovation.
- Multi-age grouping supports a learner’s knowledge acquisition through natural scaffolding, allowing them to move quickly in areas of talent, and more slowly and with more individual support in areas that are more difficult.
- Learning is made relevant and engages the learner through purposeful work.

While these tenets may not be fully exhaustive, they do form the philosophical basis of our school. Classes are offered in a wide variety of subject matter within the ACLC – including science, mathematics, language arts, and social studies. Learners are expected to work toward mastery in any course of study, but learners do have the right to take longer than a semester or a year to achieve mastery in a subject if necessary. Learners also have the capacity to accelerate far beyond the “age specified” curriculum based on interest, skill, and mastery of prerequisite knowledge. Through our Open Campus Contract, learners have opportunities to do internships in the community and take college-level courses at neighboring institutions.

Learners are able (due to our location on campus and operating agreements) to take classes within the comprehensive high school and we expect this relationship to continue with our charter renewal. This affords our learners a broader array of educational opportunities than would be possible as a small Charter School--i.e. language courses, music, sports and JROTC programs.

Learners are also able to take elective and core classes at College of Alameda (part of the Peralta Community College District) because of an agreement with the College to accept ACLC students on a dual enrollment basis. This agreement affords our students the opportunity to move into college-level or specialized vocational programs that meet their unique learning plans.

- Broad overall program goals

The most comprehensive and individualized goals are that all learners in the ACLC meet the district Graduate Profile. This profile specifies the outcomes for all learners across a range of

domains. All ACLC programs and strategies are held up to this standard to determine their worth and efficacy.

ACLC Mission Statement

The Alameda Community Learning Center is an educational model that empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.

To achieve this end:

The ACLC is an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a noncompetitive manner that supports individuals to actively discover their own potential, recognize their own value and worth, and practice responsibility to the community. To this end, the ACLC provides a safe, connected, flexible learning community. The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of math and science to become aware of how the universe works; and developing an understanding of how government, economics and the social sciences impact individual and global interactions. Based on their knowledge, learners design their own goals and life plans including responsibility to others and active citizenship. We embrace the idea that this is an on-going process of continual change and improvement.

- Philosophical, Theoretical and Research Base for the Vision

This philosophical basis for the ACLC model grew from a 1995 community-wide visioning process conducted by the AUSD leadership. This visioning process resulted in the AUSD Vision, the AUSD Graduate Profile, and was the seed of ACLC. Over the course of many years, the ACLC has implemented strategies to produce effective lifelong learners and has looked at research in education, brain development, organizational development, and community development to determine best practices. This information has been distilled into *Learning to Learn: A Conceptual Framework for the School of the Future*, from which the following paragraph is excerpted.

"The evolution occurring in corporate organizational development parallels the shift in cognitive science from "behaviorism (learning through control and conditioning) toward "constructivism" (learning through discovery and meaning making). If accelerating change is forcing organizations to learn, then individuals too, must become lifelong learners. Moreover, individuals must learn how to learn."

To this end ACLC will utilize the following instructional/learning strategies:

- Learners, in collaboration with their facilitators, will establish their own individualized goals and life plans.

- Learners will work toward mastery in their studies. Learners who progress rapidly can move on to new material that would not be traditionally taught at their age level. Learners who are experiencing difficulty achieving mastery may take longer than usual to complete specific subject matter. To the greatest extent possible, these learners will be supported and encouraged by peers and facilitators. Learning differences are universal, and all ACLC participants will be aware that no two people learn things in precisely the same manner or timeframe.
- Subject matter will be addressed from multiple perspectives – utilizing learning teams, project-based approaches, presentation requirements (artistic, technological, oral, kinesthetic), and will be subjected to supportive but critical review by the learning community.
- Learners are expected to conduct original inquiry into scientific, social, artistic, and literary topics – often gathering information from primary and secondary sources to develop and test personal or group hypotheses. This inquiry may include original research into local social, ecological, economic, and cultural phenomena that are of relevance to our community.
- The participatory governance of the ACLC Charter School is a part of the learning experience itself – managing legislative, judicial and executive functions of the school in a collaborative and accountable manner.
- ACLC learners will have Learner Led Conferences on a semi-annual basis to present and demonstrate growth in the Learning to Learn skills to other learners and their families as well as their own family. Facilitators will formally evaluate these conferences on the basis of quality of portfolio/project work, quality of presentation, and the learner’s sense of competence in making presentations. Facilitators and learners will utilize a standardized format to assess the effectiveness of the Family Conferences regarding content, presentation, and original thought.

q Curriculum Description

The Alameda Unified School District’s Graduate Profile (see attached) defines the curriculum, as well as the outcomes needed to graduate from the ACLC. Curricular emphasis is placed on Learning to Learn Skills (see attached) as a necessity in a world where knowledge increases exponentially. These skills are acquired through the existing middle school, high school and college curricula, and beyond through cutting edge knowledge. The Graduate Profile, along with the Learning to Learn skills and specific ACLC requirements (Senior Portfolio, Senior Project, Community Service) are outlined in the ACLC Planner, which is provided to all learners.

Currently the course work at the ACLC includes classes in mathematics, English/Language Arts, history, and science. Courses in mathematics that are taught by facilitators are 6th grade math, Pre-Algebra, Algebra (in one or two years), Geometry, Algebra II and Pre-Calculus. Learners have the opportunity to take statistics and/or Calculus through either Encinal High School or the

College of Alameda. Courses in English/Language Arts and U.S/World History are integrated as a course called Humanities and taught as a two-year cycle for grades 7 and 8. In grade 9, Language Arts is combined with Current Life and Media Studies; grades 10 and 11 are multi-age courses that alternate on a two-year cycle; and a combined English/Senior Seminar course is taken in grade 12. In grades 10 and 11, learners take Modern World History and U.S. History, followed by Government and Economics at grade 12. For Science the course offerings include a grade 6 and grade 7 science, technology and engineering program and an 8th grade Earth Science program. All learners, as part of the ACLC graduation requirements, take Chemistry, Biology and Physics. Honors level courses are offered on a yearly basis based on learner interest and the feasibility of conducting small classes. In any subject, learners who seek to go beyond the requirements for graduation are able to take AP or college level courses through our Open Campus Contract Program. ACLC Graduation Standards attached as appendix A at end of charter renewal document.)

All students participate in a course called Contemporary Community Citizenship (“CCC”) which is the decision making body of the school's democratic community. Student leadership, another course offering that trains students in democratic processes, acts as the coordinating body for the CCC's proposals, Judicial Committee work, and implementation of community decisions.

The ACLC is building a strong connection with the Peralta Community College System. Through this connection Community College instructors have taught courses in statistics, Japanese, psychology, art history and creative writing at the ACLC. Courses offered by the Community College at ACLC are also open to Encinal High School learners. Learners may take these courses for high school credit or for college credit. The learner's interests and needs drive the selection of these and other course offerings from the community college system.

Older, experienced learners with the support of an ACLC facilitator may help design and facilitate courses. For example, the ACLC has recently created a course in Educational Leadership that trains learners to act as facilitators in our 6th grade class as well as run learner study hall tutorials for the general learner community.

Embedded in the work of each course are the Learning to Learn Skills necessary for the continuous learning that will be crucial to success in the 21st Century by people of any age. Below is a partial list of these embedded skills:

- Time and Task Management
- Reading
- Research
- Effective Presentations
- Whole Team Performance Evaluation
- Individual Teamwork
- Oral Communications
- Writing
- Teaching others
- Democratic Leadership
- Ownership of Community (Democracy and Leadership)

Judicial System Interaction (Democracy and Leadership)
Personal Visioning
Systems Thinking
Technology Skills

q School Year and School Day

The ACLC follows the AUSD school calendar for the school year. The ACLC follows the Encinal High School daily bell schedule. ACLC learners attend an additional 75 minutes each week of Contemporary Community Citizenship on Wednesday mornings.

The ACLC is open from 7:30 a.m. to 4:00 p.m. Monday, Tuesday, and Thursday, and is open from 7:30 a.m. to 3:05 p.m. on Friday. On Wednesday nights, the ACLC is open until 8:00 p.m. to allow learners additional time to study, access technology and meet in group work teams.

q ACLC Serving High School Students

The ACLC is fully accredited by WASC through June 2007. ACLC courses are approved by U. C. to meet the a-g requirements. The ACLC graduates meet the U.C. a-g requirements as a result of meeting the ACLC Graduation Standards. Our WASC accreditation ensures that ACLC courses are fully transferable to other high schools.

Learners and their families are informed about the transferability of ACLC courses to other public high schools and the eligibility of courses to meet college entrance requirements at our annual Open Houses and either by request or during individual counseling sessions with the ACLC counselor.

q Strategies for Supporting Learners Not Meeting Pupil Outcomes

All learners at the ACLC are supported by small class size and a school structure and philosophy that provide increased learner access to facilitator assistance as well as more focused time for facilitators to meet and address individual learner needs. It is in weekly facilitator meetings devoted to learner issues that those who are struggling are initially identified and strategies for support discussed and implemented by the facilitator team. Following identification, diagnostic testing, evaluation of learner work, and Student Study Teams may be utilized to determine which strategies will best assist the learner in meeting the learning outcomes.

Struggling learners may receive additional academic support from Learning Lab, Reading Lab, Math Lab, Educational Leadership tutorials, and a new after school Targeted Assistance Program for math. Parents are included in the development of additional support strategies and are encouraged to work with the facilitator team and learner to ensure success.

The curricular design of the ACLC's program and our philosophical belief that learning occurs at different rates for different individuals also gives ACLC learners the option of repeating courses and/or pursuing courses through independent study in order to meet learning objectives. There is

no social promotion at the ACLC, and learners may take additional time as needed to meet the standards.

q Instructional Strategies for Special Populations

Special Education

Special needs learners are currently supported by a 4/5 FTE Resource Specialist provided by the AUSD. This specialist and our full-time counselor meet for one hour weekly with all ACLC staff members to consider ways to address learner needs. All staff members participate in the creation and implementation of IEP and Section 504 plans and there is an ongoing effort to find new ways to carry out specialized learning plans to meet individual needs.

Weekly facilitator meetings also serve as Student Study Team meetings, which consider facilitator referrals for learners in needs of additional support. The ACLC small school community enhances facilitator ability to identify and address individual needs and the school's philosophy and structure greatly support unique learning styles and needs.

English Language Learners

English language learners in the ACLC community are supported not only by the availability of traditional language development classes, but by the self-directed, hands-on approach of our program, which is accessible to all learning modalities. Within all seminars, learning is "sheltered" to enable every learner to access information and formulate new knowledge based on prior learning and experience.

The needs of English language learners are identified by the ACLC charter school using the same methods used by the AUSD. Upon enrollment in the AUSD, parents of the child are given the Home Language Survey. If a language other than English was noted on the Home Language Survey or enrollment forms, the AUSD is required to assess the English and primary language proficiency of the child using the CELDT. Depending upon the CELDT level, learners are appropriately placed in either ACLC or EHS classes.

Learners whose CELDT Proficiency Level is Beginning, Early Intermediate, or Intermediate would be placed in a Grade 6-12 SEI: English Language Development, Sheltered English, and Sheltered Content Area Classes. Structured English Immersion (SEI) provides instruction in English and includes a sequential ELD program including language arts and sheltered English content with primary language support as needed. Learners are held to the state ELD standards as they progress toward mastery of the grade level standards. These courses are available for ACLC learners at EHS. Content area classes at ACLC are taught by qualified SDAIE facilitators who use strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multi-media presentation and equipment, computer programs, peer tutors, and cooperative learning. These courses are also available at EHS if no qualified facilitator is available.

Learners whose CELDT Proficiency Level is Early Advanced or Advanced would be placed in a Grade 6-12 ELM: English mainstream classes with daily differentiated English Language Development instruction until redesignation as Fluent English Proficient. English Language Mainstream (ELM) provides instruction in English and is based on grade-level state standards. Learners continue to receive additional and appropriate instruction in English Language Development (ELD) at EHS in order to meet the requirements to be redesignated/reclassified as fluent English proficient (FEP). Content area classes at ACLC are taught by qualified SDAIE facilitators who use strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning. These courses are also available at EHS if no qualified facilitator is available.

The goals of all programs are for the learners to learn English and meet age appropriate academic achievement standards for grade promotion and graduation. Learners are retested yearly using the CELDT to see if they are eligible for reclassification (using the additional AUSD standards for reclassification) and to make sure that they are making progress. All costs associated with ELL services shall be the responsibility of ACLC.

High Achieving Learners

The ACLC is an ideal environment for high achieving learners. Learners are welcome and encouraged to reach beyond the ACLC curriculum to pursue their own interests and learn at their own pace. Our Open Campus Contract (OCC) enables older learners to take courses outside our campus (often at the Peralta Colleges) and to work in internship positions within the school day. Learners often take advantage of the OCC to complete college units and graduate from the ACLC program a year early.

Within the ACLC program, learners are not constrained by grade level. With facilitator and parent approval, learners may take seminars above their grade level if they can demonstrate that they've already met the learning outcomes for their own grade.

Within the ACLC curriculum, our self-directed, project-based approach allows exceptional flexibility for high achieving learners to approach learning according to their unique skills, abilities and talents. Additionally, our facilitator staff is active in guiding learners to extracurricular education and enrichment programs. Learners at the ACLC have participated in such activities as Stanford's Summer College Program, UC Berkeley's Young Entrepreneurs at Haas, and The National Book Awards Summer Writing Program.

B. Measurable Learner Outcomes

The AUSD has, through a comprehensive process of discussion and inquiry, developed its Graduate Profile. We believe that an approach that empowers learners, provides them individualized support (from both adults and peers), and sets the highest academic, social, and ethical expectations is by far more likely to achieve this goal than traditional educational practice. To this end, we provide all learners with a rigorous, standards-based curriculum that

promotes the practice and mastery of California state standards by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards.

The specific measurable educational objectives of the ACLC are as follows:

- ACLC learners and their parents will express significant satisfaction with their educational experiences via annual surveys.
- ACLC learners will demonstrate achievement of the district's Graduate Profile as measured by senior electronic portfolios that are assessed by the ACLC Governing Board. Meeting the Graduate Profile expectations is a requirement for receiving the ACLC diploma.
- ACLC Learners shall meet the UC a-g requirements as part of the ACLC Graduation Standards.
- ACLC Learners shall meet the ACLC standard of having a 2.0 cumulative GPA for graduation.
- The ACLC will strive to meet its annual growth and performance targets for API and AYP.
- As a small school, we find little value in state-provided assessment data which does not report for our "statistically insignificant" student populations. On a yearly basis, the ACLC will strive to reduce the ethnic achievement gap that is characteristic of the district as a whole, and will measure progress by standardized test scores and longitudinal studies of identified learners.

Measurable school-wide performance objectives for the ACLC are:

- The ACLC Financial Committee monitors learner attendance. We currently have a history and goal of 95% attendance.
- The ACLC has a goal of 100% graduation for all seniors. In the nine-year history of the school, there has been only one learner who started his senior year and did not receive a high school diploma.

C. Method of Measuring Student Outcomes

The ACLC learners will meet all statewide standards and conduct required pupil assessments, including the CAT-6/CST, the annual physical fitness tests, and will administer other tests required by the school district. This data will be monitored annually, and they will be disaggregated by race and ethnicity to determine whether ACLC strategies eliminate or at least ameliorate the traditional achievement gap among AUSD students. While these standardized tests are important in demonstrating objectively that ACLC learners are learning required subject matter, we believe that other elements of assessment are more meaningful in measuring their achievement of the AUSD Graduate Profile.

In particular, we believe that the semi-annual Learner Led Conference is a critically important strategy to ensure that learners are accountable to their families, to the facilitators, and to the entire learning community. The Learner Led Conference provides an opportunity for learners to demonstrate their progress in practicing the Learning to Learn Skills through an authentically assessment measure which changes regularly and is created using the input of facilitators and the ACLC Leadership class. This balancing of high expectations, public display of meaningful work, and the opportunity to showcase talents in multiple modalities that best suit the learning style of the individual is a powerful incentive to learners to optimally develop their skills.

Within subject matter departments, facilitators ensure that the ACLC curriculum is optimally aligned to the state standards. Benchmarks for mastery are determined by the facilitator team and assessments created and administered to provide data on learner progress. In any given academic quarter and subject matter area, learners will be assessed using a variety of methods, including but not limited to essay and other written assessments, oral presentation, performance of tasks, diagnostic testing, and self and peer assessment. The ACLC regularly uses assessment rubrics to analyze learner performance in all subject areas. These rubrics are made available to learners and their families prior to engagement in learning opportunities so that the requirements for mastery are apparent.

The ACLC assessment structure, which utilizes standardized testing measures as well as assessments that are designed to thoroughly assess learner progress in our school's unique interdisciplinary, technology-based curriculum, provide a well-rounded picture of learners' achievement. The ACLC maintains a higher standard for learner mastery than does the AUSD, requiring learners to earn a minimum of a "C" grade or the equivalent demonstration of knowledge in order to achieve attainment of the standards and learner outcomes.

Accountability Strategies

The ACLC is committed to providing all stakeholders with transparent accountability information regarding learner achievement; parent, learner and facilitator program satisfaction; financial stability; graduation college attendance rates and information; and attendance. Our Program Evaluation Committee and the school leadership are continually engaged in identifying, creating and implementing new accountability measures. We currently share accountability information with the school community, larger community and charter authorizer via our Annual Report (includes financial report and standardized testing data), our Website (which includes our SARC, an online grade-book, facilitator contact information, school history, archived newsletters, archived Governing Board minutes, and information on the ACLC history and philosophy), monthly school-wide newsletters, a School Site Plan, and by maintaining a list-serve to which all community members are subscribed.

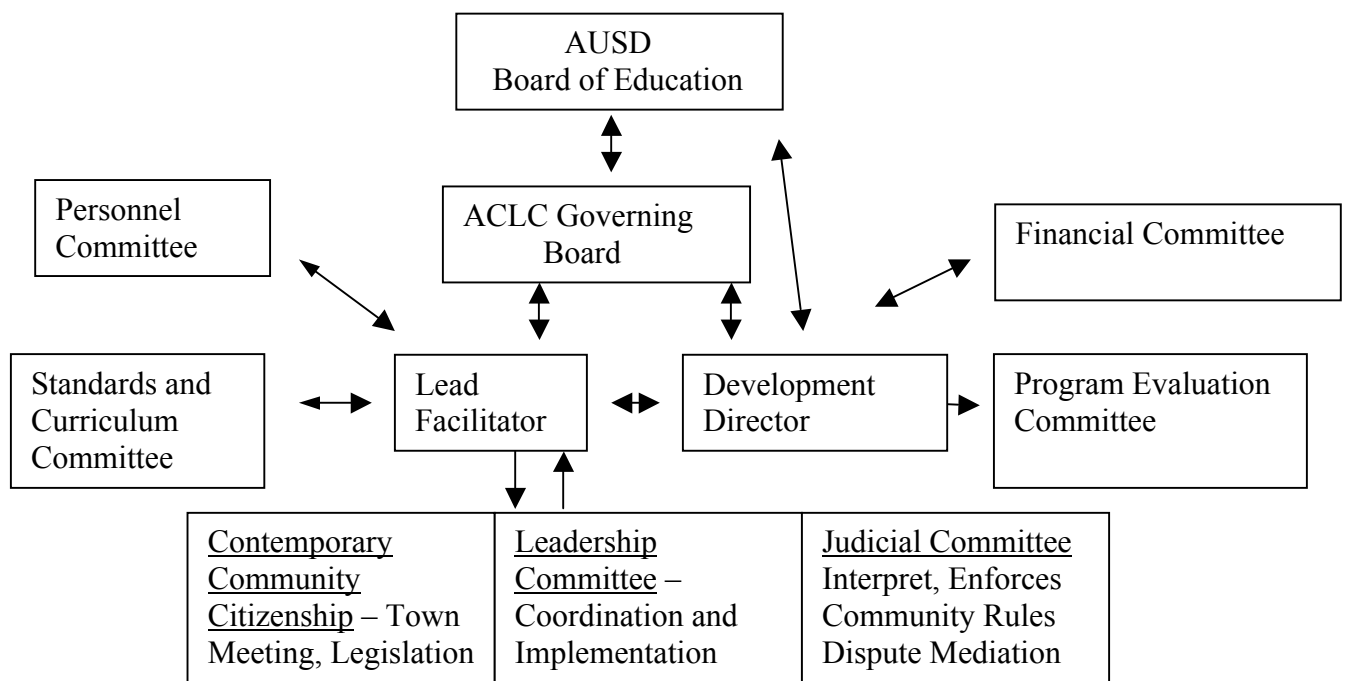
A wide variety of data is collected at the ACLC and is utilized in numerous ways and by numerous stakeholders. Through analysis by the Program Evaluation Committee, the facilitator team, and the school community, data drives programmatic, governance and staffing decisions.

D. Governance Structure

One of the most unique aspects of the ACLC Charter School is its method of governance that substantially incorporates the learners, families and facilitators in a broad array of organizational functions – legislative, judicial and executive. This approach is totally congruent with the ACLC philosophy that the learning is experiential and incorporates not only the content but the process of the learning environment.

The AUSD Board of Education will, through re-approval of this Charter, delegate the operational, management and governance functions of the Charter within specified parameters. The following chart demonstrates the organization of the ACLC Charter.

ACLC Charter School Governance Structure



At the upper levels of the governance structure is the ACLC Governing Board. The membership, roles and responsibilities of the Governing Board are appropriate to its function.

The ACLC Governing Board

The ACLC is a charter school chartered by the AUSD. The ACLC Governing Board operates under the authority granted to it by the AUSD Board of Education who has granted the charter. The ACLC Development Director operates as the communications link between the ACLC Governing Board and the AUSD Board of Education. The ACLC Governing Board acts as the primary governing body of the ACLC Charter School and is composed of eight voting members and the non-voting Development Director and AUSD Representative.. It is charged with development and oversight of policy, budget, personnel, organizational development, strategic

planning, standards and curriculum, program evaluation, and maintaining the vision of the ACLC Charter. The Governing Board is comprised of three facilitators (the Lead Facilitator and two other facilitators determined by the ACLC facilitator staff), two elected learners from the whole body of learners (serving one year terms) , two parents appointed by the learners and facilitators (serving alternating two year terms), one AUSD representative (serving as long as requested by AUSD) , and one member from the community (one year term with possibility of renewal) appointed by the learners and facilitators. The ACLC Development Director (appointed by ACLC Governing Board) also serves on the ACLC Governing Board as a non-voting member. All decisions of the Governing Board shall be made by a majority vote of its members unless otherwise specified by this Charter or in Bylaws adopted by the Governing Board. The ACLC Governing Board shall conduct its business in compliance with the Brown Act, Public Records Act, and has a standard Conflict of Interest Policy in its bylaws. No learner board members will be in attendance at closed session meetings where personal or confidential information is discussed related to school personnel or other learners.

Current ACLC Governing Board members for the 05-06 school year include:

Paul Bentz, Development Director (non-voting member)
Lora Lewis, Lead Facilitator
Michael DeSousa, Facilitator
Lynn Kameny, Facilitator
Mary Sutter, Parent
Johara Chapman, Parent
Lowry Fenton, Community Member
David Dierking, AUSD Representative (non voting member)
Jeanette Cazares, Elected Learner Representative
Precious Herrera, Elected Learner Representative

Governing Board Scope of Authority and Responsibility

The Governing Board meets monthly or as needed and is charged with the overall policy making affecting all areas of the ACLC Charter School. Along with other duties, the Governing Board decides these issues:

- Personnel management including recommendations pertaining to hiring and retention of staff (requires 2/3 majority)
- Budget monitoring and determination
- Decisions on day-to-day operational issues
- Recruitment of staff and new learners
- Strategic planning
- Facilities issues

The Governing Board appoints the Lead Facilitator who works with the Leadership Facilitator to oversee the three learner bodies that are charged with the three primary functions of governance: legislation (Contemporary Community Citizenship); judicial (Judicial Committee); and executive (Leadership). These bodies are vested with authority and provide the venue for youth

empowerment and leadership within the school. The Lead Facilitator will also attend the District Administrative 6- Adult meetings to facilitate strong communication between programs.

Each year the Development Director shall convene and chair a Financial Committee whose membership shall be constructed so that there is a learner majority when possible. (Usually one facilitator, one parent, and three learners minimum). The committee will work to develop the budget, monitor the budget and monitor other financial activities. Each month the Financial Committee shall make a report to the Governing Board and make financial recommendations as necessary.

Each year the Development Director shall consult with the facilitators and appoint another facilitator to chair the Program Evaluation Committee and supervise their work. The Program Evaluation committee membership shall be constructed so that there is a learner majority when possible. (Usually one facilitator, one parent, and three learners minimum). The committee will work to develop the Annual Report, Single School Plan, WASC accreditation report, and conduct the annual parent and learner surveys. Each month the Program Evaluation Committee shall make a report to the Governing Board and make recommendations as necessary.

Each year the Lead Facilitator shall convene and chair a Personnel Committee whose membership shall be constructed so that there is a learner majority when possible. (Usually one facilitator, one parent, and three learners minimum). The committee shall conduct the annual learner survey to evaluate staff. Under the direction of the Lead Facilitator, the Personnel Committee shall conduct personnel interviews and make hiring recommendation to the Governing Board. Under the direction of the Lead Facilitator, the Personnel Committee shall carry out the AUSD / ACLC / AEA approved personnel evaluation agreement. Each month the Personnel Committee shall make a report to the Governing Board and make recommendations as necessary.

Each year the Lead Facilitator shall consult with the facilitators appoint another facilitator to chair the Curriculum and Standards Committee and supervise their work. The Curriculum and Standards Committee membership shall be constructed so that there is a learner majority when possible. (Usually one facilitator, one parent, and three learners minimum). The committee will collect and document all course outlines for compliance to California State Standards and UC a-g requirements. They will also do appropriate WASC work and evaluate new courses before being submitted to the board for approval. Each month the Curriculum and Standards Committee shall make a report to the Governing Board and make recommendations as necessary.

Contemporary Community Citizenship

The CCC is comprised of the entire community of learners. This group meets weekly and is charged with being the primary communication matrix of the school. This means that the entire group of learners is regularly present and is provided an opportunity to discuss ongoing issues of importance to the school – from issues as mundane as noise levels and cleanliness to issues as complex and compelling as sexual harassment or community relations with the larger Encinal community. Individual needs may also be discussed in this context.

In addition to these communication and process issues, the CCC is responsible for legislative action – that is, for making, discussing and voting on formal proposals that relate to the policy and operations of the school. This includes the creation and amendment of the Law Book – that is, the document which clarifies the rules and code of conduct for the entire ACLC Charter School community, including learners, facilitators, parents, and community visitors. Many of these actions may be within the purview of the CCC and will not require any review or approval by the Governing Board. However, issues which reflect a change in basic mission, philosophy, budget and personnel matters will require review and approval by the Governing Board before they take effect. Furthermore, issues which reflect a change in this Charter or which have any impact on district policy governing the ACLC Charter School must also be reviewed and approved by the AUSD Board of Education.

It is important to note that, although some actions of the CCC may require the approval of other bodies, the bulk of the decision-making processes related to self-management is in the hands of the community of learners. In this way the learners of ACLC are being empowered to establish the operational rules of their learning community and to make decisions about the use of some resources (e.g., purchase of specific equipment, use of funding for field trips, etc.) that are within the purview of the learning community. The CCC also conducts annual surveys that evaluate the facilitators, the academic program, the Leadership Committee and the operation of the school and makes recommendations for change in operational practices. The CCC is the focus for the annual Learner Convention, an opportunity for the entire community to review the operations of the year and make changes to the ACLC Rulebook. The CCC also elects the learners to the Governing Board which is responsible for many other decisions that are out of the purview of the CCC.

Judicial Committee (Learner Disciplinary Policies)

The Judicial Committee (JC) is comprised of five clerks who are elected from among the learners and one facilitator selected by his/her peers. They meet four times each week to consider issues related to infringement of rules codified in the Law Book. The Law Book has been developed by the CCC during the past eight years of operations and is revised and updated on a regular basis by the CCC.

The Judicial Committee is responsible for enforcing the rules of the school by hearing cases submitted by learners and facilitators and deciding on appropriate consequences to specific actions. In this role the findings of the JC are binding on all parties involved and may result in further action, including suspension or expulsion, if not followed. (See section J below)

The JC also mediates disputes and assists parties who are engaged in some type of conflict to find common ground so that they can move forward in a cooperative manner. This role is particularly important since, generally, after some form of dispute the parties will remain in the same learning community and will interact regularly in some way.

The JC is a particularly important part of the governance of the school since it places the responsibility for self-management clearly with the learners.

Leadership Committee

The Leadership Committee is a class in which students may enroll that takes on the executive functions of the community of learners. Presently 20% of our learner community is involved in the Leadership Committee.

This group meets three times each week and works very closely with the leadership facilitator. Leadership is primarily charged with implementing proposals passed by the CCC. This may include codifying recommended changes in the Law Book, promulgating and enforcing rules in the community, coordinating center activities, supporting the smooth operation of day-to-day affairs of the community, and coordinating and facilitating the annual Learner Convention. Many functions such as coordinating field trips, CCC meetings, notification of scheduling changes, and other facilitative and communication roles are best accomplished by Leadership because they provide opportunities for students to engage in self-management and organization of their own learning community. Leadership conducts its business using Parliamentary Procedures.

Leadership in many ways gives learners extensive experience in management and facilitation of operations and mitigates the necessity of hiring support staff to perform these functions. This maintains operations of the school on a cost-effective basis and provides meaningful roles and experience for learners. This is one of the many ways in which ACLC Charter uses its resources to better accomplish learning objectives and to empower learners.

Decision-making Process

The ACLC Charter School will work to achieve consensus in making decisions. However, if consensus is not possible in a reasonable timeframe, the various decision-making groups will vote and a simple majority will rule unless otherwise specified by this Charter or through Bylaws adopted by the ACLC Governing Board. This procedure can be modified in the future as determined by the ACLC Governing Board.

Overall Governance

The governance of the ACLC Charter School is uniquely constituted to maximize the role of the learners in self-management and governance. We are strongly emphasizing learners in governance because our school is comprised of adolescents who are at that time in their lives that self-determination within a guiding system of law and community relationships is much more important to learn than a system that is devised and imposed by adults – whether they be parents or educators.

However, because no community has full self-determination and must be subjected to the laws of the broader community – whether that be national or international law – we make sure that our learners understand that their self-determination, while real, is limited by the regulations and laws that govern the larger community of which we are part.

Parent Participation

Parent involvement is crucial to the operation of ACLC and the school enjoys a high level of parent participation. In 2001, the parent community created our 501(c)(3), the Creative Community Education Foundation (CCEF), to support the vision of the school. Parents serve on the school's Governing Board, Governing Board Committees, the CCEF, the Parent Asset Committee, the School Site Council, and WASC Focus on Learning Committees.

Additionally, the school holds an annual Parent Convention to solicit parent voice and input. Families of experienced learners offer mentoring to new learner families and a variety of parent taught or sponsored courses and workshops are offered after school, such as UC college application workshops, art enrichment programs and currently a certified parent acts as sex education consultant. Parents also assist in lunchtime supervision so that the ACLC may remain open throughout the day.

Parents convene regularly in both formal and informal meetings to share information and discuss their learners' progress toward achieving the ACLC vision.

Responsibility for Special Education Services and Funding

In accordance with the MOU between the ACLC and the AUSD, special education services are provided by AUSD. Currently, a part time resource specialist coordinates the programs and makes referrals to other AUSD provided services as needed. The funding relationship is spelled out in the MOU.

E. Employment Qualifications

The ACLC Charter School will recommend for selection/assignment facilitators who are certificated teachers and meet all the requirements of the AUSD for employment as a teacher in the district for the purposes of teaching the core, college preparatory curriculum of the ACLC. The ACLC recommends for hire facilitators with multiple credentials. (i.e. math and science credentials) The ACLC recommends for hire facilitators that share the values and educational philosophy of the ACLC community. The ACLC recommends for hire facilitators who meet NCLB requirements and will assist non NCLB compliant facilitators with professional development opportunities to become NCLB compliant. The ACLC recommends for hire facilitators holding CLAD or SB 395 certification and will assist non-compliant facilitators with professional development opportunities to become CLAD or SB 395 compliant.

The core, college preparatory curriculum of the ACLC shall be defined as those courses in science, math, language arts, and history/social science that meet the UC a-g requirements. The core curriculum of the ACLC for grades 6-8 shall be defined as the ACLC courses in science, math, language arts, and history/social science. All other courses at the ACLC shall be deemed to be non-core. In the event that the ACLC chooses to offer core courses that combine curriculums (i.e. Humanities = language arts and history/social studies, or combined math/science courses) at any level, the facilitator (teacher) of these courses shall be required to hold only one of the required credentials, not both unless otherwise required by state/federal law or regulation.

However, the school contracts other instructors for non-core, non-college preparatory classes who will work directly with learners under the supervision of certificated personnel. (Currently we have a Digital Video Studio seminar.) Specifically we expect to utilize community members drawn from local businesses, professional associations, colleges, and other groups. These individuals will teach specific subjects, engage students in work-based learning, mentor students, provide technical support related to technology, governance, evaluation, and program outcome measures. These instructors and adult participants will be required to have the requisite qualifications to perform the duties for which they are responsible, but may not hold teaching certificates.

The learning community on an annual basis (or at the end of their contract, whichever is shorter) will evaluate all regular staff and volunteers. The results of these evaluations will be factored into the decision making process when the school considers the staffing for subsequent years of operations. While these data are advisory, the Board Personnel Committee and the Governing Board will consider this information seriously in making final employment recommendations.

F. Procedures to Ensure the Health and Safety of Pupils and Staff

The ACLC has its own Safe School Plan, which is reviewed annually by AUSD Student Services. The ACLC is part of the Encinal High School Safety Plan for fire, earthquake and other related emergencies. ACLC staff will be trained on emergency and first aid response as per the AUSD standards and training programs.

There are a number of areas of school operation that are germane to ensuring the health and safety of the learning community, including staff. These areas are:

- Behavioral rules, compliance and enforcement procedures.
- Plant safety including hygiene, fire safety, physical obstacles, and chemical, electrical or other risks due to the instructional program activities.
- Risks to learners due to extensive community, workplace, and other off-site activities pursuant to individual learning objectives.
- Risks to learners due to harassment of a sexual or discriminatory nature based on race, ethnicity, national origin, disability, religion, gender, sexual orientation, or other protected classification.
- Immunization and medical screening requirements to reduce health risks.
- Criminal record checks for all employees and volunteers as per AUSD district policy.

Behavioral Issues

As has been mentioned above, the ACLC is a self-governing, learner-operated community with respect to learner behavior. In many ways this constitutes a strength that supports student safety since the learners establish the rules of the community and are therefore very conscious of the impact of their behavior on the entire community. Certainly, facilitators, as the adults responsible for overall safety of the program, take strong action as necessary in the case of an emergency. However, the learner community takes the vast majority of these actions itself, through Leadership, the CCC and the Judicial Committee.

The ACLC, as part of the AUSD, has zero tolerance for use of drugs and tobacco. Learners who constitute a risk to themselves or others are referred to appropriate mental health or police jurisdictions according to their presenting problems and may be removed from the ACLC environment as necessary. Learners who violate substantive rules of the community may be removed from the school, after receiving due process under the ACLC Governing Board-approved Exit Policy, and will be referred to AUSD for appropriate alternative placement. Learners who are found by the ACLC Judicial Committee to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code will be referred to AUSD's Office of Student Services for possible expulsion from the district. District expulsion proceedings for ACLC learners will be conducted in accord with district policies and state and federal law. The record of the ACLC Judicial Committee will be made

available for the district's use in such cases. As noted earlier in this document, no ACLC learner will be made privy to any personal or confidential information regarding another ACLC learner.

Plant Safety

The learning community is also partially self-regulating with respect to physical safety issues. The overall physical plant, since it is a part of Encinal High School, is subject to the regular inspection of the local fire marshal and is maintained in compliance with Educational Code and Health and Safety Code by the AUSD maintenance department. The facility is also governed by the Field Act with respect to seismic safety.

Beyond these basic safeguards, the internal furnishings, equipment and risk management is the responsibility of the entire learning community as represented by the CCC and, ultimately, the Governing Board. Learners and facilitators are responsible for identifying any obstacles or other risk factors that should be addressed to reduce hazardous conditions in the learning environment. Leadership is then responsible to ensure that corrective measures are implemented in a timely manner to mitigate risks.

Community Risk

By the nature of the educational program at ACLC learners will be engaged in a wide array of activities outside the confines of the physical location of the school. Learners will be attending community college, engaging in work-based learning opportunities, meeting with mentors, conducting action research projects in the community settings, taking field trips to museums, courts, governmental offices, and many other locations. In the course of this process, learners will be exposed to risks that are not typically associated with school operations where learners are largely contained on a school campus.

In order to minimize these risks, the following procedures will be strictly enforced:

- Volunteers and mentors will be carefully screened by the facilitators and Leadership prior to being authorized for student engagement. Volunteers and mentors will be fingerprinted and will go through a formal screening process. This procedure will be in compliance with district requirements. However, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic and who are not alone with students at any time during such a process will be exempted from this screening process.
- Work-based learning opportunities will also be carefully reviewed to ensure that learners will be safe. Parent permission is required before learners are allowed to engage in off-site contact with adults unless this is a one-time only visit that is done in group and supervised by facilitators.
- Field trips will be reviewed by the ACLC Lead Facilitator and approved by the AUSD to ensure that they meet learning objectives and do not constitute undue risks to learners. Participation in field trips must be authorized by parents. ACLC will follow all AUSD Board approved procedures for field trips and will acquire additional insurance through the district's broker when applicable.

Sexual Harassment and Discrimination

ACLC learners and staff will be protected from harassment and discrimination (Appendix B) based on all protected classes. This protection again is guaranteed in the ACLC Rule Book that

is incorporated into this application by reference. (Appendix C) The fact that these rules have been developed, promulgated and enforced by learner-led committees during the past eight years gives us great confidence that they will be enforced effectively for mutual safety. We believe this learner-led approach has made ACLC by far safer for students than the ambient environment of the high school in which enforcement is the responsibility of adults. At ACLC the learners have created, reviewed, revised, and enforced these rules to the extent that there is true learner buy in to these rules.

Health

All ACLC learners are subjected to the health screening requirements of the State of California and of AUSD. Learners are not admitted to the school without meeting immunization or screening requirements.

In addition to these basic requirements, the learning community will be provided health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other factors.

All ACLC facilities are and will remain non-smoking areas.

Criminal Record Check

All ACLC Charter employees, other contracted instructors, and volunteers will be screened as per state and district regulation and procedures as specified in *Education Code* Section 44237.

G. Method for Achieving Racial and Ethnic Balance

In order to ensure a fair enrollment policy and a demographically diverse student body, the ACLC has developed an aggressive outreach and marketing system and a lottery system that randomly selects learners from among all new applicants if the number of applicants exceeds the capacity of the school. We market to all Alameda residents to try to achieve a racial and socioeconomic balance that is reflective of the general population residing within the district as a whole. With the addition of our 6th grade program in 2004-05, we have leveled the entry point so that all Alameda youth have equal access to the ACLC program after the end of 5th grade without having to go to a middle school for one year before being eligible to apply for our program. Our entering 6th grade class in 2004 is 25% African American. The 2004-05 demographics also show and increase in Filipino and Hispanic learners in the program.

When we compare the learners enrolled in ACLC as compared to the district as a whole and the graduating class profiles, we find that the ACLC enrollment is roughly comparable to both of these data sets. The only glaring discrepancy appears to be an under-representation of Asian learners in ACLC. Other groups are represented in proportion to their overall enrollment in the district, with the exception of Caucasians, who are represented at a rate higher than the district average.

The data below reflects the current configuration of the ACLC. We expect to continue to use the current outreach and lottery system to ensure that we are selecting students based on a randomized system that does not intrude any bias related to race, ethnicity, income-level, class, disability, gender or other characteristics.

	ACLCLC 02-03	AUSD 02-03	ACLCLC 03-04	AUSD 03-04	ACLCLC 04-05	AUSD 04-05
Caucasian	60.8%	33.0%	59.0%	30.0%	59.0%	31.0%
African American	15.8%	14.0%	15.0%	15.0%	11.0%	15.0%
Filipino	1.9%	9.0%	4.0%	9.0%	9.0%	9.0%
Hispanic	5.7%	11.0%	6.0%	12.0%	8.0%	12.0%
Asian	12.7%	27.0%	11.0%	26.0%	10.0%	29.0%
Pacific Islander	0.6%	1.0%	0.0%	2.0%	2.0%	1.0%
Alaskan/Native American	0.6%	1.0%	0.0%	1.0%	1.0%	1.0%
Multiple/No Response	1.9%	4.0%	5.00%	5.0%	0.0%	2.0%

H. Admission Requirements

Statement of Nondiscrimination Acceptance Policy:

The Alameda Community Learning Center charter school does not discriminate against applicants on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.

The ACLCLC is open to all students in California who are eligible to be enrolled in grades 6 through 12. Admission requirements are as follows:

- Prior to the first day of instruction, learners will have met the immunization requirements of state law
- Apply for admission within the time frames established by the school (ACLCLC uses AUSD Open Enrollment timelines and process)
- Are not under current expulsion from the Alameda Unified School District or another school district
- Are not currently placed in a school other than Encinal High School as a consequence of a disciplinary action.

If the number of learners requesting admission exceeds the number of spaces currently available for admission, preference will be given to the groups or classes of students listed below and attendance will be determined by a public random lottery. The following preferences are listed in order of priority and are consistent with current AUSD district policy regarding enrollment preferences:

- Preference in admission will be given to siblings of existing learners in the school who are Alameda residents
- ACLCLC will allow the children of facilitators/staff members to attend the school upon application regardless of their place of residence

- Preference is given to learners applying from within AUSD enrollment boundaries over those applying from outside the district

Otherwise all students, regardless of disability, are eligible to participate in the school. For special education students, specific assistance dictated by an Individualized Education Plan or a Section 504 plan will be provided through the Special Education Department of AUSD. All Section 504 services will be the financial responsibility of ACLC.

I. Annual, Independent Financial Audits

Since the ACLC will operate under the financial umbrella of AUSD, the audit of the school will be an official subcomponent (ACLC carve-out audit will be paid for by ACLC) of the AUSD audit. Since the AUSD finance department will provide the accounting and bookkeeping functions for ACLC, audit exceptions and deficiencies will be resolved by AUSD under the direction of their independent auditors and any state or federal regulators as required.

A business plan has been developed to ensure that the ACLC continues to be viable financially. This plan primarily rests on state revenue limit and categorical funding sources that are ensured through state laws and regulations governing charter school funding.

The charter school and charter-granting agency will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. The ACLC financial report as part of the annual report shall be confirmed by AUSD financial representatives. The school and granting agency will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

- **Financial Planning** The 1st and 2nd interim reports, as well as the September 15 unaudited actuals, as required by law will be prepared by AUSD fiscal staff.

The ACLC Financial Committee annually develops the ACLC budget and presents it to the ACLC Governing Board for approval by May 15. It is then forwarded to the AUSD financial department for review and implementation in the AUSD accounting system. The ACLC Financial Committee (with volunteer expert financial consultant support) monthly monitors the expenditures of the ACLC and reviews budget assumptions and makes adjustments as necessary. The ACLC Financial Committee makes monthly reports to the ACLC Governing Board. The ACLC Financial Committee monitors CSDC (Charter School Development Center) analysis of charter school projected revenues to do financial planning. The ACLC Financial Committee also works with AUSD to keep current on projected future indirect costs that will be charged to the ACLC budget. The ACLC Financial Committee yearly reports on its financial situation in its annual report to the community and AUSD Board of Education. To date, after four years of operation, the ACLC continues to have in reserve funds in excess of what is required by law. Thus, the school is well prepared to weather financial emergencies.

J. Disciplinary Procedures including Suspension and Expulsion

The Judicial Committee is charged with administering the rules of ACLC and for establishing consequences for inappropriate behavior in all but the most serious situations. In cases that involve risks to the safety and well-being of learners, the facilitators may be required to take

action immediately and independent of any Committee to protect the entire school community. This may take the form of immediate suspension, pending review by the Judicial Committee and/or by the district disciplinary review process.

Learners who are found by the ACLC Judicial Committee or lead facilitator, when circumstances warrant an immediate determination, to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) will be referred to AUSD's Office of Student Services for possible expulsion from the district. Acts which fall into this category include, but are not limited to: causing serious injury to another person; sexual assault; possession of a firearm, knife, explosive or dangerous object; possessing or selling a controlled substance; robbery; assault on a school employee. District expulsion proceedings for ACLC learners will be conducted in accord with district policies and state and federal law. The record of the ACLC Judicial Committee will be made available for the district's use in such cases. As noted earlier in this document, no ACLC learner will be made privy to any personal or confidential information regarding another ACLC learner.

In all other matters that do not constitute an immediate threat to health and safety, the issue will be referred to the Judicial Committee. The JC operates based on the body of regulations that has been developed in the ACLC Rule Book. The Rule Book was developed and is updated by the CCC on a regular basis. These matters will be decided by a group of peers and learners will be obligated to the entire learning community to fulfill any consequences imposed by the JC.

Learner Exit Procedure

The ACLC has a Governing Board/AUSD approved Exit Policy for involuntary transfer to other district schools.

Protections of Constitutional Rights of Learners Related to Suspension and Removal from Program

As a public charter school, the ACLC is subject to protecting the federal and state constitutional rights of all learners and parents, including the rights of the disabled and other protected classes. Currently, the ACLC has an AUSD approved resource specialist available for consultation on special classes of students and their rights.) ACLC uses the same procedure for suspension of learners from the program for 1-5 days as does the AUSD. The Lead Facilitator or Head Counselor hears the learner's side of the suspendable incident, talks to and meets with parents, and only suspends learners for the offenses that are listed on the legally approved AUSD form. The administrative representatives of the ACLC balance the learners' rights to due process with the responsibility to maintain a safe learning environment. Suspension reports are cataloged in SASI and are part of our annual report.

K. Manner of Retirement Coverage for Staff

The ACLC staff who meet the district requirements as core teachers or instructional aides are covered under the provisions of the State of California retirement system (PERS/STRS). Since AUSD does the ACLC payroll, AUSD handles all payments related to retirement.

Other paid staff who do not fit into either the teacher or instructional aide classifications will generally be hired on an independent contractor basis under conditions that meet federal IRS and

AUSD standards for independent contractors. These individuals will not be eligible for retirement or other benefits in their status as independent contractors.

L. Public School Alternatives for Students Who Do Not Choose the Charter School

No student will be required to attend ACLC and all AUSD students will have the alternative of attending their school district school of residence or seeking an inter-district transfer pursuant to applicable laws, regulations, and school district policies. Parents/guardians of applicants will be informed that learners have no right to admission in a particular school in any district as a consequence of enrollment in the charter school.

M. Rights of Return for Charter Employees

All staff members assigned to ACLC employees will remain official employees of AUSD. Employees of the ACLC will have right to return to employment in other settings within the district if they leave the ACLC. The collective bargaining contracts of the AUSD will be controlling as to whether and how charter school staff may carry over sick/vacation leave if allowed to resume former employment within the AUSD, if applicable. Collective bargaining contracts of the AUSD will be controlling as to whether and how charter school staff may continue to earn service (tenure) with the AUSD while at charter school, if applicable.

Certificated and classified personnel shall, so long as they remain part of the bargaining unit, retain their rights, benefits and working conditions included in the bargaining unit contract.

The ACLC retains the right of recommending the selection of staff, but all employee hiring will be processed through the AUSD Personnel Department. Staff will participate in an alternative performance evaluation process that best fits the ACLC program as per side agreement between AUSD/ACLC/AEA.

N. Dispute Resolution Procedures

In order to ensure the smooth functioning of the ACLC within AUSD, we deem it essential to establish a mechanism for resolution of conflicts between the district and the charter school. Disputes may arise in a variety of circumstances and at many levels in the respective organizations. As an important first principle, all members of the ACLC community will seek to resolve disagreements at their source, working with the individuals most familiar with the problem. If a dispute between the charter school and the district concerning one of the provisions of the charter or MOU arises, the first formal step towards resolution will be to bring the issue to a meeting between the ACLC Development Director and the AUSD Charter School Liaison. If a second formal step is needed for resolution, there will be representatives from the ACLC Governing Board who will meet with representatives from the AUSD School Board or AUSD designee. Either party may request the assistance of a neutral mediator in the conflict resolution committee's deliberations, with costs to be shared equally by the district and the ACLC.

If no resolution occurs at the level of the conflict resolution committee, even with professional mediation, the final decision will be made by a majority vote of the Alameda Board of Education.

The ACLC charter school resolves all internal complaints and disputes by a majority vote of the ACLC Governing Board, if necessary.

O. Education Employment Relations Act

AUSD will be regarded as the exclusive public school employer, of the staff members assigned to the ACLC, for the purposes of the Educational Employment Relations Act. All ACLC facilitators are currently members of the AEA bargaining unit.

P. School Closure Procedures

The ACLC Governing Board members will attend to enumerating and disposing of the assets and liabilities as set forth by law. The ACLC Governing Board shall insure that a final audit of the school's assets and liabilities is performed. In the event that the ACLC closes, any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall be disposed of according to law. All assets purchased with public funds will remain the property of AUSD. Unused grant and categorical funds will be returned to the agency that provided them.

With regard to learner records, the ACLC uses the AUSD SASI system and, in the event of school closure, the ACLC will finalize all school records in this system. The learner records of the school will be maintained by the AUSD.

Q. Other Issues

a. Amendment to the Charter

Proposed amendments or changes to this Charter may be made by the ACLC Governing Board following two public meetings. All proposed amendments or changes must be subject to approval by the Alameda Board of Education.

b. Facilities to be used by the ACLC Charter School

The ACLC Charter currently occupies 8,700 square feet of Encinal High School's facility and three additional portable units. The main space has been in use for nine years for this purpose.. The three portables have been in use for the last two years. Current and future space allocations will be part of the annual MOU between the parties. These facilities are subject to Field Act requirements and are regularly inspected by the fire marshal.

c. Manner in which administrative services will be provided

The ACLC will receive the bulk of its administrative services through AUSD as spelled out in the Memorandum of Understanding ("MOU").

d. Potential civil liability effects, if any, upon the school and upon the school district

To reduce potential liability, ACLC will have all field trips approved through the AUSD approval process and meet any insurance requirements.

e. Statewide Standards and Pupil Assessment

ACLCL will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 of the Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Assessment is discussed more fully in the section entitled “Measurable Student Outcomes” above.

f. Consultation with Parents and Teachers Regarding Educational Programs

Inherent in the governance of the ACLCL is engagement of both parents and facilitators in the development and evaluation of educational programs implemented in the school. In addition to the participation of these parties, learners are also engaged in this process.

Parents, learners and facilitators are involved at the policy level through the ACLCL Governing Board that is charged with establishing budget, evaluation of staff and program, reviewing learner outcomes, and setting the direction of the school.

Parents will participate in the Personnel Committee that will gather information by learner surveys on staff effectiveness annually.

Evaluation of the ACLCL educational program will incorporate formal feedback through an annual parent/learner survey. This survey will ask detailed questions about satisfaction with specific subject matter instruction as well as general school operations. This information will be tabulated by the Program and Performance Evaluation Committee and by Leadership, and it will be presented to the Governing Board as an annual report.

All meetings of the Governing Board will be open to the public and a regular meeting schedule will be provided to all parents annually.

g. Affirmations:

ACLCL will be nonsectarian in its programs, admission policies, employment practices, and all other operations. No tuition will be charged to attend the ACLCL. No student will be discriminated against on the basis of ethnicity, national origin, gender, or disability.

h. ACLCL Budget

Annually, the ACLCL Finance Committee shall develop the budget for the next school year. This budget will be reviewed and approved at a public ACLCL Governing Board meeting no later than May 15th of each year. The final approved budget shall be submitted to AUSD Fiscal Services no later than May 15th of each year. AUSD shall review the budget, and if there are any questions or concerns, these concerns shall be addressed to the ACLCL Financial Committee prior to the end of May so that the ACLCL Governing Board may make budget amendments at its June meeting and resend the budget back to AUSD.

Extra pay policies are approved by the ACLCL Governing Board and the facilitators representatives do not vote on such issues because it would be a conflict of interest. Extra pay is given under the terms of our union agreement for extra responsibilities and hourly commitments outside the facilitator’s (teacher’s) contracts. All stipends and FTE increases will approved by ACLCL Governing Board, AUSD Personnel Dept and AUSD Payroll.

The ACLCL shall use the AUSD inventory control program for equipment and non consumable supplies valued in excess of \$500.

i. Chartering Authority, Reasonable Efforts to Accommodate Growth of the Charter

Upon approval of this charter AUSD commits itself to make reasonable efforts to accommodate the growth of ACLC by making available facilities as agreed to between the parties in its annual MOU, and by providing administrative services at a cost not to exceed actual costs as negotiated by the parties to support the growth of the ACLC.

j. No employee of district required to be employed in the charter

No employees of the Alameda Unified School District will be required for any reason to be assigned to the ACLC.

k. No student of the district required to attend the charter

No student of the Alameda Unified School District will for any reason be required to attend the ACLC.

Signatures

The undersigned facilitators are the current staff members who are reasonably expected to staff the ACLC once its charter has been renewed by the Alameda Board of Education.

Paul Bentz

Joan Ruiz

Syl Gibson

Jacob Powell

Michael DeSousa

Jackie James

Lynn Kameny

Patricia Williamson

Lora Lewis

Carlton Grizzle

Maafi Gueye

Charter Renewal Petition approved by ACLC Governing Board on November 2, 2005

ACLC Governing Board Members

Paul Bentz, Development Director

David Dierking, AUSD Representative

Lora Lewis, Lead Facilitator

Mary Sutter, Parent Representative

Michael DeSousa, Facilitator

Johara Chapman, Parent Representative

Jeannete Cazares, Learner

Lowry Fenton, Alameda Community
Representative

Precious Herrera, Learner

Lynn Kameny, Facilitator

ACLC Graduation Standards

I. Meets or Exceeds AUSD / ACLC Graduate Profile Outcomes

(Who I am.)

II. ACLC Learning to Learn Skills

(What I can do.)

III. Academic Proficiencies

(What knowledge base I have.)

IV. Learner Portfolio

(Why anyone would want to hire me and invest their money to train me.)

V. Alameda Community Service Requirement

(How I am a good citizen.)

VI. Advanced Coursework / Units of College Credit (may include AP)

(Proof that I am ready for higher education.)

VII. Business Internship Experience / Facilitator Internships

(My real world experience.)

**ACLIC Graduation Standards
(Appendix A)**

I. Meets or exceeds AUSD / ACLIC Graduate Profile standards related to:

- Personal Qualities, Work Habits and Attitudes
- New Basics
- Thinking and Reasoning Skills
- Interpersonal and Collaborative Ability
- Technology

(Documented in Learner Portfolio)

II. Demonstrates an understanding of the ACLIC Learning to Learn Skills

- Time and Task Management
- Reading
- Research
- Effective Presentations
- Whole Team Performance Evaluation
- Individual Teamwork
- Oral Communications
- Writing
- Teaching others
- Democratic Leadership
- Ownership of Community (Democracy and Leadership)
- Judicial System Interaction (Democracy and Leadership)
- Personal Visioning
- Systems Thinking
- Technology Skills

(Documented in Learner Portfolio)

Academic Proficiencies

Satisfactory completion of ACLIC approved courses in high school curriculum with a minimum cumulative GPA of 2.00 including:

English - 40 credits (8 semesters)

Mathematics - 30 credits (6 semesters)
Must include Algebra 1, Geometry, and Algebra 2

Science – 40 credits (8 semesters)
Must include Chemistry, Biology, and Physics.

History / Social Studies – 40 credits (8 semesters)
History (9th grade) 2 semesters
Modern World History 2 semesters
U.S. History 2 semesters
American Government 1 semester
Economics 1 semester

Visual and Performing Arts – 10 credits (2 semesters)

Satisfactory completion of U.C. (f) requirement (Visual and Performing Arts, 2003)

College Preparatory Electives – 10 credits (2 semesters)

Satisfactory completion of U.C. (g) requirement, 2003

Foreign Language – 20 credits (4 semesters)

Two years of the same language at the high school level.

Contemporary Community Citizenship – 4 credits (8 semesters)

Satisfactory (C or better) completion all semesters at ACLC

Current Life Issues – 5 credits (1 semester)

Satisfactory completion during high school years.

Physical Education or ROTC – 20 credits (4 semesters in high school)

Electives as needed to meet AUSD requirement of 230 credits total.

Pass District Competency Tests in Reading, Writing, and Mathematics

CAHSEE in 2005

IV. ACLC Learner Portfolio (due January 1)

Learners shall create an electronic Learner Portfolio (web page) that will be posted on the web. It shall include the following:

- 1. Reflective essay** providing evidence that they meet or exceed the AUSD / ACLC Graduate Profile standards related to:

Personal Qualities, Work Habits and Attitudes
New Basics
Thinking and Reasoning Skills
Interpersonal and Collaborative Ability
Technology

Learners shall also rate themselves on all of the “ACLC Learning to Learn Rubrics” and demonstrate in their essay understanding of the skills as they relate to their Personal Vision.

- 2. Personal Resume**

Learners shall create a one page resume that they could use at this time for the purposes of seeking paid employment or enrollment in an institution providing additional job training at the employer’s expense.

3. Personal Vision with Action Plan

Learners shall create a one-page Personal Vision Statement that includes a personal action plan to achieve this vision within the next 20 years.

4. Examples of the learner's best work during their years at the ACLC. (3-5 samples, 2 of which must be from ACLC experiences, one must be from ACLC math or science and one must be from ACLC Humanities)

V. ACLC / Alameda Community Service Requirement

Learners shall engage in a purposeful Senior Project that involves or improves the Alameda / ACLC communities. This will satisfy the 20 hours senior community service requirement. (There shall be a community presentation of project by April 1, 2005.)

Community Service (Outside of the ACLC) - 80 high school hours
2005 needs 70, 2006 and after needs 80

VI. Advanced Coursework / Units of College Credit (may include AP)

One semester long course of transferable credit to CSU / UC

VII. Business Internship Experience / Facilitator Internships Experience

Minimum of 20 hours of documented experience for graduation by May 1, 2005.

Every student has a right to a safe and discrimination free education. These rights, and those of parents and district employees, are protected by U.S. and California laws and AUSD policies. It is important for all students, parents and employees to know about these rights and what to do if they are violated. AUSD Board of Education policies regarding what the rights are, and how to file a complaint if they are violated, are posted in every school. These policies are also given to every family at the beginning of the year, or when a new student is enrolled. If you don't have a copy of these rights please call the school at 510-521-7543. Principals at each school will review and discuss with students what discrimination and harassment is and what to do if it happens to them. Please go over the following with your child.

Children need to know three things if they feel unsafe or discriminated against:

1. They have the right to tell adults about complaints they have.
2. They have the right to be protected from retaliation due to a complaint.
3. They have the right to confidentiality when discussing the complaint.

The following paragraphs describe in more detail what the Alameda Unified School District policies are regarding discrimination and harassment.

Uniform Complaint Procedures (BP 1312.3)

There are three district policies on complaints: complaints against district employees, sexual harassment, and the uniform complaint policy regarding an alleged violation of federal or state law or regulations governing educational programs, including unlawful discrimination. These policies are distributed annually to all parents, students and employees.

The Governing Board recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district. The Board of Education encourages the early, informal resolution of complaints at the site level whenever possible. If you have questions regarding the above procedures please contact the Assistant Superintendent's office at 510- 337-7063.

Non-Discrimination/Harassment (BP 5145.3)

The AUSD maintains a strict policy prohibiting harassment of discrimination and differentiated treatment of students because *all* such harassment is unlawful.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed with the Assistant Superintendent.

Sexual Harassment (BP 5145.7)

The Board prohibits the unlawful sexual harassment of any employee, student, or other person at school or at any school-related activity. Any student who engages in the sexual harassment of anyone at school or school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4-12, the disciplinary action may include suspension and /or expulsion. Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Assistant Superintendent.

(Appendix C) Learner and Facilitator Rulebook

Rules Protecting the General Welfare of the ACLC School Community

010 Preamble

- 010.0 All Community members are responsible for the general welfare of the school, through actions that contribute to preserving the atmosphere of freedom, respect, fairness, trust, and order that is the essence of the school's existence and to establishing a creative and positive learning environment for all.
- 010.1 All Community members must abide by all Federal, State, and Local laws. All community members must abide by Alameda Unified School District policies, and Encinal High School rules when on the Encinal campus. All ACLC community members and guests must abide by all ACLC rules while in the ACLC Charter School.
- 010.2 The judicial system and all judicial bodies shall not discriminate against anyone based upon gender, ethnicity, age, social status, sexual orientation, or job description.
- 010.3 It is the responsibility of all Community members to help enforce ACLC rules.
- 010.4 ACLC rules shall apply to all Community members and visitors before, during, and after the normal school hours of 8:00 am to 4:00 pm, including all after-school, weekend, or summer hours. Visitors must have a signed ACLC or Encinal pass in their possession.
- 010.5 ACLC rules and AUSD district policies also apply at all school sponsored events and field trips.

100 Safety Regulations

- 100.0 Activities that present a real or potential danger to anyone's personal safety are prohibited.
- 100.1 Running and/or rough-housing are not permitted in the building. Rough-housing is not permitted at any school event regardless of the location.
- 100.2 No one may obstruct an entrance to the school, or any door or passageway used in the school.
- 100.3 Riding skateboards, scooters, roller blades, etc. in any ACLC area, inside or out, or on any school property (including the Encinal campus) is prohibited. (AUSD Policy)
- 100.4 All ACLC learners must participate seriously in all safety drills that are conducted.
- 100.5 For the safety of all participants, learners must stay and walk in a group (defined as within easy sight of the supervising facilitator) on all walking field trips outside the ACLC building. (example, walking to and from PE)

200 Personal Rights and Their Protection

- 200.0 Everyone has the right to exist peaceably at school. No one may verbally or physically harass another individual.
- 200.1 No one may display a symbol or a sign or use language that is known at school to represent hatred toward a particular race, religion, gender, age, sexual orientation, or job description.
- 200.2 No one may knowingly disrupt another person's learning activities in the school. No one may disrupt a seminar given by a facilitator, learner or guest speaker.
- 200.3 Visitors are allowed provided they are not disruptive to the learning process, have a signed ACLC or EHS pass in their possession, or are under the direct supervision of an EHS staff member. Disruptive visitors will be asked to leave and may be referred to the ACLC Judicial Committee for further investigation. (Visitors are defined as non-ACLC students and guests) All visitors during the regular school day (8-4 pm) must register with the ACLC Office Manager. After the normal school day, all visitors must register with the facilitator or adult supervisor in charge.

- 200.4 Facilitators should act as guides to help Learners choose the way they would like to approach problems. If a learner feels violated, he/she has the right to give constructive criticism to Facilitators. Learners and facilitators learn together and should therefore treat each other with respect, and each have the right to give constructive criticism to the other.
- 200.5 The lobby is for learner-scheduled breaks. Since space is limited in the ACLC, a reasonable amount of break time in the lobby should be observed.
- 200.6 Neither Learners nor Facilitators may alter or change another Learner's or Facilitator's work without his or her permission.
- 200.7 Learners are not required to participate on ACLC governance committees and Leadership class, or as an elected JC clerk or CCC leader, but neither Learners nor Facilitators have the right to refuse jury duty, service on the ACLC judicial committee, or participation in CCC and its requirements. JC committee service may be postponed or served in another way once, based upon hardship conditions. (projects due, just back from an illness, or scheduling conflicts, for example)
- 200.8 No one may knowingly instigate or encourage another learner to violate the ACLC rules. (For example: Encouraging someone else to fight or to say something mean to someone else.)

300 Protection of Private and Public Property

- 300.0 No one may litter or otherwise create a mess on any part of the Center or Encinal High School campus.
- 300.1 No one shall use another person's property without the owner's permission.
- 300.2 Activities that intentionally or unintentionally result in real or potential harm to property at school are prohibited.
- 300.3 People are responsible for their own property at all times. However, damaging, sabotaging or stealing anyone's property (Community or personal) is a prosecutable offense.
- 300.4 No one shall purposely or unintentionally damage, steal, sabotage, or destroy personal and/or Community property.
- 300.5 Chairs will not be used as foot rests. Stools may be used to rest one's legs, but no one shall rest one's feet upon a stool. No community member or guest shall put their shoes on the couches.
- 300.6 No one shall in any way abuse the animals of the Community. Overfeeding (or feeding without permission) is considered a form of abuse, as is mishandling and not signing them out.
- 300.7 Each individual is responsible for any ACLC materials he/she checks out. All items must be returned to their appropriate location in the same condition as they were checked out.
- 300.8 No one shall borrow, move, or alter any items within a Facilitator's work area without a Facilitator's permission.
- 300.9 If a computer is left unused for more than 5 minutes, a learner or facilitator who needs to use the computer (for school work only) must first save the previous learner's or facilitator's work, and then may use the computer. If they do not save the work for the absent learner or facilitator, or they use the computer for non-school stuff, they may be written up.

400 General Rules

- 400.0 The school prides itself on accommodating a large range of behavior by members of the Community, so long as the behavior of each person shows respect for every other person and for the school Community as a whole.
- 400.1 Physical or verbal intimidation, or any attempt to influence the impartial decisions of members of the Judicial Committee, ACLC jurors, or learners or facilitators filing a complaint within the context of their judicial work may result in suspension and possible expulsion from the ACLC.
- 400.2 Failure to comply with Judicial Committee verdicts and sentences may result in suspension and possible expulsion from the ACLC.

- 400.3 Violations of any of the AUSD's Group Two Behaviors (i.e. knives, guns, drugs, etc.) will be referred to both the ACLC Judicial Committee and to the ACLC Lead Facilitator with a referral for appropriate immediate consequences.
- 400.4 No one may lie in any Judicial proceeding.
- 400.5 Judicial Committee members must report refusals to testify to the Committee. The Committee will cite the individuals for contempt of the Community and will provide appropriate sentencing. No one will be required to provide self-incriminating evidence.
- 400.6 The school Community, acting through the Judicial Committee or the Facilitators may establish boundaries that limit the range of behavior permitted while a person is in attendance. Each individual is expected to act within these limits.
- 400.7 No one shall borrow parts from, move, turn off or on, or alter any learner's project without the builder's or a facilitator's permission.
- 400.8 All learners must register or sign in and out daily or have a signed contract and a log to verify their use of school time. No one may leave the ACLC during school hours unless they have a signed pass from a staff member. Failure to do so is grounds for suspension and/or dismissal.
- 400.9 All skateboards, scooters, roller blades, etc. must be stored in the appropriate place during school hours. (8-4 pm and open nights till 8 pm) Skateboards, scooters, roller blades, etc., not in the appropriate area will be confiscated and referred to the JC for appropriate consequences. High school learners may walk their skateboards off campus for use at lunch.
- 400.10 No learners may park their cars in the spaces behind the ACLC building.
- 400.11 Bicycles must be locked outside of the building and not obstruct entrances. No bicycles are allowed in the building.
- 400.12 All items left in the refrigerator must have the owner's name on them. Food and drink contents left in the refrigerator beyond the end of the school week shall be discarded without notice.
- 400.13 When learners, guests, or facilitators are informed that they are breaking a school rule by a facilitator, another learner, or any community member, the person violating the rule must treat the person informing them of the rule violation with respect. Failure to follow the rules after being informed of a rule violation by anyone is a serious offense to the community.
- 400.14 The ACLC is a closed campus for 7th and 8th graders. 7th and 8th grade learners may not leave campus at any time during school hours including lunch.
- 400.15 ACLC phones are for the use of ACLC staff members to do their work. Learners must obtain permission to use the phone of an ACLC staff member. The ACLC staff member who allows a learner or others to use the ACLC phones must remain at the phone during the permitted phone call. Learners or others using ACLC phones without a staff member present shall be referred to the judicial committee for appropriate consequences.
- 400.16 If a facilitator is 15 minutes late to a seminar (based upon the facilitator's and learner's agreed upon starting time) learners can consider the seminar cancelled and are free to leave the seminar to do other work without penalty in the class.
- 400.17 All conversations, discussions, sentences or anything that goes on in a Judicial Proceeding may only be discussed in JC unless the person being sentenced opens a dialogue outside the proceeding.

Rules Governing Use of the School's Facilities

1000 General Use of the School

- 1000.0 Anyone wishing to modify the physical structure of the building, in any way, must not easily obtain prior approval Leadership.
- 1000.1 Food and drink may be consumed in the Lobby and the outside area only. Substances defined as food consist of material made up of proteins, carbohydrates, water, and fats used in the body of a Learner or a Facilitator to sustain growth, repair, and vital processes and to furnish energy. This includes candy.
- 1000.2 Fund-raisers selling food or drinks will be restricted to the lobby or outside and must be approved by Leadership.
- 1000.3 Each learner is responsible for cleaning up after him/herself.

- 1000.4 If a room or area is badly littered, the Facilitators, or a majority of the Judicial Chairs may close that room at any time and keep it closed for a specified period of time or until it has been cleaned.
- 1000.5 Everyone must participate in general cleanup when they or their CCC are assigned to daily duty and as a member of the community at the monthly cleanups.
- 1000.6 In designated quiet work areas, learners need to keep conversations and activities at a quiet level and be working on school related work.

1050 Technology

- 1050.0 All ACLC technology must be used for school purposes only.
- 1050.1 Games or chatting are not allowed on school computer equipment. Limited resources need to be protected for school use.
- 1050.2 Personal laptop computers may not be used in the Center.
- 1050.3 Learners shall not bring in any applications into the center on any medium without prior approval from the lead technology facilitator.
- 1050.4 Computer programs with sound must be kept to a volume low enough so as not to disturb Learners or Facilitators working nearby. These programs will not be used in the quiet areas, or if used in these areas, headphones must be used.
- 1050.5 Any person playing prerecorded on a computer must use headphones.
- 1050.6 No one shall leave a computer for more than five minutes without first logging off and cleaning up his/her belongings. Those who fail to adhere to this policy, relinquish their right to that computer, and another Community member may shut down their program, log them off, and start their own work. As a courtesy, all Community members faced with this situation will first attempt to save the work in question before logging on.
- 1050.7 Learners and Facilitators may not tie up scarce resources with activities which could be carried out in other more appropriate locations. Negotiations are appropriate for deciding who needs a particular piece of computer equipment. The learner least in need must respectfully allow the other learner to use the computer or other piece of equipment.
- 1050.8 Tech helpers and other designated Community members must follow the rules and guidelines specified.
- 1050.9 All Learners must sign and abide by the District Technology Agreement. Going to a porn site, hate site, or a site with extreme violence is grounds for dismissal from the ACLC (District Tech Agreement) Please let a facilitator know if you have accidentally ended up at one of these sites.
- 1050.10 Executables may not be downloaded from the Internet. Media files may only be downloaded for school related purposes. This is considered network vandalism and is a serious offense.
- 1050.11 The Internet is to be used for school projects and research. Personal Internet use to check email is limited to 10 minutes or less as long as no other learner needs the computer for school related work.

1100 Use of the ACLC Facility

- 1100.0 All rules regarding use of the main room will be respected. Leadership shall yearly review the rules for the main room and make them known to the community.
- 1100.1 No blue or pink chairs of any kind may be in the lobby. No furniture may be taken outside the building without prior approval.
- 1100.2 The couches in the quiet area are designed as quiet work areas. Only soft talking is permitted in these areas.
- 1100.3 The Jim is a work area for either teams or individuals. Socializing in this area is not permitted.
- 1100.4 The lobby is to be used for reasonable breaks, Games may be played in the lobby or outside only. Food may be consumed in the lobby or outside area only unless an after-school or lunchtime event is planned and permission is given by a facilitator who supervises the event.
- 1100.5 The lobby is open for breaks and eating, but must not be left dirty or messy or it will be closed.
- 1100.6 Disruptive and/or loud activities must not occur in the lobby. Relative quiet for the adjoining seminar and conference rooms must be maintained.

- 1100.7 Special rules governing rooms other than the main room are as follows. Conference Room and Seminar Room – Rooms may be used with facilitator permission for only the following reasons: Seminars or classes, viewing school-related videos, approved team meetings, quiet work and presentations. Digital Video Studio and Green Room – Appropriate DVS classroom activities only. DVS learners only are allowed in the DVS room. Art Room – Appropriate school work with facilitator approval.
- 1100.8 All nonacademic activities (break activities such as eating, doing hair or make-up, or playing games must be conducted quietly in the lobby or outside.

1200 Use of the Outside Back Area
(as defined by the painted blue lines)

- 1200.0 Use of the outside area before and after school, and during lunch is permitted. Learners are expected to keep this area clean.
- 1200.1 During normal school hours, all Learners must stay within appropriate boundaries. (blue line) Failure to do so will result in a judicial referral and possible suspension of outside privileges.
- 1200.2 Each learner is responsible for cleaning up after him/herself. The outside area is open for lunch but will be closed if left messy.
- 1200.3 Rough-housing is not permitted in the outside area.

Revised 6/04

CONSEQUENCES
WORKING GUIDELINES for SENTENCING

GOALS: Fair – Gives value back to the community – Helps the Learner modify their behavior

Problem Solving prior to referrals...

- Explain what you think the other Learner is doing wrong. Be clear, polite, and honest. Make an “I” statement.
- Come right out and say something directly to the person breaking the rule. Point it out in the list of rules.
- Get another Learner or Facilitator to help you confront someone you’re intimidated by.
- Get a peer counselor.

ACLC Judicial Consequences

In School Consequences

Similar to what goes on now, apologies, in school clean up, peer counseling, posting signs, educational projects, etc.

Failure to do these consequences in the described time period (violation of rule 400.2) would automatically result in an after school consequence of 30 minutes during the prescribed After School Time Period (3-4 pm) Parents will be notified of mandatory attendance.

After School Consequences

More serious offenses or repeat offenses for violating the same rule could be immediately given an After School Consequence of 30 or 60 minutes, activity to be determined by supervising facilitator. Parents would be notified of mandatory attendance.

Learners who were assigned the After School Consequence of 30 minutes for failure to serve In School Consequences who did not show and participate in the activity would automatically be reassigned to the next After School Consequences activity and their sentence would be doubled. (30 to 60 minutes, or 60 to 120 minutes) Additionally, there would be a mandatory parent/learner/facilitator/JC Clerk conference where parents and learner would draw up a contract for appropriate consequences for the learner's failure to abide by judicial system consequences, including After School Consequences. The contract might include suspension from the ACLC and will begin the discussion of transferring the learner to another AUSD program if the learner cannot begin to respect the judicial process of the ACLC community.

Out Of School Consequences

Serious violations of school rules where suspension is recommended to lead facilitator by Judicial Committee. Lead facilitator will review the case and give appropriate consequences.

AUSD / State suspension violations reviewed and acted upon by Lead Facilitator.

Suspension for repeated failure to serve JC sentences after parent/learner/facilitator/JC clerk contract is written.

Adopted by ACLC Leadership and ACLC Governing Board 3/10/02

In witness whereof, the parties to this Charter Renewal have duly executed it on the day and year set forth below. This Charter Renewal will expire on December 12, 2010.

Dated: _____ By: _____
AUSD Superintendent Ardella Dailey

Dated: _____ By: _____
ACLC Lead Development Director Paul Bentz