

STATEMENT OF QUALIFICATIONS

A. Eligibility

The Alameda Community Learning Center meets all eligibility requirements, as demonstrated in the Project Narrative and required attachments.

B. Description of Applicant School

The Alameda Community Learning Center (ALCLC) is located on the Encinal High School campus in the City of Alameda. The school was developed originally in 1996 as a “school within a school” by the Alameda Unified School District (AUSD) as a result of their visioning process to create a prototype “School of the Future.” In 2001 the program became a dependent charter school and is in its fourth year of operation. It was planned and executed as a district-wide resource for 150 twelve through eighteen year old learners¹ interested in an alternative educational experience that encourages educational equity, experiential and collaborative learning, and learner voice in a technology-rich environment. The program now serves 200 Alameda learners in grades 6-12. For the 2002-3 school year the ALCLC received an API rating of 10, putting it in the top 10% of all schools in California, and it has a similar schools rating of 10. ALCLC achieves all its success with only \$5100/student in ADA funding, plus \$25,000 per year in fundraising revenue.

ALCLC Mission: The ALCLC is an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a non-competitive manner that supports individuals to actively discover their own potential, recognize their own value and worth, and practice responsibility to the community.

Broad program goals: ALCLC focuses on helping all its students meet the district Graduate Profile by 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 establishing goals and life plans is an on-going process of continual change and improvement.

To graduate all ALCLC learners must meet the district Graduate Profile, which specifies outcomes for all learners across a range of domains. All ALCLC programs and strategies are held up to this standard to determine their worth as follows:

- I. **Meets or Exceeds AUSD / ALCLC Graduate Profile Outcomes** (Who I am.)
- II. **ALCLC 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.)

¹ The term “learner” replaces student in the language, philosophy and practice of the ALCLC program. In much the same way “facilitator” replaces teacher. This reflects a fundamental shift in the locus of the learning process from a teacher-driven to a student-driven modality.

Outreach and Admission: ACLC informs the community about the school through open houses, direct mail, newspaper advertising, student-to-student and parent outreach, and media coverage of school events. The ACLC is open to all students in the region who are eligible to be enrolled in grades 6-12 and who have met the immunization requirements of state law; apply for admission within the time frames established by the school; are not under current expulsion from the Alameda Unified School District or another school district, and are not currently placed in a school other than Encinal High School as a consequence of a disciplinary action.

Preference is given to the following groups or classes of students if the number of students requesting admission exceeds the number of spaces currently available for admission. Preferences are listed in order of priority and are consistent with current AUSD district policy regarding enrollment preferences

- Preference in admission is given to siblings of existing learners in the school who are Alameda residents
- ACLC allows the children of facilitators/staff members to attend the school upon application
- 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. A random lottery of eligible applicants is held to fill available spaces.

Curriculum and Instructional Practices: Since ACLC's instructional philosophy and practices are part of the best practices package intended for dissemination, these issues will be discussed in detail on pages 4 and 5 of this narrative.

Students with Special Needs: Special needs learners are supported by a 0.4 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 individual learner needs. All staff members participate in the creation and implementation of IEPs and 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 facilitators' ability to identify and address individual needs, and the school's philosophy and structure greatly support unique learning styles and needs.

Management Practices: The basis for the management of the ACLC is the revolutionary question, "What would happen if teachers and students ran a school?" The unique structure of participatory governance at the ACLC will be discussed in detail in Section 2, Summary Statement.

The ACLC receives the bulk of its administrative services through the AUSD. The ACLC provides most personnel services; AUSD is in charge of most fiscal activities; and ACLC instructors are on the AUSD payroll. AUSD handles most facility and janitorial issues, and ACLC and AUSD divide responsibility for legal matters depending on whether the issue is a school matter or district matter. A business plan has been developed to help ensure that ACLC continues to be viable financially. This plan primarily rests on state revenue limit and categorical funding sources that are secured through state laws and regulations governing charter school funding.

Parent and Community Involvement: 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, 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 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 and art enrichment programs. 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.

Parental Support and Satisfaction: Parent survey results from 2002-3 demonstrate strong parental support and a high degree of satisfaction with ACLC:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
ACLC provides a safe environment for learning.	5.0%	12.5%	60.0%	22.5%
My child feels supported in his/her endeavors and respected at the ACLC by her/his fellow learners.	4.8%	17.0%	53.6%	24.7%
My child feels supported and respected at the ACLC by the facilitators and staff members.	4.7%	9.5%	52.3%	23.5%
ACLC offers a rigorous academic curriculum.	6.9%	25.5%	44.1%	23.5%
ACLC teaches my child the technology skills that she/he will need to know in the future.	2.4%	7.3%	41.4%	48.9%
There are adequate academic and extracurricular activities offered by the ACLC.	7.3%	2.9%	48.7%	40.1%
ACLC has adequate resources to support my child’s learning.	4.6%	32.5%	39.5%	23.4%
ACLC prepares my child well for life beyond high school.	2.3%	14.2%	42.8%	40.7%
My child can reach her/his full potential at ACLC.	2.3%	21.4%	42.8%	23.5%
I would strongly recommend the ACLC for other parents and learners.	2.2%	29.5%	36.3%	32.0%

PROJECT DESCRIPTION

Summary Statement:

The ACLC plans to disseminate several vital aspects of our uniquely integrated, democratic, and participatory learning community. All the practices we describe fall under the broad headings of Learner Empowerment, Facilitator Empowerment, and Parent Empowerment.

Participatory governance: The ACLC’s governance incorporates the learners, families and facilitators in legislative, judicial and executive organizational functions. Learners, facilitators, and parents serve on the school’s **Governing Board** and on all the Board’s committees with equal rights and responsibilities. When new facilitators are hired, for example, learners and parents join facilitators on the hiring committee, interviewing candidates and making final hiring decisions. The **Contemporary Community Citizenship** (CCC) collective – a weekly “town meeting” of all learners – participates in decision and policy making and acts as a legislative body. Learners play the primary role in enforcing school rules, mediating disputes and deciding on consequences for infractions through the school’s **Judicial Committee**. The rules are written and revised by the CCC to reflect the evolving needs and situation of the school community. Since there is no traditional administration at the ACLC, facilitators and learners share responsibility for managing school operations and providing leadership. This participatory structure empowers facilitators to be leaders at the ACLC and prepares them for a career path of school leadership at the ACLC or elsewhere.

Empowers: Learners, Facilitators, Parents

“One-Room Schoolhouse” common learning space: The ACLC eschews traditional classrooms and schedules in favor of an open-plan approach – the Community Learning Center. This modern one-room schoolhouse features areas for learning subjects from chemistry to history, combined with communal space where learners can work individually, on team projects, and/or with facilitators. Facilitators’ work spaces are out in the open main area so they’re accessible throughout the day. Current information technology is integrated into every aspect of the learning community. Computers are available to students at all times. Learners are expected to work toward mastery in any course of study but have the right to take longer than a semester or a year to achieve mastery in a subject if necessary. Learners can also 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. **Empowers: Learners, Facilitators, Parents**

Structure of school day: Classes are held on a college-type schedule. Direct instruction that uses both dialogic and traditional lecture approaches takes up approximately 60% of a learner’s day, with the remainder devoted to experiential, project-based learning, often in teams. With the flexible schedule and extended hours of the ACLC (7:30 a.m.-4:00 p.m., Wednesdays until 8 p.m.), parents can contribute to learning by guest lecturing or teaching special classes. While syllabi may look similar to those of traditional schools, the actual process of learning is very different. Learners are encouraged to set their own goals and determine a large portion of their learning, and a facilitator’s job is to create an environment for learner discovery, rather than for a one-sided transfer of information. The approach to learning is constructivist, where learners “explore possibilities, invent alternative solutions, collaborate with other students (or external experts), try out ideas and hypotheses, revise their thinking, and finally present the best solution they can derive.”² The learning environment is Internet and intranet-based, with, schedules, project work and research results posted on the school website. **Empowers: Learners, Facilitators, Parents.**

² Definition from North Central Regional Educational Laboratory, <http://www.ncrel.org>

Learning to Learn Curriculum: At the Alameda Community Learning Center, learners prepare to be successful citizens for the 21st century by becoming self-motivated and self-directed lifelong learners. This philosophical basis for the ACLC model grew from a 1995 community-wide visioning process conducted by the AUSD leadership - resulting in the AUSD Vision, the AUSD Graduate Profile, and the inception of ACLC. During the past decade, the ACLC has implemented strategies to produce effective lifelong learners based on research in education, brain development, and organizational and community development 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."

All new learners take a Learning to Learn course when they enter ACLC. Younger learners take the course for two years. Learning to Learn Skills are also embedded in all our coursework to build the necessary skills that are 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
- Team Performance Evaluation
- Individual Teamwork
- Oral Communications
- Writing
- Democratic Leadership
- Ownership of Community
- Judicial System Interaction
- Personal Visioning
- Systems Thinking
- Technology Skills
- Teaching others

To this end ACLC utilizes the following instructional/learning strategies:

- Learners in collaboration with their facilitators establish their own individualized goals and life plans.
- Learners 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 in achieving mastery may take longer than usual to complete specific subject matter. To the greatest extent possible, these learners are supported and encouraged by both peers and facilitators. Learning differences are universal, and all ACLC participants are aware that no two people learn things in precisely the same manner or timeframe.
- Subject matter is addressed from multiple perspectives – utilizing learning teams, project-based approaches, presentation requirements (artistic, technological, oral, kinesthetic), and is 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 have Learner Led Family Conferences on a semi-annual basis to demonstrate growth in the Learning to Learn skills to other learners and their families as well as their own family.

Empowers: Learners, Facilitators.

Activities:

Dissemination Strategies: Product Development Phase

Goal: Dissemination Plan Development (Spring – Fall 2005)

The ACLC community will participate in a planning process with a two-fold objective. First the ACLC will determine the mechanisms for integrating the development, production, and distribution of dissemination materials into the everyday processes of the ACLC. The ACLC collective will also have to agree on a process of community review, feedback, and approval. (e.g. Use Contemporary Community Citizenship for ratification, use web-based feedback)

Since the schedule of grant disbursement may force some of this work to be done over the summer of 2005 in preparation for a fall 2005 kickoff, work will begin upon notification of the grant award to develop a learner-facilitator-parent team that is willing to do planning work over the summer.

Goal: Develop Curricular Materials (Summer – Winter 2005)

Goal: Develop Materials to Improve Student Performance in Other Schools (Fall 2005 – Spring 2006)

The entire school community will participate in producing high quality materials, integrating the development and production process into the work of learning, in keeping with school philosophy. Most of the production and dissemination work will be done in three classes: Digital Video Studio, Learning to Learn, and Educational Leadership. Because ACLC has a flexible schedule that allows ample time for project-based work, learners, facilitators and parents can work together in cross-functional teams to plan and produce finished projects. While using internal resources as much as possible, each team will have a production budget that will enable them to hire outside experts as necessary, such as a videographer or graphic artist. However, the team will always serve as the creative director for each product, with the goal of imparting the authentic flavor of ACLC's multi-level empowerment to each piece of material created.

While the ACLC community will have final authority to decide the exact mix of media and materials to be created, suggestions from the Governing Board include:

- A CD-ROM containing ACLC best practice documents. This CD would contain detailed information on key aspects that contribute to the ACLC's success:

- Governance: the ACLC Law Book, materials describing the operation of the school's Governing Board and committees; judicial process documents; Contemporary Community Citizenship; Learner Bill of Rights; ACLC/AUSD discrimination and harassment policy; Learner Contract; Parent Contract; Academic Integrity Policy; Exit Policy
- Learning to Learn rubrics and curriculum
- Learner-Led Conferences: an outline of how learners prepare for and present Learner-Led Conferences to peers, facilitators and parents
- Facilitator job descriptions; ACLC Facilitator/Staff Norms and Job Performance Expectations and performance evaluation methodology – staff evaluation forms and processes, learner surveys and parent surveys
- ACLC course descriptions, graduation standards, ACLC/AUSD Graduate Profile
- Background documents: ACLC charter petition, Distinguished School Application, WASC report, ACLC/AUSD Memorandum of Understanding
- A video/DVD that will provide an indispensable audio-visual complement to written materials. Facilitated focus groups of parents, learners, and facilitators both separately and in combination will be videotaped to capture input on how ACLC best practices make the school a success on so many levels. The DVD may also portray Learner-Led Conferences, the Judicial Committee in action, a meeting of the Contemporary Community Citizenship collective; everyday activities in the school's communal space, a sample of classroom instruction "ACLC style," and more.
- An improved website that would serve other charter school developers or traditional schools interested in adopting ACLC best practices. The website would make the materials from the CD-ROM available for download, as well as containing video clips. It would also contain a calendar of ACLC events and presentations, such as Open House days, conferences, and workshops.
- A "replication manual" describing how the school operates and its success. This manual will tie together the documents from the CD-ROM with a step-by-step "how-to" guide developed by learners, facilitators and parents and addressed to the students, faculty, parents and administrators of other schools.

Dissemination Phase (Spring-Winter 2006)

Already Planned Dissemination Activities (at no cost to this grant): Two facilitators will make a presentation at the Charter School Development Center's (CSDC) Annual Leadership Summit in March 2005

Grant Funded Dissemination Activities

(Winter 2006)

A team of eight facilitators, parents and learners will apply to present at the California Charter Schools Association conference in January 2006.

(Spring 2006)

1. A group of facilitators, and possibly parents and learners, will make a presentation at the CSDC Northern California Leadership Summit to generate interest for follow up special conferences. CSDC would not receive grant monies for this conference, but grant monies would be used for travel, lodging, and expenses at the conference in Sacramento.
2. A group of facilitators, parents, and learners will make presentations and hold workshops at a special all-day event on the ACLC Model (A qualified contractor such as CSDC would be contracted to organize this event out of grant funds.)

(Fall 2006)

ACLC will host three separate conferences for distinct audiences:

1. Onsite ACLC School of the Future Conference for charter school leaders, traditional school leaders, other educational leaders, and student empowerment and youth development groups.
2. Onsite ACLC School of the Future Conference for Alameda educators.
3. Onsite ACLC School of the Future Conference for Alameda youth.

ACLC conducts school day tours to interested schools on a regular basis and will have special monthly “dissemination tours” during the course of the grant. ACLC has an established process for arranging and conducting tours that spreads the organizational burden and makes the tours a learning experience for ACLC learners as well as our visitors.

Early Mentoring Phase (Spring 2005 – Spring 2007 and Beyond)

Goal: Develop Partnerships with Other Public Schools (Charter and Non-Charter) to Improve Academic Achievement

Goal: Assist with Planning, Start-up of New Schools or Schools that Want to Adopt our Model or Best Practices:

In the Early Mentoring Phase, which will begin in Spring 2005 and run concurrently with Product Development Dissemination, ACLC teams will work with schools that have already agreed to be mentored, where there is already a relationship between ACLC and the mentee schools. These schools will receive dissemination materials and participate in conferences, but they do not need or want to wait until these materials are developed and distributed to begin working with ACLC.

Dublin Unified School District – Dublin Unified is undergoing a master planning review for the use of Dublin High School. One possibility they are considering is the creation of another “Learning Center” within this school, which would model the best practices of the ACLC. The superintendent, John Sugiyama, is committed to working with the ACLC to explore the possibilities. In the initial stages of our mentoring project,

representatives from Dublin Unified, including the Superintendent, Assistant Superintendent, Director of Technology, Principal of Dublin High School, and the Dublin High School Technology Coordinator would visit the ACLC for a workshop. Half of the day would be to observe the school in action and the other half would be to meet with the Lead Facilitator, Dissemination Grant Coordinator, ACLC learners and ACLC parents to assist them in understanding the model and how it might be implemented in their community. Follow-up workshops and site visits with other Dublin educational leaders would follow as plans were developed.

Far West Middle / High School (Statewide API Rank 1) – Far West Principal, Linda McCluskey, is interested in mentoring activities to be provided by the ACLC. Initial steps would be to conduct an on-site workshop for the Principal, staff members, and leadership students of Far West to observe the ACLC best practices identified in their letter of interest: Learning to Learn Curriculum, Participatory Democracy, Learner-Led Conferences, Staff and Program Evaluation Systems, Project Based Learning, and Teamwork Strategies. After the initial visit to the ACLC for an all-day workshop and observation, ACLC facilitators and learners would be available to go to Far West to assist teachers, the principal and students of Far West in implementing the best practices they are interested in or assist them in a total school conversion to the ACLC model.

Gateway Charter High School – Executive Director Peter Thorp is interested in staff and student exchanges between our two schools to have students and teachers identify best practices of ACLC that might be implemented in his school. After initial exchanges, ACLC plans to host additional workshops for Gateway staff and assist in the implementation of any aspect of our program with which they feel they need assistance.

Secondary Mentoring Phase (Winter 2007-onward)

The second mentoring phase of the ACLC dissemination grant will provide support to selected mentees interested in either adapting an existing school program (or aspect of an existing program) to the ACLC model or in pursuing the creation of a new charter school based on the ACLC model. We would give top priority to underperforming schools (API rank 1 or 2) who want to work with us. Our second priority would be groups (either individual sites or clusters of school sites) dedicated to duplicating the ACLC model completely and with fidelity. We feel we could mentor three such groups. We anticipate that potential mentees could include school sites, groups of educational leaders, teachers, parents and students; the ACLC will strive to offer mentees the guidance and support appropriate to their unique needs and goals.

Mentorship participants will be selected according to the following criteria:

- Potential mentees must have attended one of the ACLC onsite workshops.
- All applicants must demonstrate through a written application and/or in-person interview that they have a clear educational vision, a desire to innovate, and are willing to commit to working with the ACLC in an effort to effect educational change.
- Applicants must be located within a reasonable geographic distance from the ACLC (no more than 120 miles one way) and be willing to participate in site visits and in-person meetings as necessary.

Design of Mentoring Activities: ACLC's existing Educational Leadership Class will take the lead in doing a needs assessment at target schools, planning mentoring activities, forming parent-learner-facilitator teams to work with each target school, and arranging meetings, site visits, and hands-on working sessions. By modeling ACLC's principles, philosophy, and practices in organizing and carrying out mentoring activities, the ACLC teams will provide a powerful example of how the ACLC approach works, why it works, and how it can work for other schools. The Educational Leadership class will work with target schools throughout the course of the grant and present at least one multimedia report in collaboration with mentees.

For each target school, it will be critical to involve the school community in the mentoring process to the greatest possible extent. Students, faculty, parents, and administrators should have a valued and authentic voice in expressing their needs, aspirations, and frustrations. The mentoring teams will have to work with mentee schools to address political and cultural issues that might be faced by comprehensive high schools implementing part or all of the ACLC model. If a larger comprehensive school is interested in adopting the entire ACLC model, it may be necessary for them to convert the school to a cluster of small schools within a school.

Personnel: These are the 3 ACLC Facilitators who will be primarily responsible for grant implementation:

Paul Bentz, Lead Facilitator (3 years), Governing Board Member, Financial Committee Coordinator. An Alameda teacher for 17 years, Paul has facilitated the teaching of chemistry, geometry, science 7-9 and physical education. He has been at the ACLC since its inception nine years ago. He has also facilitated biology, honors chemistry and honors earth sciences. Paul is the founder of Alameda FIRST Lego League Robotics Program, which in four years has provided 40-60 hours of robotic engineering experiences for 9-14 year olds with over four hundred participants. He has also raised \$23,500 for the program from Alameda tech companies. Paul has acted as a master teacher of the Intel Teach to the Future program, which in two years trained 52 Alameda secondary teachers in integrating technology into the curriculum.

Education:

- Paul received an AB in geography, UC Berkeley in 1972.
- California Secondary Teaching Credential, UC Berkeley, 1986
- Single Subject Physical Science and Social Studies

Michael De Sousa, Facilitator, Website Coordinator, Community Collaboration Coordinator, Governing Board Member. Michael is the Leadership Facilitator and the developer of the current Learning to Learn curriculum at ACLC He has also facilitated Pre-Algebra, Biology, Science, and Physical Education courses. Last year at the Center, Michael created the Community for Social Action (CSA). This youth group met weekly to improve the social and cultural environment of our school, with school-wide activities such as Team Building Day, Diversity Day and the End of the Year Picnic. Michael earned his bachelor's degree in Molecular and Cellular Biology at UC Berkeley, where he participated in the Biology Scholars Program, which helped students from diverse backgrounds succeed in Biology. He received his Master's degree in Education from UC Berkeley for his research in more democratic forms of education. Michael is

currently working on developing new curricula for Learning to Learn, CCC, Leadership, Environmental Science and Biology.

Education:

- BA in Molecular and Cellular Biology at UC Berkeley
- MA in Education at UC Berkeley.
- Single Subject Teaching Credential in Life Science

Lora White, Facilitator, Program Evaluation Coordinator, Governing Board

Member. Lora has facilitated Language Arts, Social Studies and Creative Writing for middle and high school learners for three years. Prior to entering education, she spent several years as a freelance writer and editor and a contributor to projects related to disability and the design of accessible technology. She has also run a youth group for disabled teenagers and headed an after school program for kids who were refugees of the Bosnian War. Lora is currently engaged in designing and facilitating ACLC seminars for 9th grade Humanities, Senior Seminar and Honors Senior Seminar, Reading Lab, Creative Writing and Learning Lab. She is a member of the Program Evaluation team, is co-coordinating ACLC's accreditation process through WASC, and is a co-coordinator of Girl's World, ACLC's conference on careers and future exploration for girls ages 10-13.

Education:

- A.B. in English, UC Berkeley, 1989.
- M.A. in English and Creative Writing, Boston University, 1992.
- Single Subject Teaching Credential in English, Mills College, 1995.
- CLAD Credential, Mills College, 1995.
- Supplemental Credential in Social Studies, 2004.
- Tier 1 Administrative Services Credential, St. Mary's College, 2004.
- M.A. Educational Leadership, St. Mary's College, 2005.

Parent and learner members of the grant implementation team, beyond participation in classroom project and governance duties, will be identified later.

Beneficiaries: Program Improvement Schools, Teachers, administrators and students will benefit from this project on different levels, depending on the amount and intensity of interaction with ACLC community members. Here we rank the tiers of beneficiaries from most intensive contact with ACLC to least intensive.

- **Mentored schools**, who will participate in the School of the Future conference and also work extensively and intensively with ACLC to analyze, plan, and implement the ACLC best practice(s) they wish to adopt. The three schools selected for early mentoring under the grant (Far West Middle/High School, Gateway Charter High School, and Dublin High School) are described in more detail under "Dissemination Activities" on pages 8 and 9 of this narrative.
- **Participants in the ACLC-hosted "School of the Future" conferences**, who will have intensive interaction with many members of the ACLC community, learning the nuts and bolts of what makes the ACLC so successful in producing graduates who are high academic achievers and quality individuals.
- **Visitors to ACLC Open Houses**, who can experience the unique ACLC learning environment first-hand.

- **Attendees at special conferences on the ACLC model** will see the dynamism, democracy, and commitment of ACLC parents, learners, and facilitators.
- **Recipients of dissemination materials** who do not meet with ACLC learners, facilitators and parents. (Beneficiaries at all levels will receive copies of the dissemination materials.)

Evaluation: The ACLC Leadership Committee will serve as the primary in-house monitor of progress and achievement for the grant project. The Leadership Committee is an elective class that takes on the executive functions of the community of learners. Presently 20% of the learner community is involved in the Leadership Committee. This group meets three times each week and works closely with the leadership facilitator. Leadership will monitor the achievement of benchmarks from the project timeline and report to Contemporary Community Citizenship on progress, achievements, and issues.

The Educational Leadership class will develop survey instruments to gauge program effectiveness and customer satisfaction – for workshops, on-line materials, hardcopy or e-materials, and mentoring. ACLC will work with mentor schools to assist them in designing survey instruments and surveying their own parent and learner communities as they work to implement ACLC best practices. Ultimately we will look at student test scores and other authentic assessments [portfolio, Learner-Led Family Conferences, etc.] that have been developed to measure student achievement. Measurement of these latter outcomes will require a longer period than the two year grant to accurately determine the impact of ACLC school reform on student achievement. Therefore, ACLC plans to build an internal culture of mentoring outreach so that our Governing board will designate/seek additional funding to continue our mentoring and evaluation efforts.

Project Objectives:

Phase I: Planning/Materials Development

Phase II: Dissemination (Process Objectives)

1. Disseminate DVD/video, “Best Practices Manual” and other printed materials to 400 individuals representing a minimum of 100 different schools
2. Register 100 individuals on Best Practices website
3. Prepare and give 3 presentations on ACLC best practices to a minimum audience of 600 individuals
4. Host representatives of 20 schools for Open House days
5. Host 270 attendees from 20 schools at 3 Schools of the Future Conferences

Outcome Objectives

1. Measure of satisfaction with conferences, DVD content, manual
2. Measure of degree and success of implementation through follow-up surveys
3. Measure of knowledge transmission via pre/post survey of conference attendees

Phase III: Mentoring: The week-to-week progress and achievements of the mentoring phase will be largely determined by the work plan laid out by the Educational Leadership class learners and facilitators. Sample **process objectives** might include:

1. Recruit mentoring teams for each target school
2. Convene visioning assembly at target school

3. Report on target school's identified needs and goals
4. Recruit mentee liaison team at target school

Outcome Objectives:

1. Surveys of participants to determine implementation fidelity.
2. Satisfaction surveys of participant schools, including surveys of facilitators, learners, parents]
3. Long-term success of the school-to-school mentoring phase will be measured by
 - a. Improvement in standardized test scores
 - b. AYP rating
 - c. Grade improvement
 - d. Reduction in disciplinary actions/suspensions
 - e. Increased parent and student satisfaction with the mentored schools

As a condition of their mentoring agreement, mentee schools will provide ACLC with disaggregated student data (preserving student confidentiality) so that our Educational Leadership classes and grant implementation team can analyze changes in achievement and school culture.

BUDGET NARRATIVE

Salaries and Benefits

Series 1000 Certificated Personnel:

- **Project Manager:** The ACLC Leadership Facilitator will spend 33% time working as Project Manager for this project in both Year 1 and Year 2 for a total of \$33,600. The Project Manager will take the lead in planning and producing dissemination materials, arranging for conference attendance and planning and implementing the Schools of the Future Conference at ACLC. The Project Manager will also work for 20 days at \$300/day during the summer of each year preparing for fall activities.
- **Lead Facilitator** will prepare materials for all conferences and participate in all conferences. S/he will also oversee school mentoring activities with identified and new mentee schools. His/her time 20% for 2 years for \$32,498 total.
- **Co-Lead Facilitator** will commit 10% of his time for the grant period to prepare for and participate in all conferences, as well as identifying and screening new mentee schools. The budget includes payment to other ACLC facilitators for participation in conferences (\$5,250 total) and mentoring other schools (600 hours in Year 2 @\$35/hr, \$21,000 total).
- These funds (above) will supplement staffing at the school by allowing current salary budgets to be shifted to hiring a new facilitator to take on instructional responsibilities during the period of the grant.

Series 2000 Classified Personnel:

- The ACLC office/business manager will spend 5% of her time on fiscal activities related to the grant (\$1,955/yr, \$3940 total), training and working with learners to manage many of the fiscal tasks related to the grant.

Series 3000 Benefits: The benefits rates are 21.1% for certificated personnel and 28.7% for classified personnel.

Series 4000 Books and Supplies:

Miscellaneous materials: supplies (\$200/mo x 12 mos), copying (\$100/mo x 12 mos), and phone expenses (\$900/year) are estimated at \$4,500 per year for both years.

Series 5000 Services and Other Operating Expenditures

Dissemination Materials:

- A qualified vendor will produce our video/DVC for \$25,000. One potential vendor is Josiah Hooper of Cam Bay Productions. Mr. Hooper has conducted our Digital Video Studio class and is an accomplished documentary film maker with several of his productions on PBS. However, we will adhere to federal grant contracting standards in awarding this contract.
- Our best practices CD will be developed for a cost of \$3,500 in Year 1.
- The outside facilitator for our four focus groups will provide key material for the DVD and other dissemination data, (6 days @ \$950/day = \$5,700)
- CD and DVD duplication is budgeted at \$1,200. Website development and software purchase is estimated at \$15,000 in Year 1.

Conferences:

- **CCSA Statewide Conference in January 2006.** Eight participants (parents, facilitators, and learners) will travel in two cars to Sacramento and spend one night in a hotel there in separate rooms. Rates are detailed on the budget sheet.
- **CSDC Leadership Summit in March 2006.** Two facilitators will drive to Sacramento with one night in a hotel. Rates are detailed on budget sheet.
- **ACLC daylong workshop in Spring 2006.** ACLC will contract with a qualified vendor (e.g., CSDC or California Charter Schools Association) for approximately \$28,423 to organize this conference – rate \$284/person, including:
 - **Marketing:** Vendor will market the workshop to all of the charter schools in California as well as charter school developers and district and county administrators via email and postal mail. In addition, vendor staff will do direct calling and faxing to charter school developers and key district
 - **Workshop logistics:** Vendor staff will take care of the workshop logistics, including the space rental, audio visual equipment, food and beverages, parking, etc. CSDC will handle participant questions and registrations, faxing confirmation letters to registrants with all the necessary details, and handling registration at the workshop.
 - **Workshop Preparation and Presentation:** Vendor will present on how ACLC model fits into the charter school development process and/or how the ACLC model compares to other charter school models.
 - **Other expenses:** Since this conference will be free to attendees we include \$3,360 for food for 100 participants and 12 presenters; \$400 for room rental, \$212 for parking, and \$2000 for printing and binding Best Practices Manual.
 - **ACLC team:** Eight will also attend this conference, with travel, lodging, and food as detailed in the budget sheet.

Schools of the Future Conferences at ACLC (three in Year 2). Costs in addition to already budgeted staffing include:

- Three days rental of Encinal High School's Media Center \$500/diem = \$1,500)
- Food for 100 participants at each conference (100 x \$30 x 3 = \$9000).
- Release time for Alameda Unified School District teachers to visit ACLC during a school day (40 substitutes x \$120/day = \$4,800).