

**ALAMEDA COMMUNITY LEARNING CENTER
ANNUAL REPORT 2004-2005 SCHOOL YEAR**

JANUARY 1, 2006

Dear Parents and Alameda Citizens,

Our School's Mission

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.

Major Accomplishments (2004-2005 School Year)

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- The ACLCL continued to have outstanding academic testing results on the CAT/6, CST and CAHSEE state examinations. At completion of testing in the fourth year, the ACLCL was awarded an Academic Performance Index (API) rating of 807, exceeding the 800 California state standard for excellence. The ACLCL was the first high school in Alameda to achieve such a rating and has achieved the 800 rating three years in a row. The state also gave the ACLCL an overall rating of 10 and a similar school rating of 10 for the second year in a row. This similar school rating (comparing the ACLCL with schools of equal socioeconomic and diversity) is the highest similar school rating of any high school in Alameda. The ACLCL has met its AYP Growth targets every year.
- The ACLCL was awarded a \$250,000 Dissemination Grant from the California Department of Education for the purposes of sharing the best practices of its educational model with a broad range of audiences. ACLCL facilitators have presented at the Charter School Development Center Leadership Institute and have plans for facilitators, learners and parents to present at the national charter school conference put on by the California Charter Schools Association. ACLCL will in the future be hosting several "Best Practices Conferences" in Alameda for Alameda teachers, parents and students. ACLCL is currently providing mentoring support for Far West Middle High School in Oakland, and is working on establishing a relationship with Alameda's Island High School.
- The ACLCL completed its fourth year as a fully operational charter school with a Governing Board composed of learners, parents, facilitators, an AUSD representative, and an Alameda community member.
- The ACLCL Governing Committees (Personnel, Finance, Standards and Curriculum, and Program Evaluation) are fully operational and empowered with learner, parent, and facilitator representatives. The committees make policy recommendations to the ACLCL Governing Board.
- The ACLCL has been run in a financially sound manner and continues to maintain a healthy reserve.
- The ACLCL continues to be supported by its own 501(c) 3, the Creative Community Education Foundation, which oversees grant fundraising efforts by learners, parents, and facilitators.

- The ACLC Internship Program has continued for the 2004-2005 school year and all graduates completed a 20 hour program requirement with various community businesses.
- The ACLC expanded its program to include 24 learners in grade 6.
- The ACLC full-time counseling staff continues to facilitate the college application process, career development, peer counseling, conflict management and community internship programs.
- The ACLC achieved a high satisfaction rating from learners and parents. Learners evaluated the ACLC staff and parents evaluated the ACLC program.
- The ACLC has established a large waiting list of potential learners to be admitted in the program.
- The vast majority of ACLC graduates have gone on to higher education, many to the nation's best colleges and universities.
- The ACLC has prepared learners for citizenship by engaging them in the judicial function and governing activities of the school.
- The ACLC has taught learners to take responsibility for their own learning and broadened the curriculum to include a "Learning to Learn" class for all learners in grades 6 - 8.
- The ACLC established an on-line learning program through the UC College Prep Initiative.
- The ACLC has increased service to the community by having open evenings and hosting the Alameda FIRST Lego League Robotics Exhibition.

Looking Ahead

The ACLC has just completed its ninth year of operation and its fourth year as a Charter School. With a conservative budget policy and good financial management, the school ended its fourth year on sound financial footing, avoiding the financial problems that plague some charter schools. With the current political climate and the expectation that educational support from the state will be stagnant at best, the ACLC will need to continue to be financially conservative to assure the long-term sustainability of the school.

The ACLC will continue to broaden links to colleges and universities to provide unlimited learning opportunities for its learners. The 2004-05 internship requirement put ACLC learners in the business world to make contributions and gain valuable real world experiences. ACLC graduates of the class of 2004-05 have their senior portfolios displayed on the ACLC website.

Some of the challenges ahead involve fulfilling the AUSD vision of providing excellent educational opportunities to all Alameda residents. How can the ACLC fulfill the goal of becoming a "Community Learning Center?" How can the ACLC learning model be extended to a larger portion of the Alameda community? Should there be a second Community Learning Center in Alameda? Should our school increase in size? Should the school add additional grade levels? How can the ACLC learning model benefit traditional classrooms? The real work ahead will require the power and participation of the entire Alameda community.

Sincerely,

Paul Bentz

ACLC Lead Facilitator

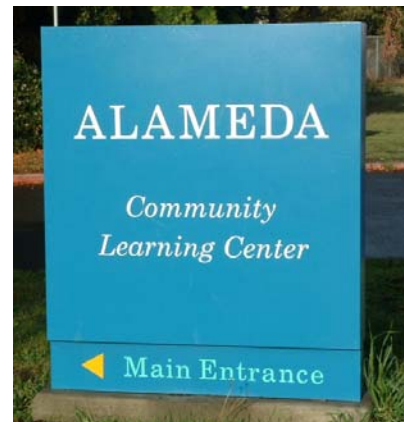
HISTORY OF OUR SHARED VISION

In the Spring of 1991, a partnership between Alameda Unified School District and consulting firm Arthur Andersen was created to “transform AUSD schools for the year 2000 and beyond.” A series of workshops was conducted throughout 1991 and 1992 involving AUSD leadership and all segments of AUSD personnel, parents, students, the business community and the local community. This work culminated in a shared vision as evidenced by graphic displays throughout the district and in the publication of the Graduate Profile.

Key elements of the vision include:

- student mastery of “world-class” learning
- love of learning nurtured by self-directed curricula
- quality and productivity breakthrough in school performance
- teachers facilitate and model self-directed learning
- learners are leaders in school governance
- acquiring “learning to learn skills” to foster life-long learning
- experiential learning, including internships
- technology-rich learning environment
- social responsibility and appreciation of diversity

Arthur Andersen facilitated the community visioning process and contributed over \$1.5 million to equip a prototype “Community Learning Center” [CLC] for up to 150 multi-age learners [7th to 12th grades], staffed with five district facilitators. Detailed plans were developed jointly during 1994 and, with the unanimous approval of the Alameda School Board in 1995, a modern version of the one-room schoolhouse was developed on the site of Encinal High School. The Arthur Andersen Community Learning Center (AACLC) opened in the 1996-1997 school year. In 2003 we renamed the school the Alameda Community Learning Center (ACLC).



<http://www.aclc.alameda.k12.ca.us>

ACLC

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ACLC ACCOUNTABILITY MEASURES

This report details accountability relationships between the Center and its stakeholders. These stakeholders include the learners, their parents, the facilitators, the Alameda community, and the AUSD. All of these stakeholders are represented on the Center's Governing Board, which is responsible for preparing and issuing the Annual Report.

The ACLC is accountable for achieving progress toward these stakeholder goals:

- The AUSD Graduate Profile for 2004

- The founding purpose and vision for the Center

- The charter application document

- The needs, interests, and aims of the current stakeholders as articulated over the past year.

In 2004 members of the Governing Board's Program Evaluation Committee, along with other learners, conducted a workshop session to specify key performance accountability measures for the Center. They fell into four categories:

- Capacity and Capabilities of the School Community

- Learning Productivity

- The Success of Learners

- Relative Value to the Community.

Because of the Center's commitment to "systems thinking" as a central learning-to-learn skill, we will show how the performance measures connect with each other in the ACLC system. The specific performance measures within each category are shown in the following diagram (pg. 5).



Photo by Stephanie Kwong

ACLC SCHOOL DESCRIPTION

Alameda Community Learning Center (ACLC) is housed at Encinal High School on the West End of the island City of Alameda. The ACLC was opened in 1996 as a collaboration between the accounting firm of Arthur Andersen and the Alameda Unified School District. 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 self-directed, experiential learning, collaborative learning, learner voice and educational equity in a technology-rich environment. The district's plan provided five years of special funding for the ACLC. During its fifth year of implementation, the ACLC Facilitators petitioned and received Charter School status to enable the program to continue to provide a unique and vigorous academic alternative to traditional education. ACLC opened its doors as a charter school in August 2001.

Our school resides on the small suburban/urban island of Alameda, a town that is a combination of old-time values and modern sensibilities. Thus, gray-haired, fourth generation Alamedans might find themselves buying a caffè latte from a green-haired, multi-pierced coffee shop worker. The AUSD schools reflect this diversity: in any classroom there is a myriad of student types, from "preppies" and "jocks" to "hip-hop fans" and youth proud of their "alternative" lifestyles. The community has become increasingly multi-ethnic over the last ten years and for the most part this has been a peaceful transition, supporting the idea that Alameda is a safe and desirable place to raise and educate children.

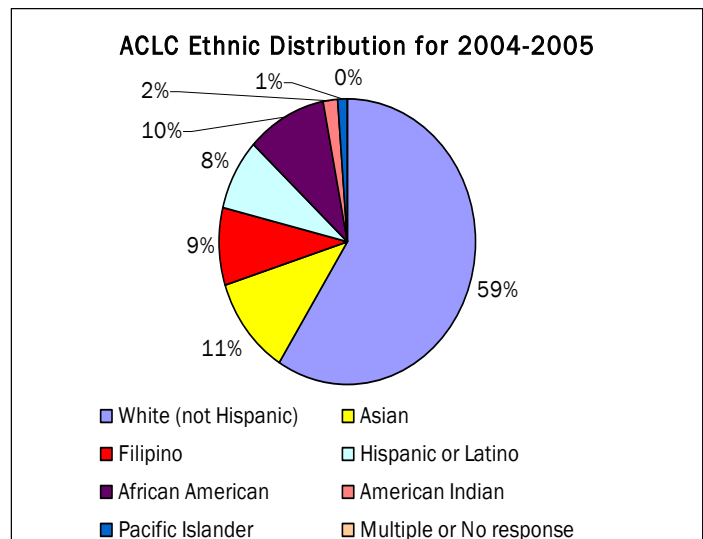
In the curious fashion of a small town, there are prevailing notions of what differentiates the "East End" from the "West End" of town. Until recently this was a Navy town, and, according to old-timers, "the officers lived on the 'East End' and the enlisted men lived on the 'West End.'" In terms of socio-economics, the "East End" of Alameda as a whole, is wealthier and more homogeneous in terms of ethnicity than the "West End". Our school, situated on the "West End," reflects the demographics of the island as a whole, but not the demographics of the Encinal High campus where we reside. Our student body is somewhere in the middle of the ethnic composition of an "East End" and "West End" school. Our parents and students have the socio-economic status that reflects the district as a whole, but they have a higher socio-economic base than most of the "West End" schools' parents.

STUDENT ENROLLMENT

ACLC is open to all students in the region who are eligible to be enrolled in grades 6 through 12. Students are eligible for admission if they a) meet the immunization requirements of state law; b) apply for admission within the timeframes established by the school c) are not under current expulsion from the Alameda Unified School District or another school district d) are not currently placed in a school other than Encinal High School as a consequence of a disciplinary action. There were a total of 120 applicants for the academic year 2004-2005. Of those who applied, 78 were accepted.

We initially enrolled 195 learners (including 24 new sixth graders). At the end of the year we had 196 learners (see below). Of these learners, four (2%) are from other school districts. Nineteen (10%) of our learner population qualifies for Free or Reduced Lunch Program.

Grade	Boys	Girls	Total
6	12	11	23
7	12	18	30
8	18	24	42
9	23	13	36
10	18	8	26
11	7	13	20
12	10	9	19
Total	100	96	196



A DAY IN THE LIFE OF AN 11TH GRADE LEARNER

Upper class learners in good standing can petition to take off-campus college classes (predominately at the College of Alameda) and design and implement a supervised independent study curriculum.

Written by Mariah Bunenko :

I get to school at nine o'clock in the morning, just in time for Spanish class, which I take on the Encinal campus. In class, we have assigned seats, unlike the liberal formation we're allowed at ACLC, and, also unlike ACLC, Spanish class is every day. Señora Sanchez says we'll be studying the subjunctive tense today, and the students issue a collective groan.

After Spanish – third period, my open period – I think about talking with friends, but instead I do my English homework, which, since I'm on Independent Study for English, I designed myself. This month, I'm writing an essay about *Independent People*, a book by a Nobel Prize-winning Icelandic author. The Center is abuzz around me; Mama Maafi, who teaches math and physics, is telling her students, at an increased volume, to "get on the [proverbial] bus" while one of her students leads an Algebra review at the overhead projector. Some ninth grade learners next to me are debating the validity of one movie version of *Romeo and Juliet* over another. Despite the relative chaos, I park myself at the computer and plow through writing a draft of my essay. At eleven o'clock, I drive to the College of Alameda for my U.S. Constitution and Criminal Due Process class. Today, we're discussing the Fifth Amendment in light of the Scott Peterson trial.

After class, which ends halfway through lunch, I drive back to school for Chemistry – fifth period. In the remaining twenty minutes of lunch, a younger learner approaches me and asks if I could look at his essay for English class. When I return it to him, he gasps a little: the original, computerized text is barely there; instead, my sprawling, squiggly handwriting occupies the majority of the pages. When I finally get to class, Paul Bentz, lead facilitator and resident Chemistry teacher, is doing a demonstration on acids and bases that sizzles and fizzes, thereby evoking excitement from the class.

Sixth period is Creative Writing, taught by Lora Lewis. She writes a prompt on the board – the word "lost" – and gives us fifteen minutes to flesh something out. We mostly all write funny things and I write about the show. Class ends within forty minutes and though I can technically go home now, I go back to the Center instead to talk to Jake, who teaches Modern World History. We discuss a homework assignment that concerns the Israeli/Palestinian conflict, and then get into a debate about the conflict itself.

After school, at six-thirty, I head back over to the College of Alameda for my Comparative Government class that stretches until nine-thirty at night. Today, we're covering the characteristics of fascist and totalitarian governments. I'm the youngest person in my class, which is rarely the case both at ACLC and Encinal where grades are often mixed together. Also unlike high school is the fact that the professor doesn't take time to spell out what's important for note-taking and what's unnecessary. My Comparative Government textbook is three times the size of those issued by both Encinal and ACLC and the font is smaller. However, the intensity and speed of the class supplement the education I receive at my two other schools, which is exactly what I'm looking for.

At nine-thirty in the evening, my day is finally over.

Schedule for an 11th grader

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 0			CCC		
Period 1					
Period 2	Spanish 3	Spanish 3	Spanish 3	Spanish 3	Spanish 3
Period 3	Independent Study for English	Independent Study for English	Independent Study for English	Independent Study for English	Independent Study for English
Period 4	Independent/Group Study	Constitutional & Due Process class at College of Alameda	Independent/Group Study	Constitutional & Due Process class at College of Alameda	Independent/Group Study
Period 5	Independent/Group Study	Chemistry	Chemistry	Independent/Group Study	Chemistry
Period 6	Independent/Group Study	Creative Writing	Independent/Group Study	Independent/Group Study	Independent/Group Study
Evening		Comparative Government class at College of Alameda			

A DAY IN THE LIFE OF A 6TH GRADE LEARNER

Sixth grade learners spend most of the teaching day together, while being introduced to the “ACLC-style” of learning progressively during the year.

Written by Eliza Oakley

Bright and early at 8:00 I arrive at school, and walk to portable 5 where the sixth grade class meets most of the time. The day starts with Math class, today we work in our Fractions workbooks in teams.

After math we go to PE, which we only have twice a week for 2 hours. Mike walks with us to Washington Park where we play basketball and Frisbee and other fun games. After PE, because it is Tuesday, we have a class called ‘Wild Card’ where the facilitators rotate teaching our class because they have their Facilitator Meeting. Wild Card is fun because we get facilitators we don’t normally have and we always do something different. Today our facilitator helps us write some poetry about Spring.

Then it is lunchtime, and the sixth graders get to leave the portable a little early to go to the Center to eat lunch so that we don’t run into the big mobs of Encinal kids. Most of the sixth graders eat out back because even though we have to watch out for Frisbees hitting us in the head, we can play basketball and Frisbee out there.

After lunch we all head back to the portable for one of our best classes, Reading, with Lora. The day has moved by so fast, already it’s sixth period. We head to the Art Room to end the day with Art Class, where Joan helps us make papier-mâché masks before the bell rings at 3:05. Today the Center stays open until 4:00 p.m. and so I stay to finish my math work with some of my math team.

As you can see, a typical day for a sixth grader is pretty different than something you find at Lincoln or Chipman Middle Schools.

Typical Schedule for a 6th grader

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 0			CCC		
Period 1	Math	Math	Math Lab	Math	Math Lab
Period 2	Reading	P.E.	Writing	P.E.	Reading
Period 3	Science	P.E.	Science	P.E.	Science
Period 4	Social Studies	Wild Card	Social Studies	Social Studies	Wild Card
Period 5	Writing	Reading	Writing	Writing	Reading
Period 6	Independent/Group Work Time	Art	Independent/Group Work Time	Independent/Group Work Time	Art

CLASS OF 2005

This year we had a graduating class of 19 learners. Of those who took the SAT, the average verbal score was 589 and average math score was 619. Students from the graduating class of 2005 are currently attending such prestigious universities as Harvard, the Massachusetts Institute of Technology, the University of California, Berkeley, U. C. Irvine, and San Francisco State University. Our graduates are also students of renowned private colleges such as Stanford University, the Claremont Colleges, Brown University, Smith College, Oberlin College, Georgetown, Barnard, Bates, Dartmouth, University of Pennsylvania, and the University of Massachusetts.

SENIOR QUOTES

Alastar Kerpel: "There are many things that make the Alameda Community Learning Center what it is. We are not better or worse than typical high schools, but rather we offer a different approach to the education process. At our school there aren't students and teachers, but rather learners and facilitators. The job of learners is not to read, remember and regurgitate, but rather to educate themselves for the future. Facilitators don't bark orders, but instead assist in the learning process. Lessons are held in and around classroom environments, but unlike every other high school, we are very open and strive to create the best atmosphere for everybody. Along with openness we also work hard to further the statements that "everybody is equal" and that "everybody is somebody." By all means no learner is left behind and is given a fair opportunity to be all he or she can be. Our school is democratic to a large extent....learners don't face barriers, but instead set goals. Every second of every day is an ongoing effort fought to change and better the Center and make it a safe, connected, flexible learning community. The Center is our own Utopian universe; we have the power to make it the very best or very worst community, the choice is ours."

Jessie Korich: "ACLCL has given me a place to not only learn at my own pace and in my own way, but to grow greatly as a person. It has been a safe haven, a second home. All my facilitators have touched my life in one way or another, whether it was teaching me how to throw a Frisbee, singing silly chemistry songs, or just being someone I could talk to. My past six years at ACLCL have been the best in my life, and I hope that in the years to come, many other people will gain as much as I have from our great community."

Kacy Hayes: "I'm glad I switched over to this school, it has taught me a lot about myself and helped me grow in many ways. I hope that I have helped ACLCL grow as much as it has helped me to understand my weaknesses and how to improve them. I will never forget the friends I have made at this school, nor the people who have contributed to make this school what it is."

ACLC GRADUATION STANDARDS

1. Meets or Exceeds AUSD / ACLC Graduate Profile Outcomes (Who I am)

Personal Qualities, Work Habits and Attitudes

New Basics

Thinking and Reasoning Skills

Interpersonal and Collaborative Ability

Technology

(Documented in Learner Portfolio)

2. ACLC Learning to Learn Skills (What I can do)

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)

3. Academic Proficiencies (What knowledge base I have)

Meets or exceeds all of the academic High School Graduation Requirements of the Alameda Unified School District for the Class of 2005. ACLC Learner Portfolio will be substituted for the Senior Exit Portfolio.

(continued on following page)

ACLCL GRADUATION STANDARDS (CONTINUED)

4. ACLC Learner Portfolio (required from learners on March 1)

Learners create an electronic Learner Portfolio (web page) that will be posted on the Web.
(www.aclc.alameda.k12.ca.us)

A) 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 an understanding of the skills as they relate to their Personal Vision.

B) 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.

C) 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, and an example of the learner's best work during their years at the ACLC. (1-5 samples, 1 of which must be from ACLC experiences)

5. ACLC / Alameda Community Service Requirement

Learners shall engage in a purposeful Senior Project that involves or improves the Alameda / ACLC communities. (There shall be a community presentation of projects by April 1.)

6. Senior Internship

Seniors are placed in an outside agency or business being referred either by ACLC or arranged independently by the learner. They are required to spend a minimum of 20 hours at the business, to keep a log of the hours while they are there, and to complete an essay on their activities and learning as an intern.

ACADEMIC DATA

1. Academic Performance Index (API) Growth Reports

For the second consecutive year ACLC ranked in the top 10% of California high schools, with an overall score exceeding 800.

Year	API Score	Overall Decile Rank	Similar School
			Decile Rank
2002	757	N/a	N/a
2003	813	9	8
2004	827	10	10
2005	807	10	10

CDS Code: 01-61119-0130609

"N/a": Rankings were not provided by the State Department of Education in 2002.



Photo by Stephanie Kwong

ACADEMIC DATA (CONTINUED)

2. California Standards Test : Three Year Comparison, 2003-2005

Information source: go to www.cde.ca.gov/statetests/

	# of Students Tested			% "Advanced" or "Proficient"		
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
<u>English / Language Arts</u>						
Grade 6	N/a	N/a	24	N/a	N/a	57
Grade 7	29	38	29	76	74	75
Grade 8	31	30	41	46	57	54
Grade 9	31	29	38	84	52	82
Grade 10	24	28	23	54	86	39
Grade 11	19	14	20	74	58	80
<u>Mathematics</u>						
Grade 6	N/a	N/a	23	N/a	N/a	39
Grade 7	28	38	29	53	63	59
Algebra 1	50	34	38	2	3	32
Geometry	21	33	19	34	15	69
Algebra 2	14	15	23	43	7	26
H.S. Summative Math	13	12	*	38	25	*
<u>Sciences</u>						
Grade 9 Social Science	30	30	41	16	64	36
World History	22	28	22	55	60	45
U.S. History	19	14	20	74	86	80
Biology/Life Science	16	20	17	62	60	59
Chemistry	23	27	28	30	7	14
Physics	11	14	28	27	28	47

* number of students tested was too small to report by Dept. of Education

"N/a": ACLC did not have 6th grade learners in 2003 and 2004.

ACADEMIC DATA (CONTINUED)

3. CAT/6 Testing

Results for 2005

number of learners tested		Reading	Math	Language	Spelling	Science
Grade	7	29	29	29	29	
% ACLC Scoring 50th percentile or above "Avg" NPR		79	76	83	66	

Note: CAT/6 tests were given only to 7th graders in 2005

Results of 2004

Results of 2003

number of learners tested		Reading	Math	Language	Spelling	Science
Grade	7	38	38	38	38	
	8	30	28	30	28	
	9	29	28	28		28
	10	28	28	28		28
	11	14	14	14		14
% ACLC Scoring 50th percentile or above "Avg" NPR		79	74	68	61	
	8	73	82	73	75	
	9	82	79	75		71
	10	86	82	89		82
	11	93	86	100		93

number of learners tested		Reading	Math	Language	Spelling	Science
Grade	7	28	28	28	28	
	8	30	30	30	30	
	9	31	31	31		31
	10	22	22	22		22
	11	19	19	19		19
% ACLC Scoring 50th percentile or above "Avg" NPR		86	86	79	75	
	8	63	67	70	63	
	9	87	74	84		81
	10	73	77	68		77
	11	84	89	84		79

4. SAT (Scholastic Achievement Test)

	2000	2001	2002	2003	2004	2005
# of seniors enrolled	18	21	28	18	21	20
% took test	44%	76%	82%	90%	95%	95%
Verbal/Math						
ALC Average	528/521	558/525	570/540	558/541	528/560	589/619
AUSD Average	468/515	478/522	477/516	504/530	504/530	*

* in 2005 the average scores for other AUSD High Schools were 505/555 for Alameda High and 451/483 for Encinal High.

CURRICULUM

Classes are offered in a wide variety of subject matter within ACLC – including science, mathematics, language arts, and social studies. Learners are expected to work toward mastery in every course of study. There are no social promotions at ACLC, 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.

Our credentialed facilitators teach the core subjects of Math, Science, English, and History. We hire part-time facilitators for Art, Spanish, Electronic Music, and Video Production elective classes. Learners take foreign language elective classes at Encinal High School. Learners also take classes through the University of California On-Line Program and College of Alameda.

What truly makes ACLC unique is our emphasis on *Learning to Learn Skills*. We incorporate these skills in the work of each course. We believe that these *Learning to Learn Skills* are necessary for the life long learning skills that must be mastered in the 21st Century by people of any age.

The ACLC Learning to Learn Skills

- Time and Task Management
- Reading
- Research
 - Internet Sources
 - Non-Internet Sources
- Systems Thinking
- Effective Presentations
- Participatory Democracy
 - Ownership of Community
 - Judicial Systems Interaction
 - Leadership
- Personal Visioning
- Individual Teamwork
- Oral Communication
- Writing
- Understanding How We Learn
- Teaching Others
- Note-Making
- Whole Team Performance Evaluation

“We believe that the Learning to Learn Skills are necessary for the life long learning skills that must be mastered in the 21st Century by people of any age”

Learners seek to achieve mastery of *Learning to Learn skills*, guided by the following target levels:

<i>Unaware</i>	<i>Novice</i>	<i>Advanced Beginner</i>	<i>Competent</i>	<i>Proficient</i>
Lacks awareness of how to begin formal development of the skill. May be aware of the need for it.	Aware of a pathway to competence, and is beginning to practice the skill with discipline	Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	An “expert” in the understanding and practice of the skill. Can teach and consult at a high level

Learners work in collaboration with their facilitators to establish their own individualized goals and life plans. These plans are reviewed regularly and form the basis for learner self-evaluation by the learning community. Facilitators address the subject matter using a wide range of strategies that include but, are not limited to, project based approaches, lectures, class discussions, teamwork, debate groups, field trips, and utilization of technology.

PROJECTS AND SPECIAL PROGRAMS

The ACLC seeks to bring academic studies to life through various fun projects throughout the year. These projects encourage learners to work together in teams and to enjoy a fun way of learning.

Physics Boat Race

Teams of learners work together to design and build a two-person boat out of cardboard and approved adhesives, and then attempt to beat other boats in a race across the Encinal High School swimming pool. Boat teams must also calculate and mark their boat's waterline based on the weight of their rowers, vessel, buoyancy, and water displacement. Jim Richards (1996-99 facilitator) brought this creative idea to the ACLC in 1998, and we are committed to carrying on the tradition.

Physics Egg Drop: A Study of Terminal Velocity and Freefall

Using any materials aside from packing materials or parachutes, a pair of learners must assemble a container for an egg (uncooked) that will ensure the safety of their egg after it is dropped from 30 feet.

Physics Great America Roller Coaster Competition

A team of learners designs and creates a model two rail roller coaster that is capable of supporting a weighted marble as the roller coaster "car". Roller coasters must be designed within the parameters set forth in the contest. Prizes are awarded for the longest "ride", the most technically challenging roller coaster, and the most creative roller coaster. Winners have an opportunity to intern at Disneyland and help design real life roller coasters.

Eighth Grade Science Astronomy Overnight

Eighth grade students' study of astronomy culminates in an overnight at ACLC. Learners get a chance to learn about the night sky via a portable planetarium brought in from the Chabot Space and Science Center. Learners also have access to a variety of telescopes to further their exploration of the stars, planets and the night sky.

Constitutional Convention, Humanities 7-8

Learners re-create the United States first Constitutional Convention that resulted in the creation of the Constitution of the United States. Learners assume roles of all the delegates who were present at this historical convention and are required to dress as their delegate did, argue as their delegate did and vote as their delegate did on key constitutional issues.

Science 7 Lego League

In teams, learners build and program a vehicle that is capable of completing a set of physical challenges in accordance to the annual Lego League Challenge. ACLC hosts an Alameda Lego League Challenge event in which several schools participate and winners move onto a Regional competition.

Science Fair

All Science 7, Science 8 and Chemistry learners compete in the ACLC Science Fair. Science 8 learners' projects must focus on research based on their astronomy studies. All Science 7 and Chemistry learners are required to design, run and report on an original, controlled scientific experiment. Winners at the ACLC Science Fair move onto the San Francisco Regional Science Fair Competition.

Romeo and Juliet Extravaganza, Humanities 9

After studying the play *Romeo and Juliet*, ninth graders choose a new time period for the play and re-write the play for that time period. After rehearsing and gathering appropriate props and costumes, the ninth grade class performs the play for the school.

College Essay Writing

All English 10th and 11th grade students write a college essay for a college of their choice in the hopes that this will de-mystify this essay process and increase their confidence when they need to write it for real during Senior year.

GOVERNANCE (FOUNDATION AND PRINCIPLES)

One of the most unique aspects of the ACLC Charter School is its method of governance that substantially incorporates the learners 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.

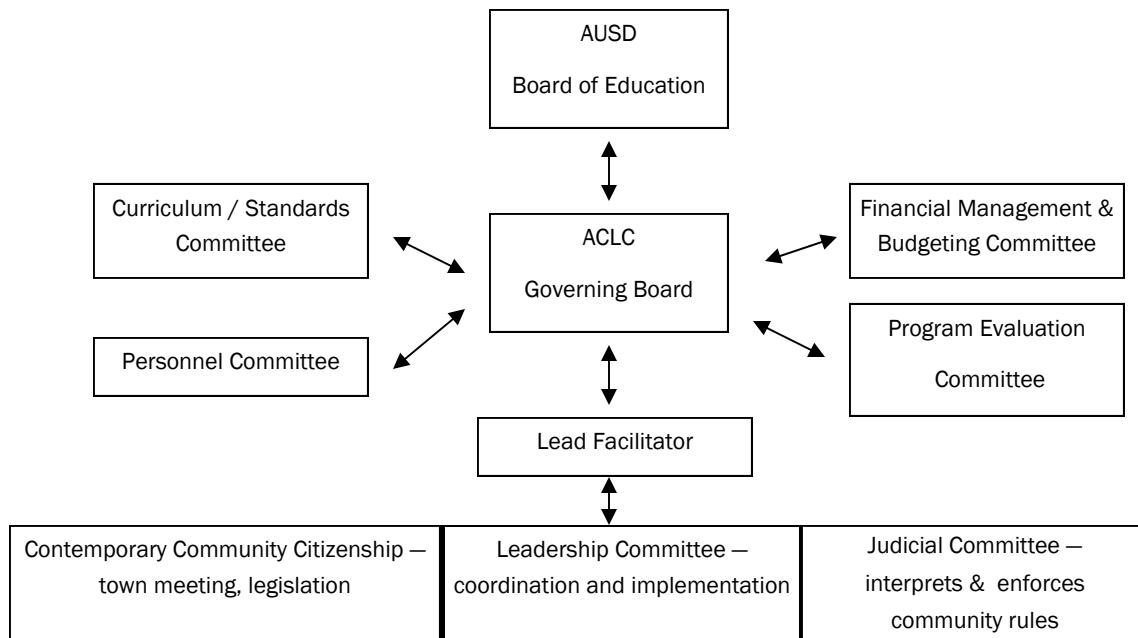
The Governing Board acts as the primary governing body of the ACLC Charter School and is composed of nine members. It is charged with development and oversight of policy, budget, personnel, organizational development, strategic planning, and maintaining the vision of the ACLC Charter. The Governing Board is comprised of three facilitators, two elected learners from the whole body of learners, two parents appointed by the learners and facilitators, one AUSD representative, and one member from the Alameda community appointed by the learners and facilitators. All decisions of the Governing Board are made by a majority vote of its members unless otherwise specified by this Charter or in Bylaws adopted by the Governing Board.

The Governing Board appoints the Lead Facilitator who oversees the three committees that are charged with the three primary functions of governance: legislation (Contemporary Community Citizenship); judicial (Judicial Committee); and executive (Leadership). These committees provide the venue for youth empowerment and leadership within the school. The lead facilitator also attends the District Administrative meetings to facilitate strong communication between programs.

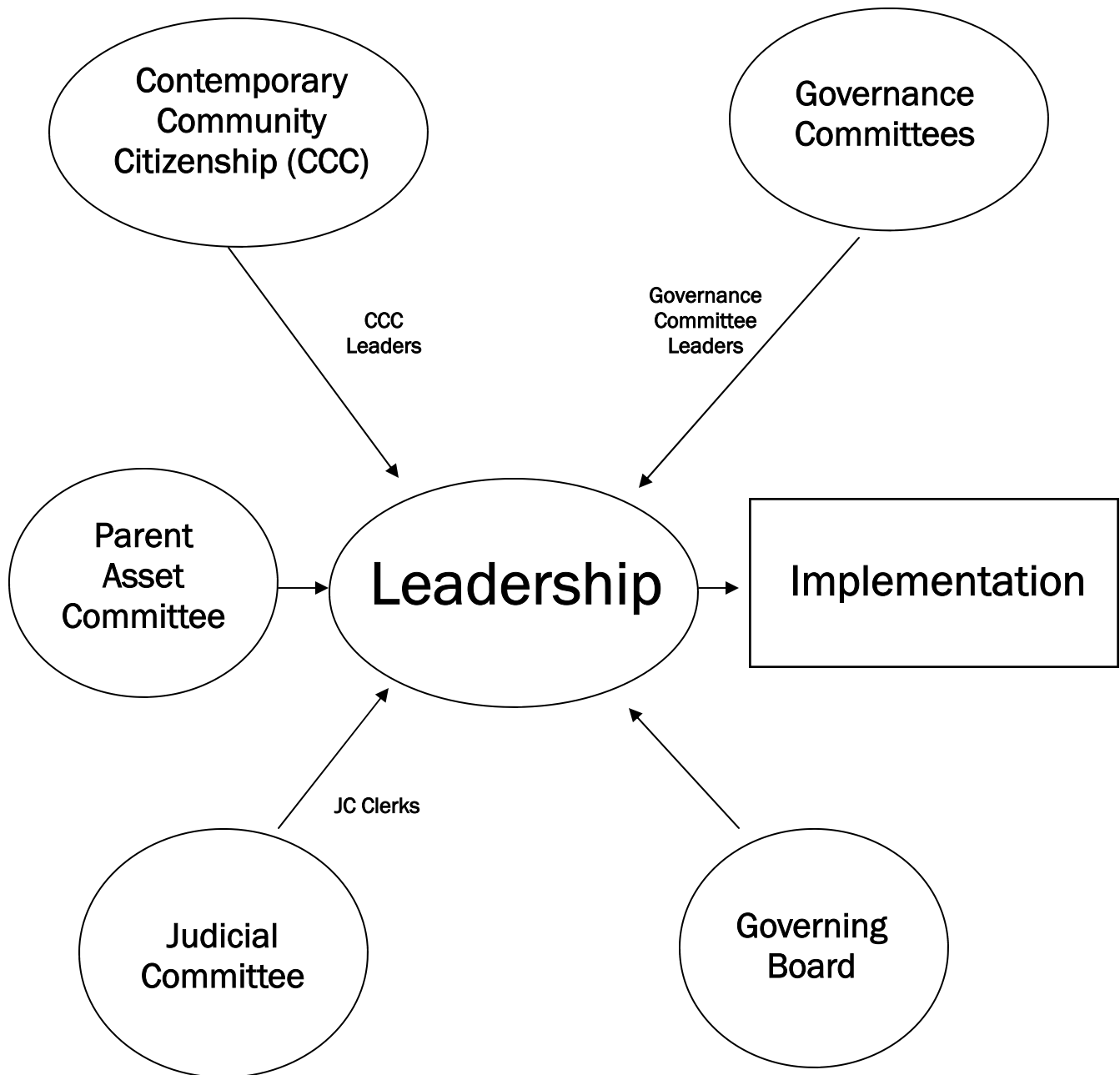
GOVERNANCE STRUCTURE

This year our Leadership Committee reconfigured the Governance Structure to maximize learners in management and governance. The following diagram illustrates the core governance structure defined by Leadership and known as “The Flow,” with Leadership functioning as the main center of communication among the different governance entities while the decision making process continues to follow the guidelines of our Bylaws. This is consistent with our core beliefs in self-directed, experiential learning, and democratic decision making. The learners’ real voice and active participation in government and management functions prepare learners for citizenship.

See next page for the “Flow.”



ACLC "Flow"



LEADERSHIP COMMITTEE

The Leadership Committee (LC) is a class in which students take on the executive functions of the community of learners.

This group meets twice each week and works very closely with the lead facilitator appointed by the Governing Board. LC 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 Constitutional 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. LC conducts its business using Parliamentary Procedures.

Leadership 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 uses its resources to better accomplish learning objectives and to empower learners.

JUDICIAL COMMITTEE

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 five 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 for 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 positive manner. This role is particularly important since, after a dispute, the parties will remain in the same learning community and will interact regularly in some way.

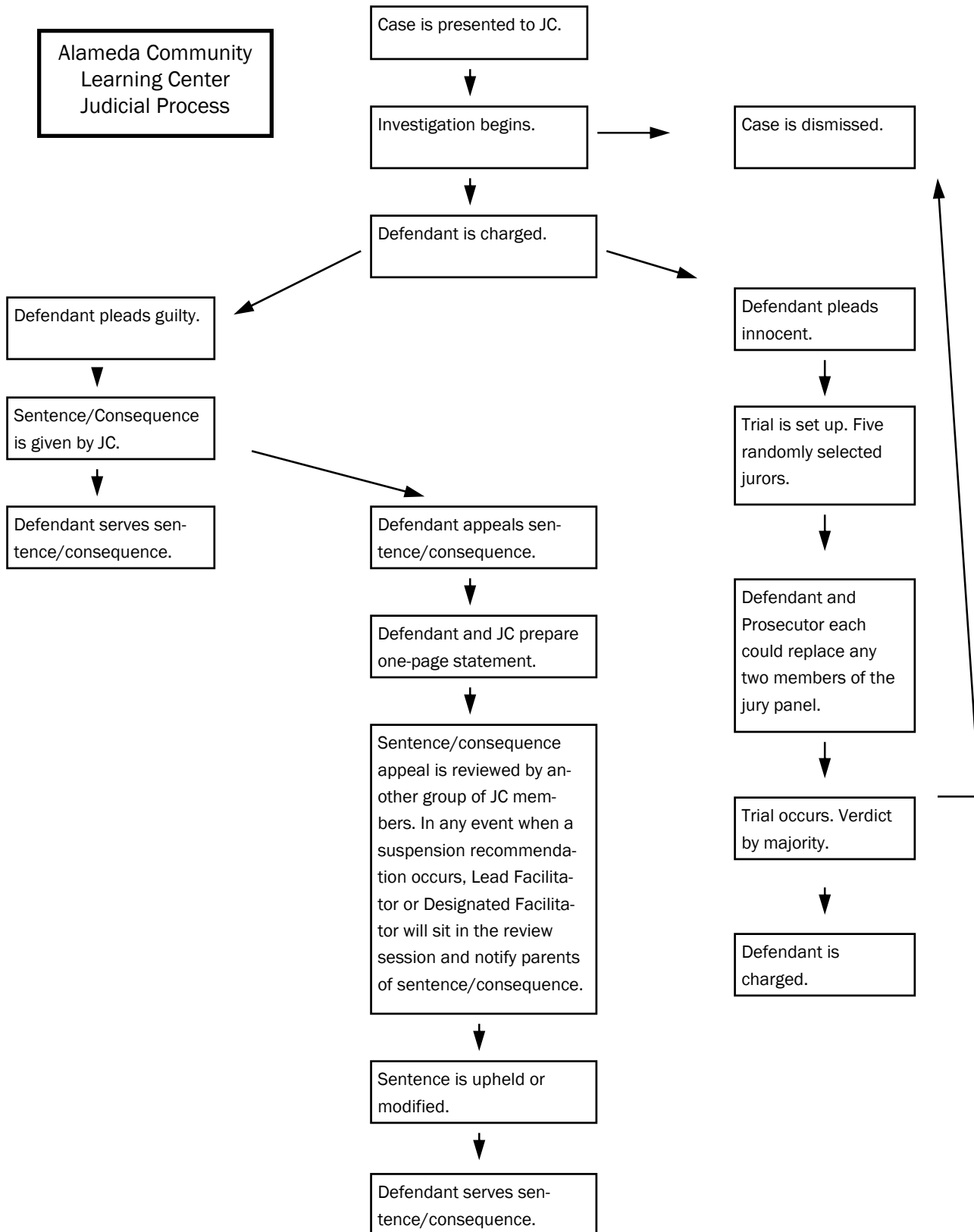
The JC is a particularly important part of the governance of the school since it places the responsibility for self-management clearly with the learners. All learners serve as JC committee members during the school year.

(See JC FLOW CHART on the following page)



*Photo by
Stephanie
Kwong*

JUDICIAL COMMITTEE (CONTINUED)



CONTEMPORARY COMMUNITY CITIZENSHIP

CCC meetings are comprised of the entire community of learners. CCC meets weekly and functions as the primary communication matrix of the school. The hour dedicated to CCC is split up into two parts. First, the entire school gathers in "Big Group" in the center of our school. Here learners and faculty make announcements regarding clubs, meetings, and other school events. "Big Group" is also used to celebrate our community's unity by providing a venue for learners to showcase talents and through live performance and film. After "Big Group" learners break off into smaller groups led by learners to discuss ongoing issues of importance to the school- from things as mundane as noise levels and cleanliness to those as complex and compelling as sexual harassment or community relations with the larger Encinal community. "Small group" provides the opportunity for each learner to get involved in the administration of our school through voicing their opinions and discussing relevant issues.

In addition to these communication and process issues, the small group is responsible for legislative action - 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, the document that 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 the Charter or which have any impact on district policy governing the ACLC Charter School must also be reviewed and approved by the 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 adolescents of ACLC are 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 evaluates the facilitators, the Leadership Committee and the operation of the school and makes recommendations for change in operational practices. The CCC is the locus for the annual Constitutional Convention, an opportunity for the entire community to review the operations of the year and make changes to the ACLC Rulebook that governs the school. The CCC also elects learners to the Governing Board, which is responsible for many other decisions that are out of the purview of the CCC.



Photo by Stephanie Kwong

"... 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."

LEARNER LED CONFERENCES

Two or three times a year, ACLC learners participate in Learner-Led Conferences. The conferences are approximately one hour long and involve three learners, a facilitator, and the learners parents or guardians. Each learner prepares for the conference by creating a presentation that describes the learners thoughts about their performance and behavior at ACLC. Prompts for Learner Led Conference range from many topics and skills, but all ask the learner to reflect upon their progress in mastering the Learning to Learn skills. The presentations may be given orally and are often accompanied with slide shows, websites or other visual displays. Conferences provide the opportunity for all participants to share their experiences with the group and discuss how our learners can continue to succeed at the Center and in the real world.

ACLCL AND OUR COMMUNITY

While learners make a difference within the walls of the ACLC, they do not forget about the importance of giving back to their community, whether it be playing on a sports team or serving in the soup kitchen on Sundays. The majority of ACLC learners participate in at least one activity out in the community.

Our Learners Are...

Captains and team players for Encinal High School sport teams such as Tennis, Soccer, Basketball, Football, Water Polo, Track etc.

Rowers for the Oakland Strokes

Participants in Encinal High School Badminton Club

Participants and officers for Encinal High School's clubs such as the Red Cross, Key Club, Cultural Clubs and California Scholarship Federation (CSF)

Youth leaders and camp counselors for churches/summer camps

Organizers of Cystic Fibrosis Annual Walk

Participants of Youth Radio in Berkeley, California

Participants and Officers of JROTC

Members of the Boy Scouts and Girl Scouts

Tutors for AVID (Advanced Via Individual Determination)

Participants in Sierra Service Project

Interns for Project SEED (Summer Educational Experience for the Disadvantaged)

Organizers and Participants of Relay for Life Breast Cancer Fundraisers

Participants in the School Plays and Musicals

Members of the Oakland Ballet and other Alameda dance studios

Participants in the CARE (Coalition of Alamedans for Racial Equality) Program

Participants in Fashion Show for Encinal High School

Participants in Bay Area Multicultural Media (BAMMA)

Participants in Encinal High Band

Participants in Summer Academy Search

Participants in the Healthy Start Lunch Program

Dancers in the Macy's Thanksgiving Day Parade

Participants in the Foundation of the State Bar of California's Summer Legal Heritage Institute

Recipients of the "Scholars Rising Above" Award sponsored by KRON Television

Participants and officers in the EHS/ACLCL Gay-Straight Alliance

Coaches for athletes competing in the Special Olympics

Coaches for Alameda youth sports teams

Members of the ACLCL 2005 California High School State Champion Ultimate Frisbee team

Interns in various businesses throughout the Bay Area

HOW WE ARE DOING

Response Key:

1 = Strongly Disagree 2 = Disagree
3 = Agree 4 = Strongly Agree

Learner Survey Responses

Group	Question	Average Answer score	Standard Deviation	Count of Answers
Fun and Joy of Learning	I like attending my electives at Encinal High School	2.87	0.88	65
Fun and Joy of Learning	I am satisfied with my academic performances	2.89	0.78	104
Technology and Facilities	I am comfortable using Excel.	3.09	0.78	94
Fun and Joy of Learning	I like attending all of my ACLC classes.	3.10	0.69	106
Fun and Joy of Learning	I am interested by what I learn in my classes.	3.16	0.61	105
Fun and Joy of Learning	I am motivated to learn.	3.17	0.60	105
Academic and Intellectual Program	I feel that the ACLC seminars offer me adequate preparation and resources for meeting the state standards.	3.17	0.64	99
Fun and Joy of Learning	I feel that the facilitators help me with aspects of my work.	3.19	0.62	105
Fun and Joy of Learning	I am satisfied with my extracurricular performances.	3.22	0.67	98
Academic and Intellectual Program	I feel that I am challenged by my academic program.	3.23	0.65	100
Close-Knit Community	I am able to talk and freely share my feelings with other peo-	3.24	0.75	105
Technology and Facilities	I am comfortable using Publisher.	3.26	0.74	96
Close-Knit Community	I feel socially accepted and as a result I am able to operate	3.31	0.65	105
Technology and Facilities	I feel that the Center accommodates me with all my technology needs.	3.33	0.66	101
Technology and Facilities	I feel that the Center provides me with various equipment in	3.36	0.66	101
Fun and Joy of Learning	I see myself as a life-long learner.	3.39	0.68	105
Academic and Intellectual Program	I feel that I am empowered to take control of my educational experience.	3.42	0.65	100
Technology and Facilities	I am comfortable and am able to sit down at a computer and	3.42	0.68	102
Close-Knit Community	I feel accepted for who I am.	3.45	0.75	105
Close-Knit Community	I feel safe and I feel I belong in the ACLC community	3.45	0.73	106
Academic and Intellectual Program	I feel that the academic program adequately prepares me for life after high school.	3.48	0.63	100
Fun and Joy of Learning	I enjoy being at the ACLC.	3.50	0.74	106
Technology and Facilities	I am comfortable using Power Point.	3.67	0.55	101
Technology and Facilities	I am comfortable using Microsoft Word.	3.75	0.56	100

HOW WE ARE DOING (CONTINUED)

Response Key:

1 = Strongly Disagree 2 = Disagree
3 = Agree 4 = Strongly Agree

Parent Survey Responses

Group	Question	Average Answer score	Standard Deviation	Count of Answers
Academic and Intellectual Program	I believe there are adequate academic and extracurricular activities offered by the ACLC.	2.96	0.63	100
Academic and Intellectual Program	I believe the academic and extracurricular activities have enough flexibility.	3.09	0.62	102
Academic and Intellectual Program	I believe the ACLC has adequate resources to support my child's learning.	3.13	0.59	100
Academic and Intellectual Program	I believe that the ACLC offers a rigorous academic curriculum.	3.15	0.68	101
Close-Knit Community	I feel supported by other parents at the ACLC.	3.22	0.57	98
Close-Knit Community	I believe my child feels supported and respected at the ACLC by the facilitators and staff members.	3.38	0.62	101
Close-Knit Community	I believe that the ACLC provides a safe environment for learning.	3.38	0.61	102
Close-Knit Community	I believe my child feels supported in his/her endeavors and respected at the ACLC by her/his fellow learners.	3.39	0.57	103
Overall Satisfaction	I believe my child can reach her/his full potential at the ACLC.	3.40	0.60	98
Overall Satisfaction	I would strongly recommend the ACLC for other parents and learn-	3.44	0.61	98
Academic and Intellectual Program	I believe that the ACLC teaches my child the technology skills that she/he will need to know in the future.	3.46	0.56	102
Academic and Intellectual Program	I believe that the ACLC prepares my child well for life beyond high school	3.48	0.58	101
Close-Knit Community	I believe that the ACLC environment exposes my child to diversity.	3.56	0.56	103

Learner & Parent Survey Response Synopsis

Survey	Question Group	Average of Answer score	Standard Deviation	Count of Answers
Learner	Fun and Joy of Learning	3.18	0.71	899
Parent	Academic and Intellectual Program	3.21	0.64	606
Learner	Academic and Intellectual Program	3.32	0.65	399
Learner	Close-Knit Community	3.36	0.72	421
Parent	Close-Knit Community	3.39	0.59	507
Learner	Technology and Facilities	3.41	0.70	695
Parent	Overall Satisfaction	3.42	0.60	196

HOW WE ARE DOING (CONTINUED)

Facilitator Survey Response Trend

Mean Response (Scale: 1=Agree, 5=Disagree)

School Year

Statement	2001-2002	2002-2003	2003-2004	2004-2005
I have sufficient time in the day to complete all of my work	4.3	3.2	4.7	3.4
I have a balanced workload	3.8	2.4	2.9	3.1
I believe that the communication among facilitators is clear	2.5	1.6	2.7	2.8
I believe that our team is organized	3.3	2.0	2.4	2.7
I believe that the facilitator meetings are effective	3.0	1.6	2.2	2.6
I believe that the team operates efficiently	3.3	1.6	2.5	2.5
I feel that our meeting time is sufficient	3.3	2.0	2.5	2.4
I have a clear understanding of the tasks delegated to me	3.0	1.4	2.0	2.3
I have adequate resources to deliver my curriculum	2.8	2.0	2.3	2.3
I am aware of what the team expects of me	2.3	1.6	2.2	2.2
I am comfortable with the leadership structure of the facilitator team	2.8	1.6	2.0	2.1
I can freely communicate my ideas to the team	1.0	1.6	2.6	2.0
I am comfortable with the leadership structure of the Center	2.0	1.4	1.7	1.9
I feel a part of the team	1.8	1.4	2.3	1.9
I have the support from the other facilitators	1.5	1.6	2.0	1.9
I have sufficient technology resources to do my work	1.5	1.8	1.2	1.8
I establish strong relationships with learners	1.3	1.4	1.2	1.4
I have the flexibility to implement a variety of teaching technologies	1.3	1.2	1.3	1.4
I believe in the philosophy of the program	1.3	1.2	1.3	1.3
I enjoy working at the AACLC	1.3	1.2	1.7	1.3
I feel that I learn a lot in this job	1.0	1.4	1.2	1.3

BIOGRAPHIES

1. FACILITATORS AND STAFF

Name: Paul Bentz

Role: Lead Facilitator, Governing Board Member, Financial Committee Coordinator

Years at the Center: 9

Activities: An Alameda teacher for sixteen years, Paul has facilitated the teaching of chemistry, geometry, integrated science 7-9 and physical education. In the past 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 forty to sixty hours of robotic engineering experiences for 9-14 year olds in Alameda with over four hundred participants altogether. He has also raised twenty-three thousand five hundred dollars for the program from three different 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 high school and middle school teachers in integrating technology into the curriculum. Paul has had seven years of experience as a wilderness instructor for the National Outdoor Leadership School, Lander, Wyoming.

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

Name: Carrie Blanche

Role: Resource Specialist and Full Inclusion Specialist 40% at ACLC

Years at the Center: 3

Activities: Identify learners with learning disabilities or other disabilities to create individual education plans that provide accommodations and modifications to insure success in the general education environment. The ACLC special education model is 100% inclusive so my work is to collaborate closely with our facilitators to make sure that curriculum is being delivered appropriately to learners with additional needs and that those learners are developing personal advocacy skills for transitioning to adulthood.

Education: BFA, University of California, Davis

Education Specialist Level II Certification California State University, Sacramento

Name: Michael De Sousa

Role: Facilitator, Website Coordinator, Governing Board Member, Ultimate Frisbee Coach

Years in the Center: 3

Activities: Michael has facilitated Science, Math, PE, Leadership and/or Educational Leadership meetings for the past three years at the Center. Before working at the ACLC Michael was working to finish his Masters degree in Education. His graduate work focused on more democratic practices for classroom based instruction, in particular he was interested in the use of dialogical discussion and their effect on a learners critical thinking skills. Using his experiences from his graduate studies and two years at the center Michel has compile an effective and engaging Learning to Learn Curriculum.

Aside from researching how children learn while at Berkeley, Michael competed with the Intercollegiate Ultimate team. His passion for the sport of Ultimate has caught fire at the Center. Now over thirty learners participate in the school's team. In the Spring of 2004 18 players from ACLC competed at the National Championship for Juniors Ultimate. Over the few years working at Michael has learned much. He is the school's WebMaster, a Governing Board Member, and has put in countless hours to assure the school's technology is functional.

Education: BA in Molecular and Cellular Biology at UC Berkeley

MA in Education at UC Berkeley

FACILITATORS AND STAFF (CONTINUED)

Name: Syl Gibson

Role: Facilitator

Years in the Center: 3

Activities: A teacher for 8 years, Syl worked as a middle school English and Drama teacher before coming to the Center. Now she facilitates Humanities 7/8, Learning to Learn, English, and Current Life. In the past, Syl worked with developmentally disabled adults and as in-home support for people with AIDS. She thrives in the dynamic, engaged, and creative atmosphere of the Center.

Education: BA in Comparative Literature, UC Berkeley, 1992

Single Subject Teaching Credential in English, Dominican College, 1996

CLAD Credential, Dominican College, 1996

Name: Maafi Gueye

Role: Facilitator, Curriculum Committee Coordinator

Years at the Center: 4

Activities: A teacher for 20 years, Maafi has facilitated the acquisition of concept knowledge and practical skills in Algebra 1 and 2, pre-calculus, physics and honors physics, and in the past has facilitated biology. Maafi is a 17 year member of the Physics, Science and Math Days committee at Paramount's Great America and has written science and math curricula to be used for discovering the applied math and science of rides at an amusement park. Maafi's roller coaster model building teams have won in every contest they compete in against other high school teams from the Bay Area. Last year she trained 12 teachers in inquiry-based science education as a subject area specialist for Alameda County's Project Pipeline. She has 20+ years experience as a professional traditional African dancer and drummer.

Education: BS in Biology, Rutgers University, New Brunswick, NJ , 1983

Secondary Clear Teaching Credential, Biology, Chemistry and Physical Science, 1992

M. Ed. Science Education coursework completed Rutgers University, 1996

Name: Josiah Hooper

Role: Consultant Instructor, Digital Video Studio class

Years in the Center: 3

Activities: Josiah is a freelance producer and cameraperson in the Bay Area. Josiah directed "Raising a Ruckus," an hour-long documentary on the anti-corporate globalization movement in the Bay Area. He co-produced "gunshots," an hour-long documentary on gun violence in the Bay Area. Both of these production aired on KQED, the PBS station for San Francisco.

Education: BA English, University of Wisconsin, Madison; MA degree in UC Berkeley Graduate School of Journalism

Name: Lynn Kameny

Role: Facilitator, Personnel Committee Coordinator, Judicial Committee Facilitator

Years at the Center: 6

Activities: In her nineteenth year as a humanities teacher, Lynn currently teaches Honors English 11, Humanities 7-8, and Humanities 9 (a combination English and Current Life Issues class) In the past she has also facilitated Honors and College Prep History, Creative Writing, ESL classes, Peer Counseling, and served as a Mentor and Master teacher during her ten year stint at Alameda High school. Past Center-wide activities with learners include a Shakespeare festival, *All That Jazz*: A multi-cultural celebration, and a celebration of learner-created poetry anthologies. Lynn believes that in ACLC seminars one of the facilitators' main jobs is to pare down the direct teaching and constantly facilitate a means for learner-centered and learner-directed learning opportunities.

Education: A.B. English, UC Berkeley 1981

Single Subject Teaching Credential in English, Bay Area Writing Project, UC Berkeley, 1985

CLAD Certification 1990

Publications: "Scaring Up Some Unity: Writing Bilingual Halloween Stories in the ESL Classroom," *English Journal*, October 1996

FACILITATORS AND STAFF (CONTINUED)

Name: Frances Lee

Role: Counselor, Personnel Committee Coordinator

Years in the Center: 2

Activities: Frances has been counseling middle and high school learners for the past two years. Her experience includes academic counseling, personal counseling, group counseling, and college and career counseling. She is currently facilitating Peer Counseling, Learning Lab, 6th grade Math Lab and Conflict Mediations.

Education: B.S. Mathematics, University of California, Davis, 2001

M.A. Counseling, Saint Mary's College of California, 2003

Pupil Personnel Services Credential, Saint Mary's College of California, 2003

Name: Lora Lewis

Role: Facilitator, Program Evaluation Coordinator

Years in the Center: 3

Activities: Lora has facilitated the learning of Language Arts, Social Studies and Creative Writing for middle and high school learners for three years. Prior to entering education, she spent several years working as a freelance writer and editor, contributing to projects related to disability and the design of accessible technology. Before teaching, the highlights of her professional life were running a youth group for disabled teenagers and heading an after school program for kids who were refugees of the Bosnian War. Lora is currently engaged in designing and facilitating ACLC seminars for 6th grade Humanities, Senior Seminar, English 12 and Honors English 12, and Creative Writing. She is a Governing Board member, chairs the Program Evaluation Committee and is a member of the Financial Committee. Having taught in traditional environments in the past, She hopes to help the Center continue to create a truly rich learning environment that pushes the boundaries of what we know as "school."

Education: A.B. in English from U.C. 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

Name: Jacob J. Powell

Role: Social Science Facilitator, Technology Coordinator, Curriculum and Standards Committee Member.

Years at the Center: 1

Activities: A History and English teacher for the past 8 years. I taught Language Arts at a Private school in San Jose, Costa Rica in 2002-2003. Jacob is currently facilitating Modern World History, Economics, American Government, Sixth Grade Social Science and Physical Education. He advises both the Model U.N. and The Junior State of America.

Education: B.A. History with a minor in Geography 1994 Humboldt State University

B.A. Social Science Teacher Preparation 1994 Humboldt State University

California Clear Social Science Credential 2002 Chapman University

Name: Joan Ruiz

Role: Consultant Instructor

Years in the Center: 1

Activities: Joan teaches art at ACLC. She is the Director of Di Stefano Ruiz Studio in Oakland that specializes in architectural stained glass and mosaics, since 1978.

Education: B.F.A. degree in Painting, from the San Francisco Art Institute

MA in Environmental and Studio Art from New York University

FACILITATORS AND STAFF (CONTINUED)

Name: Juanita Williams

Role: Office Manager

Years in Center: 3

Activities: Juanita is the Office Manager for the ACLC. She is also the lunch monitor for the 6th grade Learners. Juanita attended college in Southern California and her prior work experience was in Music/Television Industry/Concert promotion as an Independent Producer for 5 years, Customer Service for 17 years, Licensed Real Estate Sales and Private Investment for 10 years, and 3 years working at a Real Estate Title plant company handling 4 local counties.

2. OTHER GOVERNING BOARD MEMBERS

Name: Suzanne L. Bryant

Role: AUSD Representative to ACLC Governing Board

Years in the Center: 1

Activities: Suzanne is an English Language Development (ELD) and Community-Based English Tutoring (CBET) Program Curriculum Specialist with the Alameda Unified School District. She provides monthly staff development for the ELD resource teachers who serve the 12 elementary sites in the district. Suzanne has a background as an ELD Resource Teacher, Adult School ESL Teacher, K-Adult ELD/ESL curriculum planner, ELD educator, and secondary English teacher. She has taught and volunteered in schools, churches, and Girl Scouts all over the United States and for 3 years in Germany.

Education: BA in English, University of Georgia

MS degree in Educational Leadership from California State University-Hayward

Name: Lowry Fenton

Role: Director of Creative Community Education Foundation, and Governing Board Member

Years in Center: 8

Activities: Lowry Fenton is the parent of 3 graduates of the center. He helped found the Finance Committee during the first charter year, and now leads the Foundation that provides funding and support for the center. Mr. Fenton is Vice President for Business Development of Siemens Financial Services, Inc.

Education: A.B. Economics, Stanford University

M.S. Accounting, New York University Graduate School of Business

Name: Milt Friedman

Role: Governing Board Member, Secretary to the CCEF

Years in the Center: 2

Activities: Milt Friedman is the parent of a 9th grader at the center. He began his volunteer efforts at the center by organizing the parent lunch monitors and has continued by initiating the parenting workshop series. Dr. Friedman is a consultant to diverse biomedical companies on grant funding and bioinformatics; he has recently completed the design of a whole human genome microarray for a leading DNA microarray company.

Education: B.A. Biology, Reed College Ph.D.

Life Sciences, The Rockefeller University

OTHER GOVERNING BOARD MEMBERS (CONTINUED)

Name: Tirzah Blanche-Masten

Role: Learner Representative to the Governing Board

Years in Center: currently 5th year learner, 11th grade

Activities: Varsity Swim Team, CSA, Program Evaluation Committee member, Leadership member for 5 years

Education: Currently in High School at the Alameda Community Learning Center

Name: Chelsea McKinley

Role: Learner Representative to the Governing Board

Years in Center: currently 5th year learner, 11th grade

Activities: Swim team in 10th grade, School newspaper, Financial Committee member, 3rd year leadership member, Current CCEF member and secretary

Education: Currently in High School at the Alameda Community Learning

Name: Johara Chapman

Role: Governing Board Member (2nd year), Personnel Committee member (3rd year)

Years in Center: 7

Activities: Johara is the parent of both a 9th grader at ACLC and a graduate who spent 5 years at the center. In addition to serving on the Governing board and Personnel committee, she has shared her medical expertise with presentations for biology classes and Girls World, and driven over a thousand miles to Ultimate tournaments! In her role as Dr. Chapman, after working in India and Cambodia, in private practice and with Kaiser, she has been practicing OB-GYN at La Clinica, a large neighborhood health center, for the past 11 years.

Education: BS in Zoology, U. of Massachusetts; MA Cultural Anthropology, California Institute for Integral Studies

M.D., U. of Massachusetts; Internship and Residency Kaiser San Francisco OB-GYN

3. ORIGINAL AACLC CONSULTANTS

Name: Mort Egol

Role: Consultant

Activities: Mort Egol joined the firm of Arthur Andersen upon his graduation from the City College of New York in June 1962. He was admitted to the partnership in 1972. After serving as financial advisor to the U.S. Secretary of the Treasury from 1975 to 1980, in connection with the Federal assistance program to save New York City from bankruptcy, Mort assumed leadership of the firm's government and education practice. Mort provided advisory assistance to State and District superintendents of education in connection with several state takeovers of city school systems and operational improvement reviews of a number large school districts.

In 1989, Mort founded Arthur Andersen's "School of the Future" program, the purpose of which was to design, develop and demonstrate a new education system fit for the Information Age. Among other things, this program included extensive support for the partnership with the Alameda Unified School District, including the planning, facilitator training and technology that went into opening the Arthur Andersen Community Learning Center in 1996. Mort retired from Arthur Andersen in 1997 and founded the firm of Wisdom Dynamics, LLC, a strategy consulting firm. Mort continues to volunteer the services of Wisdom Dynamics, LLC in support of the Community Learning Center.

Name: Ed Ward

Role: Consultant

Activities: Ed Ward is a member of the Wisdom Dynamics team, and has worked with Mort Egol on education reform since 1994. Ed offers a systems thinking perspective to the measurement of the Center's performance and to the facilitation of its strategy for growth and development.

ACLC EMERGENCY PREPAREDNESS PLAN

Located on the Encinal High School campus, the ACLC participates jointly with Encinal High School's emergency plans. The ACLC participates in monthly fire drills, periodic earthquake drills, and holds disaster planning sessions with learners. As in all schools, facilitators take a leading role in the event of a disaster, including searching for missing learners and assuring the physical and emotional safety of learners. By law, in the event of a disaster, facilitators remain with any learner until the learner can be released to his or her parents. Emergency supplies are housed at Encinal High School, and the AUSD has a post-disaster plan for relocating learners to a central facility in Alameda if learners cannot be released to their parents and require long-term care.

ACLC DISCIPLINE AND SUSPENSION REPORT 2004-2005

Most cases of learner discipline for breaking ACLC rules are processed through the ACLC Judicial Committee. Most infractions of ACLC rules receive consequences that range from restriction of activities, after-school detention requiring work to benefit the ACLC school community, or, in some cases, referral to the Lead facilitator for suspension. Major infractions that need immediate attention and that may result in suspension are referred to the Lead Facilitator immediately. An investigation is immediately conducted, and if a suspension occurs, after the suspension is fulfilled, the case is referred back to JC for further investigation and additional counseling to try to determine interventions that will keep the behavior from happening again.

During the 2004-05 school-year, 19 different learners were suspended (8 girls and 11 boys). Suspensions per grade level were as follows: 6th grade = 8, 7th grade = 3, 8th grade = 7, 9th grade = 1, 10th grade = 0, 11th grade = 0, and 12th grade = 0. There were 23 incidents that resulted in suspension. The lengths of the suspensions were as follows: 4 were for a half day, 6 were for one day, 2 were for one and one-half days, 4 were for two days, 6 were for three days, and 1 was for five days. The official reasons for suspensions included 5 for disrupting school activities or defying school personnel, 14 for threatening to cause physical injury to another person or willfully using force or violence upon another person, 1 for being off campus during school hours without permission, 1 for vandalism, 1 for bringing firecrackers to school, and 1 for continued plagiarism.

**ALAMEDA COMMUNITY LEARNING CENTER
ANNUAL REPORT 2004-2005 SCHOOL YEAR**

FINANCIAL STATEMENT

- For the year, the school had a surplus of almost \$44,000 in revenues exceeding expenses.
- The annual surplus was due primarily to unexpected additional revenues from the state of over \$40,000.
- ACLC is carrying a financial reserve of almost \$295,000, well over the minimum requirement of \$50,000.

Description	2004-2005 Actual	Selected Actual Sub Totals	ACLC Budget	Variance to Budget
Charter Schools General Purpose Entitlement - State Aid	\$ 670,093	\$ 1,021,593	\$ 982,178	(ACLC Budget 04-05)
Charter Schools Funding in Lieu of Property Taxes	351,500			
8019 - Revenue Limit State Aid - Prior Years	(9,341)	(9,341)		
Charter Schools Categorical Block Grant	53,633		43,005	
State Lottery Revenue	23,970		25,000	
8590 - All Other State Revenue	1,210			
Interest	(168)			
All Other Local Revenue	16,428		16,428	(CCEF Donation)
Total Revenue	1,107,325	1,012,252	1,066,611	40,714
Teachers Salaries	544,825			
Teachers Salaries-Stipend	12,000			
Teachers Salaries-Hourly	12,790			
Teachers Salaries-Substitutes	285			
Counselors Teachers-Stipend	492			
Counselors Teachers-Hourly	13,870			
Maintenance/Operating Salaries	14,799			
Clerical, Technical, and Office Staff Salaries	38,640			
Clerical/Office Sal-Hourly	1,007			
State Teachers' Retirement System, certificated positions	48,120			
Public Employees' Retirement System, classified positions	5,104			
Medicare Certificated	8,208			
Social Security Classified	3,183			
Medicare Classified	744			
Health & Welfare Benefits, certificated positions	29,367			
Health & Welfare Benefits, classified positions	9,432			
State Unemployment Insurance, certificated positions	3,796			
State Unemployment Insurance, classified positions	354			
Workers' Compensation Insurance, certificated positions	10,804			
Workers' Compensation Insurance, classified positions	1,004			
PERS Reduction, classified positions	1,850	760,672	765,000	Ttl Bud - Sals & Bnefts
Approved Textbooks and Core Curricula Materials	13,405		18,740	ACLC Budget
Books and Other Reference Materials	347			
Supplies	49,154		40,000	ACLC Budget
Non-Capitalized Equipment	24,616		8,000	ACLC Budget
Equipment funded by CCEF			16,438	CCEF Donation
Travel and Conferences	4,845		10,020	ACLC Budget
Liability Insurance	2,114		7,500	ACLC Budget
Rentals, Leases, and Repairs	13,311		7,168	ACLC Budget
Interpgm - Postage			1,100	ACLC Budget
Interfund - Duplication Servic	1,134			
Interfund - Postage	1,089			
5770 - Interfund - Other	10,000			

(continued on following page)

**ALAMEDA COMMUNITY LEARNING CENTER
ANNUAL REPORT 2004-2005 SCHOOL YEAR**

FINANCIAL STATEMENT (CONTINUED)

Description	2004-2005 Actual	Selected Actual Sub Totals	ACLC Budget and Comments	
Professional/Consulting Services and Operating Expenditures	\$ 605		\$ 11,000	ACLC Budget
Contracted Services	20,156		17,000	ACLC Budget
Field Trips	3,996		3,000	ACLC Budget
Telephone	1,184		3,000	ACLC Budget
Miscellaneous			5,000	ACLC Budget
Special Ed	6,011		6,161	ACLC Budget
EHS Classes	35,640		39,600	ACLC Budget
AUSD 3% Fee	32,975		31,505	ACLC Budget
Lease Pmt from 03-04 School year	10,000			
AUSD 6.55% Overhead Allocation (verified 9-21-05)	72,075		68,787	ACLC Budget
Total Expenditures	1,063,329		1,059,019	
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ 43,996		7,592	
Reserve Fund Balance, Beginning of year	250,884			
Reserve Fund Balance, End of year	\$ 294,880			
Reconciliation to budget				
Adjustment for Higher ADA	29,915	approximately 3% higher attendance than Budgeted		
Adjustment for Increase in ADA	9,500			
Adjustment for Higher Categorical	10,628			
Total positive variations	50,043			
Prior Year Adjustment for Revenue	(9,341)			
Net Variations	40,702			
P-1 & P-2 Observations				
ADA Funding per P-2 - Cal Dept of Education website				
Per P-2 - Exhibit N-1: State Aid	670,093			
Per P-2 - Exhibit N-1: Property Taxes	351,500			
Sub-total of Per P2-Exhibit N-1	1,021,593			
Per P-1 - Exhibit N-2: Block Grant	53,615			
ADA Information				
Average Daily Attendance per P-1 (200 enrolled Students)	193.36	96.68%	(93.50% is ACLC's ADA budget)	
Average Daily Attendance per P-2 (200 enrolled Students)	192.17	96.09%		
ADA Allocations				
	Dept of Education	ACLC Budget	Difference	
Grades 4-6	\$ 4,787	\$ 4,733	+ 54	
Grades 7-8	4,926	4,867	+ 59	
Grades 9-12	5,719	5,654	+ 65	