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# *The ACLC Communicator*

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Alameda Community Learning Center  
Parent Asset Committee Publication

April 2006  
Center Phone Number (510) 521-7543

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## ❖ Calender ❖

### April:

15-23 Spring Break  
26 CCEF meeting 6 pm / PAC mtg 7 pm

### May:

3 Governing Board meeting, 7 p.m.  
10 Senior Projects Presentation, 7 p.m.  
11-16 STAR Testing  
12 Staff development day – school dismissed at 12:15 p.m.

### May:

19 Physics Day at Great America  
24 Spring Open House and New Families Night  
26-29 Holidays  
27 Ten Year Anniversary Celebration  
31 CCEF meeting 6 pm / PAC mtg 7 pm

### June:

7 Governing Board meeting, 7 p.m.  
13-15 Learner Led Conferences  
15 Last School Day & Graduation

## ❖ ❖ News ❖ ❖

### ACLC is celebrating its 10-year Anniversary this year!

**Where:** ACLC

**When:** Saturday, May 27th from 1:00 to 5:00 pm

**What:** We will reunite with alumni, honorary founders, and community members and celebrate our 10th year of outstanding success. Events include Alumni reunions, African drumming and dance, Lego League demonstrations, roller coaster review, video presentations, receptions and discussions, fabulous appetizers, desserts and raffle prizes! Look for invitations to arrive on-line and in the mail. RSVP to CCEF\_ACLC@yahoo.com or reply to the eVite.

Minimum donation: \$10 current learner, \$20 adults/alumni, \$30 per family

### Lead Facilitator Report

Spring break is upon us! Don't forget to mark your calendars for the week of April 17-21, when we'll all get a much-deserved break from classes.

Fourth quarter is now well underway. We're looking forward to many end-of-the-year events, including community presentations of the Senior Projects on May 10th, the ACLC 10th Year Anniversary on May 27th, and graduation on June 15th. Other events of note are STAR testing beginning April 13th and the Alameda Education Foundation "Salute to Education" Banquet on May 27th, where we will honor ACLC volunteer Fran Kahane and Facilitator Syl Gibson for their extraordinary efforts on behalf of our school this year.

The facilitator team is also busy evaluating the ACLC program and planning our course offerings for next year. Some new things you might see at the ACLC in 2006-7 include a research-based multi-media mathematics program called Carnegie Math, an elective "wheel" for the younger learners which would include semester long seminars in Explorations (music and dance) and Robotics in 6th grade, Creative Writing and Visual Communications in 7th grade, and Electronic Music and Digital Video Studio in 8th grade, and possible changes to the Senior Project and Portfolio process. You'll hear more about the coming year as we finalize plans this spring.

As always, the ACLC couldn't be such a successful, dynamic school without the support of volunteers. This month, we'd especially like to express our thanks to Erica Neumann, Vicky Miyashiro and PAC, Fran Kahane, and all those who are working so hard to make this year's graduation special for the senior class.

As always, please feel free to contact me at 521-7543 ext. 113 if you have questions or concerns (or just stop by to say hello).

-- From Lora Lewis

## **Development Director's Report**

We still have a few openings for next year's Future Leader's Institute. Michael DeSousa and Maafi Gueye will be guiding the program for ACLC under the direction of Eve Cowen, the founder of the program. If you know your learner is interested, please encourage them to see Mike to get an application.

The Creative Community Education Foundation (CCEF) and the Parent Asset Committee (PAC) have raised enough money this year to purchase 15 additional computers to support the program. These computers will be ordered and should be set up by the end of the school year. The retired computers that are still working will be moved to portable #4 to create a math lab to support the new math curriculum. Thanks to all of you who participated in this fundraising effort.

I am continuing to try and find additional funding to support our Electronic Media Program that will have UC approved courses in Visual Communications, Electronic Music, and Digital Video that will fulfill the "Visual and Performing Arts Requirement" for the University of California.

By Paul Bentz

## **ACLC Governing Board Report** **April 2006**

The ACLC Governing Board passed two resolutions concerning our Non-profit Public Benefit Corporation status. One of the resolutions established the current ACLC Governing Board members as the initial board members for the corporation. To fulfill its obligations under state law, Paul Bentz was designated as the CEO, Lowry Fenton as the CFO, and Lora Lewis as the Secretary. The board reviewed the recommendations of the Financial Committee for next year's budget. The board will be voting on the final budget for 2006-07 at its May meeting.

The board held a discussion about the wait list situation, about the formation of 'Alamedans for Educational Choice' and their petition, and a possible expansion plan for the ACLC to start a satellite campus next year. The board directed Paul Bentz to set up a meeting between ACLC Governing Board representatives and AUSD representatives to explore the possibilities of expanding to other AUSD vacant sites

## **Program Evaluation Committee Report**

We are in the process of compiling the data from the learner respect survey and should have that information by next month. Otherwise, we are working on setting up tasks for next years' WASC visit. If you would like to join our committee we meet the second Wednesday of every month at ACLC from 4:30-5:30.

## **Newsletter/Listsrv Mini-Survey Results Reveal both the Listsrv and Newsletter are Perceived to be Effective Communication Tools**

A short time ago the Program Evaluation Committee ran a brief survey through the Listsrv that asked the following question:

-- Do you find the Newsletter and Listsrv to be a effective communication tools?

Here are the results:

Newsletter :	40-Yes	12-Somewhat	10-No
Listsrv:	56-Yes	4-Somewhat	2-No

We also received thirteen written comments. If you would like to see the comments, email Lynn Kameny (address below) and request them.

## **ACLC Open Evenings**

The ACLC will be open to all ACLC learners on Wednesday evenings from 4:00 – 8:00 p.m. There will be an ACLC facilitator present for supervision and tutoring. Parents are welcome to attend, and parent volunteers are needed to help supervise and tutor. We have these open evenings so that learners can have extra time in the center to use the technology for school projects, so that learners who do not have technology at home can have extra access to technology at school, and so that the center is open for guest speakers, parent meetings, etc. Everyone in the ACLC community is welcome to attend. If you need to call in the evening to communicate with your learner, please call 521-7543 x104 and wait for someone to answer. Do not leave a message.



## Facilitator Class Messages



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### **MATH and SCIENCES**

by Paul Bentz, Maffi Gueye , Patricia Williamson, Carlton Grizzle & Michael DeSousa

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**Science 6:** We have begun Lego League! Learners are currently engaged in building their Lego robots and programming them to complete various tasks. They are learning to use light sensors, touch sensors, rotations sensors and robotic arms with their Lego robots as well.

Related to Lego league learners are completing a project where they will choose one ocean or sea activity or resource and trace its impact on our oceans' health, biodiversity, and productivity. Each of these activities is related to one of the Lego challenges they will face. They will learn what the experts and other groups are doing in the area they are researching, and identify a challenge they are facing.

You will have an opportunity to see the Lego League the morning of Saturday May 20th. Also there will be a demonstration of Lego League at the 10-year anniversary. (from Patricia)

**Math 6:** We are about to begin Chapter 9 that explores circumference and area of circles to develop the respective formulas. We will also develop the formulas for the volumes of prisms and cylinders. Learners will learn to determine the surface area of prisms and cylinders. We will end the chapter with a project where learners will design a soda can and build it from a net.

I have been talking with the 6th grade learners about their math placement for next year. Many of the 6th graders will be taking pre-algebra next year. This is the traditional 7th grade course and follows the 7th grade California Math Standards. A few learners, however, may take Algebra next year. A matrix is used to determine math placement. Included in the matrix is the learner's grade in the class, the learner's Alameda Arithmetic Test (AAT) score, the learner's score on the Algebra Readiness Test, as well as their California Standards Test score. If you would like more information on this matrix please contact Patricia. (from Patricia)

**Science 7:** We are currently investigating the cycles of the cell including photosynthesis, respiration and mitosis. In class we did a clothing combination exercise with hats, gloves and scarves to demonstrate the concept of how characteristic combinations make each of us a unique individual. We will further our study of heredity by looking at Gregor Mendel's pea experiments and making our own 'bug babies' using the allele mixing concepts for which Mendel is famous. Ask your learner for details! (from Maafi)

**Pre-Algebra:** We are about to begin learning about the characteristics of right triangles and about the Pythagorean Theorem. Learners will be led to discover the Pythagorean Theorem through a variety of activities. Within this upcoming chapter learners will study squares and square roots as inverse operations. The chapter will include determining the volume of prisms and cylinders as well as surface area.

Learners have now taken the Alameda Arithmetic Test (AAT), and will be taking the Algebra Readiness Test in a few weeks. Standardize testing will be administered the week of May 8<sup>th</sup>.

I have been talking with the pre-algebra learners about their math placement for next year. A matrix is used to determine math placement. Included in the matrix is the learner's grade in the class, the learner's Alameda Arithmetic Test (AAT) score, the learner's score on the Algebra Readiness Test, as well as their California Standards Test score. Each of these is given a score of 1 to 5. To progress to Algebra next year learners need to get an average score of 3.7 or higher if in seventh grade, and 3.5 or higher if in 8<sup>th</sup> grade. We will work to place your learner in the appropriate math placement for next year. Ask your learner to see a copy of this matrix. If you would like more information on this matrix please contact Patricia.

**Geometry:** We are moving on from parallelograms to a study of circles. Furthermore, this week learners are working on a body volume project. Learners will draw scale drawings of a volunteer model's human body, estimate the model's total volume, and compare their results to the actual volume obtained by dunking the model in a large tank of water. Everyone seems to be excited by this project and we've had no shortage of volunteers!

Your learner should have showed you an updated, detailed progress report that I gave them Friday, March 31. The detailed progress reports that I send you are always the most up-to-date reports regarding your learners' grades. Unfortunately, because of processing time and time in postal transit, the "official" report card sent in the mail by the district will NOT show your learners' most recent grades. Please consider the detailed printouts your learner brings home as their most accurate grade report.

So many learners have been consistent and are doing well in Geometry. In addition, several learners have pulled their grades up dramatically. In one case, a learner pulled her grade up from a low F to a B- and could even pull it to an A. Great job! There are effectively about 5 or 6 weeks of school left and now is the time to get those assignments in, catch up on Accelerated Math, and do well on tests. Remember, learners can retake any Accelerate Math based test for full credit. (from Carlton)

**Science 8:** Learners are thoroughly involved in investigating the properties of matter. After investigating the property of density both in class and at home, learners witnessed a soda can being crushed by atmospheric pressure because the small amount of water inside was heated to boiling thereby filling the can with steam. The steam filled can was turned upside down in a beaker of room temperature water causing immediate condensation of the steam and an almost instantaneous collapse of the can. Ask your learner what she or he thinks caused the soda can to collapse. (from Maafi)

**Algebra 1:** We recently completed a unit on factoring polynomials, culminating in an Accelerated Math exam and a project where learners created a brochure explaining the factoring techniques we learned. I must say, not only am I impressed with the intelligence of the learners here, their artistic talents and humor are amazing as well! Come in anytime and check out your learners' work in the file cabinet next to my desk.

Your learner should have showed you an updated, detailed progress report that I gave them this past Friday, April 7. The detailed progress reports that I send you are always the most up-to-date reports regarding your learners' grades. Unfortunately, because of processing time and time in postal transit, the "official" report card sent in the mail by the district will NOT show your learners' most recent grades. Please consider the detailed printouts your learner brings home as their most accurate grade report.

I am proud of all those learners who have consistently done well in Algebra 1. You gals and guys rock!! Keep up the good work! In addition, I am inspired by so many learners who have recently pulled their grades up! There are effectively about 5 or 6 weeks of school left and now is the time to get those assignments in, catch up on Accelerated Math, and do well on tests. Remember, learners can retake any Accelerate Math based test for full credit. Hang in there and keep your nose to the grindstone! (from Carlton)

**Biology:** In the coming month we will continue to work on the key concepts of ecology. Weather permitting we will be making some trips outside and to the beach to perform some field activities. In the later half of the month we will begin reviewing for the state tests by checking in with the foundations of molecular and cellular biology. (from Mike)

**Chemistry** Learners have finished learning the basics about atoms, chemical bonding, energy, the periodic table, gas laws, nuclear chemistry, patterns of change (acids and bases), and chemical equilibrium. Major topics for the remainder of the year include electrochemistry, solutions, and stoichiometry (mathematics of equations). We will be doing a major review prior to their taking the California standards test in chemistry in early May. During their laboratory time we recently tested for the chemical properties of acids and bases, did experiments to develop an activity series, and did an acid-base titration to determine the concentration of an unknown acid. They have a creative expression project on a chemical topic of their choice due in late May. (from Paul)

**Algebra 2:** We are 'power learning' the concepts that are sure to be included on the standardized tests that are coming up during the second week of May. Learners are at least thankful that accelerated math has been stalled so that the tremendous amount of work that they are tackling right now can be the focus. Learners that are behind in accelerated math should use this time to catch up. Ask your learner about their progress. We will be covering quadratic functions and doing a classroom activity that is a concrete demonstration of how to complete the square of a quadratic expression. (from Maafi)

**Pre-Calculus:** We are well on our way in our journey through trigonometry. By Monday, April 10, learners will have taken an exam on Chapter 5. Next, we will begin studying analytic trigonometry, a very useful skill set for calculus. The trip to Stanford's math department will hopefully take place sometime after Spring Break and standardized testing. Stay tuned for further details. (from Carlton)

**Physics P/HP:** Learners are heating up to get ready for competing at Paramount's Great America Physics Day contests and to enjoy the rest of the visit riding coasters and taking data including forces experienced while riding. We will compete in the roller coaster, egg drop and aluminum boat competition, looking for awards in all! We had a warm-up roller coaster

building experience in class using foam pipe insulation cut into half-pipes. The learners had to construct a coaster track with at least one loop, one corkscrew and one banked curve that could successfully deliver a steel bearing into a cup at the end of the track. Ask your learner for the details of the experience. (from Maafi)

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## **HUMANITIES**

**by Lynn Kameny, Jacob Powell , Lora Lewis & Syl Gibson**

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**Sixth Grade Language Arts:** The class has just finished reading the classic tale of *The Adventures of Ulysses* and is preparing to create a map of Ulysses' physical and psychological journey. Independent Book Projects were also recently due. In the coming month, we'll be working on creating books about Greek gods and goddesses and starting our study of short stories. (from Lora)

**6th Grade Social Science:** The sixth grade class will be having an Egypt museum set up on Wednesday April 12th in the Green Room. After we finish in Egypt we are going to study the geography of Africa and the Ancient Nok culture. From Africa we go to Asia and start to study the cultures of China and Japan. (from Jacob)

**Humanities 7-8:** In history the learners have just presented PowerPoint presentations focusing on different aspects of the Lewis and Clark Expedition (200th anniversary this year). Now we are looking into westward expansion and Native American relocation. In English the learners are beginning an investigation into an environmental issue. This investigation will lead to the writing of a business letter and a persuasive speech. (from Syl)

**Humanities 9:** We are finishing up *The Catcher in the Rye* right now and, for Current Life Issues, also finishing up a unit about Family stressors, inspired by the stress evident in Holden Caulfield's life (the main character). Up next, English-wise, will be a project and essay based on the novel, and then onto some poetry and independent reading books. For Current Life Issues we will begin discussing issues around self-esteem, identity and peer pressure. (from Lynn)

**Honors English 10:** We have just finished *A Farewell to Arms* and will begin reading *When the Elephants Dance*. (from Syl)

**English 10/11:** We are just finishing up *The Great Gatsby*. Additionally, learners have just completed a PowerPoint presentation and 5-8 page research paper about something of interest from the 1920s-1930s. Both the PPTs and the papers have been very informative and a reminder of the amazing work learners can do when they are excited about an area of study. We will next focus our attention to another required AUSD reading text, Shakespeare's *Othello*, a very intriguing play about love, jealousy and betrayal. I hope to round out the year with my infamous poetry anthology assignment which we will begin as we finish up *Othello*, time willing (where has it all gone?)!!! (from Lynn)

**U. S. History:** All three of the classes are going to spend the week before break and the two weeks after break reviewing for the state testing that is coming up at the beginning of May.

Tenth graders will be reviewing timelines in Modern World History. Eleventh graders will be looking at timelines in U.S. History. (from Jacob)

**American Government:** Currently we are studying media in politics and the influence that advertising and lobbying have on society. We will next study Civil Liberties and protecting individual rights. (from Jacob).

**English 11/12 HP:** The learners did some impressive work on their Independent Reading Projects, which included such novels as *Heart of Darkness* and *One Flew Over the Cuckoo's Nest*. We did a brief study of British Romantic era poetry and will now begin the novel *Frankenstein*, which deals with issues of birth, creation and gender. (from Lora)

**English 12 - Senior Seminar:** With our study of *Dystopia* behind us, the Seniors are taking a break from literature to bone up on our understanding of grammar (those college papers are only a few short months away!) Once we get a handle on the appropriate use of commas and adverbs, we'll begin working on *Hamlet*, a unit which will include in-class reading and a multi-media exploration of the impact of this famous play on Western culture. (from Lora)

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## **OTHER CLASSES and CENTER ACTIVITIES**

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### **Art Room Notes:**

Art and Architecture class are putting the finishing touches on their maquettes. The project has been to make a fantasy recreation of ACLC. The finished work will be on display at Spellbinding Tales Bookstore and Gallery on Encinal Ave for the month of May.

Fourth and Fifth periods Art 1 are doing group paintings composed grid style. These will also be on display at the May show. The rain has hindered work on the outside beautification project. As soon as the sun returns we will be returning to the mosaic work.

Sixth Period Art has continued the shoe as sculpture that will also be part of the May show. The art exhibit at Spell Binding Tales on Encinal Ave near the corner of Chestnut Street is a wonderful bookstore that has been very supportive of the ACLC learners. This will be our second year to have an art exhibit there. Please mark your calendar for the first Friday in May. The event is part of the "First Friday" Art evenings sponsored by the art galleries of Alameda. Look for the listing in Alameda Journal. (from Joan)

**Digital Design:** This month learners completed their self-portrait unit by doing research on the National Gallery of Art website and exploring writing by and about traditional artists and their approach to self-portraiture. With a deeper understanding of this form of art, they re-created their self-portraits applying those concepts. Learners considered the elements that are a part of art criticism and have begun to use the model of description, interpretation, evaluation and judgment when engaging in small group critique. This month we are beginning a unit on drawing by examining the principles of rhythm and emphasis in both traditional art and graffiti. Learners will be completing a set of tutorials on PSP and Photoshop to get ready to create their own set of digitally rendered images. I am finding that the learners are

passionate about art; they are easily engaged in thinking about art, comparing art and artists, talking about their own and each other's work and exploring new ideas. (from Carrie)

**Creative Writing:** Our writers are experimenting with writing short screenplays, which they will present to the class in a staged reading later this quarter. Learners are also critiquing each other's work in our bulletin board forum and we are considering the possibility of holding a Literary Salon at the Center this spring. (from Lora)

**Learning To Learn:** In the coming month learners will be discussing how literacy and reading can have profound effects on our futures and our ability to fully participate as vibrant citizens. We will also discuss reading strategies for various types of textbooks, websites and effective note taking from text. (from Mike)

**Peer Counseling:** Peer counselors continue to handle conflict mediation cases in the ACLC community by pairing an experienced peer counselor with newly trained peer counselors. For the final quarter, learners are building their capacity to effectively lead seminars on psycho-educational topics. They are incorporating both content and process into their presentations. (from Jackie)

## Counseling Corner

From Jackie James

jjames@alameda.k12.ca.us

### PROGRAM PLANNING FOR NEXT YEAR

This week all learners will be receiving a program planning survey in which they will be able to select their course preferences for next year.

### PERALTA COMMUNITY COLLEGE FALL SEMESTER (Aug. 23 – Dec. 22)

Learners may sign up for Fall classes now. The Fall schedule is posted online at [www.peralta.edu](http://www.peralta.edu) and forms are available in the counseling center. Plan now for these classes!

## Attention Juniors

### COLLEGE ADMISSIONS TESTING

Juniors should register and study for the SAT and/or the ACT exams, if you have not already done so. Consider taking an SAT prep course to help prepare for the upcoming test. Fee waivers, practice booklets, registration booklets and test preparation information are available in the counseling center. SIGN UP NOW!

<i>Test</i>	<i>Date</i>	<i>Reg Deadline</i>	<i>Website</i>
<b>SAT 1</b>	June 3	April 28	<a href="http://www.collegeboard.com">www.collegeboard.com</a>
<b>ACT</b>	June 10	May 5	<a href="http://www.actstudent.org">www.actstudent.org</a>

**Schedule college visits:** Juniors should begin to visit colleges that may be of interest in preparation for narrowing the choices for application next year. If appropriate, apply for an interview and/or an overnight stay.

**Upcoming College Fairs:** The Western Association of College Admissions Counselors announces two college fairs – National College Fair, Thursday, April 27, 3:00- 7:00 at Bill Graham Civic Auditorium, San Francisco and College Fair, Saturday, April 29, 1:00-4:00 at St. Mary's College, Moraga. Further information about the college fairs and useful guides to getting the most from this experience can be found at [www.wacac.org](http://www.wacac.org) .

**Colleges That Change Lives:**

CTCL schools are a group of 40 distinctive colleges and universities that should not be overlooked and are worth serious consideration. Each of these schools is unique in its own right but they also share two essential elements: a familial sense of communal enterprise that gets students heavily involved in cooperative rather than competitive learning, and a faculty of scholars devoted to helping young people develop their powers, mentors who often become their valued friends."

A CTCL event highlighting these colleges and universities is scheduled for Tuesday, August 8, 2006 at the Walnut Creek Marriott, 8:00 – 9:00 P.M. For more information go to [www.ctlc.org](http://www.ctlc.org)

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# Attention Seniors

**SCHOLARSHIPS**

**HOME BUILDERS ASSOCIATION OF NORTHERN CALIFORNIA**

**Deadline: May 15, 2006**

\$500 to \$1,000 for seniors designing a home for the future. Application requires an essay, plot plan, floor plan, and front elevation plan. Questions--call Jayne Jergentz at 925-820-7626 X 202.

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# Summer Opportunities

**AUSD SUMMER SCHOOL**

The Middle School Summer School continues to focus its limited resources on academic intervention targeting learners who score at below grade-level proficiency in English/Language Arts and math. These students should have recently received information from the district office regarding summer school and the process to apply.

High School Summer School has changed to a four week session instead of six-weeks as has been customary. It will have limited offerings primarily focusing on making-up English and Math courses not passed by learners during the regular school year. Applications will be available after spring break.

Summer School Locations and Dates:

Level	Location	Date
Middle	Chipman Middle School	June 22 – July 21, 2006

**PERALTA COMMUNITY COLLEGES****Summer Session: June 19 – July 28**

The Peralta College SUMMER SESSION information/schedule is now online at [www.peralta.edu](http://www.peralta.edu). Learners will need a concurrent enrollment form signed by me and their parent. The concurrent enrollment forms are available in the counseling center. Please note that learners who are planning to take English or Math courses at the college must first take an assessment test and place into the course desired.

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**PROGRAM IN MATHEMATICS FOR YOUNG SCIENTISTS****Applications Accepted: February 1 – June 1**

Boston University offers an intensive experience in creative mathematical exploration for 65 high school students, 14 years and older, with exceptionally strong interests in math from July 2 to August 12 in a residential program. The cost is \$2,350. Financial assistance is available. More information: [www.promys.org](http://www.promys.org)

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**UNIVERSITY OF THE PACIFIC SUMMER SCHOLARS 2006****Applications Accepted through June 2**

A five-week residential program designed for college-bound juniors and seniors. Take college classes, earn up to eight units of college credit, and participate in social activities and outings guided by trained academic and residential advisors.

Early Bird Tuition: May 3. More information: 209-946-2424 or [cpce@pacific.edu](mailto:cpce@pacific.edu)

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**BERKELEY REP SCHOOL OF THEATER****PRETEEN & TEEN CLASSES**

A variety of classes are offered to 6<sup>th</sup>-12<sup>th</sup> graders including musical theater, stage combat, acting Shakespeare, private singing and a teen performance lab. More information:

[www.berkeleyrep.org](http://www.berkeleyrep.org)

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**DISCOVERY QUEST SCIENCE ADVENTURES****SUMMER SCIENCE DAY CAMPS**

Attention K-6<sup>th</sup> graders. Science Adventures is dedicated to providing “hands-on” enrichment for elementary age students. They emphasize on the development and use of critical thinking skills with interactive dynamic learning situations for teaching science concepts. Various day camps meet at Crown Beach and other locations throughout Alameda County. Of particular interest to some might be “Gizmo’s Robot Factory.” To join, call 888-472-4362 or [www.scienceadventures.com](http://www.scienceadventures.com).

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**BARNARD COLLEGE PRE-COLLEGE PROGRAMS**

**Application deadline: May 1, 2006**

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1. *Young Women's Leadership Institute* (July 9 – 15). 2. *Summer in NYC* is a great way for high achieving high school learners completing their 10<sup>th</sup> and 11<sup>th</sup> grades to get a taste of college life, interact with students from all around the country and over the world, and explore the city. Students can choose from a variety of courses. Beyond the classroom, students will have opportunity to visit Central Park, Metropolitan Museum of Art, and Statue of Liberty. There is a choice of a one-week session (June 25-July 1) or a five-week session (June 25 – July 29) For more information [www.barnard.edu/pcp](http://www.barnard.edu/pcp).

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### **HARVARD SECONDARY SCHOOL PROGRAM**

#### **Applications Accepted December through June 11**

Designed for 10<sup>th</sup> -12<sup>th</sup> graders can choose Harvard classes, participate in summer drama productions, the writing center and math center as well as many recreational and social activities. For information: [www.ssp.harvard.edu](http://www.ssp.harvard.edu) or come to the counseling center.

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### **JUNIOR STATESMAN SUMMER SCHOOL**

#### **Application Deadline: June 30**

Calling all outstanding freshmen, sophomores and juniors who have a passionate interest in politics, current events and state politics- Apply for programs at UC Davis (August 7 -10) or USC (July 30 – August 2). More information is available at [www.jsa.org/summer](http://www.jsa.org/summer) .

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## **School Phone#'s & E.mails**

**ACLC Phone:** (510) 521-7543 – Answered at the Center & Facilitator phonemail

Absence notification method: contact Juanita Williams at phone: 510-521-7543 ext. 100 or 0 or at Email: [jwilliams@alameda.k12.ca.us](mailto:jwilliams@alameda.k12.ca.us) On Wednesday nights while the Center is open, please call 521-7543 x104, which will not default to phonemail ... it will be answered.

Paul Bentz x101	<a href="mailto:pbentz@alameda.k12.ca.us">pbentz@alameda.k12.ca.us</a>
Patricia Williamson x102	<a href="mailto:pwilliamson@alameda.k12.ca.us">pwilliamson@alameda.k12.ca.us</a>
Lynn Kameny x103	<a href="mailto:lkameny@alameda.k12.ca.us">lkameny@alameda.k12.ca.us</a>
Michael DeSousa x104	<a href="mailto:mdaclc@yahoo.com">mdaclc@yahoo.com</a>
Maafi Gueye x105	<a href="mailto:maafigueye@hotmail.com">maafigueye@hotmail.com</a>
Jacob Powell x106	<a href="mailto:jpowell@alameda.k12.ca.us">jpowell@alameda.k12.ca.us</a>
Jackie James x107	<a href="mailto:jjames@alameda.k12.ca.us">jjames@alameda.k12.ca.us</a>
Sylvia Gibson x108	<a href="mailto:sgibson@alameda.k12.ca.us">sgibson@alameda.k12.ca.us</a>
Joan Ruiz x109	<a href="mailto:joanfineart@juno.com">joanfineart@juno.com</a>
Carlton Grizzle x111	<a href="mailto:cgrizzle@alameda.k12.ca.us">cgrizzle@alameda.k12.ca.us</a>
Carrie Blanche x115	<a href="mailto:cblanche@alameda.k12.ca.us">cblanche@alameda.k12.ca.us</a>
Josiah Hooper	<a href="mailto:josiah@therake.com">josiah@therake.com</a>