

ARTHUR ANDERSEN COMMUNITY LEARNING CENTER CHARTER SCHOOL PLANNING GRANT

I. Educational Vision

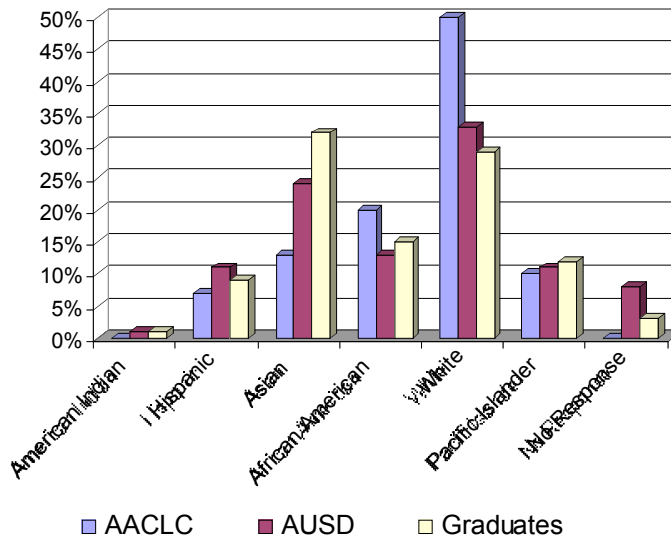
A. Baseline Information (Demographic and other Characteristics)

Arthur Andersen Community Learning Center is housed at Encinal High School on the West End of the island city of Alameda. This “academy” has been developed and funded as a collaboration between the consulting and accounting firm of Arthur Andersen and the Alameda Unified School District. It has been planned and executed as a district wide resource for 150 7th through 12th grade learners who are interested in an alternative educational experience that encourages educational equity, experiential learning, collaborative learning, and learner “voice”.

In order to ensure a fair enrollment policy and a demographically diverse student body, AACLC has developed a lottery system that randomly selects learners from among more than 300 applicants. This randomized system ensures that learners are drawn from all geographic regions of the community. Since the community profile is dramatically different from a socioeconomic perspective between the West (low-income) and the East (upper-income) parts of the city, this geographic spread in enrollment helps to assure a good mix of learners. Location of AACLC at Encinal High School on the West End ensures that transportation barriers do not act

as deterrents for low-income learners’ attendance.

Enrollment by Ethnicity

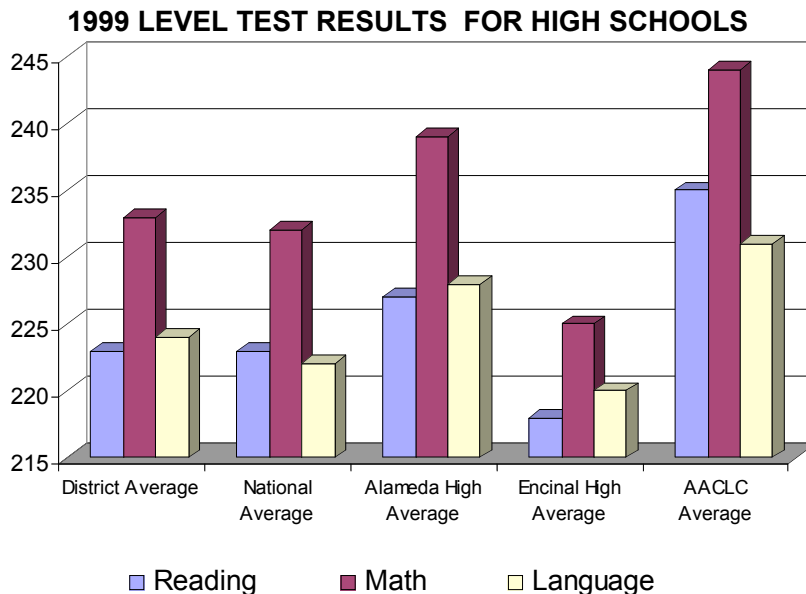


When we compare the learners enrolled in AACLC as compared to the district as a whole and the graduating class profiles, we find that the AACLC enrollment strategy is roughly comparable to both of these data sets. The only glaring discrepancy appears to be an under-representation of Asian learners in AACLC. African American and White learners are

more likely to enroll in AACLC than their numbers in the district might predict. Other groups are represented in proportion to their overall enrollment in the district.

When AACLC began four years ago, the academic profile of learners enrolling was also generally comparable to the district as a whole. However, since that time the AACLC learners

have begun to exceed the performance of both comprehensive high schools. A snapshot of the current (Fall 1999) Levels test score data shows that AACLC ninth graders exceed the district and national averages in all subjects. They even surpass the performance of the learners at Alameda High – generally regarded as the district’s premier comprehensive high school, located on the East End of the



city. In achieving these excellent results, however, it is important to note that AACLC has not excluded learners with special needs or learners whose prior academic performance has been poor. Approximately 5.5% of the learners are receiving special education services, and Free/Reduced Lunch enrollment is comparable to that of other high schools. It is also important to note that AACLC has exceeded district wide achievement data despite an under-representation of Asian learners who are clearly the highest performing ethnic group in the district high schools.

We expect to continue this system of enrollment and to maintain a diverse learner body once granted Charter School status. In fact, we believe that it may be somewhat easier to recruit Asian learners once the Charter School status removes some of the difficulties learners might have in meeting UC/CSU requirements and in getting “recognized” Advanced Placement classes. The entire AACLC curriculum is challenging and is worthy of AP status. However, the nontraditional format does not always meet UC/CSU requirements for recognition. We believe that these are precisely the reasons that Charter Schools have been created – to provide for accountability for results, innovation in curriculum, and excellent learner outcomes.

B. Educational Vision:

Modes and methods of instruction

At the Arthur Andersen Community Learning Center, learners prepare to be successful citizens for the 21st Century by becoming self-motivated and lifelong learners. This reinvention of education is the result of a unique partnership between the Alameda Unified School District and Arthur Andersen, a highly regarded professional services firm.

The AACLC has developed its educational strategies during the past four years as a school-within-a-school at Encinal High School. During this period there has been a consistent vision and evolving practice of that vision. The vision is to transform the learning environment from a receptive system (of teacher output and learner input) to a self-directed, learning environment in which teachers are “facilitators” and students are “learners”. In our minds, these are much more than buzz words.

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

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

While these tenets may not be fully exhaustive, they do form the philosophical basis of our school. To be sure, classes are offered in a wide variety of “subject” matter within AACLC – including science, mathematics, language arts, and social studies. Learners are expected to demonstrate mastery prior to completing any course of study. There are no social promotions at AACLC, 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.

Learners are able (due to our location on campus) to take elective classes within the comprehensive high school, and we would expect this relationship to continue beyond our Charter School status. This affords our learners a broader array of educational opportunities than would be possible as a small Charter School – i.e., use of laboratory facilities, language courses, and physical education programs are best provided where there are efficiencies of scale.

Broad overall program goals

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

To this end, the AACLC provides a safe, connected, flexible learning community. The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of math and science to become aware of how the universe works; and developing an understanding of how government, economics and the social sciences impact individual and global interactions.

Based on their knowledge, learners design their own goals and life plans including responsibility to others and active citizenship. We embrace the idea that this is an on-going process of continual change and improvement.

The most comprehensive and individualized goals are that all learners in AACLC meet the district Graduate Profile (see attached). This profile specifies the outcomes for all learner across a range of domains. All AACLC programs and strategies are held up to this standard to determine their worth and efficacy.

Philosophical, theory and research base for the vision

In a very real sense, AACLC is the merger of two state-of-the-art processes. First, AUSD leadership with the pro bono assistance of Michael Doyle conducted a thorough, community-

wide visioning process over several months in 1995. This visioning process resulted in the AUSD Vision, the AUSD Graduate Profile, and was the seed of AACLC. Second, Arthur Andersen has, over the course of many years, considered the qualities of effective lifelong learners and has looked at research in education, brain development, organizational development, and community development to determine best practices. This information has been distilled into *Learning to Learn: A Conceptual Framework for the School of the Future* from which the following paragraph is derived.

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

Specific educational objectives that will be accomplished through the school

The Alameda Unified School District has, through a comprehensive process of discussion and inquiry, developed its Graduate Profile. Achieving the Graduate Profile is the *raison d'être* of AACLC. We believe that an approach that empowers learners, provides them individualized support (both adult and peer), and sets the highest academic, social, and ethical expectations is by far more likely to achieve this goal than traditional educational practice.

The specific measurable educational objectives of AACLC are as follows:

- ❑ 90% of AACLC learners will achieve at or above the national median on the SAT-9 and district Level Test.
- ❑ AACLC learners will exceed district wide results on the Golden State Tests by a minimum of 50%.
- ❑ AACLC learners lead Family Conferences on a semi-annual basis to present their portfolios and projects to another learner and his/her family as well as their own family. Facilitators formally evaluate these conferences on the basis of quality of portfolio/project work, quality of presentation, and the learner's sense of competence in making presentations.
- ❑ AACLC learners and their parents will express satisfaction with their educational experience at a rate far in excess of their peers in traditional school programs.
- ❑ Annual learner evaluations of facilitators will demonstrate high degree of satisfaction and facilitators will demonstrate improved performance from year to year.
- ❑ AACLC learners will be suspended or expelled from school at a rate that is less than 20% of their peers in traditional programs.
- ❑ AACLC learners will not demonstrate the "achievement gap" between white and Asian learners and their African American and Latino peers that is characteristic of the district as a whole. This gap will be measured by standardized test scores, completion of a to f requirements, college entrance exams, and other reliable indicators.

Summary of projected achievements

The AACLC projects that it will continue to demonstrate, to the rest of the district and the broader community in the Bay Area and the nation, that the creation of a learning environment in which learners are empowered and guided by well-trained facilitator/teachers is successful for a wide array of learners. These outcomes will be measured through conventional standardized tests and via multiple measures such as portfolios, project products, and other means.

Another projected outcome is that the high technology infrastructure at AACLC will continue to be renewed (evergreened) through direct investment of ADA resources, grants, and corporate in-kind contributions.

Learner and parent surveys will reflect high degrees of satisfaction with the learning environment and the academic results of AACLC.

II. Goals and Activities for Approval of a Charter Proposal

A. Goals and Objectives

Tangible work products

- A charter school application that is complete and meets the requirements for both State and District approval.
- A governance structure will be articulated and codified in writing. This structure will include:
 - Relationship to the AUSD School Board
 - Composition of the AACLC Board, including parents, learners, community members, and supportive institutions
 - Decision making methods
 - The relationship of AACLC facilitators (staff) to the teacher’s union and district personnel department
- The AACLC curriculum will be further developed and articulated so that all parties clearly understand the parameters of and support for success within the school.
- The AACLC learner-generated Judicial System will be further refined and codified – providing a basis for clear expectations of both learners and facilitators.

Individuals responsible for completion of work

- The charter application will be written by a consultant or firm to be selected competitively based on expertise in the development of charter school applications. Additional in kind technical advice will be secured from the Alameda County Office of Education’s charter school staff.¹
- The learners and facilitators² will work together in collaboration to review, revise, and edit the Charter application.
- These same groups, in combination with parents will assume the political responsibility for representing the Charter School initiative to the community, the School Board, the Teacher’s Union, and other interested parties.

B. Planning Needs

1. Educational Capacity

Development of Innovative Strategies and Proven Methods of Learning and Teaching Performance

Much of this work has already been accomplished in collaboration with Arthur Andersen and with the learners of AACLC. Clearly, pursuit of excellence and self-renewal requires continuing inquiry and self-reflection to ensure that practice is in alignment with our philosophy and to continually stay congruent with brain research and evolving educational theory. However, we do not anticipate that this planning grant will be necessary to engage our community in these activities since they are already integral to our existing operations.

Comprehensive Student Assessment

New learners entering AACLC receive an in-depth assessment that includes: careful review of the learner’s cumulative file, prior standardized test results,³ and careful facilitator

¹ Assistant Director for Special Education and Instructional Services, Bobbie Brooks.

² Linda McCluskey will act as coordinator of this process.

³ Including a careful look at subtest results to determine areas of strength and weakness.

observation. Facilitators meet at least one hour per week at the beginning of the school year specifically to discuss new learners, their needs and strengths, and strategies to enhance their adjustment to the new educational environment of AACLC. Learners, who appear to have adjustment difficulties or whose prior educational experience has been difficult, may be asked to enter into an educational contract with AACLC and their parents.

Another assessment/intervention strategy employed with new learners is to provide them with self-management seminars, including: time management, study habits, effective use of team meeting time, and teamwork skills. This allows learners and facilitators to identify functional areas of skill deficit and provide high quality training much akin to seminars available to corporate managers.

As learners mature and gain greater knowledge, much higher expectations are mutually determined between facilitator, learner and parents. Assessment, therefore, becomes much more rigorous, including written, oral, and performance based assessments. Students are expected to teach others, evaluate their own projects and those of others, evaluate their team functioning, and their personal functioning on the team. Learner-led conferences (see above) also allow facilitators, parents and other learners to evaluate progress. All students are required to take the semi-annual SAT-9 and district Level Tests. Students are also strongly encouraged to take the Golden State Achievement tests in their current areas of study.

Professional Development for School Reform and Restructuring

The AACLC facilitators are involved with the *Arthur Andersen School of the Future Project*. This annual conference brings together educators, business leaders, government officials from throughout the world and provides extremely high level consultation, and training resources. These conferences provide a forum for problem solving and in depth exploration of new learning theory and strategies. In many ways the School of the Future Project models and parallels the learning theory embodied in the AACLC.

In addition to these formal conference opportunities, AACLC builds in regular, in-depth staff meetings into the work week. Facilitators examine current situations with extreme candor and seek common solutions. These solutions may include inquiries to Arthur Andersen consultants, other educational leaders, review of literature, and further discussion by the team.

In addition to regular staff meetings, AACLC staff also convene regular, day-long institutes each semester. These days are organized so that learners can be working on independent projects while the staff have an opportunity to engage in carefully organized planning sessions.

Clearly taking on the responsibilities of Charter School status will occasion the need for in-depth dialogue among facilitators vis a vis roles and responsibilities. It will also occasion more dialogue with parents and learners since the change of status will provide both opportunities to be explored and challenges to be overcome. We expect to use the planning grant to provide venues, consultation, and staff compensation for several planning days in addition to those already contemplated for the coming school year.

Resources to Be Used

Because the transformation of AACLC into a Charter School will be a major change for our community, we expect to conduct a thorough, participatory planning process during the Spring and Summer of 2000. To accomplish this goal, we expect to engage several of our key partners who have been with us from the beginning. One of these partners is Michael Doyle who we expect to run two day-long conferences to consider many of the elements of the Charter School status, how it will impact AACLC and its learner/parent community. The first conference will be held in a "corporate"⁴ venue for the AACLC learners. The second conference will be held within the city of Alameda in a public forum⁵ for parents and learners. Ed Ward⁶ and Kathy

⁴ A corporate or hotel setting is preferred because it highlights the importance of the dialogue and of the decisions being made.

⁵ This venue will be more "homespun" including potluck food, an easily accessible location, and comfortable surroundings for parent dialogue.

Olson⁷ will also provide expert consultation throughout the course of charter development.

The AUSD district leadership, including the Superintendent, Assistant to the Superintendent, Coordinator of Curriculum and Instruction, Finance Director, and Personnel Director, will provide pro bono assistance with the preparation of the Charter application, the strategic and business planning, and the political issues related to the charter. The Charter Schools Director of ACOE, Bobbie Brooks, will provide expert assistance with the planning and charter proposal.

Perhaps the most important resources, however, will be the learners themselves, their parents, and the team of five facilitators who will plan the governance structure, the relationship to the district, and the many operational issues involved in becoming a Charter School.

2. Business and Organizational Management Capacity

Support for Vision and Understanding of Charter Process and Laws

AUSD has initiated the conversation with AACLC to consider becoming a Charter School. The Superintendent has been extremely supportive of the innovative approaches embodied in the AACLC and believes that these approaches will be enhanced when AACLC achieves a quasi-independent status.⁸

The district grantwriting⁹ consultants have written other Charter School applications on behalf of other districts and have a good understanding of the Charter process and laws that govern Charter Schools. In addition, the financial management staff of the district have investigated the financial parameters of this status and will develop financial projections to determine the sustainability of the concept.

In fact, the district is so committed to the further development of AACLC into a Charter School that we have agreed to waive indirect fees and other charges (e.g., audit fees) for a ten-year period to enhance the financial viability of the AACLC Charter.

Activities to develop budget, cashflow projections, and funding methods

During the planning process, the district finance staff will work closely with the district consultants and the AACLC staff to develop a business plan for the Charter School. Since we do not require substantive investment in new organizational infrastructure (e.g., financial and administrative staff) to manage an effective Charter School, and since physical space, utilities, and janitorial support will be provided on a pro bono basis by the district, we do not anticipate substantive increases in expense that might typically be associated with moving to Charter status. In addition, as a low-revenue district, Charter School status will afford AACLC Charter School a \$1,000 per learner higher revenue limit than is currently supporting the program. This increase in revenue will need to be carefully budgeted to account for staffing COLAs and for equipment replacement costs. It will also be important to engage Arthur Andersen and other corporate partners in the development of a longterm sustainability plan for the school.

In order to accomplish these objectives, a consulting firm will be engaged to work with AACLC staff, learners, and district administrative and fiscal staff to develop a clear and realistic business plan. This plan will primarily rest on ADA revenues and firm commitments from business partners and other funders. In addition, the plan will look at categorical funds which will typically be available after one year of Charter School operations.¹⁰

⁶ An independent organizational development consultant who sometimes contracts with Arthur Andersen.

⁷ An Arthur Andersen consultant who meets weekly with the lead facilitator to provide coaching and assistance with organizational management.

⁸ We use the term quasi-independent because the AACLC Charter School will probably not become a separate 501 (c) 3 organization and will operate under the general fiscal sponsorship of the district.

⁹ Hatchuel Tabernik & Associates are a professional consulting firm providing grantwriting, planning and evaluation services to school districts throughout the Bay Area.

¹⁰ One year of operational experience is typically required before Charter Schools become eligible for some categorical funding to ensure that the school meets the demographic requirements for these funds. However, since

Role of authorizing public chartering agency in governance

Since the AACLC Charter School will not become a separate 501 (c) 3 with its own Board of Trustees, the AUSD School Board will be the formal governing body for AACLC Charter. However, the founding philosophy of AACLC Charter is one of stakeholder voice in decisionmaking. Therefore, a AACLC Charter School Board will be formed as a formal subsidiary of the AUSD School Board. This Board will be responsible for internal operations of AACLC Charter, development of the annual budget, staff compensation, purchase of goods and supplies, and for policy formation for the AACLC Charter School.

The AACLC Board will be composed of parents, learners, business partners, district representatives, and the facilitators. The AACLC Board will maintain formal minutes to reflect the responsible conduct of business. All self-interested or self-dealing will be fully disclosed and parties with conflicts of interest will be recused from deliberation and voting on matters to which they are a party.

The AACLC Board will utilize modified consensus as the decision making process. That is, every effort will be made to bring all seated members of the Board to consensus. All minority opinions will be openly and clearly aired with respect. If, however, consensus cannot be achieved on a matter after what the group determines is adequate time for deliberation, the Board will vote with a supermajority ruling.¹¹

Since actions taken by the AACLC Board are advisory to the AUSD School Board, substantive¹² actions that are taken by AACLC Board in accordance with AACLC policy will be placed on the School Board consent calendar for ratification. If AACLC policy decisions are in conflict with district policy, state or federal law or regulation, the AUSD administration will be required to research whether these policies, laws or regulations are waived as a function of Charter status, and if not, to inform the AACLC Board of this fact and recommend changes in their action.

Resources needed for financial management

No additional resources will be required for financial management of the AACLC Charter School. AUSD has agreed to absorb these expenses and functions for a period of ten (10) years from the date of Charter ratification.

3. Collaboration and Networking Strategies

External partnerships with LEAs and CBOs

AACLC has developed a number of relationships with other institutions during its four-year developmental stage. These relationships include:

- ❑ A mentoring program through the University of California, Berkeley. Approximately 12 undergraduate science majors are trained to provide mentoring to small groups of AACLC learners in the areas of science and mathematics.
- ❑ The College of Alameda provides classes for learners who require a more challenging academic program than can be offered at the high school level – either within AACLC or Encinal High School.
- ❑ Project SEED, via Chevron and the National Chemical Society, provides summer placements for qualified students.
- ❑ AACLC students in collaboration with Crab Cove and the Estuary Project run field biology

AACLC has been in operation for four years (albeit not as a formal Charter School) district staff will attempt to make the case that a one year delay may not be required in this case.

¹¹ A supermajority of 75% of the seated members present is required to pass a motion. This action can only be taken if a quorum is present as determined by By Laws which will be developed during the planning period.

¹² What constitutes “substantive” actions will be determined during the planning process that leads up to the formal charter application.

labs for elementary school students at Woodstock and Miller schools, two of the low-performing schools in the district.

- During the planning process AACLC expects to expand its relationships with local high tech industries. The lead facilitator will be provided 10 days of released time to develop these relationships.
- During the planning process AACLC also expects to expand its partnerships with middle and elementary schools, including the development of more formal mentoring relationships with these students.

Partnerships and networking systems within the charter school

It would be virtually impossible to describe all the elements of partnership and networking already extant within AACLC. These relationships include:

- The Judicial Council that oversees the enforcement of AACLC rules.
- The Contemporary Community Citizenship Group that acts as the legislative component of AACLC.
- An Advisory Board that includes Arthur Andersen staff, Michael Doyle¹³, a School Board Member, the Superintendent, two students, two parents, and other local leaders.
- A Parent Boosters organization is extremely active, meeting monthly as a group. Subcommittees publish a monthly parent newsletter, do fundraising, host supporting events, support field trips, provide support during the school day, support the “open evening” program, and provide college scholarships for some students.
- The relationship among learners is consciously designed to create cross-disciplinary and cross-cultural learning teams.
- The relationship among facilitators is also similarly designed.
- The relationship between learners and facilitators is also designed and supported as a learning community.

We expect to build upon these existing relationships during the planning period and thereafter as an operational charter school. The Advisory Board will be transformed into a governing board that will be a formally appointed committee of the AUSD School Board.

Involvement of parents and community members in development of charter proposal

The AACLC has an existing Advisory Board (see above) and significant parent participation in the operations of the current Center. We expect to build upon these existing structures to develop a more formal Board that is inclusive of the learners, parents, community supporters, and district staff. This Board will be formed as a part of the planning process to be funded by this grant. Because this is a Charter School for 7th-12th grade learners, we expect the learners themselves to play a major role in the planning and development of the Charter in much the same way as they have played a role in the development of AACLC during the past four years.

Collective knowledge and experience of developers and/or operators

The AACLC Charter School has several advantages in experience and expertise:

- The in-depth experience of the current AACLC facilitators who have been effectively implementing this program over the past four years. These staff have a high level of expertise in their subject matter and in educational theory.
- AUSD has committed its fiscal, management, fund development, and legal resources to move the AACLC to Charter status and to support the program on a pro bono basis once it is chartered.

¹³ Michael Doyle is an internationally known consultant in organizational development for Fortune 500 companies. Mr. Doyle has assisted AUSD to develop its Vision and Graduate Profile and is deeply committed to the AACLC program.

- Arthur Andersen has and will continue to afford the AACLC staff the opportunity for state-of-the-art training and technical assistance.

External means of technical support

As mentioned above, the Advisory Board includes Michael Doyle and Ed Ward who has been extremely useful to AACLC in the areas of planning and organizational development. Arthur Andersen continues to provide technical assistance and training. Hatchuel Tabernik & Associates, a consulting firm with a longterm contract with AUSD, is available to provide planning, fund development, and evaluation services to the AACLC Charter School.

Role of authorizing public chartering agency or other LEA in supporting and assisting charter school

AUSD has actively supported AACLC’s development in a number of ways, including:

- Space allocation
- Fiscal management and support
- Personnel management and support
- Administrative support and encouragement
- Assistance with fund development

This commitment will continue through the duration of this planning process and after a charter is granted to AACLC.

4. Overall Program Evaluation

Comprehensive program assessment structure

AACLC facilitators have already developed a program assessment process. Besides the assessment of the individual learner and customization of his/her learning plan to maximize individual outcomes, AACLC also conducts assessments of its overall effectiveness in both qualitative and quantitative domains.

Both learners and parent regularly provide formal qualitative feedback to AACLC staff. This information is provided in the form of focus groups and survey data collected at the end of each semester. These data are currently “crunched” by AUSD personnel and a report is provided to the AACLC staff and Advisory Board and the AUSD School Board annually.

During the planning phase, we expect to develop the internal capacity to manage this information as follows: The data will be reviewed by an internal evaluation team comprised of parents, learners and facilitators to assess trends in the feedback over time, responsiveness of the program to prior feedback, and qualitative programmatic change recommendations. This information will then be collated and brought to the staff development institutes as input to the continual quality improvement process at AACLC.

Quantitative data for AACLC includes the results of standardized tests (SAT-9, Golden State Exams, SAT/ACT college entrance exams, and the district Levels Test) disaggregated by ethnicity of the learners. We are also planning to examine the graduation rates of AACLC learners and the rate of matriculation to post secondary education. Suspension data will also be disaggregated. These data will be compared to comparable data from other high schools in Alameda and to national norms.

These data will also be reported to the AACLC Board for review on at least an annual basis. Program refinements and curriculum adjustments will be considered in the light of these data. However, AACLC is firmly committed to our educational philosophy of learner-led inquiry and teaching to mastery. We will not compromise these principles to “teach to the test” if, for some reason, our standardized test scores do not continue to exceed the district’s outcomes. We will, however, consider these results seriously in reviewing curricular strategies because, for many

learners, these results do have a determining effect on their admission to colleges.

Outline of measurements used to evaluate success of the charter school's programs

See above.

C. Support for Getting the Charter Petition Circulated and Approved

1. Specific Activities and Work to Be Done

Documents that meet required elements of EC 47605(b)(5)

The AACLC facilitators and AUSD leadership will inform parents and guardians of learners of our pending Charter School application and secure their support in the form of a petition. The facilitators will also sign a petition as the teachers who will teach in the Charter Schools once it is formed. These petitions will clearly state that the signatory is indicating “meaningful interest” in either enrolling their child or being a teacher in AACLC Charter School.

The planning process will be used to review and revise existing AACLC policies, procedures and protocols to meet the standards of the California Educational Code. These elements will include such issues as a definition of an “educated person” in the 21st Century, measurable outcomes, governance structure, parental involvement strategies, staff qualifications, health and safety procedures, strategies for maintaining racial/ethnic balance, admission requirements, accounting and auditing procedures, procedures for suspension and expulsion, retirement coverage for staff, attendance alternatives for students not choosing to enroll in AACLC, return rights for staff who leave district employ, dispute resolution strategies, and a declaration regarding the employer of record for staff. This work will be conducted by facilitators and district personnel in collaboration with a consultant hired specifically to research these matters and to write the charter application.

Activities that facilitate an understanding of administrative issues by the charter developers

Because the AACLC Charter School will be a close collaboration between AUSD district leaders and the existing AACLC staff and parent/student/community leadership, we believe that many efficiencies can be built into the operations of the school. Specifically, fiscal management of the project will be significantly supported by district personnel. That is, accounting, bookkeeping, payroll, reporting on categorical funding and other administrative matters that directly relate to financial accountability, including the annual audit, will be undertaken by AUSD on a pro bono basis for ten years.

Once it is determined whether AACLC staff will remain district staff and whether they will remain within the bargaining unit, personnel management may or may not be handled by AUSD. If not, AUSD personnel department leaders will provide support and technical assistance to the AACLC lead to establish appropriate systems in house.

The expertise of Michael Doyle, Ed Ward and Arthur Andersen staff will be used to further develop internal governance structures, management systems, and the relationship between AUSD and AACLC.

**Activities and strategies for the charter approval process
(including establishing relationships with the district)**

Since so much work has already been done to engage parents and learners in a participatory governance process – including the development of student-determined codes of conduct, a Judiciary Committee, a Contemporary Community Citizenship program, and a formal Advisory Board – we believe that the work of the planning process will primarily focus on increasing the effectiveness of these mechanisms, reviewing existing policies and practices to ensure compliance with Charter School regulations, and formalizing agreements with the district.

However, because we have developed substantial expectations for learner and parent participation, development of a Charter Petition will necessarily involve a great deal of planning, consensus building, and networking with our entire community. We intend to build a groundswell of support for this action and to engage the School Board in the planning so that there is no question of the outcome of the Board vote. The processes for parent and learner engagement are explained above. The process for engaging the School Board includes the active support from the Superintendent, one School Board Member who is active on the Advisory Board, and the advocacy of our students and parents.

Strategies for recruiting students

AACLCLC conducts learner-led tours for 6th grade students each year, bussing them from all parts of the city. Older AACLCLC learners are mentors for younger students in both elementary and middle schools. Sixth grade parents receive informational flyers about AACLCLC each year and are invited to parent-orientation meetings and “open evenings” at the center.

Since we usually have many more students that apply than we have available “slots”, AUSD conducts a lottery process to ensure that equitable distribution of students by geographic region occurs. Once AACLCLC becomes a Charter School, our enrollment area will include all students who which to apply from any district in the region and it will be necessary to devise a different lottery system that gives preferential weight to residents of our district but which allows students from other communities admission opportunities.

We are open to the development of evening, weekend, and summer program hours to accommodate increased student enrollment within the capacities of our facilities and equipment. If additional demand requires further expansion, we will seriously consider new options to accommodate more students.

2. Justification for Use of Grant Funds

How grant funds will be used to support other variables of effective schools

Grant funds will be used to bring together facilitators for two weeks during the summer months to plan the refinements necessary to make AACLCLC a truly excellent Charter School. These sessions will be facilitated by expert, pro bono consultants and by the facilitators themselves. They will look at issues such as: governance structures, personnel management, budgeting and business planning, program evaluation strategies, and improved systems for measuring and improving student outcomes.

Parent and learner participation is also key to the development of an effective Charter School. We already have substantially addressed these variables, however, we are committed to using the planning process to increase that participation and to engage students in the refinement of program designs.

How grant funds will be used to support petition approval activities

Grant funds will be used to engage students, staff and parents in a consensus building process that will result in a groundswell of support for a Charter Petition. These activities include a parent conference and a learner conference that will engage both groups in the planning of the charter application. This engagement, we believe, will lead to active support and advocacy for the application.

D. Self-Assessment and Procedures for Monitoring Progress Toward Completion of the Charter Proposal.

Evaluation of the quality of the charter proposal (including 14 required elements)

An interactive process of review will be developed between the facilitator planning committee, the AACLCLC Board, and the contracted consulting firm to review the draft of the charter proposal to ensure that all 14 required elements are addressed effectively. Hatchuel Tabernik & Associates will be responsible for writing the proposal and reviewing the plans developed by AACLCLC to ensure that

they effectively meet state requirements. Bobbie Brooks of ACOE will provide technical advice

and review the application.

Timeline for completing of specific tasks

ACTIVITY	RESPONSIBLE PARTY	COMPLETION DATE
Preplanning sessions conducted with facilitator team, Advisory Board, and consultants	Lead Facilitator Consultants	April 30, 2000
Learner conference to discuss specific elements of Charter School status and process for development	Lead Facilitator Consultants	May 15, 2000
Parent conference to discuss specific elements of Charter School status and process for development	Lead Facilitator Consultants	June 15, 2000
Expand community linkages with business and feeder schools.	Lead Facilitator and Parents	June 15, 2000
Intensive two week summer planning session	Lead Facilitator	August 1, 2000
First draft of Charter Petition completed	Consultant	August 31, 2000
Community review of Charter Petition, consensus building process	Lead Facilitator	October 1, 2000
Final Charter Petition submitted to AUSD School Board	Advisory Board	October 15, 2000
Charter awarded	AUSD School Board	November 30, 2000
Charter petition made to the California Board of Education	Lead Facilitator	December 1, 2000
Charter awarded	California Board of Education	January 15, 2001

Procedure for evaluating quality of work

A number of strategies for evaluating the quality of work being done are built into the system. First, all planning and development will incorporate learner and parent participation. After each conference, for example, an evaluation will be done to assess the quality of the process for all participants. Second, the level of participation in these planning processes will be reviewed by the pro bono consultants and the Advisory Board to determine that sufficient participation has occurred across all ethnic and socioeconomic lines to ensure the reliability of the process. Third, all written documentation will be reviewed by the Advisory Board and/or the facilitator team to ensure that documents are clear and meet the philosophical and practical requirements of the AACLC.

Adherence to required evaluations of the grant

The AACLC will adhere to all state-mandated evaluation requirements.

Likelihood charter will be approved

Because of the longstanding history of the AACLC, the extant level of parent and learner participation, the demonstrable success of the program, and the active support of the Superintendent and School Board members, we believe that there is a high probability of approval by the AUSD School Board.