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# *The ACLC Communicator*

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Alameda Community Learning Center  
Parent Asset Committee Publication

February 2006  
Center Phone Number (510) 521-7543

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## ❖ Calender ❖

### March:

- 10-13 Holidays
- 13 ACLC Ski & Snowboard Trip to Squaw Valley
- 16 Future Leaders Institute Info night, 6:00 pm
- 24 Staff development day – school dismissed at 12:15 p.m.

29 CCEF meeting 6 pm / PAC Mtg 7 pm

### April:

- 5 Governing Board meeting, 7 p.m.
- 15-23 Spring Break
- 26 CCEF meeting 6 pm / PAC Mtg 7 pm

## ❖ ❖ News ❖ ❖

### Lead Facilitator Report

I'm happy to be back at the ACLC after my maternity leave and am looking forward to the rest of the year in the role of Lead Facilitator. I can't thank my colleagues enough for their support and hard work filling in for me in my absence; Mike, Syl and Paul especially stepped up and went above and beyond to pick up my responsibilities. I so appreciate their efforts, which made it possible for me to relax and enjoy getting to know my new baby.

Things are busy as usual at ACLC. The facilitators are discussing next year's course offerings and we'll be surveying the learners soon to find out what seminars they're interested in taking in 2006-7. We're also gearing up for STAR testing, which will take place in April. This year, learner's scores on the standardized tests will be reported on their academic transcripts for the first time, so it's important that they take the tests seriously and put in their best effort.

Progress reports for third quarter have been sent home. If your learner's progress report indicates that he or she needs additional support to be successful, please contact his or her facilitators. The facilitators are always available by phone and email (contact information is noted on our Web site at [aclc.alameda.k12.ca.us](http://aclc.alameda.k12.ca.us)) to help those who are not meeting achievement goals.

We'll get a much needed break from classes on Friday, March 10 and Monday, March 13. The tireless Maafi will be hosting an Astronomy Overnight at the Center on the 10th, and her son, Chukwudi Hodge has organized a ski trip to Squaw Valley on the 13th as his senior project. Many learners are facilitators are planning to head up to the snow, so it should be a fun trip for all.

Now that I'm back at the Lead Facilitator's desk, please feel free to contact me at 521-7543 ext. 113 if you have questions or concerns (or just stop by to say hello). Thanks again to everyone in the community who supported me and sent good wishes to my family during my "new mommy" leave.

-- From Lora Lewis

## **Development Director's Report**

It is open enrollment season again. This year there were 150 applications for approximately 30 known openings (24 in the 6th grade). Outside of the 6th grade, we are only accepting siblings at this time. There are 119 students on the waiting list. It is great to be popular and valued by the Alameda community for the educational model we have created, but it is also sad that this many people want to be in our program but can't. This is an issue that the Strategic Planning Committee and the school's Governing Board need to think about for the future.

Later this month (March 16th) we will begin recruiting for next year's Future Leader's Institute for next year. Michael DeSousa and Maafi Gueye will be guiding the program for ACLC under the direction of Eve Cowen, the founder of the program.

The Creative Community Education Foundation (CCEF) and the Parent Asset Committee (PAC) are busy trying to raise \$30,000 to support the school for this year. They have been sending letters and will be following up with phone calls. Thank you for whatever you can contribute. This is your chance to directly contribute to improving your child's education. All of this money is used to directly support various ACLC program activities and is controlled by CCEF. None of it goes to salaries or administrative overhead. Thanks again for your support.

By Paul Bentz

## **Parent Asset Committee Report**

Parent Forum	TBD Week of March 15th
CCEF Meeting	Wednesday, March 29, 2006 6:00pm at the Center
PAC Meeting	Wednesday, March 29, 2006 7:00pm at the Center

### *Healthy Lunch*

Next Lunches: Friday, March 17th, St. Patrick's Day and Friday, April 7th, Sandwich Islands

### *Lunch Monitors*

Contact Precious Herrera (learner) to sign up as a lunch monitor:  
i2precious4u@YAHOO.COM

### *Graduation*

Graduation Date: Thursday June 15th Theme: Classic Hollywood @ Auctions by the Bay and O'Club.

### *Ultimate*

Girls Team (Sweet Meat) playing at UC Davis at HotBid, March 10-11

Everyone playing in Vacaville March 25-26

Meat Fest and Mini-Tournament at Crab Cove, April 1st

Breakfast for Champions – Wednesday, March 8th and March 22nd at 7:30am

### *10th Anniversary*

Save the Date -Saturday, May 27th, 2006 from 1:00-6:pm. Meet the Founders, Ex-Facilitators, Alumni at an Open House at the Center and surrounding areas. Looking for volunteers in many areas of planning and execution, contact Fran Kahane at [fkahane@comcast.net](mailto:fkahane@comcast.net) to help.

### *Fundraising*

Thanks to all of the phone center volunteers!! And thanks to the families of ACLC for continuing to support the Center, financially and otherwise.

Go to website: [www.friendsofaclc.com](http://www.friendsofaclc.com) for fundraising info – make money for ACLC while you shop!

Volunteers (parents and learners and facilitators) needed for upcoming fundraising events. Contact Erica, at [Erica@mindfultoy.com](mailto:Erica@mindfultoy.com) and let her know how you can help.

- o Learner Read-a-Thon (March of April)
- o Day at the Horse Races (April)
- o Graduation Raffle (June)

### *Educational Enrichment*

Talking to Kids about Sex and Relationship Health and Sleep Awareness Parent Seminars in March and April.

### *Facilities*

Need volunteers in next few months for assembly of new benches and tables approved by CCEF for out back. Contact Paul Bentz: [pbentz@alameda.k12.ca.us](mailto:pbentz@alameda.k12.ca.us) if you'd like to help out.

## **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.

## **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 System Interaction  
    Leadership  
Personal Visioning  
Individual Teamwork  
Oral Communication  
Writing  
Understanding How We Learn  
Teaching Others  
Note-Making  
Whole Team Performance Evaluation

The California Achievement Test-6 (CAT-6) given to students in grades 3 and 7, and the California Standards Tests (CST), given to all California students in grades 2-11, are components of several measurements Alameda Unified School District (AUSD) uses to determine how well our students are learning basic academic skills. The results of these tests also help us look at school and district growth from year to year in order to improve instruction for our students. The California Education Code Section 60615 states that parents/guardians can submit a written request to the principal of their student's school if they do not wish to have their student take any or all parts of the state's Standardized Testing and Reporting (STAR) program tests. AUSD teachers and schools support students to do well on the tests and help them learn test-taking skills that will enable them to be successful throughout their school career and beyond. We encourage parents to contact their child's teacher or principal with any concerns they may have about the test before they request that their student be excluded from taking the test(s).



## 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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**Math 6:** Do you know what day is Pi day? Learners at ACLC are participating in a contest trying to memorize as many digits of Pi that they can (Pi is the ratio of the circumference of a circle divided by its diameter.). On March 14th (Pi day!) learners will recite as many digits of Pi that they can. Nations Hamburgers is donating Pies to the winners!!

We are back working in our Foundations for Algebra book. We just finished a chapter on ration and proportion. Learners finished the unit by presenting a model of the solar system drawn out on 1meter, 2 meter, 3meter and 12 meter strips. Two teams also built a proportional model of the planets using clay with the largest planet measuring 12cm in diameter. Learners were surprised by how large Neptune was in relation to earth, which was not much larger than a marble!

Our next unit will use the theme of a trip to a Mars colony to develop concepts of geometry and number properties. We measure angles and review vocabulary originally developed in Chapter 4. The chapter will conclude with practicing the use of number properties: the Distributive Property, Commutative Property, Associative Property, and Identity Property. We examine these properties as tools to make mathematics easier.

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 6:** We had the good fortune to have Chris a geologist from Cal Trans come and speak to us about our rock collection. Learners had prepared for Chris' visit by classifying over 4 rocks in each lab group. When Chris came learners had an opportunity to ask about their rocks and to learn about what it takes to become geologists.

We are currently studying plate tectonics. Learners are taking virtual field trips to locations around the world where there are spectacular examples of tectonic activity. These field trips present learners with opportunity to act as scientists to gather evidence of plate tectonics from around the world. They use the evidence to define and support a unifying theory that explains important geological phenomena, such as global seismic and volcanic activity, as well as the location and structure of major mountain ranges.

After this unit we will begin our Lego league! **(from Patricia)**

**Pre-Algebra:** Do you know what day is Pi day? Learners as ACLC are participating in a contest trying to memorize as many digits of Pi (Pi is the ratio of the circumference of a circle divided by its diameter.). On March 14th (Pi day!) learners will recite as many digits of Pi that they can. Nations Hamburgers is donating Pies to the winners!

We are back working in our Foundations for Algebra text. We just finished a chapter on ratio. The ratio is one of the most fundamental and widely used concepts in mathematics. Learners extended their knowledge with the use of ratios to write and solve proportions.

Our next chapter will focus on division of fractions, reciprocals, solving equations with fractional coefficients, simple and compound interest, markup and selling prices, discount and sale prices, percent of increase and decrease, as well as distance, rate and time problems. The chapter will culminate with a class tournament to review the main concepts introduced in the chapter.

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 8th 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. **(from Patricia)**

**Geometry:** We recently completed a section on determining the area of different geometric figures. We are now working on determining the volume of geometric shapes and for a project, we are hoping to try to estimate the volume of the human body and have a volunteer jump into a dunk tank so we can measure the water displacement and determine how accurate our estimates were. If anyone knows of a large tank we could use I would appreciate the information! **(from Carlton)**

**Algebra 1:** We are in the middle of a major unit on multiplying and factoring polynomials. This is a critical unit that learners will see not only on the standardized tests in May, but in future math classes. There will be a unit test on multiplying polynomials this Thursday, March 9. **(from Carlton)**

**Biology:** In the past month we have focused our attention on physiology. Learners have written creative stories that describe the functioning of the circulatory system. Many of the stories are a great understanding of how blood services the body. Learners are also preparing for a Carnival that will allow the biology learners to share their work from their independent study work with the Center during CCC. Learners will have to create carnival booths that will help other learners gain understanding of the wide array of independent study topics (i.e. ecology, sports medicine, and iridology) through a fun and interactive activity. **(from Mike)**

**Chemistry** meets three times a week for a one-hour lecture demonstration session or micro scale laboratory experience. Learners have finished learning the basics about atoms, chemical bonding, energy, the periodic table, gas laws, nuclear chemistry, and patterns of change (acids and bases). Major topics for the remainder of the year include kinetics, electrochemistry and chemical equilibrium. 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 just completed their element brochure project and will have a creative expression project of their choice later this spring. **(from Paul)**

**Pre-Calculus:** We are now in the land of trigonometry! The current chapter is an introduction. Trigonometry has many amazing applications and will be used extensively in calculus. Considering the success of our visit to Cal earlier this year we will be planning a trip to Stanford University's math department later this spring. **(from Carlton)**

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## HUMANITIES

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

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**6th Grade Social Science:** We are currently studying Egypt. We are planning on doing an Egyptian museum project where the students create a character from some part of Egyptian society and they present an object or objects to the school to enhance our understanding of the Ancient Egyptian Civilization and Cosmology. **(from Jacob)**

**Humanities 7-8:** Learners are reading independent reading books and will begin giving booktalks in a couple weeks. They've written rough and revised copies of compare and contrast essays and will soon be writing their final copies. In the coming weeks students will analyze informational materials and write business letters. **(from Syl)**

**Humanities 9:** Congratulations to all the ninth graders on an incredibly funny and quirky rendition of Rome and Juliet!! It will be awhile before we forget an EMO groaning Romeo and a "Uh huh Grrrrr!" Gangstuh Juliet. And in the grand manner of the always-changing ACLC, a group of learners started the "Ravioli Rewards," which gave special notice to key performances in the play. These awards circulated on the flat screen for about a week after the play ended; hopefully this will be a new tradition!!

In other news, English-wise, learners just finished their second independent reading book and soon we will begin *The Catcher in the Rye*. For *Current Life Issues*, learners are just starting a nutrition unit. In this unit they will be examining both what they eat and what the USDA recommends for them to eat. To this end, they will be using the invaluable resources on the web: [mypyramid.gov](http://mypyramid.gov). Check out this website! It is a great way for everyone to learn about healthy nutrition and a great way to track the foods you eat and analyze them to see how well you are meeting your daily nutritional needs. **(from Lynn)**

*Current Life Issues:*

As always, my class calendar is available on schoolnotes.com. Type in the school's zip code and look for LKameny. **(from Carrie Blanche)**

**Honors English 10:** We're reading *A Farewell to Arms*. **(from Syl)**

**English 10/11:** YOUTH RADIO CONTEST! We are just finishing up an exciting Youth Radio contest. All learners wrote two one-minute radio pieces about topics that are important to youth. Then each learner decided which of their pieces to record and with the help of three dedicated DVS learners, Jeremy Kharrazi, Tyler Boyd-Meredith, and, especially, Kyle Popelka, their recordings were burned onto a CD. These CDs will be played in class on March 8 and class votes will determine the top 10 winners. These top 10 pieces will be sent to KPFA, Youth Radio, in Berkeley. Youth Radio will pick their favorite three pieces and invite the three winners to come and record in their studio. The three winners' pieces will be played on KCBS radio!!! Watch the listsrv for specific details about winners and airplay times.

**The Great Gatsby:** We are just finishing reading *The Great Gatsby*, an AUSD required reading book. For some learners this has been a great reading experience, for others it has been more of a struggle. I am doing my best to help learners understand the story by relating it to things that happen in modern times. After all, a soap opera is a soap opera no matter what time period it is set in! Our next work will be *Othello* by Shakespeare, which is also on the AUSD required reading list.

**Joint History and English Project:** As part of our *Gatsby* unit and as a part of US History learners will be studying a topic of their choice from the 1920s – 1930s. This project will include a 20-minute presentation with a partner and individual research papers, 4 to 5 pages in length. We will be spending time in both English and History class helping learners learn how to write a research paper in MLA format. Both Jake and I know mastering the writing of a research paper will be a valuable skill for college-bound learners. **(from Lynn)**

**U. S. History:** All of the U.S. History classes are participating in a cross curriculum project with their English classes. The project is called "Times of Change: American Life in the 1920's- 1930's. The learners will be expected to collaborate with one other learner in creating a PowerPoint presentation that they will be showing to their classmates in either their history or English class. A research paper written individually by the learners is also expected. **(from Jacob)**

**American Government:** The government class is currently discussing immigration and its' effect on American society. The debate on guest worker programs in the United States is a current topic in Congress. I am finding articles on both sides of the issue in the current newspapers. We will be moving on to studying interest groups and their effect on the current political process. With the election of 2000 and 2004 the rise of the power of Political Action Committees and 527 groups has increased considerably. What types of regulations of these groups will be needed in the future, if any. **(from Jacob)**.

**English 11/12 HP:** The Honors learners are currently reading a classic novel of their choice and creating a presentation on the work to share with the class. We have also begun

exploring the background for our next novel, Mary Shelley's gothic masterpiece, *Frankenstein*.  
(from Lora)

**English 12 - Senior Seminar:** The class is back in full swing and we're delving into Margaret Atwood's novel *The Handmaid's Tale*. This dystopian novel will give us an opportunity to discuss the political climate of the 1980s as well as the history of modern feminism. When we're not busy being intellectual, the seniors are spending a lot of time discussing such issues as what shade of purple their graduation gowns will be and whether or not it possible to finance a trip to Disneyland solely on the sale of Skittles. (from Lora)

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## **OTHER CLASSES and CENTER ACTIVITIES**

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**Community Leadership Program:** The Center was awarded \$60,000 of grant money to run a community leadership program that will be run using the curriculum and mentoring of the Future Leaders Institute. For this program learners in the 11<sup>th</sup> and 12<sup>th</sup> grades will be asked to develop a community project that has an impact on their community. Through the curriculum's progression learners in the Community Leadership program will have talk to people in professional world that have expertise in their area of interest, develop a plan for their projects to have a broad effect on their community and use the other members of the program as resources. Maafi and Michael will be the guides for this program and we will be recruiting learners in the coming weeks. This program will be a course for credit and successful participants will be eligible to receive academic scholarships for college tuition. If you interested in learning about the program go to: <http://www.thefutureleadersinstitute.org> (from Mike)

**Digital Design:** This last month, Digital Designers have studying depth, texture, shape and color through class discussions, interactive text and tutorials. Learners have created images that incorporate texture and employ the three color schemes (monochromatic, analogous and complementary). Now, we're delving more deeply into color by studying color theory and brain research. We will also begin a unit on self-portraiture. Learners will look at examples of traditional/historical images and digitally altered images and begin to consider the role of self-portraiture for artists as they manipulate their own personal images to tell about themselves (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:** We have spent the last few weeks researching and discussing future planning. Learners had to research and create informative posters for their classmates to learn about college admissions, careers, and life planning. The unit on goal setting and future planning will flow into a unit on escapism and finding ways to deal with the problems and tasks we have at hand. (from Mike)

**Peer Counseling:** Learners have been practicing their conflict resolution skills and critiquing one another. Each learner has been video taped and will have an opportunity to view and evaluate their own skills. Our newly-trained peer counselors have begun to experience actual mediation cases referred by JC. (from Jackie)

## Counseling Corner

From Jackie James

[jjames@alameda.k12.ca.us](mailto:jjames@alameda.k12.ca.us)

### **ATTENTION SOPHOMORES!**

#### **INDIVIDUAL SOPHOMORE COUNSELING MEETINGS**

Later this month, learners and their parents will be scheduled for individual counseling appointments in which we will discuss future career and college goals and develop academic plans for your junior and senior year.

### **ATTENTION JUNIORS!**

#### **STUDENTS RISING ABOVE and KRON 4 NEWS**

They are looking for high school juniors who have overcome tremendous odds and who want to go to college. The criteria are: 1.) have overcome obstacles that are not of their own making, 2.) low-income or living on government assistance, 3.) US Citizen/permanent resident with current green card committed to earning college degree, 4.) highly recommended by teacher, counselor or mentor, 5.) GPA of 3.0 or higher. Twelve to fifteen students will be selected. Scholarship amounts vary depending upon needs of individual student. Scholarship application is available at [www.studentsrisingabove.org](http://www.studentsrisingabove.org).

**Deadline: April 4, 2006**

#### **COLLEGE ADMISSIONS TESTING**

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!

<b>Test</b>	<b>Date</b>	<b>Reg Deadline</b>	<b>Website</b>
<b>SAT 1</b>	May 6 June 3	April 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>

#### **BEGIN SCHEDULING COLLEGE VISITS**

Spring break is the perfect time to begin exploring three to five of your preferred colleges. Many of the colleges are scheduling open houses specifically designed for juniors and their parents. If appropriate, apply for an interview and/or an overnight stay. Stop by the counseling center for more information.

### **ATTENTION SENIORS!**

#### **WATCH FOR UC AND CSU ADMISSIONS OFFERS**

The wait is almost over. Learners who have applied to UC or CSU should receive admissions offers in the next few weeks. Please let me know when you hear any news.

### **FINANCIAL AID AWARD LETTERS**

If you have submitted your FAFSA, you can expect to receive financial aid award letters. Review and compare the financial aid awards received. Make final decisions and send in any required deposit by the deadline. Check with the college about the details of signing and returning financial aid award letters.

### **CONTINUE TO APPLY FOR PRIVATE SCHOLARSHIPS AS LISTED BELOW**

# **SCHOLARSHIPS & GRANTS**

### ***NEXT STEPS IN THE FINANCIAL AID PROCESS:***

#### ***MARCH:***

It is not too late to submit the **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)** if you have not already done so. While the deadline for Cal Grants has passed, you may be eligible for private scholarships, federal aid and other campus resources that will require information from the FAFSA. If you are submitting the paper version of the FAFSA, it is recommended you get a certificate of mailing from the post office.

Watch for the **Student Aid Report (SAR)**, which contains federal financial aid information, to arrive via mail. Once received, submit the SAR and tax forms, if requested, to the financial aid office. Follow up with the financial aid office to ensure that all of the required forms have been completed to establish and maintain financial aid eligibility. If the SAR has not been received within four weeks after submitting the FAFSA, contact the Federal Student Aid Information Center at 1.800.433.3243.

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### ***SUNTRUST OFF TO COLLEGE SCHOLARSHIP SWEEPSTAKES***

\$1,000 scholarship for seniors plus a \$250 SunTrust gift card. Free to enter and eligibility not based on GPA or financial need. Register every two weeks from October-May, totaling 15 scholarships. Seniors can use the scholarship for their first year expenses at an accredited college or private career school. Only one entry per person for each drawing. No purchase or transaction necessary to enter or win. Each winner's school of attendance will also receive \$1,000 for their general scholarship fund.

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**De VRY UNIVERSITY**  
**Deadlines: March 20 to July 1**

There are nine different types of scholarships for a DeVry University campus or online program. To find out if you qualify for one of more than 7,500 scholarships, go to: [www.devry.edu/scholarships](http://www.devry.edu/scholarships) 800-295-8694

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**AMERICAN IRIS SOCIETY**

**Deadline: April 3, 2006**

Criteria: 1.) Live in Region 14 of the American Iris Society, 2.) planning on a career in horticulture or floriculture or closely related field. Award: \$500 Applications available in Counseling Center or at [www.aisregion14.org](http://www.aisregion14.org).

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**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

**STANFORD MEDICAL YOUTH SCIENCE PROGRAM**

**Deadline for Application: March 15, 2006**

A full-scholarship five-week residential program run by the Stanford University School of Medicine targeted toward economically disadvantaged and under-resourced high school sophomores and juniors who are academically oriented, mature, and inquisitive about science and medicine. The program includes basic instruction by Stanford faculty in basic science, medical and social sciences, computer and writing skills, and experience in lab technique. Students will do internships at Stanford, Children's or Veterans' Affairs Hospital two days per week. Applications are available in the Counseling Center or online at <http://smysp.stanford.edu>.

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**California State Summer School for Mathematics & Science (COSMOS)**

**Deadline: March 16, 2006**

Four UC COSMOS sites at Davis, Irvine, San Diego and Irvine will enroll 570 high achieving high school students (completing 8<sup>th</sup> -12<sup>th</sup> grade) who excel in mathematics and science at the unique four-week residential program. Detailed information, course cluster descriptions and instructions are now available at [www.ucop.edu/cosmos](http://www.ucop.edu/cosmos) which links to the four campus-specific programs. The online application and need-based financial aid forms are posted at the website. Students may apply to only one campus, and are asked to write short essays about three possible "course cluster" preferences. Two teacher recommendations are required. Financial Aid for the full in-state \$2,000 tuition, covering room, board and academic program is available to academically qualified students with financial need. Each year, almost one third of applicants receive a full scholarship.

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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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## 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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## 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>

