
The ACLC Newsletter

Alameda Community Learning Center
Parent Asset Committee Publication

September 2006
Center Phone Number (510) 521-7543

Ϟ Calender Ϟ

(also located at <http://aclc.alameda.k12.ca.us/courses/calendar.htm>)

September:

- 20 Back to School night; 7:00 p.m.
- 21 Potluck Barbeque at Crab Cove; 5:00-7:00 p.m.
- 22 Picture Day
- 27 CCEF meeting, 7:00 p.m.
- 29 _ day of school, dismissed at 12:15 p.m.

Facilitator contact
information is located at
the end of this document

October:

- 3-4 CAHSEE tests 11th/12th graders (see article on pg 5)
- 3 & 5 6th grade Save the Bay Restoration/Canoe trips
- 4 Governing Board Mtg, 7:00 p.m.
- 6 Healthy Lunch
- 9-12 Freedom From Chemical Dependency program
- 20 Healthy Lunch
- 25 CCEF meeting, 6:00 p.m.
- 30 Staff development day – No School

November:

- 1 Governing Board Mtg, 7:00 p.m.

Ϟ Ϟ News Ϟ Ϟ

ACLC Strategic Plan / Expansion Plan Resolution

- For the 2006-07 school year, the ACLC received 174 applications.
- There were 85 applications for 25 slots in the sixth grade.
- ACLC was only able to accept 50 new learners this year.
- Enrollment for the 2006-07 school years is complete and there are still 96 learners on the wait list.
- Demand for the ACLC program far exceeds the number of openings.
- ACLC Dissemination Grant activities this fall will make our program even more visible in the community.
- ACLC's API score rose to 853 (46 point gain)
- The number of applications is expected to soar as a result of academic gains and increased visibility from Dissemination Grant work.
- On the current ACLC staff we have 4 facilitators who have been Lead Facilitator or are currently serving as part time Lead Facilitator. ACLC has ample school leadership talent to contemplate an expansion with minimal impact on the current program.

- It was the original founder's dream and the desire of the current staff that ACLC pursue eventually becoming a K-12 school.

The ACLC Governing Board directs the ACLC Development Director to:

Notify AUSD of ACLC intentions to explore expanding by an additional 100-120 learners grades 6-9 starting with the 2007 school year on a satellite campus to be located on either an AUSD site or a private site in Alameda. From the Charter Schools Act of 1992:

47605 (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

1. Begin negotiating with AUSD for a suitable AUSD site to house the charter school satellite campus.
2. Notify AUSD that if a suitable AUSD site cannot be agreed upon, that the ACLC intends to open a satellite campus on a private site beginning fall 2007.
3. Begin looking at all AUSD sites not being used for their intended purpose of educating students as a possible satellite campus.
4. Conduct a thorough survey of the Alameda community to locate suitable space to lease to operate a satellite campus, beginning fall 2007.
5. Enter into discussions with AUSD senior staff and AUSD school board members to seek a solution to finding a suitable location to house the ACLC Satellite campus.
6. Enter into discussions with AUSD senior staff and AUSD school board members to seek a change in the charter for ACLC to become a K – 12 school in the future.
7. Investigate the possibility of applying for state bond money for construction of a new ACLC campus and building to house approximately 500–600 K – 12 learners.
8. Investigate the possibility of applying for state bond money for reconstruction of an existing building to house a new ACLC campus of approximately 500-600 K – 12 learners.
9. Form a Founders' Advisory and Support Board to use their brainpower, connections and resources and fundraising capabilities to support the expansion efforts in Alameda and at other Bay Area sites using the ACLC model.
10. Report back to the ACLC Governing Board on a monthly basis on the progress of these proposed expansions.

Resolution approved by ACLC Governing Board on 9/13/2006

Paul Bentz
Development Director
Alameda Community Learning Center

Lead Facilitator's Report

Welcome back to another school year! We've been busy the first few weeks finalizing our schedule and getting the learners programmed into seminars, and we seem to be off to a smooth start, thanks in no small part to the efforts of our wonderful new counselor, Gail Smith-

Pratt. If learners have any remaining schedule difficulties, please come see us as soon as possible.

In our academic program, this year we will be piloting a computer-aided new math program called Carnegie Math for the pre-algebra and algebra learners and offering an elective “wheel” for the younger learners which includes 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. We are also offering sixth graders “mini-seminars” in Computer Technology and Leadership to get them involved in the inner workings of the Center. We hope these seminars will provide learners with rich learning opportunities and help them explore ways to participate in the ACLC community.

Don't forget that this year I am working a four-day week; on Fridays, the amazing Lynn Kameny will be available to take care of any immediate learner, parent or facilitator concerns in my absence. I'm still here to handle more serious and/or ongoing issues related to learners and our academic program, so please feel free to give me a call at 521-7543 ext. 113 or email me at llewis@alameda.k12.ca.us if you'd like to talk.

Here's to another awesome year at the ACLC!

- Lora Lewis

Development Director's Report

For this school year we had 174 applications and have accepted 50 new learners. (12 of them were siblings) We still have 96 learners on the waiting list including 55 sixth graders (the normal entry point for our school). Every week we receive new applications. Clearly our model of education is in demand and our dramatic increase of 46 points in our API score to 853 last year and our planned dissemination grant activities in Alameda this fall will generate even more interest. Last year we successfully renegotiated the renewal of our charter and secured the current space for our school for the next four years. Our current school population of 215 still has the small school characteristics needed for everyone to know each other and to have a democratic multiage community. To preserve the small school concept and attempt to serve the people of Alameda who want our educational model for their kids, the ACLC Governing Board has directed me to explore all possibilities for expanding our program in the Alameda community beginning with the 2007-08 school years (see Board Resolution related to strategic planning and expansion somewhere else in this newsletter). Looking for an expansion solution that includes an additional facility and makes financial sense will be a priority with me for the next few months. Other priorities will include a serious exploration of the possibility of having an ACLC Spanish program next year, completing the ACLC strategic plan, and various other tasks related to the fact that we are now our own corporation. These include getting recognized as a nonprofit by the IRS and the State of California, filing our first tax returns, and misc. other stuff you need to do when you are a corporation. I will also be working with Michael to host our statewide dissemination grant conference and several other dissemination grant workshops for Alameda teachers, parents, students, and administrators.

- Paul Bentz

ACLC's 2005 Academic Performance Index (API)

For the fourth year in a row, the ACLC has achieved the state standard of excellence by receiving an API score of 853 (800 is the standard for excellence, and our score increased by 46 points from and 807 in the prior year). Clearly, our learner's are achieving and taking the test seriously. We congratulate all of them and our hard working staff for the school's continued great academic performance.

News from CCEF

The ACLC Creative Community Education Foundation (CCEF) is the school's fundraising organization responsible for creating opportunities for the community to donate funds, as well as resources, to support the educational programs provided by ACLC.

At our first meeting on Wednesday, August 30th, 2006, 14 members of our community were elected as Board of Directors to the CCEF Board. Our new officers are Vickie Miyashiro, President; Roger Brady, Vice President; Pam Chang, Secretary; and Susanne Gallagher, Treasurer.

Our first fundraiser of the school year is a Donation Letter that you should receive in the mail in mid-September. We chose to use the most direct route to fundraising as our first option this year as the parents and families of our learners are our greatest supporters. Please take a look at our letter and return the lower portion to CCEF with your donation or pledge to donate through www.friendsofaclc.com setting up an automatic payment by clicking on Network for Good.

Our goal this year is to raise \$25,000.00 to fund our programs. We feel encouraged and enthusiastic about reaching our goals early, so we can look for additional programs and opportunities to enhance our learners' education. Our next meeting is scheduled for Wednesday, September 27th, 2006 at 7:00pm. Please join us and find out how you can get involved.

CCEF Board of Directors

Paul Bentz, Roger Brady, Pam Chang, Lowry Fenton, Milt Friedman, Susanne Gallagher, Loretta Gravelle, Fran Kahane, Martin Kharrazi, Vickie Miyashiro, Erica Neuman, Lee Phoenix, Asa Romberger and Laura Wolz. Learner reps to come.

Interested in Editing the Newsletter??

If you would like to volunteer as the editor of this newsletter (a 2-3 hour commitment per month) please contact John Gallagher @ gall94502@alamedanet.net for details. It's a great way to keep informed in school happenings.

California High School Exit Examination (CAHSEE)

Beginning in the 2005-06 school year, all students are now required to pass the CAHSEE to earn a high school diploma.

Purpose of the CAHSEE

The purpose of the CAHSEE is (1) to improve student achievement in high school; and (2) to help ensure that students who graduate from high school can demonstrate competency in reading, writing, and mathematics.

Test Content

The CAHSEE is divided into two parts: English language arts and mathematics. Test questions address California academic content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should master to graduate from high school. The English-language arts part of the CAHSEE addresses state academic content standards through grade ten. The mathematics part of the CAHSEE addresses state academic content standards in grades six and seven and Algebra I.

Testing Opportunities

All students are required to take the CAHSEE once in grade ten in February or March, with a make-up in March or May. After grade ten, students are given up to five additional opportunities to retake the examination. Only the part(s) not passed must be taken again. The testing dates for the 2006-07 school year will be:

October 3 - 4 for 11-12th graders who have yet to pass

February 6 -7 for all 10th graders and 12th graders who have yet to pass

March 20-21 for 10th graders (make-up only) and 11-12th graders who have yet to pass

English Language Learners

Students who are English learners are required to take the CAHSEE in grade ten with all other tenth grade students. However, the law says that during their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (Education Code Section 60852). They are still required to take the CAHSEE during this time. All students must pass the CAHSEE in English to receive their high school diploma.

More Information

Additional information about the CAHSEE is posted on the CDE Web site at: <http://www.cde.ca.gov/ta/tg/hs/> or by contacting your high school principal.

Paper Anyone?

Is anyone looking for an easy way to contribute to your child's school? Consider donating a case of paper. We use an enormous amount of paper over the year, and it is a big item in our supply budget. Our Accelerated Math Program, which is a huge success, uses a lot of paper. A box of generic Office Max paper (5000 pieces) costs as little as \$24.99. Pick one up the next time you are there and then drop it by the ACLC. Thanks

ACLC Open Wednesday 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.

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

Independent P.E. Program

Learners in grades 9-12 are eligible to take ACLC Independent PE for credit towards their two years of high school physical education for graduation. Learners must fill out all of the appropriate paperwork and have a trainer to oversee their minimum 20 hours of physical activity each month. Parent permission is necessary for the plan. Learners must write an essay describing their training goals for the semester at the beginning of the semester, and another essay at the end of the semester describing their progress towards meeting these goals. Last year we had learners play on sports teams of soccer, baseball, football, crew, and tennis. Others had individual exercise plans that included, aerobics, dance, ice skating, gymnastics and cycling.

ACLC Emergency Preparedness Plan

Located on the Encinal High School campus, the ACLC participates jointly with Encinal High School's emergency plans. The ACLC participates in monthly fire drills, periodic earthquake drills, and holds disaster planning sessions with learners. As in all schools, facilitators take a leading role in the event of a disaster, including searching for missing learners and assuring for the safety of learners, both physically and emotionally. In the event of a disaster (by law), facilitators remain with any learner until the learner can be released to their parents.

Emergency supplies are housed at Encinal High School, and the AUSD has a plan for relocating learners after a disaster to a central facility in Alameda if learners cannot be released to their parents and require long-term care.

Healthy Lunch Menu - coming up:

Oct. 6th “Sloppy Sandwiches”
Meatball Sandwich and Cheese-Stuffed Portabella Mushroom Sandwich with Vegetarian Red Sauce, Green Bean and Tomato Salad, Cupcakes

Oct. 20th “Comfort Food”
Macaroni and Cheese, Sliced Sausages, Rolls, Fruit Salad and Chocolate Desserts

Attendance Requirements:

The staff would like to remind everyone that all learners in grades 6-12 are required by California state law to attend school from the hours of 8 a.m. to 3 p.m. Those learners who have college classes are eligible for our Off Campus Contract, but their request to leave campus to attend classes must first be approved by the Curriculum Committee of our Governing Board. The necessary paperwork was handed out last Wednesday and must be returned and approved before learners can legally be away from the ACLC during the school day.

Those learners without college classes or other eligible Off Campus activities are expected to be at the ACLC by 8 a.m. each school day. Those who have an unexcused tardy, will be assigned detention. Habitual tardiness may result in more serious consequences.

Please help the ACLC abide by the state laws for compulsory school attendance by getting learners to school on time and reminding them to sign in each day.

If your Learner is taking ANY courses at Encinal High school, you must call Encinal High at 510-748-4023 to report all ABSENCES AND TRADIES FOR THE PERIOD TAKEN.

<u>Last Name</u>	<u>CALL</u>
A-L	510-748-4023 x 3108 Pat Rios
M-Z	510-748-4023 x 3109 Theresa Lee

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Meet the Facilitators

My name is **Lynn Kameny**, and I have been involved with the Center since the school first began. Prior to my work here at the Center I taught at Alameda High School for seven years, and before that I worked for three years at Le Cheim School, a school for emotionally challenged and learning disabled students. All told, I have been teaching since I received my credential from UC Berkeley in 1985 (wow!). I graduated from UC Berkeley in 1981. Other than my life here at the Center, I enjoy my cats, the outdoors, reading, hanging out with my family at home and on the Big Island, and watching movies as I sweat on my stationary bike (too many details, I know). I love my job and fiercely believe in this school; this is the best job I have ever had! The learners here are fantastic and I love to learn right along with them.

from **Carrie Blanche**: My job as Resource/Full Inclusion Specialist is to support students in learning across the curriculum. I meet with students either individually or in small groups, assessing student's learning skills and style, designing and implementing modifications and accommodations with learners and facilitators and making referrals for additional services as needed. My time at the Center is worthwhile because of the learner's boundless energy. I enjoy visiting with them, helping to keep kids organized and brainstorming innovative means towards our common end – success for everyone. One of my favorite strengths of the Center is its learning environment which can accommodate a wide range of learning differences. The Center is a place where learners with unique assets can discover and develop their strengths in an environment of safety and acceptance.

I came to my career through art. I studied art in college at the School of Visual Art in New York City and at UC Davis and taught art at various levels for a number of years after graduating. I am still a working artist in my studio at home. I have worked for the AUSD at Lum Elementary School, Encinal High School and ACLC for the past six years. Outside of work, I spend time in my art studio, garden and walk in the redwoods. I have three children ages 6, 17 and 24 and two fabulous homes – one in Alameda and the other in the rainforest on the Big Island of Hawaii

from **Jacob Powell**: In my third year at ACLC, I will be facilitating History, Modern World History, helping with the sixth grade Social Science, and assisting in Physical Education. I have been teaching full time for the last ten years. I taught middle and high school in southern California for seven years, where I taught U.S. History, and American Government and Economics. In 2002 I moved to Costa Rica where I taught at Lincoln School in San Vicente De Moravia, a suburb of San Jose CR. In Costa Rica I taught seventh, ninth, and eleventh grade English Literature. I received a Bachelor of Arts in History with a minor in Geography and a Bachelor of Arts in Social Science in 1994 from Humboldt State University. I have a California Clear Credential in Social Science with a Supplemental Authorization to teach English.

from **Josiah Hooper**: Greetings parents! Welcome to the 2006-2007 school year at ACLC. My name is Josiah Hooper and I am the consulting instructor for TV Media 1 and TV Media 2 in the Digital Video Studio. I have been working in the documentary film industry for over six

years after graduating from UC Berkeley's Graduate School of Journalism. This is my fifth year teaching at ACLC. I am a freelance producer and cameraperson in the Bay Area. I have produced and co-produced shows that have aired on KQED including "Raising a Ruckus", a film following the anti-corporate globalization movement after the WTO protests in Seattle and "Gunshots: Gun Trafficking and Violence in the Bay Area".

from **Gail Smith-Pratt**: This is my first year as Counselor at ACLC. It is an 80% position this year. I will be working with learners in tracking progress towards graduation and college, with new learners in transitioning from other schools to ACLC, among other counseling duties. I have a degree from UC Berkeley in Women's Studies with an emphasis in Social Welfare. I am completing my master's degree in counseling from Saint Mary's College that looks at self-efficacy and academic achievement. I cherish the times I get to spend talking to and brainstorming with learners about their ideas for the future. I look forward to doing that as much as I can this year.

from **Juanita Williams**: I am the Office Manager for the ACLC. This will be my 7th year working for the Alameda Unified School District and my 6th year working for ACLC. I have been married for 16 years and have two children ages ten and fifteen. Alexia Thompson is my daughter and she is a current 11th grader attending ACLC. I enjoy working here at the center and all of the Learners are wonderful young people to be around. They truly teach me something new everyday. To watch them grow is amazing! I have been the lunch monitor for the 6th grade Learners. They are adorable! I attended college in Southern California and my prior work experience was in the areas of Music/Television Industry/Concert promoter as a Independent Producer for 5 years, Customer Service for 17 years, Licensed Real Estate Sales and Private Investment for 10 years and 3 year working at a Real Estate Title plant company handling 4 counties - San Francisco, San Mateo, Alameda, Contra Costa. I look forward to meeting all the new parents soon.

from **Carlton Grizzle**: I have been a student for about 23 years of my life. I love learning and I finally answered the call to teach in 2002. My formal training is as a geo-technical engineer. I received my BS and MS in Civil and Environmental Engineering from UC Berkeley in 1998 and 1999 respectively, and was in the Ph.D. program for about 2 years until my funding ran out. As an engineer, I enjoyed working on complex projects dealing with geological and synthetic systems, but missed the "people connection." For many years I had considered teaching. When the opportunity to teach came I jumped. I worked two years at Mt. Eden High School in Hayward while working on my mathematics teaching credential. Now, all my experience as a student has helped prepare me to be a teacher. One of my primary goals as a facilitator is to have learners say, five years after they graduate, "You know, Carlton was a great teacher. I'm glad I listened to him!" I believe in what we are doing at ACLC and am convinced that this model is the future of successful education. I look forward to working with everyone at ACLC!

from **Lora Lewis**: The new year is off to a great start! I'm enjoying the challenge of juggling my work and home life and continuing to learn more about charter school administration. My first love, of course, is still facilitating sixth grade Humanities, English 12 and Creative Writing.

I can't believe this is my fifth year at the Center! The ACLC remains a place that motivates and inspires me ever day. My past history includes teaching at Washington School, working as a freelance writer, and project development related to disability policy and adaptive technology. I have a M.A. in English and Creative Writing from Boston University, an undergraduate degree in English from Cal Berkeley, and earned her teaching credential at Mills College. In 2005 I completed a M.A. in Educational Leadership and an Administrative Services credential at St. Mary's College.

Outside of school, I am passionate about film and writing (I'm making a big push to finish my first novel this year) and in exploring ways to make education work for all learners.

from Paul Bentz: I have been an Alameda teacher for nineteen years. I presently facilitate seminars in chemistry, do some of the 6-8 physical education, run a "Builder's Workshop" for 6th graders, and orchestrate the Lego Robotics competition in the spring. I am the half time CEO / Development Director for the school and was the school's Lead Facilitator for three years. I am the founder of the Alameda FIRST Lego League Robotics Program and a former master teacher for the Intel Teach to the Future Program. I have seven years of experience as a wilderness instructor for the National Outdoor Leadership School. This is my eleventh year as an ACLC facilitator. Every year has great, and every year I have seen the school become a better place for learners. I love my job and cannot imagine doing anything else at this point in my life. I am married and have a 14 year-old son. In my spare time (what little is left) I am learning how to play blues on the piano.

from Syl Gibson: This is my fifth year facilitating at the Center. I grew up in Alameda and went to UC Berkeley where I majored in comparative literature. This year I am facilitating English 7/8, History 7/8, and Honors English 10. Outside of school I enjoy spending time with my son Ben, practicing tai chi, reading, cooking, hiking and taking high-level math classes (currently pre-calculus).

from Patricia Williamson: This is my second year at ACLC. I will be facilitating Math 6 and Science 6 as well as Pre-algebra, and a new course offering called Bridges to Algebra. I will also be co-facilitating a math lab for learners who need extra support in math. For the most part the math classes I facilitate prepare learners for Algebra and for the math challenges they will face in everyday life as adults. The 6th grade science emphasizes ecology and earth science. This year I am serving on the Governing Board and I am a member of the Program Evaluation Committee. For the 19 years prior to teaching at ACLC, I worked at Wood Middle School where I was part of the team that started the Wood Academy, a technology based school within a school program at Wood. At U.C. Davis I earned a Bachelors of Science degree in Wildlife Biology and received my teaching credential at U.C. Berkeley. I hold credentials in both math and science. I am passionate about environmental causes and enjoy the arts as well. My environmental experiences include working on a research team in the Sierra National Forest (for the Forrest Service) for three seasons, and educational work with an organization called "Save the Bay". My art experiences include ceramics, gourd art, twined basketry and knitting. I am married and have two children, both at ACLC. I greatly enjoyed my first year here and am looking forward to new challenges working in this unique, dynamic and creative environment.

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Facilitator Class Messages

MATH and SCIENCES

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

Math 6: This course will prepare learners for future Algebra courses. The contents of this course are many of the fundamental ideas and procedure necessary to be successful in subsequent mathematics courses and many careers. The course also meets the 6th grade California Mathematics standards and beyond.

The course utilizes varied curriculum and activities including projects, problem solving, group and individual work that will serve learners of varied mathematical backgrounds and learning styles. The investigations, problems and practice exercises are designed to develop the students' logical and mathematical reasoning skills. Many problems use the mathematics in situations like those encountered by learners in their daily lives. Additionally, learners practice computation and reasoning skills with concurrently assigned Accelerated Math objectives.

In order to be successful in mathematics learners need to actively participate in their learning. This means that each learner must read and work all of the problems. Learners need to discuss mathematical concepts and the reasoning involved in the steps of their solutions. Learners will be working in study teams both inside and outside the classroom. It is critical that learners complete ALL of the assignments, including homework, to develop their individual skills. Equally important is that learners take accurate, complete notes and ask questions about any problem that they find confusing.

If you are interested in seeing how your learner is doing on their daily homework assignments please look on the inside cover of their spiral bound grid paper math notebook. Taped there is a listing of the problems that are assigned daily. Each day I check to see if the problems are completed, and I mark a score from 0-10. This score is based on completion only. The score sheet also has a complete rubric of how the notebooks are graded. Also, remember that solutions to the homework problems are on hotmath.com . Parents you can help your learner check their homework on line if they are struggling with a problem. **(from Patricia)**

Science 6: Sixth grade science focuses on Earth Science. The sixth grade science is a hands-on program where research questions lead to thorough reading, writing, problem solving and investigations. The course utilizes varied curriculum and activities including experimentation, field trips, projects, group and individual work that will serve students of varied learning styles. In our study of science this year we will utilize the bay and our local surroundings to better understand the sixth grade California Science Standards.

In addition to mastering concepts, each learner will have the opportunity to create special team and individual projects. Planned projects include the Pinewood Derby which will be assigned before Thanksgiving break, The Science Fair Project which will be assigned before Winter Break, as well as Lego League which will be assigned in the spring. These projects

will allow learners to explore an area of personal interest and to allow learners to actively discover their own potential.

We will be taking a number of field trips throughout the year connecting what students are learning in class to the local environment. In order to take learners on these trips I will need parent chaperones and drivers. Planned so far are the following Field trips:

Canoeing at Arrowhead Marsh and Wetland restoration October 3rd and 5th. Please check your calendars to see if you can chaperone on any of these field trips. Permission slips will be coming home soon for these trips. **(from Patricia)**

Pre-algebra will prepare learners for future Algebra courses. The contents of this course are many of the fundamental ideas and procedures necessary to be successful in subsequent mathematics courses and many careers. The course also meets California Mathematics standards.

This course utilizes varied curriculum and activities including projects, problem solving, group and individual work that will serve learners of varied mathematical backgrounds and learning styles. The investigations, problems and practice exercises are designed to develop the students' logical and mathematical reasoning skills. Many problems use the mathematics in situations like those encountered by learners in their daily lives. Additionally, learners practice computation and reasoning skills with concurrently assigned Accelerated Math objectives.

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Geometry is a course designed to teach learners useful geometric skills and to prepare them for success in college prep math and university level math courses by developing their ability to construct formal, logical arguments and proofs in geometric settings and problems. Geometry covers a variety of topics including inductive reasoning, geometric construction, and properties of lines, angles, triangles, polygons, and circles. In addition, Geometry examines area and volume of two- and three-dimensional figures, similarity between geometric figures, the Pythagorean theorem, geometric proofs, and more. This course is

based on the Mathematics Content Standards for California Public Schools (available at <http://www.cde.ca.gov/be/st/ss/mthmain.asp>). **(from Carlton)**

Bridges to Algebra meets Monday, Wednesday, and Thursday 5th period and Tuesday, Friday 3rd period. This course utilizes a combination of a varied curriculum and a computer component. Sixty percent of the time learners will be engaged with activities that include projects, problem solving, group and individual work. These activities will prepare learners for future Algebra courses. Forty percent of the time learners will be engaged in Carnegie Learning's Cognitive Tutors program. This program will immerse and engage learners in mathematical problem solving. The software component allows learners to work at their own pace. The software presents curricula tailored to their individual skill levels. Learners will work in class twice a week on the Cognitive Tutor program. They may also work at home and in the center on this program.

There are two books that your learner is working out of. Both of these books learners write in. There is the larger Student Text (usually completed in class) and a smaller Student Assignments book (Usually assigned for homework). If you are interested in seeing how your learner is doing in these books please look on the inside cover of these books. Taped there is a listing of the problems that are assigned. I check to see if the problems are completed, and I mark a score from 0-10. This score is based on completion only. For a more complete explanation of the grading policies please refer to the class syllabus your learner was given at the beginning of school. I have asked learners to have their parents sign this syllabus. An additional copy of this syllabus will be handed out at back to school night. **(from Patricia)**

Algebra is a cornerstone course and its concepts must be mastered if a learner is to be successful in college prep and university level math. Not only does algebra have practical applications in everyday life, it is the language of science, business, medicine, and numerous other subjects. Mastery of algebraic thinking skills is essential to creating learners who are critical thinkers. Learners who have mastered algebra have developed higher-order thinking skills that are essential for success in college and research. In addition, Algebra I standards are tested on the California High School Exit Exam (CAHSEE). This course is based on the Mathematics Content Standards for California Public Schools (available at <http://www.cde.ca.gov/be/st/ss/mthmain.asp>). **(from Carlton)**

Chemistry meets three times a week for a one-hour lecture demonstration session or micro-scale laboratory experience. Learners are busy learning the basics about atoms and how we know what we know about atoms. During their laboratory period they are currently busy with our molecular model kits, building models and learning about chemical bonding. During the rest of the week they are reading and writing about these subjects.

All ACLC Chemistry Learners will be required to participate in this year's ACLC Science Fair in late January. They may enter either with individual or team projects, and their science fair projects can be on any topic of their choice. Learners are expected to conduct long-term experiments this year, so they will be deciding on their projects and partners by mid-October.

Pre-Calculus teaches students the skills necessary to succeed in calculus. Calculus is the "language of the stars" discovered centuries ago by Newton and Leibniz. It is the branch of

mathematics used by scientists to determine, among other things, the orbits of stars and planets. The basics of calculus - measuring continuously changing quantities - are utilized in every branch of science and analytical research. Engineers, scientists, physicists, economists, statisticians, and other researchers must master calculus to be successful in their fields. Pre-Calculus introduces concepts necessary to mastering calculus. These concepts include polynomial, rational, exponential, and logarithmic functions, analytical trigonometry, systems of equations, matrices and determinants, and others. Mastery of Pre-Calculus will prepare learners for success in AP Calculus and university level advanced math courses. This course is based on a combination of Math Analysis and Trigonometry courses from the Mathematics Content Standards for California Public Schools (available at <http://www.cde.ca.gov/be/st/ss/mthmain.asp>). **(from Carlton)**

HUMANITIES

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

Humanities 6: Our new sixth grade class is amazing! We've spent the first weeks of school getting to know each other and becoming familiar with the ACLC program. Now that everyone is comfortable, we're starting to explore the curriculum. We started off creating self-portraits using the "half-size me" assignment the kids did in Math class. We've also done some descriptive writing and practice with word prefixes. In the coming weeks, we'll begin our first piece of writing—a descriptive essay based on a nature walk—and start exploring literature through a variety of short stories. I'm looking forward to working with this bright, enthusiastic group! **(from Lora)**

Ancient World History (6th Grade): In this class we are starting with an immersion into Geography and the study of Geographic terms. Then we will move on to the study of ancient man, the development of agriculture, and the beginning of civilizations. According to California State Content Standards:

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
 - 6.1.1 Describe the hunter-gatherer societies, including the development of tools and the use of fire.
 - 6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
 - 6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. **(from Jake)**

Creative Writing Wheel (grade 7): I love working with last year's sixth graders again! In this semester long class, we will be experimenting with many different modes of writing. So far, learners have done descriptive writing about something beautiful and something ugly, told a story about what they would do if they could go anywhere and do anything, and written a piece about anything as long as it uses the title "Crash." We are currently working on a longer assignment that has learners creating a comic book. **(from Lora)**

This year **7/8 English and Social Science** will focus on world history and literature. We have a new world history book which is the same textbook used in the other Alameda middle schools. In English we will be reading *Diary of a Young Girl* by Anne Frank and *The Pearl* by John Steinbeck. We will focus on the basics of essay writing including sentence and paragraph construction and building vocabulary. **(from Syl)**

Humanities 9: This year's ninth grade class is a powerhouse! At the time of this newsletter's publishing, we will have already completed our first book (!) *Of Mice and Men*, and will be embarking on a spin-off project that involves putting George Milton on trial for the alleged first-degree murder of Lennie Small. Learners will take the parts of lawyer, judges, witnesses and jurors and get some small idea of how a courtroom operates. Learners are also working on a media studies project of their choice with a partner. The object here is for learners to key into some aspect of the way that media influences our lives. Learners usually come up with very creative and insightful projects that explore the ways in which media markets to young people on TV, in movies, in print or even through clothing labels. At the conclusion of these projects, we will begin our study of *Romeo and Juliet* which will culminate in our annual live performance of *Romeo and Juliet* revisited. Our class will pick a time period, re-write, cast, block, practice and ultimately perform the play for the Center! If you want up-to-date information about Humanities 9 check out our class calendar on schoolnotes.com under the name Lynn Kameny. **(from Lynn)**

English 10-11: The tenth and eleventh graders are an amazingly focused and hard-working group of learners! We started the year with an intriguing little exercise called *Factions Under Siege* that combined English, Modern World History and partnering skills into one project. It was great to hear the strategies and ideas of the various teams as they created a survival scenario on the EHS/ACLC campus. Next, after studying the constitution to prepare for our constitution day, we are focusing our efforts on the Sophocles' play *Antigone*. We will spend time analyzing, discussing, debating and writing about this play whose big themes grapple with issues of the individual vs. the state, yielding vs. staying the course, and loyalty to your family vs. your country; issues that continue to resonate with us today just as strongly as they did for the ancient Greeks. After *Antigone*, we will move onto a grammar unit and the ever-popular college admission essay unit. Learners will be writing college admissions essays, and are encouraged bring in essay topics from colleges they are considering attending, so now is a great time to have those discussions about college choices in your learner's future.

If you want up-to-date information about English 10-11 check out our class calendar on schoolnotes.com under the name Lynn Kameny. **(from Lynn)**

Honors Junior English: In this very high level, fast-paced class, learners completed both *The Scarlet Letter* and *The Awakening*, and plenty of assignments for their summer reading, and are now hard at work writing an analytical essay that compares and contrasts these two novels. As learners move through the drafting process, we will begin our next novel of the year, *The Color Purple*, by Alice Walker, which delves into a woman's "awakening" from yet another perspective and time period.

If you want up-to-date information about Honors Junior English, check out our class calendar on schoolnotes.com under the name Lynn Kameny. **(from Lynn)**

Honors English 10: Honors 10 has a long reading list and is run something like a book club. The theme of the class is *The Hero's Journey*. We meet once a week to discuss the week's reading. At the end of every novel, students either write an essay (every other book) or present a project. **(from Syl)**

English 12 (Senior Seminar): The Seniors will spend this year exploring the theme of Man and Society. We're starting off with a classic Greek tragedy, *Oedipus Rex*: learners have been busy creating newspapers from Ancient Greece focused on a historical event from that time period, and soon will find creative ways to re-tell the Oedipus story in the form of a rap, Dr. Seuss story, or version of the *Brady Bunch* theme song. Since Senior Project and Senior Portfolio are requirements for graduation, the twelfth graders are also busy selecting project topics and collecting information for their portfolios. **(from Lora)**

Creative Writing: I'm happy to see so many new writers this year! Per learner request, we will be focusing on short fiction and poetry this year. We will use an online bulletin board for learners to post their work and receive feedback from peers. We hope to have public readings of our work this year, including the possibility of a poetry slam. **(from Lora)**

Economics: This class is starting with basic economic principles and ideas as they relate to scarcity in society. According to the California State Content Standards:

- 12e.1 Students understand common economic terms and concepts and economic reasoning.
 - 12e.1.1 Examine the causal relationship between scarcity and the need for choices.
 - 12e.1.2 Explain opportunity cost and marginal benefit and marginal cost.
 - 12e.1.3 Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
 - 12e.1.4 Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
 - 12e.1.5 Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith). **(from Jacob)**

Modern World History: In the MWH class we are starting with the history of Democratic ideas, Judeo-Christian values of the individual, and the Greco-Roman ideas on government. According to California State Content Standards:

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
 - 10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
 - 10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
 - 10.1.3 Consider the influence of the U.S. Constitution on political systems in the contemporary world. **(from Jacob)**

OTHER CLASSES and CENTER ACTIVITIES

Visual Communication: This class is offered to the 7th grade class for one semester and to the 8th-12th graders for a full year. At the upper level, the class has UC approval and is exposes learners to the elements of art and the principles of design. This month learners have worked on a line drawing assignment and a positive/negative space drawing assignment. We looked at a slide show that illustrates perspective and now the learners are working through some tutorials on one-point and two-point perspective and getting familiar with vocabulary terms used to describe space and depth on the picture plane. We'll also create original perspective drawings and designs before beginning a self-portrait project. So far, learners have been using MS Paint because of its availability. Now that Photoshop is loaded on most of our computers, learners will begin to use this more sophisticated image-editing program to explore art concepts. I'm enjoying the learner's expansive creativity and invention. We have many truly artistic, creative learners in our midst! - **Carrie Blanche**

Independent Physical Education: Learners in grades 9-12 are eligible to take ACLC Independent PE for credit towards their two years of high school physical education for graduation. Learners must fill out all of the appropriate paperwork and have a trainer to oversee their minimum 20 hours of physical activity each month. Parent permission is necessary for the plan. Learners must write an essay describing their training goals for the semester at the beginning of the semester, and another essay at the end of the semester describing their progress towards meeting these goals. Last year we had learners play on sports teams of soccer, baseball, football, crew, and tennis. Others had individual exercise plans that included, aerobics, dance, ice skating, gymnastics and cycling. **(from Paul)**

Counseling Corner

from Gail

I have been busy scheduling learners into appropriate classes. I have met with some seniors to discuss college plans. I will continue to meet with seniors this week. Please be patient and know that I am trying very hard to meet every learner's counseling needs.

COLLEGE APPLICATION WORKSHOPS OFFERED FOR ACLC SENIORS

I will be offering hands-on application workshops for *seniors*. Each participant will be guided through the step-by-step process of completing his/her own on-line application to a university of choice. We will be utilizing the computers available in the center and a current copy of his/her transcript will be provided.

Cal State University Applications: TBA

University of California Applications: TBA

Review of UC Applications & Personal Statements: TBA

THE ROAD TO COLLEGE:

The road to college starts as early as in your 9th grade year. Below are some guidelines for each year in high school to prepare for the colleges/universities you have your eye on!

9th Grade

- ✓ Develop strong study skills
- ✓ Become aware of course offerings and challenge yourself academically
- ✓ Get involved in school activities.
- ✓ Begin community service requirement for high school graduation searching for meaningful experiences.

10th Grade

- ✓ Take the PSAT
- ✓ Take challenging courses offered at school
- ✓ Meet with the counselor to discuss your course selections
- ✓ Explore summer programs that develop your interests and reinforce skills
- ✓ Search for colleges that match your interests and preferences and attend college fairs and college visits to your school

11th Grade

FALL

- ✓ Do your best on the PSAT in October and analyze your strengths and weaknesses when scores arrive in December.
- ✓ Prepare for spring SAT, ACT, and any AP exams
- ✓ Take college courses and honors courses whenever possible.
- ✓ Seek leadership positions at school and in the community.

SPRING

- ✓ Develop a preliminary college interest list with your counselor as well as possible majors.
- ✓ Visit colleges of interest.
- ✓ Plan a summer of meaning, merit and fun.
- ✓ Plan senior year class schedule taking advantage of the most rigorous courses available and incorporating college classes
- ✓ Consider a focus for your senior project.

12th Grade

FALL

- ✓ Maintain a strong GPA throughout senior year
- ✓ Be sure to check your high school transcript for accuracy.
- ✓ Complete your college applications and send them out (October – November)
- ✓ Request letters of recommendation from teachers and employers if needed.
- ✓ Perfect your personal statement
- ✓ Last chance to take the SAT or ACT (October – December)
- ✓ Consider your family's financial needs (fill out the FASFA form, project costs and resources, consider educational loans)
- ✓ Apply for scholarships
- ✓ Work on your senior project and portfolio

SPRING

- ✓ Congratulations on college acceptances! Accept one offer, reject the rest and choose wisely.
- ✓ Arrange for on-campus housing
- ✓ Establish a budget or allowance plan for school
- ✓ Have a great summer and keep in touch with ACLC!

COLLEGE INFORMATION SESSIONS

The following colleges and universities will be visiting the campus or the neighboring community within the next several weeks. All learners and parents are welcome as this is a great opportunity for students to find out more about a particular college and speak to a college representative.

<i>College</i>	<i>Date</i>	<i>Time</i>	<i>Location</i>
Evergreen State University Washington	Sept. 19	2nd period	ACLC
Soka University	Sept. 20	6 th period	Encinal High School College Center
Brown University	Sept. 25	4 th period	Encinal High School College Center
UC San Diego	Sept. 25	5 th period	Encinal High School College Center
University of Pennsylvania	Sept. 27	7:30 pm	Rockridge Library, Oakland
UC Berkeley	Oct. 2	3 rd Period	Encinal High School College
UC Berkeley Afro-American Outreach	Oct. 3	5thPeriod	Encinal High School College Center
CITY WIDE COLLEGE FAIR	Nov. 2	6-8 pm	College of Alameda

(College Information continued on next page)

IMPORTANT TEST DATES

*****PSAT Registration Ends Wednesday, Sept. 27. Bring \$15 to Gail's Office**

PSAT Wednesday, Oct. 18 at ACLC

<i>Test</i>	<i>Date</i>	<i>Regular Registration Deadline</i>	<i>Late Registration Deadline</i>
SAT & SAT II	Oct. 14 Nov. 4 Dec. 2 Jan. 27 March 10 May 5 June 2	Sept. 12 Sept. 29 Nov. 1 Dec. 20 Feb. 2 March 29 April 27	Sept. 20 Oct. 11 Nov. 9 Jan. 4 Feb. 14 April 11 May 9
ACT	Oct. 28 Dec. 9 Feb. 10 April 14 June 9	Sept. 22 Nov. 3 Jan. 5 March 9 May 4	Oct. 6 Nov. 16 Jan. 19 March 23 May 18

Register online SAT www.collegeboard.com

Register online ACT www.actstudent.org

Fee waivers, practice booklets, and registration booklets are available.

SIGN UP NOW!

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 On Wednesday nights while the Center is open, please call 521-7543 x104, which will not default to phonemail ... it will be answered.

Lora Lewis x106	llewis@alameda.k12.ca.us
Paul Bentz x101	pbentz@alameda.k12.ca.us
Patricia Williamson x108	pwilliamson@alameda.k12.ca.us
Lynn Kameny x103	lkameny@alameda.k12.ca.us
Michael DeSousa x104	mdaclc@yahoo.com
Maafi Gueye x105	maafigueye@hotmail.com
Jacob Powell x106	jpowell@alameda.k12.ca.us
Gail Smith-Pratt x107	gspratt@alameda.k12.ca.us
Sylvia Gibson x108	sylvansyl@yahoo.com
Carlton Grizzle x111	cgrizzle@alameda.k12.ca.us
Carrie Blanche x109	cblanche@alameda.k12.ca.us
Josiah Hooper	josiah@therake.com

PORTABLE EXTENSIONS

Port 5 x110

Port 4 x114

Port 3 x112