



ALAMEDA COMMUNITY LEARNING CENTER ANNUAL REPORT 2008-2009 SCHOOL YEAR

JANUARY 1, 2010

Dear Parents and Alameda Citizens,

Our School's Mission

The Alameda Community Learning Center is an educational model that empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.

Major Accomplishments (2008-2009 School Year)

The ACLC was awarded a \$250,000 Dissemination Grant from the California Department of Education for the purposes of sharing the best practices of its educational model with a broad range of audiences. ACLC facilitators presented at the statewide Charter School Development Center Leadership Institute and the California Charter Schools Association Statewide Conference. In the fall of 2006, ACLC hosted a "Best Practices Conferences" in Alameda for 100 educators and charter school operators from all over California. A new brochure, video and website were created as part of this grant to share information about our school.

The ACLC completed its sixth year as a fully operational charter school with a Governing Board composed of empowered learners, parents, facilitators, an AUSD representative, and an Alameda community member.

The ACLC Governing Committees (Personnel, Finance, Standards and Curriculum, and Program Evaluation) are fully operational and empowered with learner, parent, and facilitator representatives. The committees make recommendations to the ACLC Governing Board.

The ACLC has been run in a financially sound manner and continues to maintain a healthy reserve.

The ACLC is a nonprofit public benefit corporation and was approved for 501(c) 3 status.

The ACLC continues to be supported by its own 501(c) 3, the Creative Community Education Foundation, which oversees grant fundraising efforts by learners, parents, and facilitators.

The ACLC achieved a high satisfaction rating from learners and parents. Learners evaluated the ACLC staff and parents evaluated the ACLC program.

The ACLC has established a large waiting list of potential learners. For the 2006-07 school years, there were 179 applications for about 50 openings.

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Looking Ahead

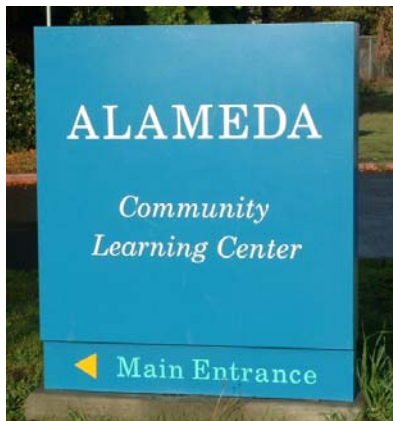
The ACLC has just completed its fourteenth year of operation and its ninth year as a Charter School. With a conservative budget policy and good financial management, the school ended its ninth year on a sound financial footing, avoiding the financial problems that plague some charter schools. The ACLC continues to be a popular school choice. For the 2008-09 school years, there were 219 applications for 74 openings.

Some of the challenges ahead involve fulfilling the AUSD vision of providing excellent educational opportunities to all Alameda residents. How can the ACLC fulfill the goal of becoming a "Community Learning Center?" How can the ACLC learning model be extended to a larger portion of the Alameda community? How can the ACLC learning model benefit traditional classrooms? With the creation of the Nea Community Learning Center, we look forward to areas where the two schools can cooperate to provide increasing educational opportunities for learners at both schools. With declining state budgets to support education, we are faced with many challenges of how to provide a quality education on a smaller budget. Should our school increase in size? Should we seek a new facility to better operate our school? Should the school add additional grade levels and become a K-12 school? The real work ahead will require the power and participation of the entire Alameda community.

Paul Bentz

CLCS Executive Director

<http://alamedaclc.org>



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Major Accomplishments (2008-2009 School Year)

In 2008, ACLC was named one of the "Best High Schools in the Nation" by *US News and World Report*.

The ACLC continued to have outstanding academic testing results on the CAT/6, CST and CAHSEE state examinations. The ACLC has achieved the highest rating of 10 rating for six years in a row and has similar a school rating of 9. At completion of testing in the seventh year, the ACLC was awarded an Academic Performance Index (API) rating of 826, which is above the 800 California state standard for excellence. The ACLC was the first high school in Alameda to achieve such a rating and has achieved the 800 rating seven years in a row.

The ACLC has met its AYP Growth targets every year.

The ACLC Internship Program has continued for the 2008-2009 school year and all graduates completed a 20 hour program requirement with various community businesses.

The ACLC Future Leaders Institute team received high commendations for their community service projects.

The ACLC has prepared learners for citizenship by engaging them in the judicial function and governing activities of the school.

The ACLC's counseling staff continues to facilitate the college application process, career development, peer counseling, conflict management and community internship programs.

The ACLC achieved a high satisfaction rating from learners and parents. Learners evaluated the ACLC staff and parents evaluated the ACLC program.

The vast majority of ACLC graduates have gone on to higher education, many to the nation's best colleges and universities.

The ACLC has prepared learners for citizenship by engaging them in the judicial function and governing activities of the school.

The ACLC will continue to broaden links to colleges and universities to provide unlimited learning opportunities for its learners. The 2008-09 internship requirements put ACLC learners in the business and professional world to make contributions and gain valuable real world experiences. ACLC seniors of the class of 2003-09 have their senior portfolios displayed on the ACLC website.

Plans are in place for Fall 2009, to open our sister school, Nea Community Learning Center (NCLC); one of our former facilitators plans to leave ACLC to become the Lead Facilitator at our new school.

Our governance structure has changed: A new corporation, Creative Learning Community Schools (CLCS), will become the umbrella corporation over both ACLC and the NCLC. Additionally, a former ACLC facilitator will become the CEO of CLCS and the Development Director of ACLC and NCLC.

ACLC added a new Administrative-level position: Assistant Development Director, someone who works with the Development Director in the same way that the Assistant Lead Facilitator works with the Lead Facilitator to begin to learn the ins and outs of administrative level positions

Governing Board Committees have new chairpersons.

We added a second year Spanish class to our schedule thereby becoming UC compliant in the foreign language requirement

The ACLC made the decision to assist its newer learners in their development of taking responsibility for their own learning by re-introducing a "Learning to Learn" class for all learners in grades 6 and 7 in the 2009-2010 academic year.

Lynn Kameny

ACLCLC Lead Facilitator

ACLC SCHOOL DESCRIPTION

Alameda Community Learning Center (ACLC) is housed at Encinal High School on the West End of the island City of Alameda. The ACLC was opened in 1996 as a collaboration between the accounting firm of Arthur Andersen and the Alameda Unified School District. It was planned and executed as a district wide resource for 150 twelve through eighteen year old learners interested in an alternative educational experience that encourages self-directed, experiential learning, collaborative learning, learner voice and educational equity in a technology-rich environment. The district's plan provided five years of special funding for the ACLC. During its fifth year of implementation, the ACLC Facilitators petitioned and received Charter School status to enable the program to continue to provide a unique and vigorous academic alternative to traditional education. ACLC opened its doors as a charter school in August 2001.

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

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

HISTORY OF OUR SHARED VISION

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

Key elements of the vision include:

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

ACCOUNTABILITY MEASURES

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

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

- The AUSD Graduate Profile for 2004

- The founding purpose and vision for the Center

- The charter application document

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

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

- Capacity and Capabilities of the School Community

- Learning Productivity

- The Success of Learners

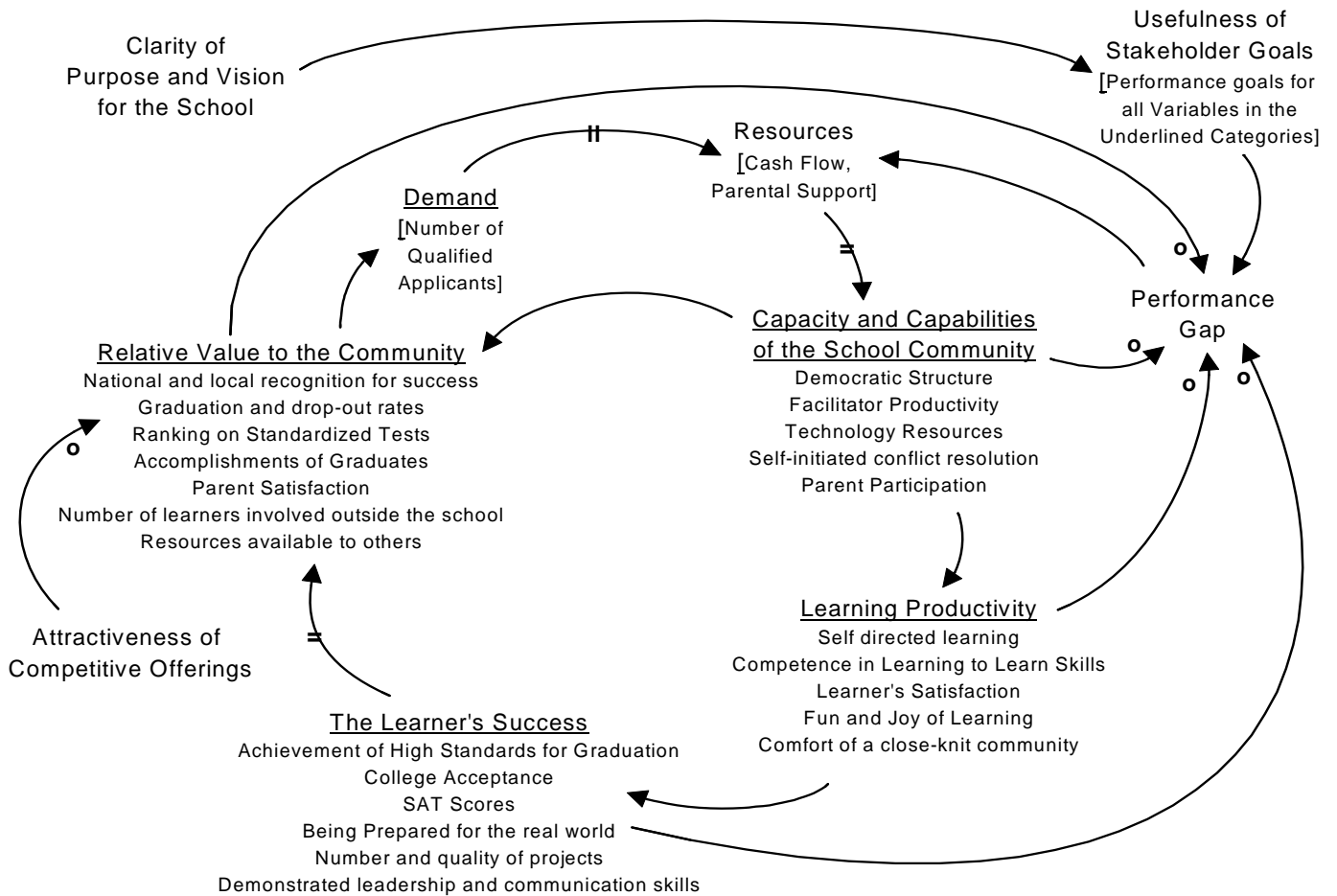
- Relative Value to the Community.

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



HOW THE SCHOOL'S MISSION IS ACHIEVED

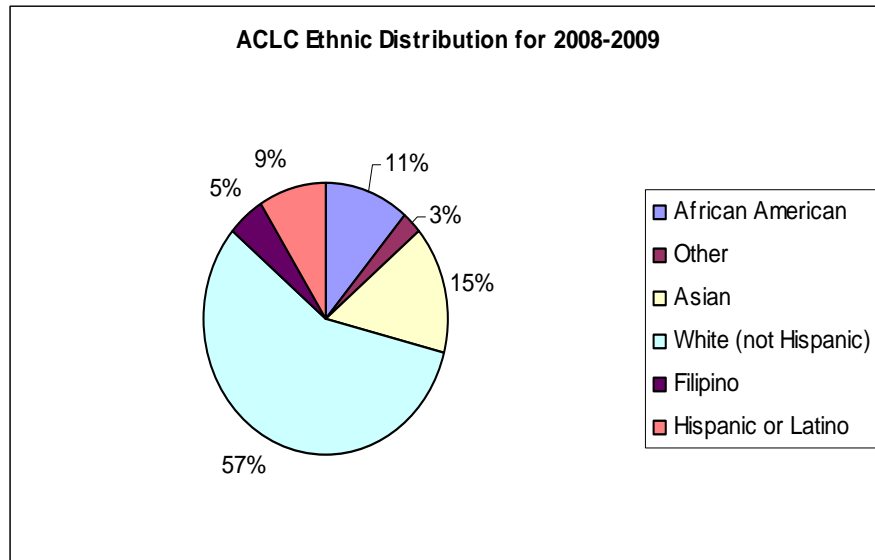
The diagram below is called a "causal loop diagram." It explicitly identifies key variables in the system and the causal links that connect them. Thus, the reader can discover the essential feedback relationships that are designed to achieve the Mission/Purpose and Vision of the school. At the top of the diagram are two variables. One is Clarity of Purpose and Vision for the School; the other is Usefulness of Stakeholder Goals. Connecting them is an arrow we call a causal link, which explicitly denotes the cause (at the base of the arrow) and its effect (at the head of the arrow), and the direction of the causality. Specifically, in this example, the clearer the Purpose and Vision become to stakeholders, the more effectively stakeholders can select and monitor the right goals for the school's performance.



STUDENT ENROLLMENT

ACLC is open to all students in the region who are eligible to be enrolled in grades 6 through 12. Students are eligible for admission if they a) meet the immunization requirements of state law, b) apply for admission within the timeframes established by the school, c) are not under current expulsion from the Alameda Unified School District or another school district, d) are not currently placed in a school other than Encinal High School as a consequence of a disciplinary action. **There were a total of 224 applicants for the academic year 2007-2008, for about 66 openings.**

Grade	Boys	Girls	Total	Wait List
6	19	21	40	19
7	20	10	30	44
8	18	18	36	19
9	25	19	44	6
10	11	21	32	5
11	15	18	33	6
12	17	13	30	0
Total	125	120	245	99



Ethnicity by School year	ACLC						AUSD					
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Caucasian	59%	61%	61%	61%	62%	57%	30%	31%	32%	31%	31%	31%
African American	15%	12%	12%	14%	12%	11%	15%	15%	13%	13%	13%	12%
Filipino	4%	9%	9%	7%	5%	5%	9%	9%	9%	9%	9%	9%
Hispanic	6%	8%	6%	6%	6%	9%	12%	12%	12%	12%	11%	12%
Asian	11%	10%	10%	9%	12%	15%	26%	29%	30%	31%	31%	33%
Other	5%	3%	3%	3%	3%	3%	7%	4%	4%	3%	5%	30%

A DAY IN THE LIFE OF AN 11TH GRADE LEARNER

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

Written by Annie Paulukonis:

A day in the life of any ACLC is hard to define. Every learner is engaged in a hundred different activities – one day, you’re building roller coasters, the next, debating with peers about the next big political issue. 6th graders chat with 12th graders over environmental concerns, 11th graders work with 8th graders to run community events, and learners of all ages collaborate to learn more about the world they live in. For me - for everyone - the experience of a single day at ACLC is always unique, and always exciting.

Many older learners start the day by attending College of Alameda classes – due to ACLC’s unique curriculum, high school learners have the opportunity to enroll in classes such as Art History, Physiology, Political Theory, and dozens of other subjects. After college classes, learners head back to the center to study or to mingle with friends – oftentimes, I’ll study with my peers for the Physics test I’ll take that afternoon, or complete my reading for my English class. It all depends on the learners’ schedule, which is as unique as the learners themselves. The learners have the option to take courses at Encinal, at COA, or to pursue classes online, and as a result, never have a set group of courses. Oftentimes, a day at ACLC means community events like CCC, group field trips, or science fairs – learners display their best work and their involvement in the school for everyone to see. Older learners work just as hard as younger learners as they prepare to work together to discuss the latest school issue and to find solutions in small groups, and every learner prepares projects for the annual ACLC Science Fair. Whatever the occasion, it’s tough yet rewarding. Classes for older learners are made to challenge perspective and develop ideas – leadership, English, Government, Physics – all are examples of classes that require students to question their own ideas and to engage in their environment. Interesting assignments add to the curriculum – poems, cardboard boats, posters and papers – all are exciting ways to integrate mature ideas into the ACLC environment.

Whatever the age, whatever the background, an ACLC learner can say this: a day at ACLC is always unique, and will always offer unique opportunities.

Schedule for an 11th grader

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Algebra 2	Algebra 2	Algebra 2 (Algebra 2	Algebra 2
Period 2	Peer Counseling	Independent/Group Study	Independent/Group Study	Independent/Group Study	Peer Counseling
Period 3	AP English (E.H.S)	AP English (E.H.S)	AP English (E.H.S)	AP English (E.H.S)	AP English (E.H.S)
Period 4	Leadership	Independent/Group Study	Leadership	Independent/Group Study	Independent/Group Study
Period 5	HP English 3	HP English 3	Modern World History	HP English 3	Modern World History
Period 6	HP Physics	HP Physics	Independent/Group Study	HP Physics	Independent/Group Study

A DAY IN THE LIFE OF A 6TH GRADE LEARNER

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

Written by Christine Minor

The first day of anything, job or school can be a bit scary. The first time I walked into the Center as a learner on the 1st day of school I was greeted by Juanita (the school’s office manager) and then shown around by Ginger McBride. She showed me around to everything there was. The first day was full of fun and games. But, about half way through the school day I realized something special. That was that ACLC was not just a normal school it was a school that welcomed all different kinds of people hoping to make a difference in kids education and their lives. The day went on faster than any regular day at a normal school and soon it was over. The second day was different but exciting. A schedule was handed out to every student the day before and today was the first day classes started. My first class was Learning Lab. Learning Lab is a class that all 6th graders take. This class provides help with homework and is a scheduled time for students to get their homework done. Math was second period and Patricia was going to make learning supper fun! She mapped out what we were going to learn throughout out the rest of the year and how to slowly make our way up to pre-algebra or maybe even algebra. Day, weeks, and even months went by with fun filled days. Soon enough Paul turned his regular Exploration 6 class into a “make a car race a car” class. Paul taught us about which car shapes go faster and we cut out our cars according to the drawing we drew. Race day had come and cars raced down red, black, and blue tracks waiting for the winner. Michelle won the race with a rectangle box car that was pink. Although the people who thought that they were for sure they were going to win, we were still happy because it was all about the fun. JC was one different thing that I admired every day at ACLC. JC stands for Judicial Committee. This process is used instead of seeing the principle. When someone sees one of their peers breaking the rules they have the choice to write them up. If they choose to write them up then a facilitator and older peers help decide how badly the rule was broken and then decides their punishment. Every year every learner must serve at least 3 hours as part of the jury. As days went by and school came to an end my advice to any new learner starting at ACLC is to keep an open mind about new ideas and opportunities.

Typical Schedule for a 6th grader

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 0			CCC		
Period 1	Learning Lab	Learning Lab	Learning Lab	Learning Lab	Learning Lab
Period 2	Math	Math	Math	Math	Math
Period 3	P.E.	Science	Exploration 6	P.E.	Exploration 6
Period 4	P.E.	Independent/Group Work Time	Learning to Learn	P.E.	Learning to Learn
Period 5	Social Studies	Learning to Learn	Science	Learning to Learn	Social Studies
Period 6	Language Arts	Independent/Group Work Time	Language Arts	Language Arts	Independent/Group Work Time

	Year of High School Graduation (September 1 - August 31)										Total
	99--00	00--01	01--02	02--03	03--04	04--05	05--06	06--07	07-08	08-09	
Total # High School Graduates	17	20	30	17	19	18	19	18	25	26	214
Total College Enrolled % of High School Graduates	13	19	27	15	16	18	19	14	20		161
	76%	95%	90%	88%	84%	100%	78%	67%			86%
By College Type:											
Less Than 2 Year	0	0	0	0	0	0	0	0			0
2 Yr. Public	5	10	7	2	4	2	5	7	1		43
2 Yr. Private	0	0	0	0	1	0	0	0	0		1
4 Yr. Public	6	6	11	11	10	13	10	5	12		84
4 Yr. Private	2	3	9	2	1	3	4	2	7		33
By Enrollment Status:											
Full Time	8	11	20	14	15	15	16	11	17		137
Half Time	4	8	7	0	0	3	3	3	3		31
Less Than Half Time	1	0	0	1	1	0	0	0	0		3
By Location:											
In State	11	17	21	13	13	13	18	12	16		134
Out of State	2	2	6	2	3	5	1	2	4		27

ACLC GRADUATION STANDARDS

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

Personal Qualities, Work Habits and Attitudes

New Basics

Thinking and Reasoning Skills

Interpersonal and Collaborative Ability

Technology

(Documented in Learner Portfolio)

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

Time and Task Management

Reading

Research

Effective Presentations

Whole Team Performance Evaluation

Individual Teamwork

Oral Communications

Writing

Teaching others

Democratic Leadership

Ownership of Community (Democracy and Leadership)

Judicial System Interaction (Democracy and Leadership)

Personal Visioning

Systems Thinking

Technology Skills

(Documented in Learner Portfolio)

3. Academic Proficiencies (What knowledge base I have)

Meets or exceeds all of the academic High School Graduation Requirements of the Alameda Unified School District for the Class of 2009. ACLC Learner Portfolio will be substituted for the AUSD Senior Exit Portfolio.

(continued on following page)

ACLCLC GRADUATION STANDARDS (CONTINUED)

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

Learners create an electronic Learner Portfolio (web page) that will be posted on the Web. (alamedaclc.org)

A) Reflective Essay providing evidence that they meet or exceed the AUSD / ACLCLC Graduate Profile standards related to:

Personal Qualities, Work Habits and Attitudes

New Basics

Thinking and Reasoning Skills

Interpersonal and Collaborative Ability

Technology

Learners shall also rate themselves on all of the "ACLCLC Learning to Learn Rubrics" and demonstrate in their essay an understanding of the skills as they relate to their Personal Vision.

B) Personal Resume

Learners shall create a one page resume that they could use at this time for the purposes of seeking paid employment or enrollment in an institution providing additional job training at the employer's expense.

C) Personal Vision with Action Plan

Learners shall create a one-page Personal Vision Statement that includes a personal action plan to achieve this vision within the next 20 years, and an example of the learner's best work during their years at the ACLCLC. (1-5 samples, 1 of which must be from ACLCLC experiences)

5. ACLCLC / Alameda Community Service Requirement

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

6. Senior Internship

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



ACADEMIC TEST RESULTS

1. Academic Performance Index (API) Growth Reports

For the fifth consecutive year ACLC had an overall score exceeding 800. We also expect that the school will rank in the top decile for the fifth year. ACLC's similar school rank fell in 2005 because the State Department of Education adjusted the group of schools compared with ACLC.

Year	API Score	Overall Decile Rank	Similar School Decile Rank
2002	757	9	8
2003	813	10	10
2004	827	10	10
2005	807	10	4 *
2006	852	10	8
2007	853	10	9
2008	865	10	9
2009	826	10	9

CDS Code: 01-61119-0130609

* drop due to change in the group of schools compared with ACLC.

** Rankings are provided by the State Department of Education in the spring of the year following the test.

2. CAT/6 Testing (given only to 7th graders)

Test Year	2005	2006	2007	2008	2009
# of 7th graders tested	29	31	33	37	30
<u>% ACLC Scoring in 50th percentile or above "Avg" NPR</u>					
Reading	79	68	67	86.5	
Math	76	71	91	78.4	
Language	83	74	88	78.4	
Spelling	66	71	67	73.0	

ACADEMIC TEST RESULTS (CONTINUED)

3. California Standards Tests : Five Year Comparison, 2005-2009

Information source: <http://api.cde.ca.gov/AcntRpt2008/2007BaseSch.aspx?allcids=01611190130609>, Measures

	# of Students Tested					% "Advanced" or "Proficient"					
<u>English / Language Arts</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grade 6	24	24	23	23	40	N/a	57	76	78.3	69.6	66
Grade 7	29	32	33	37	30	74	75	78	78.8	75.7	76
Grade 8	41	32	27	32	36	57	54	88	70.4	78.1	70
Grade 9	38	37	38	35	44	52	82	81	81.6	74.3	81
Grade 10	23	32	26	31	32	86	39	88	84.6	77.4	74
Grade 11	20	23	34	27	33	58	80	63	79.4	81.5	83
<u>Mathematics</u>											
Grade 6	23	24	23	23	40	N/a	39	66	47.8	60.9	72
Grade 7	29	32	33	23	16	63	59	66	45.5	60.9	38
Algebra 1	38	35	52	46	38	3	32	49	25	43.5	79
Geometry	19	24	32	37	41	15	69	46	53.1	37.8	57
Algebra 2	23	21	18	24	34	7	26	57	38.9	54.2	21
H.S. Summative Math	*	20	29	24	24	25	*	30	51.7	41.7	45
<u>Sciences</u>											
Grade 9 Social Science	41	32	27	32	?	64	36	30	51.9	65.6	?
World History	22	32	56	4	64	60	45	65	76.8	100.0	66
U.S. History	20	22	34	26	64	86	80	33	61.8	76.9	64
Biology	17	23	29	17	36	60	59	65	82.8	82.4	62
Life Science			26	31					76.9	54.8	
Chemistry	28	33	42	42	36	7	14	54	45.2	21.4	30
Physics	28	17	15	30	23	28	47	77	75	83.3	70

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

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

ACADEMIC TEST RESULTS (CONTINUED)

4. SAT (Scholastic Achievement Test)

	2000	2001	2002	2003	2004	2005	2006	2007	2008
# of seniors enrolled	18	21	28	18	21	19	19	18	30
% taking test	44%	76%	82%	90%	95%	N/A	84%	75%	77%
Verbal/Math									
ACLC Average	528/521	558/525	570/540	558/541	528/560	N/A	548/567	533/516	609/573
AUSD Average	468/515	478/522	477/516	504/530	504/530	N/A	493/539	532/493	

5. Physical Education Tests (given to 7th and 9th graders)

% of students "within" or "exceeding" measurement requirement of each of the six exam components:

Fitness Measure	7th graders		9th graders	
	ACLC	AUSD	ACLC	AUSD
1. Aerobic Capacity (1 Mile run)	69.7	81.6	59.4%	67.6
2. Body Composition (Body Mass Index)	75.8	82.7	87.5	77.8
3. Abdominal Strength (Curl Up)	100	85.7	100	90.4
4. Trunk Extension Strength & Flexibility (Trunk lift)	100	95.6	100	95.8
5. Upper Body Strength (Push-ups)	78.8	83.9	75	66.8
6. Flexibility (Sit and Reach)	87.9	80.9	78.1	73.1

CURRICULUM

Classes are offered in a wide variety of subject matter within ACLC – including science, mathematics, language arts, and social studies. Learners are expected to work toward mastery in every course of study. There are no social promotions at ACLC, but learners do have the right to take longer than a semester or a year to achieve mastery in a subject if necessary. Learners also have the capacity to accelerate far beyond the “age specified” curriculum based on interest, skill, and mastery of prerequisite knowledge.

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

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

The ACLC Learning to Learn Skills

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

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

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

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

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

PROJECTS AND SPECIAL PROGRAMS

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

Physics Boat Race

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

Physics Egg Drop: A Study of Terminal Velocity and Freefall

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

Physics Great America Roller Coaster Competition

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

Eighth Grade Science Astronomy Overnight

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

Constitutional Convention, Humanities 7-8

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

Science 6 Lego League

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

Science Fair

All Science 6, Science 7, Science 8 and Chemistry learners compete in the ACLC Science Fair. Science 8 learners' projects must focus on research based on their astronomy studies. All Science 7 and Chemistry learners are required to design, run and report on an original, controlled scientific experiment. Winners at the ACLC Science Fair move onto the San Francisco Regional Science Fair Competition.

Special Projects, Humanities 9

I. After reading *Of Mice and Men* learners conduct a first degree murder trial during which they put George Milton on trial for the death of Lennie Small.

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

College Essay Writing

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

FLI

The mission of The Future Leaders Institute is to engage high school youth in generating and implementing visionary solutions for society. The Future Leaders Institute (FLI) guides and mentors youth across the San Francisco Bay area, supporting them as they develop individual initiatives and employ social entrepreneurship in the face of the world's most pressing needs.

PROJECTS AND SPECIAL PROGRAMS (CONTINUED)

Ultimate Frisbee

ACLC fields 3 interscholastic teams competing in the burgeoning sport of "Ultimate". Led by Michael DeSousa, the program has quickly achieved national prominence, is a source of school pride, and fields participation from 20-40% of the learner population, as well as large parent participation.

Algebra II Function Art

All Algebra II learners create a work of 2-D art by using only one parent function (i.e., absolute value, exponential, greatest integer, etc.) and translating and transforming it on a canvas that is the Cartesian coordinate plane.

Digital Arts Showcase

This spring evening event gives our learners and parents an opportunity to view learner's portfolios in Visual Communication, view videos produced in our Digital Video Studio class, and listen to original compositions created in our Electronic Music class.

Body Volume Project

Geometry learners estimate the volume of volunteers' bodies by using composite geometric shapes and compare their estimates to the actual volume obtained by measuring water displaced by the volunteers dunking themselves in a large tank of known volume. Geometry learners participate in a construction project where they use geometric construction techniques to draw letters. These letters are used to form a message that hangs on the Center wall.

Paper Airplane Contest

Algebra 1 learners design airplanes and use data analysis techniques to judge performance criteria in defining and selecting the "best" airplane.

Math 6 Flag Project

6th graders create flags from around the world and calculate the area of each section of the flag.

Precalculus learners design an algorithm for graphing polynomial functions of degree higher than three. In addition, they research their college major-of-choice and set up interviews with university faculty to discuss questions about their proposed areas of study.

Pi Contest

An annual contest is held near March 13th at CCC. Learners recite as many digits of Pi from memory.

Wheel of Theodorus Pre-algebra Project

Pre-algebra learners use the Wheel of Theodorus to explore irrational numbers, Pythagorean theorem, as well as create an art project that is unique to each learner.

Hannah Camp

An overnight camping experience named for the alumna who originated this event, it occurs in the fall of each year to encourage team-building among newly enrolled learners. The Leadership Committee organizes and leads camp activities, and it is chaperoned by parents and facilitators.

Egypt Museum Project

The Sixth Grade Class develops a Museum of Artifacts from Ancient Egypt in the second semester. They first must develop a character that would have lived in ancient times based upon their own personal interest. They are then asked to make two artifacts related to their character's life and work and also to develop a game of interest to people in Ancient Egypt.

The Junior Statesman of America

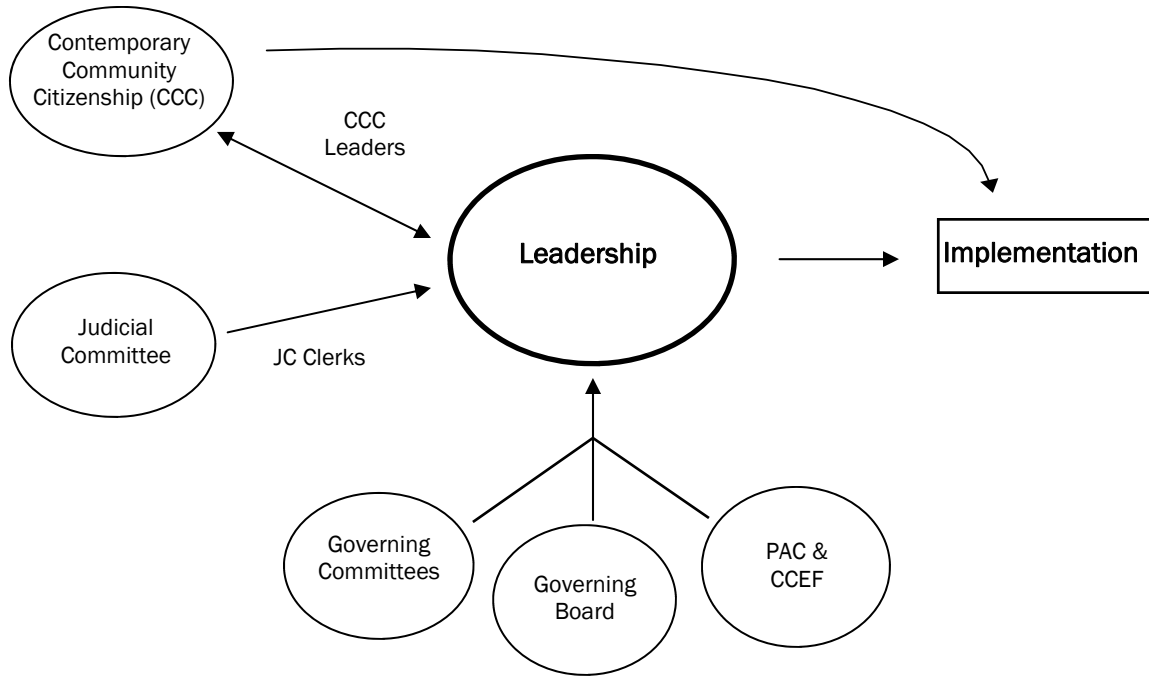
The Junior State of America (JSA) was created for students interested in politics and government, foreign affairs, the law, and education. Since 1934, more than 300,000 student members have become active, informed citizens through the Junior State. Students organize every aspect of organization, all the way from the chapter level to state and national administration. Our student leaders, elected by their fellow JSA members, plan and execute all of the conventions, conferences, and political awareness events held by the Junior State.

Healthy Lunch

Twice a month parents cater a full-course lunch during the school day. Since inception 2 years ago, these events quickly have become wildly successful, being fully appreciated by the community of learners and staff.

LEARNER GOVERNANCE STRUCTURE

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



GOVERNANCE

One of the most unique aspects of the ACLC Charter School is its method of governance that substantially incorporates the learners, parents, and facilitators in a broad array of organizational functions – legislative, judicial and executive. This approach is totally congruent with the ACLC philosophy that learning is experiential and incorporates not only the content but the process of the learning environment.

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

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

The Governing Board also directs 4 committees which carry out necessary functions of the school. Each Governance Committee is composed of a facilitator acting as committee head, learners, parents and other facilitators. The committees and their responsibilities are:

- Financial management and budgeting – tracks revenues and expenditures of the school, and monitors the contracted bookkeeping and reporting services provided by AUSD for ACLC (headed by the Development Director)
- Personnel – interviews candidates for staff positions, providing hiring recommendations to the Governing Board, and recommends and implements changes to personnel policy (headed by the Lead Facilitator)
- Curriculum and Standards – monitors compliance of academic standards, and recommends improvements to curriculum offered (headed by a Facilitator)
- Program Evaluation – executes the publication of the School Site Plan and Annual Report, surveys the community to monitor program satisfaction, and prepares for WASC accreditation school visits (headed by a Facilitator)

Additionally ACLC has a 501(c)3 organization, CCEF, which supplements the school's revenue through annual fundraising activities, providing a tax-free method to the community of donating funds for the school's use. The Parent Asset Committee is chartered to support the needs of staff and facilitators, and is open to all learners' parents.

LEADERSHIP COMMITTEE

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

This group meets three times per week and works very closely with the lead facilitator. LC is primarily charged with implementing proposals passed by the CCC. This may include codifying recommended changes in the Law Book, promulgating and enforcing rules in the community, coordinating center activities, supporting the smooth operation of day-to-day affairs of the community, and coordinating and facilitating the annual Constitutional Convention.

Many functions such as coordinating field trips, CCC meetings, notification of scheduling changes, and other facilitative and communication roles are best accomplished by Leadership because they provide opportunities for students to engage in self-management and organization of their own learning community. LC conducts its business using Parliamentary Procedures.

Leadership gives learners extensive experience in management and facilitation of operations and mitigates the necessity of hiring support staff to perform these functions. This maintains operations of the school on a cost-effective basis and provides meaningful roles and experience for learners. This is one of the many ways in which ACLC uses its resources to better accomplish learning objectives and to empower learners.

JUDICIAL COMMITTEE

The Judicial Committee (JC) is comprised of six clerks who are elected from among the learners and one facilitator selected by his/her peers. They meet four times each week to consider issues related to infringement of rules codified in the Law Book. The Law Book has been developed by the CCC during the first years of operations and is revised and updated on a regular basis by the CCC.

The Judicial Committee is responsible for enforcing the rules of the school by hearing cases submitted by learners and facilitators and deciding on appropriate consequences for specific actions. In this role the findings of the JC are binding on all parties involved and may result in further action, including suspension or expulsion, if not followed.

The JC also mediates disputes and assists parties who are engaged in some type of conflict to find common ground so that they can move forward in a positive manner. This role is particularly important since, after a dispute, the parties will remain in the same learning community and will interact regularly in some way.

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

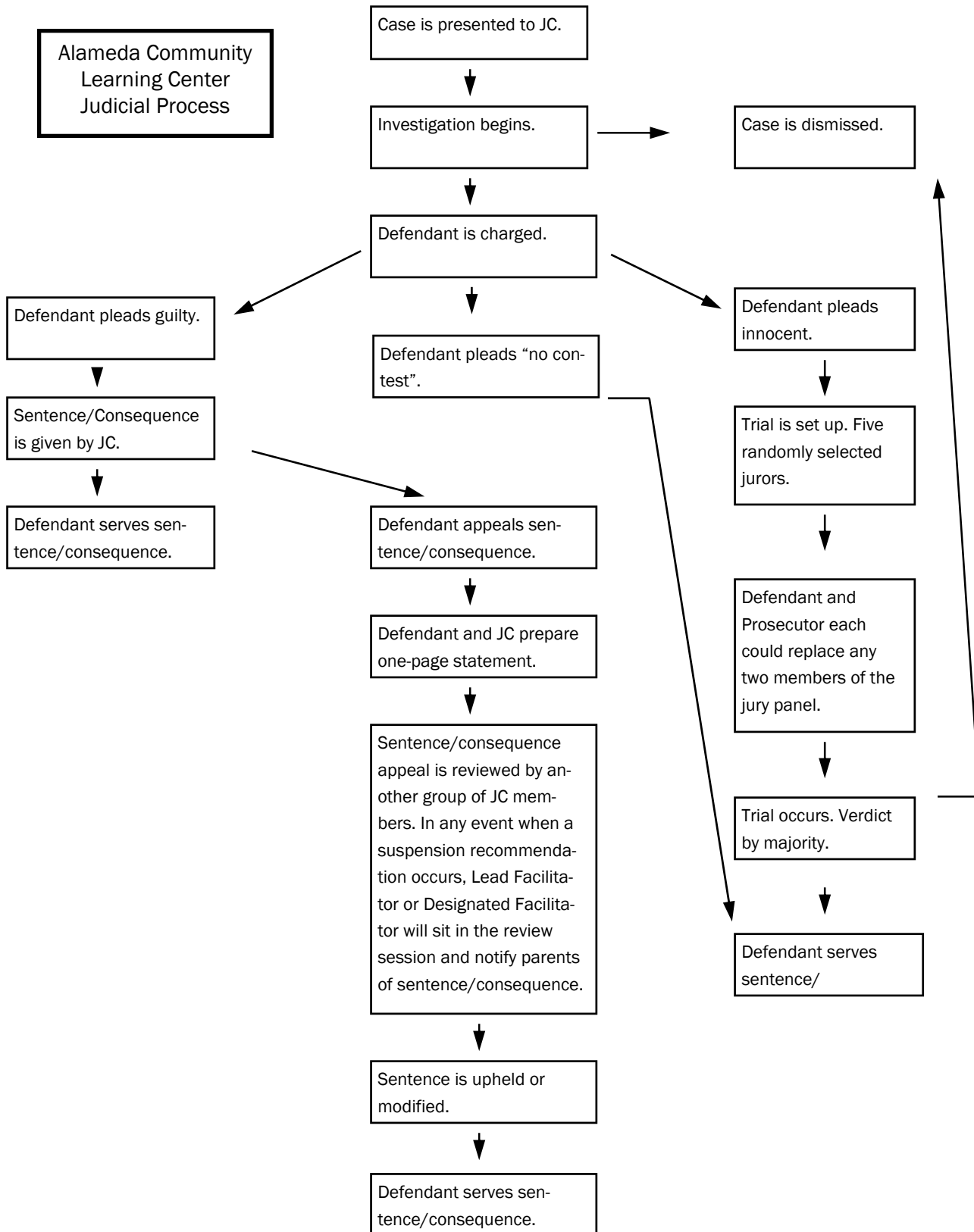
(See JC FLOW CHART on the following page)

PEER COUNSELING

This course is designed to train learners in conflict mediation skills. The course looks at the nature of conflict and how to resolve conflicts in a positive manner. Learners who participate fully in the class will be trained as "Conflict Mediators". In keeping with our school's philosophy, the course aims to empower learners in conflict to take responsibility for their own actions and to arrive at solutions to conflict with the help of trained fellow learner mediators. The goal is to help learners and facilitators see conflicts as an opportunity for personal and institutional growth and to teach learners the skills to resolve conflict non-violently and collaboratively. Ultimately, the Peer Counseling program will disseminate an approach to problem solving that values diversity and respects differences of opinion.

Mediation sessions are conducted by two peer conflict mediators with the counselor as overseer. Learners may ask to have a mediation session with another learner. Both must agree to mediation. JC referrals are also used as a means of providing mediation.

JUDICIAL COMMITTEE (CONTINUED)



CONTEMPORARY COMMUNITY CITIZENSHIP

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

In addition to these communication and process issues, the small group is responsible for legislative action - for making, discussing, and voting on formal proposals that relate to the policy and operations of the school. This includes the creation and amendment of the Law Book, the document that clarifies the rules and code of conduct for the entire ACLC Charter School community, including learners, facilitators, parents, and community visitors. Many of these actions may be within the purview of the CCC and will not require any review or approval by the Governing Board. However, issues which reflect a change in basic mission, philosophy, budget and personnel matters will require review and approval by the Governing Board before they take effect. Furthermore, issues which reflect a change in the Charter or which have any impact on district policy governing the ACLC Charter School must also be reviewed and approved by the Board of Education.

It is important to note that, although some actions of the CCC may require the approval of other bodies, the bulk of the decision-making processes related to self-management is in the hands of the community of learners. In this way the adolescents of ACLC are empowered to establish the operational rules of their learning community and to make decisions about the use of some resources (e.g., purchase of specific equipment, use of funding for field trips, etc.) that are within the purview of the learning community. The CCC also evaluates the facilitators, the Leadership Committee and the operation of the school and makes recommendations for change in operational practices. The CCC is the locus for the annual Constitutional Convention, an opportunity for the entire community to review the operations of the year and make changes to the ACLC Rulebook that governs the school. The CCC also elects learners to the Governing Board.



“... although some actions of the CCC may require the approval of other bodies, the bulk of the decision-making processes related to self-management is in the hands of the community of learners.”

LEARNER LED CONFERENCES

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

The topic in the spring 2006 LLC’s was for learners to discuss specific recommendations for school expense reduction and revenue improvement. Recommendations were brought to the Finance Committee which in turn proposed specific actions to the Governing Board which were approved and implemented in the following school year.

ACLC AND OUR COMMUNITY

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

Our Learners Are...

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

Rowers for the Oakland Strokes

Participants in Encinal High School Badminton Club

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

Youth leaders and camp counselors for churches/summer camps

Participants in Junior Statesmen of America

Participants of Youth Radio in Berkeley, California

Participants and Officers of JROTC

Members of the Boy Scouts and Girl Scouts

Participants in Save The Bay

Participants in Sierra Service Project

Organizers and Participants of Relay for Life Breast Cancer Fundraisers

Participants in School Plays and ACLO Musicals

Members of the Oakland Ballet and other Alameda dance studios

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

Participants in Fashion Show for Encinal High School

Participants in Bay Area Multicultural Media (BAMMA)

Participants in Encinal High Band

Participants in Summer Academy Search

Participants in the Healthy Start Lunch Program

Dancers in the Macy's Thanksgiving Day Parade

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

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

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

Coaches for athletes competing in the Special Olympics

Coaches for Alameda youth sports teams

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

Interns in various businesses throughout the Bay Area

Participants in the "Future Leader's Institute"

HOW WE ARE DOING

Each year the school fields written surveys to learners, parents, and facilitators requesting feedback on their satisfaction with the ACLC program. The next pages show the yearly trend of average responses to each question.

Learner Survey Responses

Response Key:

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree
(questions are sorted from the lowest average 2006 response to the highest)

Group	Question	2004	2005	2006	2007	2008	2009
Fun and Joy of Learning	I like attending my elective classes at Encinal HS	2.9	2.9	3.1	3.03	2.68	3.00
Fun and Joy of Learning	I like attending all of my ACLC classes.	3.0	3.1	3.1	3.30	3.19	2.96
Technology and Facilities	I am comfortable using Publisher.	3.2	3.3	3.2	3.35	3.13	3.11
Technology and Facilities	I am comfortable using Excel.	3.1	3.1	3.2	3.23	3.23	3.08
Fun and Joy of Learning	I am satisfied with my academic performances	3.0	2.9	3.2	3.31	3.24	3.16
Academic and Intellectual Program	I feel that I am challenged by my academic program.	3.2	3.2	3.2	3.43	3.14	2.93
Fun and Joy of Learning	I am motivated to learn.	3.1	3.2	3.2	3.41	3.22	3.16
Fun and Joy of Learning	I am interested by what I learn in my classes.	3.1	3.2	3.2	3.37	3.22	2.98
Academic and Intellectual Program	I feel that the ACLC seminars offer me adequate preparation and resources for meeting the state standards.	3.2	3.2	3.3	3.53	3.33	3.10
Fun and Joy of Learning	I feel that the facilitators help me with aspects of my work.	3.1	3.2	3.3	3.42	3.22	2.98
Fun and Joy of Learning	I am satisfied with my extracurricular performances.	3.2	3.2	3.3	3.54	3.37	3.22
Close-Knit Community	I am able to talk and freely share my feelings with other people in the community.	3.2	3.2	3.3	3.35	3.37	3.01
Technology and Facilities	I feel that the Center accommodates me with all my tech-	3.3	3.3	3.3	3.63	3.43	3.14
Close-Knit Community	I feel socially accepted and as a result I am able to oper-	3.3	3.3	3.3	3.47	3.37	3.26
Technology and Facilities	I feel that the Center provides me with various equipment in order for me to explore new learning opportunities.	3.3	3.4	3.4	3.58	3.31	3.14
Fun and Joy of Learning	I see myself as a life-long learner.	3.3	3.4	3.4	3.60	3.37	3.30
Academic and Intellectual Program	I feel that the academic program adequately prepares me for life after high school.	3.4	3.5	3.4	3.58	3.41	3.12
Close-Knit Community	I feel safe and I feel I belong in the ACLC community	3.4	3.5	3.5	3.46	3.48	3.27
Academic and Intellectual Program	I feel that I am empowered to take control of my educational experience.	3.4	3.4	3.5	3.61	3.35	3.16
Technology and Facilities	I am comfortable and am able to sit down at a computer and work on projects	3.4	3.4	3.5	3.57	3.61	3.33
Close-Knit Community	I feel accepted for who I am.	3.4	3.5	3.5	3.57	3.43	3.23
Fun and Joy of Learning	I enjoy being at the ACLC.	3.4	3.5	3.5	3.58	3.55	3.31
Technology and Facilities	I am comfortable using Power Point.	3.6	3.7	3.6	3.68	3.66	3.51
Technology and Facilities	I am comfortable using Microsoft Word.	3.7	3.8	3.7	3.79	3.79	3.58

HOW WE ARE DOING (CONTINUED)

Parent Survey Responses

Response Key:

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

Group	Question	2004	2005	2006	2007	2008	2009
Academic and Intellectual Program	I believe there are adequate academic and extra-curricular activities offered by the ACLC.	3.0	3.0	3.1	3.03	-	2.4
Academic and Intellectual Program	I believe the ACLC has adequate resources to support my child's learning.	3.1	3.1	3.1	3.31	2.98	2.8
Academic and Intellectual Program	I believe that the ACLC offers a rigorous academic curriculum.	3.1	3.2	3.1	3.31	3.08	2.8
Academic and Intellectual Program	I believe there are adequate extracurricular activities offered by the ACLC.	-	-	-	-	2.69	2.4
Academic and Intellectual Program	I believe there are adequate academic activities offered by the ACLC.	-	-	-	-	3.06	2.8
Academic and Intellectual Program	I believe the extracurricular activities have enough flexibility.	-	-	-	-	3.26	-
Academic and Intellectual Program	I believe that the ACLC prepares my child well for life beyond high school	3.5	3.5	3.6	3.56	3.38	3.1
Academic and Intellectual Program	I believe that the ACLC teaches my child the technology skills that she/he will need to know in the future.	3.5	3.5	3.5	3.64	3.37	3.1
Close-Knit Community	I feel that my child is support in her / his endeavors by her / his fellow learners	-	-	-	-	3.26	3.0
Close-Knit Community	I feel that my child is respected at the ACLC by her / his fellow learners	-	-	-	-	3.33	3.0
Close-Knit Community	I feel that my child is respected at the ACLC by the facilitators and staff members.	-	-	-	-	3.34	3.1
Close-Knit Community	I feel that my child is supported at the ACLC by the facilitators and staff members.	-	-	-	-	3.37	3.0
Close-Knit Community	I believe my child feels supported in his/her endeavors and respected at the ACLC by her/his fellow learners.	3.4	3.4	3.5	3.56	-	-
Close-Knit Community	I feel supported by other parents at the ACLC.	3.2	3.2	3.2	3.36	3.32	2.9
Close-Knit Community	I believe that the ACLC environment exposes my child to diversity.	3.5	3.6	3.5	3.53	3.40	3.2
Close-Knit Community	I believe my child feels supported and respected at the ACLC by the facilitators and staff members.	3.4	3.4	3.5	3.56	-	-
Overall Satisfaction	I believe that the ACLC prepares my child well for life beyond high school.	3.5	3.5	3.6	3.56	3.38	3.1
Overall Satisfaction	I would strongly recommend the ACLC for other parents and learners.	3.4	3.4	3.5	3.54	3.42	3.0

HOW WE ARE DOING (CONTINUED)

Facilitator Survey Responses

Mean Response (scale: 4=agree, 1=disagree) converted from a 5 point scale in 2003-2006, 2007 not converted

School Year (ending)

Statement	2003	2004	2005	2006	2007	2008	2009
I feel that our meeting time is sufficient	3.2	2.8	2.9	1.9	3.4	3.32	4.0
I believe that the facilitator meetings are effective	3.5	3.1	2.7	2.0	3.1	3.09	3.9
I have sufficient time in the day to complete all of my work	2.2	1.1	2.1	2.1	2.5	2.68	3.0
I believe that the communication among facilitators is clear	3.5	2.7	2.6	2.2	3.0	3.32	3.8
I believe that the team operates efficiently	3.5	2.8	2.8	2.2	2.9	2.95	3.5
I believe that our team is organized	3.2	2.9	2.7	2.3	2.9	3.00	3.4
I am comfortable with the leadership structure of the facilitator team	3.5	3.2	3.2	2.5	3.1	3.55	4.0
I have a balanced workload	2.9	2.5	2.3	2.8	2.9	2.95	3.7
I am comfortable with the leadership structure of the Center	3.7	3.5	3.3	2.8	3.1	3.75	4.1
I can freely communicate my ideas to the team	3.5	2.7	3.2	2.9	3.4	3.82	4.2
I have adequate resources to deliver my curriculum	3.2	2.9	3.0	3.0	3.4	3.55	4.2
I feel a part of the team	3.7	3.0	3.3	3.3	3.4	3.73	4.2
I have the support from the other facilitators	3.5	3.2	3.3	3.3	3.5	3.64	4.5
I have sufficient technology resources to do my work	3.4	3.9	3.4	3.3	3.6	3.36	4.3
I have a clear understanding of the tasks delegated to me	3.7	3.2	3.0	3.4	3.1	3.27	4.2
I am aware of what the team expects of me	3.5	3.0	3.1	3.5	3.2	3.32	4.5
I have the flexibility to implement a variety of teaching technologies	3.8	3.7	3.7	3.7	3.8	3.82	4.1
I enjoy working at the ACLC	3.8	3.4	3.8	3.7	3.5	3.86	4.4
I feel that I learn a lot in this job	3.7	3.9	3.8	3.7	3.6	3.95	4.6
I establish strong relationships with learners	3.7	3.9	3.7	3.8	3.8	3.73	4.8
I believe in the philosophy of the program	3.8	3.7	3.8	3.8	3.9	3.91	4.4.



BIOGRAPHIES

1. FACILITATORS AND STAFF

Name: Paul Bentz

Role: Executive Director, Community Learning Center Schools, Inc. (CLCS), ACLC Governing Board Member, Financial Committee Coordinator, Science and Math Facilitator

Years at the Center: 14

Activities: An Alameda teacher for twenty-two years, Paul serves as the part time Executive Director of business operations for CLCS. Paul was one of the Lead Petitioners for the creation of the new Nea Community Learning Center. For three years Paul served as the school’s Lead Facilitator. Paul facilitated the teaching of geometry and Bridges to Algebra in 2008-09. In the past he has also facilitated biology, chemistry, honors chemistry and honors earth sciences, geometry, leadership, and science 7-9. Paul is the founder of Alameda FIRST Lego League Robotics Program, which in eight years has provided forty to sixty hours of robotic engineering experiences for 9-14 year olds in Alameda with over six hundred participants. He has also raised twenty-three thousand dollars for the program from three different Alameda Tech companies. Paul has acted as a master teacher of the Intel Teach to the Future program, which in two years trained 52 Alameda high school and middle school teachers in integrating technology into the curriculum. Paul has had seven years of experience as a wilderness instructor for the National Outdoor Leadership School, Lander, Wyoming.

Education: Paul received an AB in geography, UC Berkeley in 1972

California Secondary Teaching Credential, UC Berkeley, 1986

Single Subject Physical Science and Social Studies

Name: Carrie Blanche

Role: Resource Specialist , Art Facilitator, Personnel Committee Member

Years at the Center: 7

Activities: Coordinate services and ensure accommodations for learners with disabilities in the general education environment. Identify and assess learners, attend SST meetings, prepare and facilitate IEP meetings and communicate with parents of learners with special needs. Teach learners individually as needed and in small group. Coordinate the activities of special education paraprofessionals. Developed the Center’s Visual Communication course and wrote the UC proposal for UC course approval. This course applies the state Standards in Visual Arts through the medium of image editing software and is an integral part of our Digital Arts program. Facilitate Math Lab and Visual Communication course for older learners and Wheel (7th grade) Visual Communication. Serve on Personnel Committee. In the past, Carrie has taught at the drawing, painting, printmaking and sculpture at the community college level. In her other life, Carrie is a working, professional artist.

Education: BFA, University of California, Davis

Education Specialist Level II Certification California State University, Sacramento

Name: Julian August

Role: Humanities Facilitator

Years at the Center: 1.5

Activities: Julian currently facilitates seminars in Humanities 6/7th, and Humanities 8. Julian’s previous teaching experience includes teaching in the Oakland Unified School District and Piedmont Unified School District High. Prior to becoming a teacher Julian graduated *summa cum laude* from Arizona State University and studied law in San Francisco. Julian is currently pursuing a Master of Science in Education with a focus in Curriculum at California State University, East Bay, where he also earned his teaching credential.

Education: B.S. - Justice and Social Inquiry, Arizona State University

Teaching Credential – California State University, East Bay

FACILITATORS AND STAFF (CONTINUED)

Name: Milt Friedman

Role: Science and Math Facilitator

Years at the Center: 1

Activities: Milt currently facilitates seminars in Chemistry, Algebra 2, and Pre-Algebra. Milt's previous teaching experience includes 2 years teaching Chemistry and Forensic Sciences at Las Lomas High School in Walnut Creek, CA. Prior to becoming a teacher, he was a bioscience researcher, Director of Research and Development, and an independent consultant and writer in biotechnology. In addition, he has served as a parent member of the ACLC Governing Board.

Education: Ph.D., Bioscience, The Rockefeller University, New York, New York
 B.A. Biology, Reed College, Portland, OR
 Teaching Credential Program, Western Governors University, Salt Lake City, UT
 Single Subject California Teaching Credential in Biology, Chemistry, Physics, and Foundational Mathematics

Name: Carlton Grizzle

Role: Math Facilitator

Years at the Center: 4

Activities: Carlton currently facilitates seminars in Algebra 1, Geometry, and Precalculus. Carlton's previous teaching experience includes teaching Pre-algebra, Algebra 1, and Math Intervention for two years at Mt. Eden High School in Hayward, California. Prior to becoming a teacher, he was a geotechnical engineer, graduate student researcher, and alarm installer, among other things. Carlton was selected as a finalist for the Alameda Unified School District Teacher of the Year award. Carlton recently participated in a summer fellowship for math and science teachers at the Lawrence Berkeley National Laboratory.

Education: B.S. and M.S., Civil and Environmental Engineering, UC Berkeley
 Credential in Mathematics and Science from California State University East Bay

Name: Maafi Gueye

Role: Science and Math Facilitator, Curriculum Committee Member

Years at the Center: 8

Activities: A teacher for 23 years, Maafi has facilitated the acquisition of concept knowledge and practical skills in Algebra 1 and 2, pre-calculus, physics and honors physics, and in the past has facilitated biology. Maafi is a member of the Physics, Science and Math Days committee at Paramount's Great America and has written science and math curricula to be used for discovering the applied math and science of rides at an amusement park. Maafi's roller coaster model building teams have won in every contest they compete in against other high school teams from the Bay Area. Last year she trained 32 teachers in inquiry-based science education as a subject area specialist for Alameda County's Project Pipeline. She has 20+ years experience as a professional traditional African dancer and drummer.

Education: BS in Biology, Rutgers University, New Brunswick, NJ , 1983
 Secondary Clear Teaching Credential, Biology, Chemistry and Physical Science, 1992
 M. Ed. Science Education coursework Rutgers University, 1996

Name: Josiah Hooper

Role: Consultant Instructor, Digital Video Studio class

Years in the Center: 7

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

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

FACILITATORS AND STAFF (CONTINUED)

Name: Lynn Kameny

Role: Humanities Facilitator, Assistant Lead Facilitator, Financial Committee member

Years at the Center: 12

Activities: In her 23rd year as a Humanities teacher, Lynn currently teaches Honors English 11, English 10-11, and Humanities 9 (a combination English and Current Life Issues class) Past Center-wide activities with learners include a Shakespeare festival, an annual classroom trial based on *Of Mice and Men*, and a celebration of learner-created poetry anthologies. Lynn believes that in ACLC seminars one of the facilitators' main jobs is to pare down the direct teaching and constantly facilitate a means for learner-centered and learner-directed learning opportunities.

Education: A.B. English, UC Berkeley 1981

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

CLAD Certification 1990

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

Other Teaching: *Project Pipeline* Teacher Training Program, English Subject Specialist, 2004 - present

Name: Lora Lewis

Role: Lead Facilitator, Humanities Facilitator, Personnel Committee Coordinator

Years in the Center: 7

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

Education: A.B. in English from U.C. Berkeley, 1989

M.A. in English and Creative Writing, Boston University, 1992

Single Subject Teaching Credential in English, Mills College, 1995

CLAD Credential, Mills College, 1995. Supplemental Credential in Social Studies, 2004

Tier 1 Administrative Srvc's Credential, St. Mary's College, 2004. M.A. Educational Leadership, St. Mary's College, 2005

Name: Jacob J. Powell

Role: Social Science Facilitator, Technology Coordinator, Program Evaluation Committee Member.

Years at the Center: 4

Activities: A History and English teacher for the past 10 years. He taught Language Arts at a Private school in San Jose, Costa Rica in 2002-2003. Jacob is currently facilitating U.S. History, Economics, Technology, and Ancient World History. He advises The Junior State of America program at the Center. Participates in the Alameda county Superintendents of schools teacher leadership cadre in social Science.

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

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

California Clear Social Science Credential, 2002, Chapman University

FACILITATORS AND STAFF (CONTINUED)**Name:** Gail Smith-Pratt**Role:** Counselor**Years at the Center:** 3

Activities: Develop academic plans with learners to meet ACLC graduation and college requirements. Evaluate transcripts, monitor credit deficiency and give options for making up credits. Meet with learners and parents for those at risk of failing or of not graduating. Handle parent concerns regarding learner's academic progress. Facilitate student study team meetings. Attend IEP meetings. Create and monitor accommodations for 504. Update UC course list annually and submit new courses as needed. Work with Lead Facilitator to design master schedule. Input master schedule and input all courses in SASI. Arrange course schedule with learners annually. Make all schedule changes in SASI throughout the year. Coordinate and supervise PSAT, STAR and CAHSEE. Notify parents, learners and facilitators of upcoming tests. Order materials and check shipments. Register new learners with course selection and review past records. Facilitate Peer Counseling program. Process counselor component for college applications. Provide crisis counseling.

Education: A.B. in Women's Studies/Social Welfare, University of California, Berkeley 1995

Pupil Personnel Services Credential, Saint Mary's College

M.A. in School Counseling, Saint Mary's College

Name: Juanita Williams**Role:** Office Manager**Years in Center:** 8

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

Name: Patricia Williamson**Role:** Math and Science Facilitator, Program Evaluation Committee Chair, Governing Board member.**Years at the Center:** 5

Activities: An Alameda Unified School District teacher for twenty-three, Patricia has facilitated the teaching of Science 6, Math 6, Pre-algebra, and Bridge to Algebra. Before working at the ACLC Patricia was a founder of The Wood School Technology Academy where she taught 6th and 7th grade math and science. Patricia has served on The Bay Area Science Fair committee for the past twenty years. Patricia has enjoyed over the past six years introducing the local wetlands to her students with the Save the Bay organization through wetland restoration projects and canoeing trips on the bay.

Education: BS in Wildlife Biology, UC Davis

California Secondary Teaching Credential in Life Science, UC Berkeley

Mathematics Supplemental Credential, CLAD Certified

Name: Terry Toczynski**Role:** Spanish 1 & 2, Martial Arts facilitator**Years at the Center:** 2

Activities: Teacher has been teaching for 20 years. She worked at Alameda High and Wood Middle School. Before that, she earned her Masters in Journalism from UC Berkeley and worked as a reporter and writer for 10 years. She has lived in Colombia and Mexico studying Spanish. She was awarded a Rotary International Fellowship to study Political and Social Science at the Universidad de Los Andes in Bogota, Colombia. She co-authored a book on labor relations that was published in 1993.

Education: BA Spanish California State University, MA Journalism UC Berkeley

Credentials: Spanish, Supplementary authorization in Journalism, Anthropology and English Composition

OTHER GOVERNING BOARD MEMBERS

Name: Lisa Maxwell

Role: Parent representative to the Governing Board

Years in Center: 4

Activities: Lisa is the parent of a 9th grader at ACLC, as well as an incoming 6th grader to ACLC. Besides her volunteer work as a Board member and Personnel Committee member at ACLC, she helps with ACLC's ultimate frisbee team and with the Encinal volleyball team both of which her daughter is a member of. Lisa also volunteers for her son's scout troop. Lisa is a partner in a boutique real estate law firm in San Francisco, CA.

Education: Undergraduate B.S. and a J.D.

Name: Lowry Fenton

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

Years in Center: 11

Activities: Lowry Fenton is the parent of 3 graduates of the center. He helped found the Finance Committee during the first charter year, and is a member of the Foundation that provides funding and support for the center.

Education: A.B. Economics, Stanford University
M.S. Accounting, New York University Graduate School of Business

Name: Lazlo Steele

Role: Parent representative to the Governing Board Member

Years in the Center: 5

Activities: Actor, Rap Poetry, Writer

Education: High School at Alameda Community Learning Center

Name: Kate Emberley

Role: Learner Representative to the Governing Board

Years in Center: 3

Activities: Ultimate Frisbee, Leadership

Education: High School at Alameda Community Learning Center

Name: Dave Dierking

Role: AUSD Representative to the Governing Board

Years in Center: 3rd year

Activities: Dave has close to 40 years of experience working in the Alameda Unified School District. At age 25 he was the youngest person in Alameda history to be appointed principal. He has been a principal at all levels, and is currently the Director of Student Services, AUSD Charter School Liaison, and AUSD Compliance Officer.

Name: Annie Paulukonis

Role: Learner Representative to the Governing Board

Years in Center: 2 years

Activities: Peer Counselor, Leadership

Education: High School at the Alameda Community Learning Center as well as concurrent enrollment in the Peralta colleges

ACLC EMERGENCY PREPAREDNESS PLAN

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

ACLC DISCIPLINE AND SUSPENSION REPORT

ACLC Discipline and Suspension Report 2008-09

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

During the 2008-09 school year, 37 different learners were suspended (11 girls and 26 boys) for a total of 65 days of suspension. Suspensions per grade level were as follows: 6th grade = 11, 7th grade = 8, 8th grade = 15, 9th grade = 12, 10th grade = 10, 11th grade = 6, and 12th grade = 3. The lengths of the suspensions were as follows: 34 were for one day or the remainder of a day, 10 were for two days, 8 were for three days, and 13 were for five days. The official reasons for suspensions included 24 for disrupting school activities or defying school personnel, 23 for threatening to cause physical injury to another person or willfully using force or violence upon another person, 2 for drug or alcohol offenses, 9 for use of tobacco, 2 for stealing school property, 1 for committing and obscene act or vulgarity, and 4 for being off campus without permission.

EVALUATION OF THE EDUCATION PROGRAM & GENERAL OPERATION

The Memorandum of Understanding between ACLC and the AUSD, as a portion of the charter agreement, requires specific processes and procedures that the school must follow, and provide an evaluation of annual compliance to the district. In appendix A is an itemized list evaluating progress on the approximately 15 purposes and goals of the charter.

Each of the goal requirements were successfully implemented during the 2005-2006 school year.

FINANCIAL STATEMENT

Description	09 - Charter Schools Fund	ACLCLC Citibank Accounts	Combined
8015 - Charter Schools General Purpose Entitlement - State Aid	962,399.00		962,399.00
8096 - Transfers to Charter Schools in Lieu of Property Taxes	451,084.00		451,084.00
8480 - Charter Schools Categorical Block Grant	109,988.00		109,988.00
8560 - State Lottery Revenue	29,229.53		29,229.53
8660 - Interest	14,928.13		14,928.13
8590 - Supplementary Counseling Program (delayed to 2008-09)	19,170.00		19,170.00
CCEF Donations		44,227.00	44,227.00
Funds Replacement		166.13	166.13
Field Trip Donations		1,428.00	1,428.00
FLI Projects		1,122.30	1,122.30
Testing Fees		1,142.51	1,142.51
Locker Deposits		435.00	435.00
Graduation Expenses		654.80	654.80
Lost Books and Materials Fees		1,642.01	1,642.01
Leadership Income		9,963.20	9,963.20
Total Revenue	1,586,798.66	60,780.95	1,647,579.61
1100 - Teachers' Salaries	636,297.98		636,297.98
1101 - Tchr Sal-Stipend	127,024.94		127,024.94
1102 - Teachers Salaries-Hourly	20,089.50		20,089.50
1103 - Teachers Salaries-Substitutes	100.00		100.00
1275 - Counselors-Teachers	44,945.03		44,945.03
1276 - Counselors Teachers-Stipend	1,382.47		1,382.47
1277 - Counselors Teachers-Hourly	61.50		61.50
2260 - Maintenance/Operations Salaries	22,840.93		22,840.93
2261 - Maint/Operations-Stipend	610.00		610.00

(continued on following page)

FINANCIAL STATEMENT (CONTINUED)

2400 - Clerical, Technical, and Of- fice Staff Salaries	44,469.26		44,469.26
2401 - Clerical/Office Sal-Stipend	5,000.00		5,000.00
2402 - Clerical/Office Sal-Hourly	6,457.42		6,457.42
3101 - State Teachers' Retirement System, certificated positions	63,908.31		63,908.31
3201 - Public Employees' Retire- ment System, certificated positions	4,402.29		4,402.29
3202 - Public Employees' Retire- ment System, classified positions	5,571.80		5,571.80
3311 - Social Security Certificated	2,700.82		2,700.82
3321 - Medicare Certificated	11,351.87		11,351.87
3312 - Social Security Classified	3,953.42		3,953.42
3322 - Medicare Classified	924.65		924.65
3401 - Health & Welfare Benefits, certificated positions	32,827.04		32,827.04
3402 - Health & Welfare Benefits, classified positions	9,874.53		9,874.53
3501 - State Unemployment Insur- ance, certificated positions	2,500.04		2,500.04
3502 - State Unemployment Insur- ance, classified positions	227.79		227.79
3601 - Workers' Compensation In- surance, certificated positions	16,417.05		16,417.05
3602 - Workers' Compensation In- surance, classified positions	1,495.74		1,495.74
3801 - PERS Reduction, certificated positions	1,677.20		1,677.20
3802 - PERS Reduction, classified positions	2,142.23		2,142.23
4100 - Approved Textbooks and Core Curricula Materials	15,857.26	1,126.08	16,983.34
4310 - Supplies	79,192.26	4,869.05	84,061.31

Note on Salaries and Benefits:

On ACLC's budget the salary buy-back from the Dissemination Grant was included as revenue, while on AUSD's financial report the salaries and benefits have been reduced with the buy-back amounts. No difference in the end result, only in the reporting.

FINANCIAL STATEMENT (CONTINUED)

5200 - Travel and Conferences	512.20	4,903.47	5,415.67
5300 - Dues and Memberships	2,905.90	345.00	3,250.90
5600 - Rentals, Leases, and Repairs	14,827.53	1,247.60	16,075.13
5764 - Interfund - Postage	1,560.51	1,209.12	2,769.63
5800 - Professional Consulting Services and Operating Expenditures	60,427.24		60,427.24
5830 - Contracted Services	51,350.00	16,620.10	67,970.10
5879 - Field Trips	1,727.00	17,914.09	19,641.09
5930 - Telephone	1,939.47		1,939.47
6400 - Equipment	2,018.24	1,814.43	3,832.67
7350 - Indirect Costs for Interfund Charges	935.20		935.20
Insurance		611.20	611.20
Bank Service Charges		692.45	692.45
Testing		431.00	431.00
Advertising		8,377.77	8,377.77
Scholarships		1,000.00	1,000.00
Misc.		2,496.48	2,496.48
Leadership Expenses		3,225.52	3,225.52
Oversight and Accountability	45,215.66		45,215.66
Audit	1,561.87		1,561.87
Routine Maintenance	3,386.06		3,386.06
Concurrent Enrollment	27,408.82		27,408.82
Special Ed Encroachment	160,565.09		160,565.09
Administrative Services	48,531.48		48,531.48
Other Services Budget/Fiscal	7,500.00		7,500.00
Other Services Student Data Info	1,605.51		1,605.51
Other Serv. Central Ofc Student Serv.	1,485.23		1,485.23
Less Overcharge for 07-08	(38,709.32)		(38,709.32)
Total Expenditure	1,561,057.01	66,883.36	1,627,940.37
Excess (deficiency) of revenues and other financing	25,741.65	(6,102.41)	19,639.24
Fund Balance, Beginning of year	518,294.15	19,448.65	537,742.80
Fund Balance, End of year	544,035.80	13,346.24	557,382.04

