

Nea Community Learning Center

Charter Petition

October 3, 2008

New Charter Petition
For
Community Learning Center Schools, Inc.
(CLCS)
(A Non-profit Public Benefit Corporation)
To the
Alameda Unified School District
For the Operation of the
Nea Community Learning Center (NCLC)

October 3, 2008

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Introduction

This document is a petition for the Alameda Unified School District Board of Education to consider and approve this new charter pursuant to the timelines and processes outlined in the Charter Schools Act.

The document and petition requests that the Alameda Unified School District Board of Education schedule and conduct the required hearings and make a granting or denial decision within the 30- and 60- day timeline allowed by law.

California Charter Schools Act

In accordance with California Charter Schools Act, the Community Learning Center Schools, Inc., (hereafter referred to as "CLCS"), a 501c(3) tax exempt non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education (hereafter referred to as "AUSD"¹) to grant a charter for the new Nea Community Learning Center, K-12

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature... to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achievement.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. Ed. Code §47601(a)-(g).

In considering this petition, AUSD is to be guided by this intent:

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing

¹ Throughout, the term "AUSD" refers to the AUSD Board of Education unless specifically noted.

board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

Ed. Code § 47605(b).

The elements of the charter petition to be reasonably comprehensively described are individually stated and discussed below.

By amendment, the legislature further limited the bases for denial in 2000:

A petition for the establishment of a charter school shall not be denied based on the actual or potential costs of serving individuals with exceptional needs, as that term is defined pursuant to Section 56026. Ed. Code §47605.7(a).

Why does Community Learning Center Schools, Inc, seek to open a new K-12 charter school in Alameda?

CLCS seeks to open a new K-12 charter school in Alameda for all of the reasons outlined in the Charter School Law.

(a) Improve pupil learning.

The new school will use the learning philosophy of the highly successful Alameda Community Learning Center (Aclc) which has a proven track record of 13 years of improving pupil learning. This structure will be adapted for use in the K-5 program (see attached K-5 curriculum) to improve learning and education at the earliest levels.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

The ACLC educational model that will be adopted and adapted for NCLC has consistently increased learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. ACLC's Similar School Ranking (what many consider the gold standard for how schools should be ranked compared to the populations the serve) is consistently high, with one of the best average rankings in AUSD.

AUSD Similar School Rankings Comparison 2002-2007

	2002	2003	2004	2005	2006	2007	Average
Alameda Community Learning Center	8	10	10	6	8	9	8.50
Encinal High School	4	6	8	8	8	6	6.67
Chipman Middle School	6	6	6	8	4	3	5.50
Wood Middle School	3	4	5	6	2	7	4.50
Lincoln Middle School	2	3	3	5	5	5	3.83
Alameda High School	2	2	1	4	8	4	3.50

The new school is designed to offer learners who come from traditional and historically academically low achieving groups expanded learning experiences as compared to surrounding traditional schools. The new school will actively market in Alameda and neighboring communities to attract a diverse learner population reflective of Alameda’s demographics for African Americans, Filipinos, and Hispanics. The school will attempt to obtain a facility in the geographic West End of Alameda where most of these learners live.

(c) Encourage the use of different and innovative teaching methods.

The new school will use the innovative teaching methods that ACLC has developed over the last 13 years, which has earned ACLC accolades including:

- The coveted “California Distinguished School” award, the first such award granted to a charter school in Alameda
- Named by *US News and World Report* as one of America’s Best High Schools. (Bronze Award, top 18% in nation).

The innovative and successful teaching methods will be adapted for use in the K-5 part of the program as appropriate (see K-5 curriculum for further details).

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

The new school will use the “Facilitator Empowerment” model pioneered at ACLC of involving teachers at every level of the decision making and will create opportunities for teachers to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

The new school will create expanded choices in the type of educational opportunities that are available within the AUSD public school system. The new school will create 280 new 6-12 spaces in three years in Alameda and create 128

new opportunities in grades K- 5 for education using the adapted ACLC educational model.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Being a charter school, the new school will be held accountable to the public via its chartering agency using a performance-based accountability system.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The new school will provide vigorous competition within the public school system to stimulate improvements in all public schools.

Why does CLCS specifically seek to add K-5 to its current model?

CLCS seeks to expand into the K-5 grades to provide Alameda families in West End neighborhoods school choice within the public school system. CLCS seeks to use its innovative 21st century educational model to serve learners at a young age so they can be more successful in grades 6-12 and gain acceptance into four year colleges and universities. CLCS's proven educational model at the ACLC over the last 13 years has produced an impressive educational record where 90% of its graduates gain acceptance into four year colleges and universities.

Why does CLCS seek to create this new K-12 school now?

CLCS has in place all of the necessary components to create a successful new K-12 school. A highly qualified staff is awaiting approval of the charter petition. In our last petition effort, we had 265 applicants interested in attending the new school. NCLC has been pre-approved for a \$450,000 Public Charter School Grant Program Planning and Implementation Grant. The NCLC is replicating, expanding and adapting a proven educational program and demand for this model is high and immediate.

Alameda families want additional opportunities to educate their children in the Community Learning Center educational model. Between the ACLC wait list for 6-12 and the NCLC application list for K-12, there are over 375 different families in Alameda seeking to enroll their children in a CLCS Community Learning Center. (Exact details of NCLC applications for the 2009-10 school year will be forthcoming in our Proposition 39 request to be submitted by November 1st.)

The Public Charter School Grant Program has been funded with \$150 million to create new charter schools in California. CLCS has been pre-approved for a \$450,000 PCSGP Planning and Implementation Grant to support the initial operations and asset purchases of this new school. (NCLC has been pre-approved for this grant, pending charter approval.)

The "Core Action Team" for this project contains expertise in running charter schools. Paul Bentz, eight years of charter school management; and Lowry Fenton, five years as CFO of

ACLC, a new Lead Facilitator (Maafi Gueye) who has 7 years experience in working in the new learning model at the ACLC, and three elementary educators with over 75 years of combined experience in starting, running and teaching in elementary schools (Linda McCluskey, Betsy Weiss, and James Venable). Complete resumes for the people involved with this project are located in Appendix G. CLCS also has available a full staff of ACLC facilitators who will act as mentors and provide staff development opportunities for new educators in the new school as part of the “Planning and Implementation Grant” from the Public Charter Schools Grant Program.

What is the target population to be served by this new school?

NCLC seeks to serve all Alamedans who desire its 21st Century educational model. NCLC seeks to serve an ethnically diverse community that exceeds the AUSD’s ethnicity percentages for African Americans (13%), Filipino’s (9%) and Hispanics (12%). NCLC seeks to serve families on the west end of Alameda who have no choices of where to send their children to school except the local school in their geographic area. NCLC seeks to provide choices for these families and has a strategy and timeline in place to reach these demographic goals (see section G) NCLC seeks to work with west end community organizations to use the school facility not only as a K-12 school but as a community resource. CLCS is seeking funds to provide after school, weekend, and summer use of the facility.

AFFIRMATIONS/ASSURANCES

As the authorized CLCS CEO, I, **Paul Bentz**, hereby certify that the information submitted in this charter petition for a California public charter school named the *Nea Community Learning Center*, and located within the boundaries of the **Alameda Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the *Nea Community Learning Center* for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall admit all students who wish to attend the *Nea Community Learning Center*, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the *Nea Community Learning Center* including but not limited to:
 - The *Nea Community Learning Center* shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

- The *Nea Community Learning Center* shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The *Nea Community Learning Center* shall comply with any jurisdictional limitations to locations of its facilities.
- The *Nea Community Learning Center* shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The *Nea Community Learning Center* shall comply with all applicable portions of the No Child Left Behind Act.
- The *Nea Community Learning Center* shall comply with the Public Records Act.
- The *Nea Community Learning Center* shall comply with the Family Educational Rights and Privacy Act.
- The *Nea Community Learning Center* shall meet or exceed the legally required minimum of school days.


Paul Bentz, CLCS CEO

Date 10/1/08

A. Description of the Educational Program

The Community Learning Center Schools, Inc. (CLCS) a Nonprofit Public Benefit Corporation, has operated the Alameda Community Learning Center (ALCLC), a 6-12 program located on the Encinal High School campus in the City of Alameda for six years. For the 2006-07 school year, the current ALCLC received a statewide API rating of 10, putting it in the top 10% of all schools in California. ALCLC has achieved this rating five years in a row. The ALCLC also received a similar schools rating of 9, putting it in the top 20% of all schools in California serving similar socio-economic and ethnic populations. In 2007, ALCLC was awarded the "California Distinguished School" award. ALCLC is the first charter school in Alameda County to earn this award, and one of only four high schools in AUSD to receive this award in 2007. ALCLC is WASC accredited through 2010. ALCLC has a 96.5% attendance rate and over the last 12 years has produced an impressive educational record where 90% of its graduates gain acceptance into four year colleges and universities.

This charter petition is for a new charter to operate a K-12 school opening in the fall of 2009. The school will be planned and executed to serve at its full enrollment approximately 408 learners (exact enrollment depending upon the availability of a suitable facility within Alameda) interested in an alternative educational experience that encourages educational equity, experiential and collaborative learning, and a technology-rich environment. The program will serve Alameda residents and residents of neighboring communities. If approved by AUSD, there will be a preference in enrollment given to AUSD residents as required by law. The new school seeks a diverse population of learners that roughly represents the ethnic and socioeconomic diversity of the AUSD. The new program will enroll learners from all geographic areas of Alameda and surrounding communities in grades K through 5 as well as 6 – 12, keeping with our vision of serving learners in all thirteen grade levels. The new K-5 program will serve a minimum of 128 learners initially and will grow in the future depending upon demand and facilities. The new 6-12 community will be designed to serve approximately 180 learners in year one and will open as a 6-10. In three years it will grow to approximately 280 6-12 learners.

Mission Statement

The Nea 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.

To achieve this mission:

The Nea Community Learning Center (hereafter referred to as NCLC) is an educational model that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a noncompetitive manner that supports individuals to actively discover their own potential, recognize their own value and worth, and practice responsibility to the community. NCLC believes in the importance of a participatory governance model to empower learners,

parents, and facilitators to create a great educational program. NCLC is dedicated to a self-directed project-based learning model to achieve its educational goals. To this end, the NCLC provides a safe, connected, and flexible learning community. The program places emphasis on: developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of math and science to become aware of how the universe works; and developing an understanding of how government, economics and the social sciences impact individual and global interactions. Based on their knowledge and developmental level, learners design their own goals and life plans including responsibility to others and active citizenship. We embrace the idea that this is an on-going process of continual change and improvement.

We believe that an approach that empowers learners, provides them individualized support (from adults, older learners, and peers), and sets the highest academic, social, and ethical expectations is by far more likely to achieve this goal than traditional educational practice. We provide all learners with a rigorous, standards-based curriculum that promotes the practice and mastery of California state standards by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards.

In the new NCLC, teachers will be referred to as *facilitators* and students will be referred to as *learners*. We believe that this terminology change is essential to creating motivated learners who will acquire the skills for becoming lifelong learners. Changing the terminology is essential to creating empowered learners who understand the need to take ownership of their educational experience. All community members will be on a first name basis in respect for the equity of their various roles within the community.

The NCLC will provide a rigorous, relevant, culturally sensitive, accessible education program for all students (including high and low achievers, English learners, and special education students). The program utilizes a standards-based curriculum, instructional strategies, materials, and technology aimed at the targeted population, that is founded on research-based educational practices and is compliant with all laws and regulations applicable to California's charter schools. The NCLC will use the researched-based proven instructional model of the Alameda Community Learning Center, which has been in existence for 12 years and became Alameda County's first California Distinguished Charter School. (A state team visited the school and evaluated its educational practices for two days in the spring of 2006 and confirmed its educational practices.) This same educational program has achieved an API school score of 10 for five years in a row, demonstrating that its curriculum is aligned with California standards. The new NCLC will use a similar and adapted ACLC curriculum and current staff members of the ACLC will provide mentoring and staff development for the new NCLC staff on an ongoing basis.

- **Modes and methods of instruction**

The NCLC will adopt the modes and methods of instruction of the highly successful ACLC and adapt these modes and methods appropriately into the expanded lower grades for this model. The NCLC will use California state approved curriculum, instructional materials, and textbooks for all courses in grades K-12. The NCLC will align its courses to meet all California course and grade level standards. The NCLC will be using ACLC's standards aligned course descriptions

for grades 6-12. (See appendix H and 6-12 NCLC/ACLC Curriculum Guide for samples.) The NCLC has developed coursework that is aligned to the California standards for grades K-5. (See K-5 Curriculum binder.)

At the NCLC, learners will prepare to be successful citizens for the 21st Century by becoming self-motivated, competent and self-directed lifelong learners. They will do this by spending years immersed in the "Community Learning Center" educational model that has produced such results at the ACLC.

The ACLC has developed its educational strategies over the past twelve years. During this period there has been a consistent vision and evolving practice of that vision. The vision is to transform the learning environment from a teacher-directed system to a self-directed learning environment in which teachers are "facilitators and learners" and students are "learners and facilitators". In our minds, these are much more than buzz words. As a K-12 charter school, the NCLC will integrate this concept into its new K-5 program.

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

- Human beings are designed to learn. Educational best practices support and nurture this innate love of learning.
- Stakeholder voice is critical to the self-renewing organization, whether it is a company or a school. Unless learners understand that their voice is honored and their ideas and feelings valued, educational renewal will not occur.
- Interaction is the basis of learning from the earliest periods of child development through the most sophisticated, technological workplaces.
- Ownership of learning must reside with the learner, not the teacher. Only when the learner eagerly reaches forward for knowledge, insight, and wisdom does real learning occur.
- Collaboration and teamwork is the environment of the successful organizational culture.
- Technology is the toolkit of the information age. To be literate in the 21st Century learners must have access to and be proficient in the use of state-of-the-art technology.
- In order to pursue active learning, learners must have the flexibility to work as teams, move outside the "box" of the school facility (both physically and electronically), and engage in inquiry that is both "free" and subjected to critical evaluation by peers and adults who are highly proficient in their fields.
- Multi-age grouping supports a learner's knowledge acquisition through natural scaffolding, allowing them to move quickly in areas of talent, and more slowly and with more individual support in areas that are more difficult.
- Learning is made relevant and engages the learner through purposeful work.

This research on brain development and learning provides this philosophical basis for the design of our school day. For the development of new the K-5 program we have identified a few additional areas that we feel are important to consider with younger learners. They are:

- Language is used to express meaning. Facilitation of language skill acquisition occurs in contexts that are meaningful to the learners. When learners are engaged in authentic language use, three things happen simultaneously: they learn language, they use language to learn, and they learn about language.
- Learners are provided choices in what and how they learn within the structure of a studio and/or laboratory setting provided by facilitators and older learners.
- K-5 facilitators are *Multi-talented Generalists* who collaboratively engage in reflective practices and ongoing professional development which serves as a model for learners.

This educational model is in action with a group of learners in grades 6-12 at the current ACLC, a model that will be replicated at the NCLC. Visitors to the ACLC start by entering the community room, an essential component of our educational program. They see 80-100 learners (30% of learners in the school) of mixed ages working either independently or in teams during their scheduled project time within the school day. In this technology rich space with over 60 Internet-accessible individual computers, self-directed learners perform research for projects, access online language programs and learn foreign languages (via the Rosetta Stone software program), improve their math skills with the Carnegie online math program, communicate with facilitators and other learners via email, write essays and research papers, use spreadsheets to analyze data, and create electronic music and digital art and video. These learning activities happen within a modern workplace setting where the learners are free to move about and interact with each other and facilitators in a very personal way. All learners and facilitators are on a first name basis and everyone in the school knows everyone else. Visitors also see facilitators and paraprofessionals tutoring individuals and groups of learners, as well as many small learner study groups where learners teach each other and work on team projects for their seminars. Learners might be working on building roller coasters for a physics seminar, creating element brochures for a chemistry class, creating power point presentations for a social studies class, or word processing English essays.

Beyond the community room, the school's six classrooms are home to our academic seminars. In the 6-12 program, learners spend anywhere from 60-80% of their school day in seminars depending upon their chosen curriculum. The rest of their day is spent on project time in the community room. Learners receive individual grades in these seminars that are recorded on their transcripts just like traditional schools. Seminars are offered in courses required for graduation – including science, mathematics, language arts, foreign language, and social studies, with an emphasis on a language rich environment which will include the visual and performing arts for K-5.

- In the science classrooms, facilitators deliver direct instruction on the science curriculum, oversee traditional science laboratory activities, or prepare learners for a group or individual project to be done during their project time.
- In our math seminars, facilitators use a combination of direct instruction, group projects and individual skill building using computers.
- In our Humanities seminars, facilitators give writing instruction and learners discuss the books they are reading.
- Social studies seminars involve learners giving presentations about history and current events.

- In our digital video studio, learners create visual art and electronic music. We also offer a traditional art seminar, where facilitators and skilled older learners work with learners to explore painting and drawing.
- In another classroom, we offer foreign language instruction.
- In our leadership class, learners debate and propose solutions to various school issues. The leadership class is charged with creating community within our school, organizing and maintaining the community space, and organizing community events. The leadership class is run in a very democratic tradition.
- An element of the ACLC most visitors find interesting is our “Judicial Committee,” where learners (under the direction of a facilitator) review rules violations by learners and assign disciplinary consequences.

This 6-12 school system has been in place and working successfully for over 12 years in our current ACLC program. The new school will complete the original school’s plan with the addition of the K-5 program; modeled on the upper grade program and designed to be a dynamic, rigorous learning environment that is culturally and academically responsive to the needs of elementary learners.

A Day in the Life of the K-5 Nea Community Learning Center

Nea Community Learning Center’s learners will participate in the democratic model and benefit from multiage groupings similar to the 6-12 grade ACLC program. However, we also recognize that these younger learners need more structure and guidance from one primary adult or facilitator than their older counterparts. Therefore, the elementary learners will have a lead facilitator and a set space that will be home base. These younger learners will be in multiage groups similar to the older learners when appropriate. Because of the openness of the curriculum, the low learner-to-facilitator ratio and the commitment to success for all learners by the entire NCLC community, learners will have flexibility to work at their own pace within the appropriate development markers.

There will be a strong focus on developing a joy of reading and writing. We will emphasize comprehension and critical thinking in a variety of genres as well as across the other subject areas – math, science, social science and, the arts. We will achieve this through the school wide implementation of Reading and Writing Workshop developed by Columbia University’s Teacher College and which has been used and refined by educators over the last 30 years. This approach has been embraced and implemented in many school districts across the U.S. including some of our neighboring districts such as; Union City, San Ramon, Pleasanton, and was an essential component of the Washington School’s work that lead to their Distinguished School Award in 2006. In this model, learners gain ownership over their learning because they have choice in book selection and writing topics, learning is meaningful and purposeful because learners read and write for real audiences and purposes and, authentic assessment is used to further learning and inform instruction.

As important as developing literacy is in elementary school, we also recognize the need for an integrated, activity based and **hands-on** math and science program. In the last decade these subjects have become text book subjects that emphasize drill and memorization over application

and understanding. Elementary learners must have authentic, meaningful experiences in order to truly understand abstract scientific and mathematical concepts. We will use real materials in an activity based program to teach these concepts so learners truly comprehend what happens in regrouping or, the water cycle instead of rote memorization of a series of steps. Finally, we will embrace all of the arts, not only as a parent run program or as exposure through assemblies but as a thorough, hands-on, integrated program.

School Day

8:20-8:30 Homeroom business
8:30-9:30 Writing Workshop
9:45-10:45 Reading Workshop
11:00-11:45 Math Workshop
11:45-12:30 Lunch
12:30-1:00 Read Aloud
1:00 – 1:45 Science/Social Science
2:00 – 2:50 The Arts

Before and After School Program (Fee Based, CLCS will be looking for grants to support low income families)

7:00 – 8:15 am Tutoring, breakfast, independent reading, writing, art
2:50-6:00 pm Tutoring, snacks, enrichment (art, music, dance, sports)

Our curriculum vision for the charter is the same vision that has persisted throughout the last 300 years of U.S. education. The NCLC Charter School will teach the Basic Academic Skills in reading, writing, math, science, history, civics, geography. The school will teach critical thinking and problem solving, the social skills, citizenship, physical health, emotional health, the arts and literature. So what will make our Charter School different from any other school within the district?

- I. Our first goal is to provide a **balanced curriculum** - not only concerned with WHAT we teach, but HOW we teach children.
 - a. Powerful teaching is **responsive teaching** that is based on the learning styles and cultural backgrounds of the learners.
 - b. We will use **evidence based instruction** (using the research and practice developed out of Columbia University's Teacher's College - which is being used throughout the country)
 1. Reading, writing, and thinking will be demonstrated for the learners so they have explicit models to follow
 2. Learners will have the independence to select reading material at their level and will be able to engage in self-selected writing topics
 3. We will employ the reading/writing connection to improve comprehension
 4. Learners will write for real audiences and purposes
 5. Reading and writing will not be limited as a subject, but used across content area subjects as well

- II. Our second goal would be to **broaden literacy instruction** to include not only conventional reading and writing, but digital, visual, and critical literacy. We believe for a child to be successful in the 21st century, she must know how to use these literacy skills successfully.
- III. We will use an inquiry-based approach to learning science and social studies, using the research model developed by the education department at Indiana University.
- IV. We will **expand** our use of **assessment**:
 - a. We will use traditional measurement tools for accountability
 - b. We will use data that derives from an observational context to evaluating the learners' individual process and products.

The California State Standards will be used as the framework for K-5 learning and will be made explicit and transparent to the K-5 learners and their families. Learners will use CA state approved textbooks. To meet State Standards and more, K-5 learners are provided with multiple means to discover how they learn and to accelerate their learning. The facilitators, working with learners, design units of study based on the learners' performances and the content standards. These units of study are project and constructivist based, designed for both individual work and teamwork. The brain-based principle that new knowledge and understanding is built on learners' prior knowledge and understanding drives this work.

K-5 students have specific classrooms for direct teaching and for support that is provided by their classroom facilitator. These rooms are small labs rich in learning materials that provide a developmentally appropriate environment for the K-5. Here they keep their personal things, their work journals, and their archived work. They personalize these rooms to reflect who they are and what they are learning. They see themselves and their learning in the displays and the materials in these spaces.

All learners during the course of a day will spend time in either the K-5 or 6-12 Community Rooms, the large learning/ work lab which houses the technology center and is rich in manipulatives, art/design materials, books, and multimedia. This work area is hub of the community and is used by individual learners and by teams to construct understanding of and make connections across the State Standards. This is the hub for teamwork and large projects. It is also the center for the development of the democratic community. Here the whole K-5 school gathers at the start of each day in small, multiage "councils" of 20 learners plus a facilitator and an older learner to focus on "learning to learn skills" and the needs of the community. On Fridays in the Community Room during CCC (Contemporary Community Citizenship class) proposals generated in the councils are presented, discussed, voted on, and implemented.

The facilitators for the K-5 are generalists with specific competencies in literacy, mathematics, science, history, democracy, art/design, individualization, and learning to learn skills. Two of the school's facilitators are veterans of the parent school, ACLC, and bring this experience in educational design with them. The facilitators use these skills with individual learners, in teamwork, and in seminars to guide the learning in the K-5 classrooms and in the large Community Room.

Learners from grades 6-12, under the guidance and direction of the adult facilitators, enhance their own skills as well as those of the younger learners by engaging as facilitators for the K-5 learners. When properly vetted and introduced to the CLC learning model, parents and members of the greater community are utilized as additional resources of knowledge and support.

In addition to the core curriculum, all learners receive a rich curriculum in developmentally appropriate “Learning to Learn” skills that has been created by the current school. (Rubrics for assessing these skills are located in Appendix J) These include:

- Reading, Writing, and Mathematic Competencies
- Time and Task Management
- Research
- Effective Presentations
- Teaming Strategies
- Individual Teamwork
- Oral Communications
- Teaching others
- Democratic Leadership
- Ownership of Community (Democracy and Leadership)
- Judicial System Interaction (Democracy and Leadership)
- Personal Visioning
- Technology Skills
- Systems Thinking

K-5 Learners receive semester seminars in the visual and performing arts, Lego Robotics, creative writing, and design and construction.

Learners in grades 6 – 8 will also receive semester seminars in Visual Communications, Electronic Music, Digital Video Studio, Builder’s Workshop and Lego Robotics and Creative Writing.

Learners in grades 9 – 12 will have access to electives in art, creative writing, digital video, electronic music, and Spanish. Through the use of innovative programs such as Learning Management Systems and UC approved online courses, NCLC can offer AP and other electives.

- **Broad overall program goals**

The most comprehensive and individualized goals are that all learners in the NCLC meet the Graduate Profile and NCLC Graduation requirements. This profile specifies the outcomes for all learners across a range of domains. All NCLC programs and strategies are held up to this standard to determine their worth and efficacy. An example of a current Graduate Profile and Graduation requirements is in Appendix A, B, and K.

- **Philosophical, Theoretical and Research Base for the Vision**

This philosophical basis for the ACLC / NCLC model grew from a 1995 community-wide visioning process conducted by the AUSD leadership. This visioning process resulted in the AUSD Vision, the AUSD Graduate Profile, and was the seed of ACLC and our continuing work in the new NCLC. Over the course of many years, the ACLC has implemented strategies to produce effective lifelong learners and has looked at research in socio-psycholinguistic learning, education, brain development, organizational development, and community development to determine best practices. This information has been distilled from the book *Learning to Learn: A Conceptual Framework for the School of the Future*, from which the following paragraph is taken:

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

To this end NCLC will utilize the following instructional/learning strategies:

- Learners, in collaboration with their facilitators, will establish their own individualized goals and life plans at a developmentally appropriate level. (Grades 6-12)
- Learners will work toward mastery in their studies through goal setting. Learners who progress rapidly can move on to new material that would not be traditionally taught at their age level. Learners who are experiencing difficulty achieving mastery may take longer than usual to complete specific subject matter. To the greatest extent possible, these learners will be supported and encouraged by peers and facilitators. Learning differences are universal, and all ACLC participants will be aware that no two people learn things in precisely the same manner or timeframe. (A detailed description of strategies to be used by NCLC to support learners needing extra support is outlined in Appendix I.)
- Subject matter will be addressed from multiple perspectives – utilizing learning teams, project-based approaches, presentation requirements (artistic, technological, oral, kinesthetic), and will be subjected to supportive but critical review by the learning community.
- Learners are expected to conduct developmentally appropriate, original inquiry into scientific, social, artistic, and literary topics – often gathering information from primary and secondary sources to develop and test personal or group hypotheses. This inquiry may include original research into local social, ecological, economic, and cultural phenomena that are of relevance to our community.

- The participatory governance of the NCLC Charter School is a part of the learning experience itself – managing legislative, judicial and executive functions of the school in a collaborative and accountable manner.
- The NCLC will promote effective communication between parents and facilitators, the Lead Facilitator, and counselors by involving parents in Learner Led Conferences. NCLC learners will have Learner Led Conferences on a semi-annual basis to present and demonstrate growth in the Learning to Learn skills to other learners and their families as well as their own family. Facilitators will formally evaluate these conferences on the basis of quality of portfolio/project work, quality of presentation, and the learner’s sense of competence in making presentations. Facilitators and learners will utilize a standardized format to assess the effectiveness of the Family Conferences regarding content, presentation, and original thought.

Learners and facilitators are engaged in authentic language use and this takes place in context, making meaning in a language rich environment. All learners are valued for their contributions to their learning community regardless of their intellectual or linguistic abilities and regardless of their socio-cultural or ethnic backgrounds. Learners take control of their lives to become active contributing critical thinkers in society.

Curriculum Description

The AUSD/ACLG Graduate Profile (to be adopted by NCLC and included in appendix J) and the NCLC Graduation Standards define the outcomes needed to graduate from the NCLC. Curricular emphasis is placed on Learning to Learn Skills as a necessity in a world where knowledge increases exponentially. These skills are acquired through the existing elementary, middle school, high school and college curricula. A detailed description of the NCLC curriculum to be used is submitted as two separate volumes at the time the charter is submitted. The NCLC 6-12 curriculum binder and the NCLC K-5 curriculum binder provide the grade level and course level details of the NCLC academic curriculum.

NCLC Elementary Requirements (K-5)

The elementary portfolio is a learner led demonstration of the young learner’s ability to meet the state standards and the performance standards as established by the NCLC learning community. Each fifth grade learner will prepare a portfolio for examination by elementary facilitators and the governing board. The elementary learner will also implement a team project that impacts the learning community that will be shared by the community. These requirements will be outlined in the NCLC Elementary Planner and will be provided to all elementary learners and all guardians will be informed.

NCLC Graduation Requirements (6-12)

Coursework required for graduation will be aligned to California State Standards. The Graduate Profile, along with the Learning to Learn skills and specific NCLC requirements (Senior Portfolio, Senior Project, Community Service) are outlined in the NCLC Planner, which is

provided to all learners and all guardians will be informed. All NCLC graduates will have met all state standards including passing the CAHSEE.

K-5 Coursework

Courses are facilitated by multiple subject credentialed teachers and assisted by community members, including older learners from NCLC and ACLC, and individuals from the larger, outside community. These community members always teach and mentor under the supervision of credentialed teachers and only credentialed teachers assign grades for work products. Coursework includes reading and writing workshops, inquiry based projects in math, science and social studies and the arts. Mastery of concepts will be assessed by facilitator staff. These projects range in scope from individual to small group collaborative to whole school. The arts are directly taught as well as used as a means to demonstrate understanding across content areas. The K-5 coursework involves hypothesis forming, experimentation, evaluation, documentation and presentation. This K-5 environment promotes social-emotional awareness and responsibility. All K-5 coursework will be aligned to California State Standards. (See NCLC K-5 Curriculum Binder.)

6-12 Coursework

Courses in mathematics that are taught by facilitators are 6th grade math, Pre-Algebra, Algebra (in one or two years), Geometry, Algebra II and Pre-Calculus. Learners will have the opportunity to take statistics and/or Calculus through the College of Alameda. Courses in English/Language Arts and U.S/World History are integrated as a course called Humanities and taught as a two-year cycle for grades 7 and 8. In grade 9, Language Arts is combined with Current Life and Media Studies; grades 10 and 11 are multi-age courses that alternate on a two-year cycle; and a combined English/Senior Seminar course is taken in grade 12. In grades 10 and 11, learners take Modern World History and U.S. History, followed by Government and Economics at grade 12. For Science the course offerings include grade 6-8 Earth, Physical, and Life Science programs in addition to technology and robotics programs. As part of the NCLC graduation requirements, all learners take Chemistry, Biology and Physics. Honors level courses are offered on a yearly basis based on learner interest and the feasibility of conducting small classes. NCLC will use State Standards aligned course descriptions developed by the ACLC. (See NCLC 6-12 Curriculum Binder.)

All students participate in a course called Contemporary Community Citizenship (“CCC”), which is the decision making forum of the school’s democratic community. Student leadership, another course offering that trains students in democratic processes, acts as the coordinating body for the CCC’s proposals, Judicial Committee work, and implementation of community decisions.

With the support of a NCLC facilitator, older, experienced learners may help design and facilitate courses. For example, the ACLC’s 6-12 program has recently created a course in Educational Leadership that trains learners to act as tutors in our 6-8 program. This program will be implemented at NCLC and extended to the K-5 program. These learners also run learner study hall tutorials for the general learner community.

Embedded in the work of each course are the “Learning to Learn” skills (referenced earlier) necessary for the continuous learning that will be crucial to success in the 21st Century by people of any age.

School Year and School Day (6-12)

The new NCLC will follow the AUSD school calendar for the school year. For the 2009-10 school year, NCLC will have 180 instructional days totaling 68,430 instructional minutes in grades 6-12. All state minimum attendance requirements will be met. (See Appendix L)

In addition, the NCLC will be open from 7:30 a.m. to 4:00 p.m. Monday through Friday to allow learners additional time to study, access technology, meet in group work teams and receive additional tutoring from facilitator staff. These extra open hours for the school provide learners an additional 15,380 minutes a year to have a safe place in the community to be before and after school. These minutes are not mandatory. The NCLC will be open in the evenings for special projects as necessary.

School Year and School Day (K-5)

The new NCLC will follow the AUSD school calendar for the school year. For the 2009-10 school year, NCLC will have 180 instructional days totaling 42,530 instructional minutes for Kindergarten, 54,165 instructional minutes for grades 1-3, and 55,965 instructional minutes for 4-5. All state minimum attendance requirements will be met. (See Appendix L)

In addition, the NCLC will be open from 7:30 a.m. to 4:00 p.m. Monday through Friday to allow learners and parents a preschool and after school extended safe environment for additional time to study, play, access technology, meet in group work teams and receive additional tutoring from facilitator staff. These extra open hours for the school provide learners an additional 20,000+ minutes a year to have a safe place in the community to be before and after school. These minutes are not mandatory and there may be a fee for attendance. The NCLC will be open in the evenings for special projects as necessary.

NCLC Serving High School Students

NCLC will seek WASC accreditation and UC course approval in its first year. Since NCLC will be replicating the WASC and UC approved ACLC model, NCLC will submit ACLC approved courses for both WASC and the UC a-g requirements. ACLC courses are approved by UC to meet the a-g requirements. The new NCLC will work with WASC and UC to replicate this accreditation and approval to the new school curriculum. The NCLC graduates meet the UC a-g requirements as a result of meeting the NCLC Graduation Standards. Our WASC accreditation will ensure that NCLC courses are fully transferable to other high schools. The ACLC has a complete binder of UC approved course descriptions. These will be implemented at the NCLC. The current 6-12 model has produced the following results: 90% of all ACLC graduates (class of 2006) now attend a four year college or university. Students from the graduating class of 2006 are currently attending prestigious California universities such as the University of California at Berkeley, Santa Cruz, UC Davis and California State colleges such as Cal State Hayward, Cal

Maritime, and San Francisco State. Our graduates are also students of renowned private colleges such as Stanford University, MIT, The Claremont McKenna Colleges, Brown University, Smith College, Harvard University, Oberlin College, Georgetown, Barnard, Bates, Dartmouth, University of Pennsylvania, and the University of Massachusetts. In its 12 year history, only 4 of approximately 300 seniors have not graduated after starting their senior year.

Learners and their families are informed about the transferability of NCLC courses to other public high schools and the eligibility of courses to meet college entrance requirements at our annual "Back to School Night" and annual "Mandatory Parent Orientation" meeting, during individual counseling sessions with the NCLC counselor, and in our course description binders.

Responsibility for Special Education Services and Funding

NCLC shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

For purposes of special education, NCLC intends to be its own LEA pursuant to Education Code Section 47641(a) and will join the El Dorado County Charter School SELPA. (Appendix U is a letter from Emi Johnson, current Director of the El Dorado Charter School SELPA, stating the NCLC will be admitted into the EL Dorado County Charter SELPA). NCLC shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

NCLC, as a participant in the El Dorado County Charter SELPA shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA:

- A. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- B. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates;
- C. Organize and administer the activities of the IEP Teams, including the selection of the LEA staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;
- D. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and

Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;

- E. Provide facilities as required to house the programs conducted by the LEA;
- F. Provide for the acquisition and distribution of the supplies and equipment for programs conducted by the LEA;
- G. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA;
- H. Cooperate in the development of curricula for the classes and the development of program objectives with the SELPA. Cooperate in the evaluation of the programs as specified in the Local Plan, with the SELPA;
- I. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the SELPA;
- J. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
- K. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
- L. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;
- M. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
- N. Designate a person to represent the LEA on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
- O. Designate a representative for the LEA to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
- P. Designate the LEA lead facilitator to represent the LEA on the Charter Operations Council to supervise and direct the implementation of the Plan;

- Q. Receive special education funding from El Dorado County in accordance with the Charter Consortium Allocation and Budget Plan.

ASSURANCES

NCLC, as a participant in the El Dorado County Charter SELPA, makes the following assurances with regard to the special education services for students:

1. **FREE APPROPRIATE PUBLIC EDUCATION (FAPE)**

It shall be the policy that a free appropriate public education is available to all children residing in the NCLC between the ages of birth and 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Plan (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.

2. **FULL EDUCATIONAL OPPORTUNITY**

It shall be the policy of NCLC that all pupils with disabilities have access to the variety of educational programs and services available to no-disabled pupils including nonacademic and extra-curricular services and activities.

3. **CHILD FIND**

It shall be the policy of NCLC that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated.

4. **INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

It shall be the policy of NCLC that an Individualized Educational Program (IEP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program.

5. **LEAST RESTRICTIVE ENVIRONMENT**

It shall be the policy of NCLC that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, occurs only when the nature of severity of the disability of the child is such that education in regular classes with the use of supplemental aids and services can not be achieved satisfactorily.

6. **PROCEDURAL SAFEGUARDS**

It shall be the policy of NCLC that children with disabilities and their parents shall be provided with safeguards throughout the identification, evaluation, placement process, and the provision of a free appropriate public education to the child.

7. ANNUAL/TRIENNIAL REASSESSMENT

It shall be the policy of NCLC that a review will be conducted on at least an annual basis to review the child's progress. This review shall include, but is not limited to, the achievement of annual goals, the appropriateness of placement, and/or make any necessary revisions.

NCLC shall conduct a reassessment of each child with a disability at least once every three years, or more frequently, if conditions warrant a reassessment or if the child's parent or teacher requests a reassessment and a new Individualized Education Plan (IEP) to be developed.

8. CONFIDENTIALITY

It shall be the policy of NCLC that the confidentiality of personally identifiable data information as records maintained by the LEA relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction.

9. PART C, TRANSITION

It shall be the policy of NCLC that children participating in Early Intervention Programs, (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs.

10. PRIVATE SCHOOLS

It shall be the policy of NCLC to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures. The required proportion of federal funds received will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. COMPLIANCE ASSURANCES

It shall be the policy of NCLC that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and 2) that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12.-13. GOVERNANCE

It shall be the policy of NCLC to support and comply with the provisions of the governance structure and any necessary administrative support to implement the plan.

14. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

It shall be the policy of NCLC that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.

15. PERSONNEL STANDARDS

It shall be the policy of NCLC to make an ongoing, good faith effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

16. PERFORMANCE GOALS & INDICATORS

It shall be the policy of NCLC to comply with the requirements of the performance goals and indicators developed by the state and provide data as required by the state.

17. PARTICIPATION IN ASSESSMENTS

It shall be the policy of NCLC that students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary. For those children with disabilities who cannot participate, alternate assessment will be conducted.

18. SUPPLEMENTATION OF STATE/FEDERAL FUNDS

It shall be the policy of NCLC to include this information in the Annual Budget Plan submitted annually to the state.

19. MAINTENANCE OF EFFORT

It shall be the policy of NCLC to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local and other federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations.

20. PUBLIC PARTICIPATION

It shall be the policy of NCLC that prior to its adoption of policies and procedures, the LEA shall make the policies and procedures available to the general public, hold public hearings and provide an opportunity for comment by the general public.

21. SUSPENSION/EXPULSION

It shall be the policy of NCLC that data on suspension and expulsion rates will be provided in a manner prescribed by the state.

22. PART C

It shall be the policy of NCLC to submit the Part C (infant/toddler) Local Interagency Agreements to the state as part of the Annual Service Plan.

Section 504 of the Rehabilitation Act

The Charter School shall be solely responsible for its compliance with Section 504 (Sample NCLC 504 Policies are in Appendix R) and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

NCLC recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of NCLC. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Lead Facilitator and counselor and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Identification and Instructional Strategies for Special Populations

The NCLC charter school will do everything necessary to comply with the Individuals with Disabilities in Education Improvement Act, Education Code requirements, and applicable policies and practices of the El Dorado County SELPA (attached to this charter as Appendix Q).

The Charter School will comply with SELPA protocol as to the delineation of duties between the SELPA and the local school site in providing special education instruction and related services to identified pupils. The Charter School will request an annual meeting between the Charter School and the SELPA to review special education policies, procedures, protocols, and forms of the

SELPA and SELPA protocol, to ensure that the Charter School and the SELPA have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

NCLC will conduct "Child Find Activities" as prescribed by federal law and have a "Special Education Process" in place that meets all applicable laws related to special education. NCLC shall follow all procedures for identification including "Student Study Teams," assessments and IEPs.

Special needs learners will be supported by a Resource Specialist(s). Both the NCLC K-5 and 6-12 communities would have access to a Resource Specialist. This specialist(s) and a full-time counselor will meet for one hour weekly with all NCLC facilitators to consider ways to address learner needs. All facilitators will participate in the creation and implementation of IEP and Section 504 plans and there will be an ongoing effort to find new ways to carry out specialized learning plans to meet individual needs. Learners with IEPs receive appropriate accommodations and modifications in formal and informal testing situations as well as in the completion of daily class work. The Resource Specialist(s) and the Counselor will be fully integrated facilitators in the community.

Weekly facilitator meetings also serve as Student Study Team meetings, which consider facilitator referrals for learners in needs of additional support. The NCLC small school community enhances facilitators' ability to identify and address individual needs and the school's philosophy and structure greatly support unique learning styles and needs. In particular, each K-5 facilitator will receive training in and make use of the Schools Attuned protocol for understanding how each K-5 learner learns. Learning is then designed to make full use of each learner's strengths and support growth in areas of weakness. Each young person learns differently and NCLC supports that reality.

NCLC Special Education Overview

Parents of learners with disabilities in the Alameda community have sought out a placement at ACLC and will seek out a placement at NCLC based on word-of-mouth recommendations from other parents of learners with disabilities because of our small school environment and because their children will be full members of the NCLC community.

- All learners at NCLC with disabilities will be fully included in all aspects of the general education curriculum.
- Services that remediate academic challenges will be incorporated into the general education program, including learners without disabilities.
- All learners at NCLC with and without disabilities are expected to participate in leadership roles in the community.
- Referrals for assessment for special education services will be generated by facilitators, Student Study Teams and parents. Assessments will be conducted within the legal timeframe. NCLC will collaborate with El Dorado County Charter School SELPA School

Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our learners.

- NCLC will use 21st century educational technology providing more access to learning opportunities for learners with disabilities i.e. online learning, computer assisted learning, independent learning programs, peer tutoring, project based learning

Resource Specialist/Full Inclusion Specialist Duties

Starred sections are federally and/or state mandated duties. Duties of the RS/FI Specialist at NCLC include but are not limited to:

Special Education Testing, IEP Development and Collaboration

- Identify learners with learning disabilities or other disabilities (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.*
- Administer standardized academic achievement tests, interpreting results to determine learners' strengths and areas of need for initial assessments and triennial assessments.*
- Provide alternative accommodations and/or modifications to learners with disabilities for assignments and testing in the general education curriculum.*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.*
- Collaborate with parents, learners, facilitators, advocates and specialists to develop and implement Individual Education Plans for learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for learners with disabilities.*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.*
- Administer State testing (STAR and CAHSEE) to learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*
- Report to site administrator (NCLC Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter

SELPA general and special education programs on behalf of learners with disabilities.*

- Increase access to the educational system for parents and learners with disabilities by providing resources for advocacy within the educational system and community and providing information and referrals to support learners' success.*

Curriculum Accommodations and Modifications

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEPs including informing general educators about the effect of disabilities on access to education and the educational needs of learners with disabilities.*
- Teach or co-teach Humanities Lab or Learning Lab in coordination with NCLC staff for learner with disabilities requiring additional one-to-one support.*
- Develop alternative assignments and activities and independent study opportunities to fulfill course standards for learners with disabilities.*
- Implement, provide educational materials, tutor and grade alternative educational coursework for learners with disabilities.*
- Create Behavior Support Plans in coordination with the IEP team and general educators to improve behavioral outcomes for learners with disabilities.*
- Provide educational home visits to learners with health impairments that limit their physical access to education.
- Create and implement Behavior Intervention Plans (for learners with disabilities), including conducting functional analysis assessment as needed (see BICM certification).
- Advocate for learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at NCLC and other proceedings within the AUSD.*
- Coordinate Manifestation Determinations for learners with disabilities who reach a critical level of disciplinary interventions at NCLC.*

Collaboration with and Referral to Outside Agencies

- Assist learners with disabilities in accessing community resources for education such as El Dorado County Charter SELPA alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.*

- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to learners with disabilities (County mental health agencies, Regional Services, County social services agencies).*

Professional Development

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Maintain certification for Behavior Intervention Case Manager and Crisis Prevention Intervention certification.
- Attend El Dorado County Charter SELPA Special Education meetings, Special Education Staff Development and Job-Alike meetings (for Resource Specialist and Full Inclusion Specialists).*

Paraprofessional Supervision

- Supervise paraprofessional serving learners in the Resource Specialist Program and Full Inclusion Program.*
- Create push-in, small group and tutoring schedule with paraprofessional.
- Provide training to paraprofessional on behavior management techniques, teaching methods and materials and approaches.
- Provide input for El Dorado County Charter SELPA annual evaluation of paraprofessional according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.

English Language Learners

English language learners (EL) will receive placement and ongoing assessment. EL learners participate in mainstream classrooms led by facilitators who are CLAD certified and provide a wide variety of differentiated instruction. Our small size enables us to work very closely with EL learners to meet their unique needs; in many cases, this includes such accommodations as 1-to-1 reading support or working with a learner to create an assessment that demonstrates his/her content knowledge in a manner that isn't inhibited by language gaps. We firmly believe that this targeted assistance, as well as the language-rich environment of the NCLC (unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) is a key factor in most EL learners being re-designated R-FEP by the time they graduate.

English language learners in the NCLC community are supported not only by the availability of traditional language development classes, but by the self-directed, hands-on approach of our program, which is accessible to all learning modalities. Within all seminars, learning is

“sheltered” to enable every learner to access information and formulate new knowledge based on prior learning and experience.

The needs of English language learners will be identified by the NCLC charter school using the same methods employed by the AUSD. Upon enrollment in the NCLC, parents of the child are given the Home Language Survey. If a language other than English was noted on the Home Language Survey or enrollment forms, NCLC is required to assess the English and primary language proficiency of the child using the CELDT within 30 days of enrollment. Depending upon the CELDT level, learners are appropriately placed. These students will also be administered a primary language assessment in their native language within 90 days of enrollment.

Elementary English Language Learners (ELLs) will be identified through the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment form, NCLC will assess the English and primary language proficiency of the child using the CELDT within 30 days of enrollment. ELLs will be placed in classrooms with students of similar proficiency levels and/or in SDAIE or ELD Cluster classrooms, receiving instruction utilizing sheltered methodologies, strategies, and techniques in all of their academic areas throughout the course of the day to assist in ensuring that any existing academic deficits are addressed. In addition, ELLs will receive differentiated English Language Development instruction from the facilitator(s) based on their own English Language Proficiency Level for 30 - 40 minutes daily. The differentiated instruction may be integrated into the daily Reading and Writing Workshops, providing individualized (one-on-one) conferences to the English Language Learner(s). As the need arises, differentiated ELD instruction may be provided to the English Language Learners in small groups with similar proficiencies in English at a designated time during the day. The English Language Learners will continue to be supported by the self-directed, hands-on approach of the NCLC.

Learners whose CELDT Proficiency Level is Beginning, Early Intermediate, or Intermediate would be placed in a Grade 6-12 SEI: English Language Development, Sheltered English, and Sheltered Content Area Classes. Structured English Immersion (SEI) provides instruction in English and includes a sequential ELD program including language arts and sheltered English content with primary language support as needed. Learners are held to the state ELD standards as they progress toward mastery of the grade level standards. These courses will be available for NCLC learners at NCLC. Content area classes at NCLC are taught by qualified SDAIE facilitators who use strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Early Elementary ELLs (K-3) will be placed in SDAIE classes with no fewer than 6 ELLs. If there are fewer than 6 ELLs in a grade or study group the class will be identified as an “ELD Cluster”. For grades 4-5, there will be no fewer than 10 ELLs in a SDAIE classroom or study group before a second class at the same grade level or study group can have ELLs. Elementary ELLs are also held to the state ELD standards as they progress toward the grade level standards. Those learners whose first language is not English will receive “dedicated time” from a facilitator who will provide language lessons that are designed for their levels of

proficiency. The facilitator will provide "comprehensible input" which will consist of instruction in the second language made understandable to the English Language Learner through TPR, games, skits, small group attention, individualized instruction and conferences. NCLC will use the CELDT to determine when learners will be redesignate/reclassified as fluent English proficient (FEP).

Learners whose CELDT Proficiency Level is Early Advanced, Advanced, or Proficient would be placed in a Grade 6-12 ELM: English mainstream classes with daily differentiated English Language Development instruction until redesignation as Fluent English Proficient. English Language Mainstream (ELM) provides instruction in English and is based on grade-level state standards. Learners will continue to receive additional and appropriate instruction in English Language Development (ELD) at NCLC in order to meet the requirements to be redesignated/reclassified as fluent English proficient (FEP). Content area classes at NCLC are taught by qualified SDAIE facilitators who use strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

The goals of all programs are for the learners to learn English and meet age appropriate academic achievement standards for grade promotion and graduation. Learners are retested yearly using the CELDT to see if they are eligible for reclassification (using the additional AUSD standards for reclassification) and to make sure that they are making progress. All costs associated with ELL services shall be the responsibility of NCLC.

High Achieving Learners

The NCLC will be an ideal environment for high achieving learners. Learners are welcome and encouraged to reach beyond the NCLC curriculum to pursue their own interests and learn at their own pace.

Within the NCLC program, learners are not constrained by grade level. With facilitator and parent approval, learners may take seminars above their grade level if they can demonstrate that they've already met the learning outcomes for their own grade.

Within the NCLC curriculum, our self-directed, project-based approach allows exceptional flexibility for high achieving learners to approach learning according to their unique skills, abilities and talents. The multi-aged setting of the K-5 facility allows learners to learn at their own rate. Additionally, our facilitator staff is active in guiding learners to extracurricular education and enrichment programs. Learners at the NCLC will have access to similar programs of the ACLC such as Stanford's Summer College Program, UC Berkeley's Young Entrepreneurs at Haas, and The National Book Awards Summer Writing Program. Due to its close proximity, older learners are encouraged to take additional evening and summer electives not provided by the NCLC at the nearby College of Alameda.

Strategies for Low Achieving Learners

All learners at the NCLC will be supported by small class size and a school structure and philosophy that provide increased learner access to facilitator assistance as well as more focused time for facilitators to meet and address individual learner needs. It is in weekly facilitator meetings devoted to learner issues that those who are struggling are initially identified and strategies for support discussed and implemented by the facilitator team. Following identification, diagnostic testing, and evaluation of learner work, Student Study Teams consisting of facilitators, counselors, and resource specialists may be utilized to determine which strategies will best assist the learner in meeting the learning outcomes.

Student Study Teams (SST) meetings will take place at least weekly at the NCLC and focus on learners who have been referred by facilitators based on assessments and/or observations. Problems are identified and learners are referred for formal SPED testing if appropriate. Often, learners are referred to the SST because the facilitator suspects learning, language or emotional issues might be resulting in underachievement. SSTs are attended by the learner, his or her facilitators and parents, the NCLC counselor, and the NCLC Resource Specialist. The team uses both quantitative (academic grades, classroom assessments, standardized testing data, academic transcripts) and anecdotal data to establish an educational plan to help the learner achieve proficiency. In some cases, placement in support classes such as Reading Lab, Math Lab and Humanities Lab is recommended to help a learner improve his/her skills. While attending these classes, regular assessment of learning within the support class (Reading Lab) as well as improved classroom grades (Math Lab, Humanities Lab) are used to determine if the support should be continued or modified.

One outcome of the SST may be referral for special education testing, but the purpose of an SST is to first establish, implement and monitor supports and classroom interventions to see if progress is made. The NCLC will be a highly supportive environment for learners with disabilities and uses a full-inclusion model for learners. Facilitators will work closely with the Resource Specialist to develop, implement and monitor accommodations.

The curriculum design of the NCLC program and our philosophical belief that learning occurs at different rates and in a variety ways for each individual gives NCLC learners the option of repeating courses. Learners may take additional time as needed to meet the standards.

B. Measurable Learner Outcomes

The NCLC will have measurable student outcomes for all students including high and low achievers, special education students, and English learners.

The specific measurable educational objectives of the NCLC are as follows:

- NCLC learners and their parents will express significant satisfaction with their educational experiences via annual surveys. Surveys developed by the ACLC will be used. Sample parent and learners surveys are attached in Appendix L.
- NCLC K-5 learners will demonstrate achievement toward the district's graduate profile as measured by the K-5 portfolio and their individual or team project that is assessed by the facilitator and community team.
- NCLC K-12 learners will make yearly improvement on California standardized testing requirements for a majority of subgroups including special education learners, English language learners, and low achieving learners for most years.
- NCLC 6-12 learners will demonstrate achievement of the Graduate Profile as measured by senior electronic portfolios that are assessed by the NCLC Governing Board. Meeting the Graduate Profile expectations is a requirement for receiving the NCLC diploma.
- NCLC Learners shall meet the UC a-g requirements as part of the NCLC Graduation Standards.
- NCLC Learners shall meet the NCLC standard of having a 2.0 cumulative GPA for graduation.
- After establishing its baseline API rating, the NCLC will meet a majority of its annual growth and performance targets for API and AYP.
- On a yearly basis, the NCLC will have a smaller achievement gap than is characteristic of the district as a whole, and will measure progress by standardized test scores and longitudinal studies of identified learners.

Measurable school-wide performance objectives for the NCLC are:

- The NCLC Financial Committee will monitor learner attendance. We have a goal of attendance performance greater than AUSD.
- 100% of our seniors will graduate and meet the UC a-g requirements.

C. Method of Measuring Learner Outcomes

The NCLC will effectively use data to establish, evaluate, and improve policies and progress toward identified student outcomes.

K-5 NCLC Learners master the essential tools of reading, writing, and mathematics in correlation with their project work in the core subject matter of Government, History, the Arts, Social Science, and Science. The focus on developing “learning to learn skills” and working on authentic in-depth projects accelerates this learning. Each learner’s progress is supported and assessed by weekly check-ins with their small group facilitator (for K-3 includes reading assessment in phonemic awareness, phonics, fluency, vocabulary, and comprehension check); weekly small group meetings; the selection and archiving of work exemplars; and a student generated weekly progress report form to take home. Students and facilitators organize quarterly learner-led conferences to present their learning to their families. Their archived work and reflections are presented at this time. Learning teams’ projects are presented to and exhibited for the entire Learning Community twice each year.

Cycle of Inquiry Process

K-5 Facilitators meet weekly to assess learners’ progress toward California State Standards using data from the following multiple measures: California State Standards Testing, CELDT, attendance, grades, student work (selected and reflected on by student), reading response logs, math skills journals, project rubrics, and written, taped, or filmed observations. Facilitators will use Bay Area Coalition of Essential Schools protocols for data assessment of all students. Each assessment meeting results in “attuning” (Schools Attuned) teaching and learning to accelerate learning.

K-5 Facilitators will receive ongoing staff development in individualized instruction through Schools Attuned (All Kinds of Minds); in cultural competencies with Family Support Services of Alameda; and in arts integration with the Center for Art in Public Life; and systems thinking from the Center for Ecoliteracy. Learners and facilitators regularly visit other schools and host other schools at NCLC to continue to improve learning at NCLC for all learners.

NCLC learners will meet all statewide standards and conduct required pupil assessments, including the CAT-6/CST and STAR, and the annual physical fitness tests. This data will be monitored annually, and will be disaggregated by race and ethnicity to determine whether NCLC strategies eliminate or at least ameliorate the traditional achievement gap among AUSD students.

Assessment is central to the teaching and learning process; it grows out of and informs instruction, recognizing the individual strengths and needs of all learners. The role of assessment is to inform the learner and the facilitator about the current levels of achievement and to make clearer the next necessary steps toward established goals.

Additionally, we believe that the semi-annual Learner Led Conference for all learners is a critically important strategy to ensure that learners are accountable to their families, to the facilitators, and to the entire learning community. The Learner Led Conference provides an

opportunity for learners to demonstrate their progress in practicing the Learning to Learn Skills through an authentic assessment measure which changes regularly and is created using the input of facilitators and the NCLC Leadership class. This balancing of high expectations, public display of meaningful work, and the opportunity to showcase talents in multiple modalities that best suit the learning style of the individual is a powerful incentive to learners to optimally develop their skills.

NCLC 6-12 Facilitators ensure that the NCLC curriculum is optimally aligned to the state standards. Benchmarks for mastery are determined by the facilitator team and assessments are created and administered to provide data on learner progress. In any given academic quarter and subject matter area, learners will be assessed using a variety of methods, including but not limited to essay and other written assessments, oral presentation, performance of tasks, diagnostic testing, and self and peer assessment. The NCLC will regularly use assessment rubrics to analyze learner performance in all subject areas. These rubrics are made available to learners and their families prior to engagement in learning opportunities so that the requirements for mastery are apparent.

The NCLC assessment structure, which utilizes standardized testing measures as well as assessments that are designed to thoroughly assess learner progress in our school's unique interdisciplinary curriculum, provide a well-rounded picture of learners' achievement. The NCLC will maintain a higher standard for learner mastery than does the AUSD, requiring learners to earn a minimum grade point average of 2.0 for graduation (6-12) or the equivalent demonstration of knowledge in order to achieve attainment of the standards and learner outcomes. Learners will receive progress reports in all grades every 4-5 weeks, similar to AUSD reporting systems. Learners will receive traditional A-F grades at the end of each semester for grades 6-12.

Methods that will be used to gain an initial assessment of students enrolling in the school for the first time and the methods to periodically assess student achievement of enrolled students during the school year.

Initial assessment of students who are Alameda residents enrolling in the school for the first time can be done by using the AUSD Measures System. (NCLC will seek this information from AUSD.) Measures is an electronic data base of cross-referenceable multiple measures including classroom grades, standardized testing, district assessments, basic reading inventories, and individual writing assessments. Students from outside the AUSD will have their cumulative files reviewed by our counselor. At the middle school level, prior to placement in the appropriate math course, all learners will be given the MDTP (Mathematics Diagnostic Testing Project) test, evaluated for their standardized test scores, and given the AUSD Algebra Readiness Test and Basic Arithmetic Test. The NCLC will use similar diagnostic tests for all core skills for all grades K-5 that are used by the AUSD. Entering K learners and their parents/guardians will have an entry conference with facilitators as part of the initial assessment. The first week of school will be designed to gain a baseline on each learner's developmental level in reading, writing, mathematics skills using leveled reading books, writing samples, oral recordings, and reading, writing, and math workshops.

Entering students in grades 1-5 will additionally bring or make a portfolio of examples of their work. (This portfolio is not to gain entrance as all children are welcome but to provide a further measure of assessment.)

If AUSD does not allow NCLC to use the assessment tools noted above, NCLC will use alternate similar assessment tools.

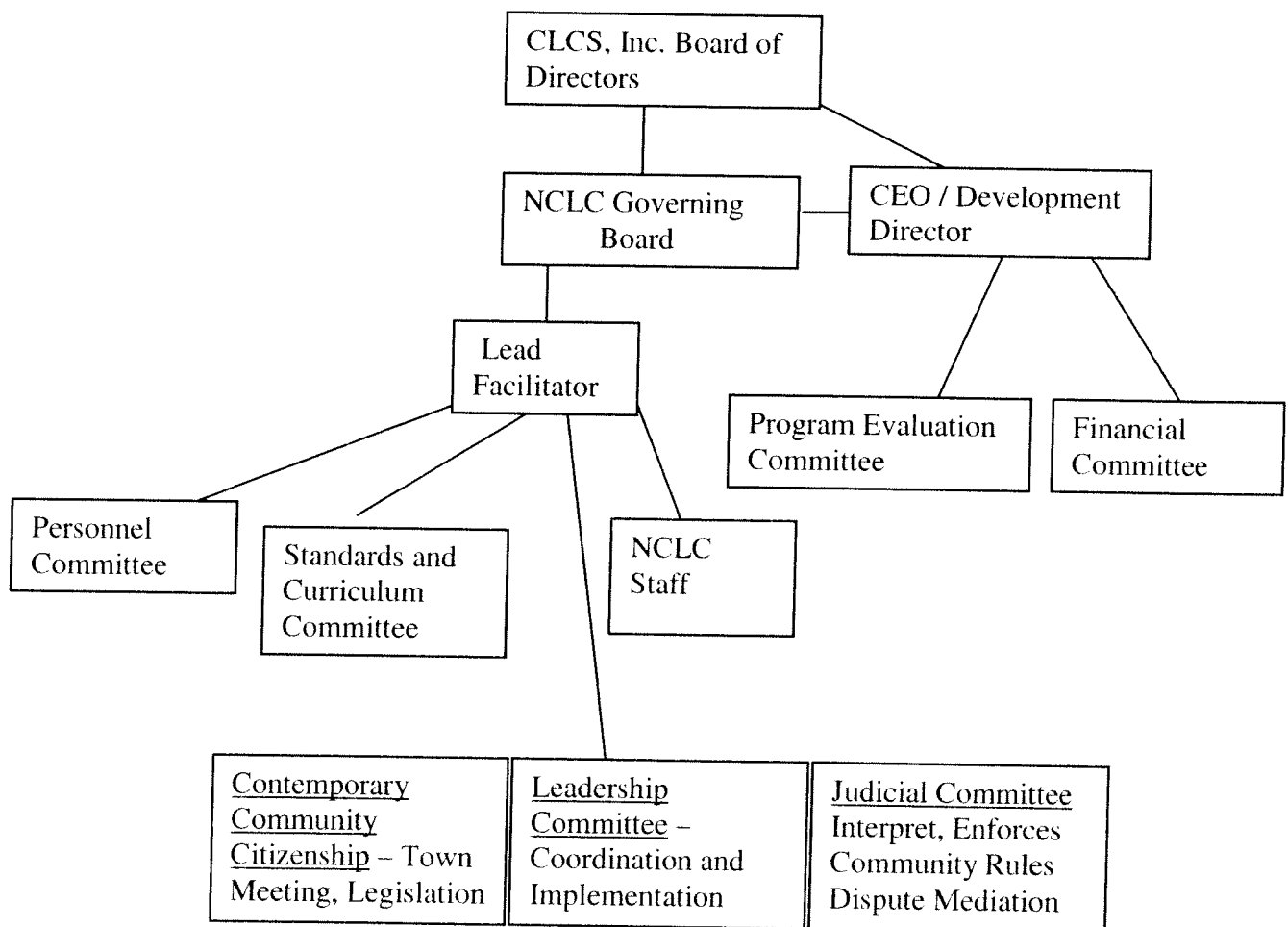
Accountability Strategies

The NCLC will be committed to providing all stakeholders with transparent accountability information regarding learner achievement; parent, learner and facilitator program satisfaction; financial stability; graduation college attendance rates and information; and attendance. Our Program Evaluation Committee and the school leadership will continually be engaged in identifying, creating and implementing new accountability measures. NCLC will share accountability information with the school community, larger community and charter authorizer via our Annual Report (includes financial report and standardized testing data), our Website (which will include our SARC, an online grade-book, facilitator contact information, school history, archived newsletters, archived Governing Board minutes, and information on the history and philosophy of the program), monthly school-wide newsletters, a School Site Plan, and by maintaining a list-serv to which all community members are subscribed.

D. Governance Structure

CLCS has found that structuring governance so that community members actively participate develops learners and engages parents, resulting in a stronger community. The following structure maintains overall control, while delegating segment responsibility to people involved in the activities.

NCLC Charter School Governance Structure



The Community Learning Center Schools, Inc. Board of Directors is the senior governing authority for the Nea Community Learning Center. The CLCS Board of Directors has the following responsibilities:

- To ensure alignment of the NCLC with its mission and vision
- To monitor student performance
- To approve the strategic and long-term plans of the NCLC
- To approve all policies
- To ensure that all internal controls are effective
- To provide fiduciary oversight, including receipt of ongoing financial reports
- To approve budget and contracts (including MOU, charter revisions, etc.)
- To supervise the audit process and secure audit report approval
- To serve as the the final authority on expulsions, personnel firing decisions, and legal actions.
- To serve as the appeal board for any NCLC Governing Board recommended expulsions.
- To be responsible for any official interactions with AUSD and state, including the approval of funding applications and reports.

The new Nea Community Learning Center charter school shall be operated by CLCS, Inc., a non-profit public benefit corporation with 501(c)3 status that was granted in 2006. The CLCS Board of Directors biographies are listed in Appendix T. The CLCS Board of Directors is made up of community business and educational leaders. The CLCS Board of Directors will oversee the work of both the NCLC and ACLC Governing Boards. An NCLC Governing Board will be seated according to this charter once the school has been established and members can be selected. The current CLCS Board of Directors has delegated day to day decisions about the new charter school prior to its opening to be made by the “Core Action Team” and confirmed by the Board of Directors for CLCS. The school will be operated as an independent charter school and will be directly funded.

The NCLC charter school’s method of governance substantially incorporates the learners, families and facilitators in a broad array of organizational functions – legislative, judicial and executive. This approach is totally congruent with the NCLC philosophy that the learning is experiential and incorporates not only the content but the process of the learning environment.

The NCLC Governing Board

The NCLC Governing Board will operate under the authority granted to it by the CLCS Board of Directors. Parents, learners and facilitators are all empowered at every level of NCLC governance as members of the governing board and all of the major committees (Finance, Personnel, Curriculum and Standards, and Program Evaluation). This is a truly unique governance structure for a charter school and has been in successful operation for seven years at the ACLC.

Core Action Team to substitute for NCLC Governing Board until the board is seated

Until the school is opened and a new NCLC Governing Board elected and seated, an initial "Core Action Team" has been delegated the authority by the CLCS Board of Directors to make the decisions necessary to get the school started. Decisions of the "Core Action Team" are subject to the approval of the Board of Directors.

The Core Action Team members are: (Complete Biographies in Appendix G.)

Paul Bentz, CEO / Development Director for CLCS for three years, Lead Facilitator of ACLC for three years, 12 years science facilitator for ACLC, and Facilitator Founder of ACLC.

Lowry Fenton, CFO for CLCS for three years, Founder of Creative Community Education Foundation, ACLC Community Governing Board member for 4 years.

Maafi Gueye, Assistant Lead Facilitator for ACLC (Designated Lead Facilitator for new NCLC), 22 years teaching experience, 6 years as a science facilitator at ACLC, Governing Board member at ACLC for two years.

Linda McCluskey, ACLC Founding Facilitator, Former ACLC Lead Facilitator for three years., Principal of Far West Middle High School for five years, 25+ years of educational experience at all levels.

James Venable, For the last six years he has served as the Title I Coordinator/ Literacy Coach at Washington Elementary School, 30 years teaching experience in elementary school.

Betsy Weiss, Developer of Paden School Year Round Program for AUSD, 15+ years of experience as elementary school teacher in AUSD.

NCLC Governing Board

Voting Members

2 Alameda Community Members

1 Lead Facilitator

2 Facilitators

2 Learners

2 Parents.

The NCLC Governing Board acts as a governing body of the NCLC Charter School and is composed of nine voting members and the non-voting CLCS CEO and chartering agency representative. It is charged with development and oversight of policy, budget, personnel, organizational development, strategic planning, standards and curriculum, program evaluation, and maintaining the vision of the NCLC Charter. All of this is reviewed and subject to CLCS Board of Directors approval. The Governing Board is comprised of three facilitators (the Lead Facilitator and two other facilitators determined by the NCLC facilitator staff), two elected learners from the whole body of learners (serving one year terms), two parents appointed by the

learners and facilitators who are elected to the next year's board (serving alternating two year terms), one chartering agency representative (determined by the chartering body), and two members from the community appointed by the learners and facilitators who are elected to the next year's board.. The CLCS CEO also serves on the NCLC Governing Board as a non-voting member, and acts as the communications link between the CLCS Board of Directors, the NCLC Governing Board, and the chartering agency. All decisions of the Governing Board shall be made by a majority vote of its members unless otherwise specified by this Charter or in Bylaws adopted by CLCS. The CLCS Board of Directors and the NCLC Governing Board shall conduct its business in compliance with the Brown Act, Public Records Act, and both will have a standard Conflict of Interest Policy in their bylaws. No learner board members will be in attendance at closed session meetings where personal or confidential information is discussed related to school personnel or other learners.

The NCLC Governing Board is carefully designed to empower all stakeholders, parents, learners, facilitators, and community members, but the distribution of voting members is such that no individual group can create policy for the school without other groups supporting the policy. Facilitator members (paid staff) have only 3/9 of the votes. The NCLC Governing Board will restrict facilitators from voting on any issues related to their compensation. This governance system has been in place at the ACLC for over seven years and has worked very well.

The NCLC Governing Board will have the knowledge and success in organizational leadership and public education, including professional experience relevant to the focus and mission of the educational program of the school to be successful.

The NCLC will promote effective communication between parents and facilitators, the Lead Facilitator, and counselors by involving parents at all levels of the schools governance. Two parent representatives will serve on the NCLC Governing Board which is responsible for all major policy decisions related to the school. Parents will serve on the Financial, Program Evaluation, Curriculum and Standards, and Personnel Committees.

Selection of NCLC Governing Board Members

Each year the NCLC Lead Facilitator shall convene the NCLC facilitators (in the spring) and have them vote for the facilitator representatives on the governing board. In year one, this will be done in the fall after the entire staff has been hired. There will be one facilitator from the K-5 staff and one facilitator from the 6-12 staff on the board. In the initial year, one of the facilitators will serve a one-year term and the other a two-year term. Who serves which term will be determined by the flip of a coin. Thereafter, each year the K-12 facilitators will vote on a representative to serve a two-year term. There are no term-limits, facilitators may serve on the board as long as they have the support of the facilitators.

Each year the NCLC Leadership Facilitator along with the Leadership Class shall convene the NCLC learners (in the spring) and have them vote for the learner representatives on the

governing board. In year one, this will be done in the fall. The elected learners shall serve one-year terms. .

Once the facilitator and learner representatives are elected, the Lead Facilitator shall convene them and interview candidates and select the 2 parent representatives and 2 community member representatives. In the initial year, one of the parents will serve a one-year term and the other a two-year term. Who serves which term will be determined by the flip of a coin. Thereafter, each year the elected facilitators and elected learners will vote on a parent to serve a two-year term. There are no term limits for community members; they may serve on the board as long as they have the support of the board.

Governing Board Scope of Authority and Responsibility

The NCLC Governing Board meets monthly or more often as needed and is charged with the overall policy making affecting all areas of the NCLC Charter School. The CLCS Board delegates the Governing Board with deciding these issues:

- Personnel management including recommendations pertaining to hiring and retention of staff (requires 2/3 majority)
- Graduation Standards, as long as they meet minimum chartering agency standards
- Budget proposals subject to CLCS approval
- Strategic planning for NCLC academic program subject to CLCS approval
- Day to day facilities issues

Parents, facilitators, learners and community members all play a role in representing their stakeholders on major school policies, but they are also required by law to always vote in the best interest of the school. The Governing Board will use school data to establish, evaluate, and improve the education program and school policies. Data will include, but is not limited to, test scores and parent, learner, and facilitator satisfaction surveys.

The Governing Board interviews and appoints the Lead Facilitator, subject to CLCS approval. The Lead Facilitator works with the Leadership Committee Facilitator to oversee the three learner bodies that are charged with the primary functions of governance: legislation (Contemporary Community Citizenship); judicial (Judicial Committee); and executive (Leadership). These bodies are vested with authority and provide the venue for youth empowerment and leadership within the school.

Training and Mentoring for NCLC Governing Board Members

NCLC will spend part of its “Planning and Implementation Grant” money to secure extensive professional training for its Governing Board Members. This will occur shortly after the seating of the new board. NCLC will contract with the California Charter Schools Association (CCSA), the Charter Schools Development Center (CSDC) or the National Charter Schools Institute (NCSI) to secure such training. Such training will be coordinated with governing board

members of the ACLC who will also participate. After training, NCLC board members will be assigned experienced mentors from current or former members of the ACLC Governing Board. In addition, NCLC Governing Board members, the NCLC Lead Facilitator, and the NCLC Judicial Committee will receive extensive training and mentoring from current ACLC facilitators and learner leaders on how the various levels of governances are operated at ACLC and how they all can work together to create a successful school governance model. We envision an ongoing monthly dialogue between the various levels of governance structures of both school so that they can learn from each other and participate in constant improvement of the model.

NCLC Committees Overseen by Lead Facilitator and CLCS CEO

Each year the CLCS CEO shall convene and chair a NCLC Financial Committee whose membership shall be constructed to include parents, facilitators and learners. The committee will work to develop the budget, monitor the budget and monitor other financial activities under the direction of the CEO. Each month the Financial Committee shall make a report to the CLCS Board of Directors and NCLC Governing Board and make financial recommendations as necessary. The CEO will be responsible for setting up a purchase order system for all purchases with EdTec, NCLC's business services management organization. Internal financial controls will be established. Requests for purchase orders to EdTec will require two signatures from these three people: NCLC Lead Facilitator, CLCS CEO, or CLSC CFO. Any purchases greater than \$1000 that are not designated in the Governing Board approved NCLC budget will require CLCS CEO and NCLC Governing Board approval.

Each year the CLCS CEO shall consult with the facilitators and appoint another facilitator to chair the NCLC Program Evaluation Committee and supervise their work. The Program Evaluation committee membership shall be constructed so that there are parent, learner, and facilitator representatives. The committee will work to develop the Annual Report, Single School Plan, WASC accreditation report, and conduct the annual parent and learner surveys. Each month the Program Evaluation Committee shall make a report to the Governing Board and make recommendations as necessary.

Each year the Lead Facilitator shall convene and chair a Personnel Committee whose membership shall be constructed so that there are parent, learner, and facilitator representatives. The committee shall conduct the annual learner survey to evaluate staff and this information will be considered during yearly facilitator evaluations. Under the direction of the Lead Facilitator, the Personnel Committee shall conduct personnel interviews and make hiring recommendations to the CLCS and NCLC Governing Board. Under the direction of the Lead Facilitator, the Personnel Committee shall carry out the personnel evaluation agreement.

Each year the Lead Facilitator shall consult with the facilitators and appoint another facilitator to chair the Curriculum and Standards Committee and supervise its work. The Curriculum and Standards Committee membership shall be constructed so that there are parent, learner, and facilitator representatives. The committee will collect and document all course outlines for

compliance with California State University standards and UC a-g requirements. They will also do appropriate WASC work and evaluate new courses before being submitted to the board for approval. Each month the Curriculum and Standards Committee shall make a report to the Governing Board and make recommendations as necessary.

The Financial Committee, Personnel Committee, Curriculum and Standards Committee, and Program Evaluation Committee all operate under the oversight of the Lead Facilitator and CLCS CEO. The committees make recommendations on policy that are reviewed and approved by the Governing Board.

Day to Day Operational Governance

The NCLC Lead Facilitator is responsible for the day to day operation of the school and makes all necessary decisions to provide a safe and constructive learning environment. As an educational leader, the Lead Facilitator seeks to empower the learners to take control of their educational experience through the Contemporary Community Citizenship class, the Leadership class, and the Judicial Committee.

The governance of the NCLC Charter School is uniquely constituted to maximize the role of the learners in self-management and governance at the 6-12 level and to introduce these ideas at the K-5 level. We deeply involve learners in governance because our school is comprised of students who reach that time in their lives when self-determination within a guiding system of law and community relationships is much more important to learn than a system that is devised and imposed by adults – whether they be parents or educators.

However, because no community has full self-determination and must be subjected to the laws of the broader community – whether that be state, national or international law – we make sure that our learners understand that their self-determination, while real, is limited by the regulations and laws that govern the larger community of which we are part of.

Contemporary Community Citizenship (CCC)

The CCC is comprised of the entire community of learners. The CCC elects the two learners to the NCLC Governing Board. Learners at the NCLC are not passive bystanders; they are integrated into the highest levels of decision making.

The NCLC CCC will split into a K-5 and 6-12 group. Each group will meet weekly and will be charged with being the primary communication matrix of the school. This means that the entire group of learners is regularly present and is provided an opportunity to discuss ongoing issues of importance to the school – from issues as mundane as noise levels and cleanliness to issues such as how money is spent in the educational program. In addition to these communication and process issues, the CCC is responsible for legislative action – that is, for making, discussing and voting on formal proposals that relate to the daily operations of the school. This includes the creation and amendment of the Rule Book – that is, the document which clarifies the rules and code of conduct for the entire NCLC 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 NCLC Governing Board and CLCS Board of Directors before they take effect.

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 learners of NCLC are being 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 conducts annual surveys that evaluate the facilitators, the academic program, the Leadership Committee and the operation of the school and makes recommendations for change in operational practices. The CCC is the focus for the annual Learner Convention, an opportunity for the entire community to review the operations of the year and make changes to the ACLC Rulebook.

The K-5 community will collaboratively develop its own version of an age appropriate CCC. This will include community meetings to disseminate information and fun activities to build community between the learners of different grades. Appropriate extra curricular activities and clubs will be formed during the weekly CCC meeting time. The K-5 community of learners will not have representatives on the Governing Board.

Judicial Committee (Learner Disciplinary Policies)

The Judicial Committee (JC) for students in grades 6-12 is comprised of five learners who are elected by the learners and one facilitator elected by his/her peers. They meet four times each week to consider issues related to infringement of rules codified in the Rule Book. The Rule Book has been developed by the ACLC's CCC during the past ten years of operation and will serve as the foundation document for NCLC, to be revised and updated on a regular basis by the NCLC CCC (base document, ACLC rulebook, included in Appendix D). The K-5 portion of the school will follow the NCLC Rule Book and run its own Judicial Committee under the direction of the Lead Facilitator. The K-5 JC will also have five learners elected by the learners and will meet at least weekly.

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 to specific actions. 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 cooperative manner. This role is particularly important since, generally, after some form of 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.

Leadership Committee

The Leadership Committee is a class in which students in grades 6-12 may enroll that takes on the executive functions of the community of learners. The NCLC will seek to have 25 of our learners involved in the Leadership Committee.

This group will meet three times each week and work very closely with the leadership facilitator who is appointed by the NCLC Lead Facilitator. Leadership is primarily charged with implementing proposals passed by the CCC. This may include codifying recommended changes in the Rule 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 Learner 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.

Leadership in many ways 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 NCLC Charter will use its resources to better accomplish learning objectives and to empower learners.

The K-5 community will collaboratively develop its own version of an age appropriate Leadership Committee. Initially this will involve learners in grades 4 and 5 who will become the school leaders for the K-5. Learners will have input in designing appropriate school-wide activities and fieldtrips for the younger grades, creating rules for the K-5 community room, make suggestions for the purchase of educational software programs, and be responsible for creating the culture of the school.

Decision-making Process

The NCLC Charter School will work to achieve consensus in making decisions. However, if consensus is not possible in a reasonable timeframe, the various decision-making groups will vote and a simple majority will rule unless otherwise specified by this Charter or through Bylaws adopted by the CLCS Governing Board. This procedure can be modified in the future as determined by the CLCS Governing Board.

Parent Participation

The NCLC will promote effective communication between parents and facilitators, the Lead Facilitator, and counselors by involving parents in two parent driven organizations, the Creative Community Education Foundation and the Parent Asset Committee. Parent involvement will be crucial to the operation of NCLC. In 2001, the ACLC parent community created a 501(c)(3), the Creative Community Education Foundation (CCEF), to support the vision of ACLC. The CCEF will welcome parents from the NCLC and work to support and fundraise for both the ACLC and

NCLC, as organizations under the umbrella of CLCS. Also, parents will serve on the school's Governing Board, governing committees, the CCEF Board of Directors, and the Parent Asset Committee (PAC). A new PAC will be formed specifically for NCLC to organize the parents to provide leadership for lunch programs, new parent mentoring, volunteer tutoring, planning the graduation event, support for sports teams and other extra curricular activities and field trip programs. Parents will also serve on the School Site Council, and WASC Focus on Learning Committees.

Additionally, the school will hold an annual Parent Convention to solicit parent voice and input. Families of experienced learners at ACLC will offer mentoring to new learner families and a variety of parent taught or sponsored courses and workshops will be offered after school, such as UC college application workshops, art enrichment programs, etc. Parents will also assist in lunchtime supervision so that the NCLC community room may remain open throughout the day.

Parents will convene regularly in both formal and informal meetings to share information and discuss their learners' progress toward achieving the NCLC vision.

E. Employment Qualifications

The NCLC charter has a comprehensive plan for faculty recruitment, hiring and retention of highly qualified teachers with subject area knowledge that will support student achievement and collaborative learning for all students. We believe we will be successful in retaining highly qualified teachers at the NCLC, as we have been highly successful in retaining faculty at the model facility, ACLC. Of our current 10 facilitators at the ACLC, two have been teaching at the ACLC for 10+ years, five have been teaching at the ACLC for 6 years, and two for 4 years. One facilitator is in her second year at ACLC. For every teacher opening at ACLC, we usually have 4-5 highly qualified applicants. We believe we are successful because we treat staff professionally, engage them in all aspects of running the school, and pay them better (generally at least 5-10% higher) than the prevailing teacher wages in Alameda. As NCLC provides a similar teaching environment, we have every reason to believe the same hiring trends will be prevalent at the NCLC.

Hiring Plan

NCLC aims to hire a diverse faculty composed of highly qualified, fully credentialed teachers in our core subject areas, in addition to instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. Instructional support staff will include a full time counselor, and a resource specialist. We have extensive experience working with the educational community in the Alameda area, including educators who NCLC believes would be a good match for our program. Paul Bentz will serve as the school's CEO / Development Director and science facilitator. He has 12 years of experience working at the ACLC and is a founder of that program. Our Lead Facilitator for the new school, Maafi Gueye, comes to the school with 20+ years of science and math teaching experience including 7 years of experience as a facilitator at the ACLC including the position of Assistant Lead Facilitator. Linda McCluskey, James Venable, and Betsy Weiss will also be joining the new staff as the core facilitators for the K-5 portion of the program. Between them they have 75+ years of elementary school experience. (Complete biographies of this "Core Action Team" are located in Appendix G.) In addition to attracting talented personnel in the immediate Alameda area, NCLC plans to

contact regional graduate schools of education (UC Berkeley and Mills College) to publicize NCLC for new and experienced educators. We will also seek staff through Alameda County teacher recruitment fairs, EdJoin, local newspapers, through our website and by advertising to local Alameda teachers and teachers in neighboring communities.

The NCLC Personnel Committee will interview and recommend to the NCLC Governing Board facilitators who are certificated teachers for the purposes of teaching the core, college preparatory curriculum of the NCLC. The NCLC Personnel Committee also seeks to recruit facilitators that share the values and educational philosophy of the NCLC community. The NCLC Personnel Committee recommends for hire facilitators who meet NCLB requirements and will assist non NCLB compliant facilitators who are not the lead facilitators on any core subject with professional development opportunities to become NCLB compliant. The NCLC Personnel Committee recommends for hire facilitators holding CLAD or SB 395 certification and will assist non-compliant facilitators with professional development opportunities to become CLAD or SB 395 compliant. The NCLC Governing Board has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors.

On an annual basis, the learners will evaluate all regular staff with whom they have seminars. The results of these evaluations will be factored into the decision making process when the school considers the staffing for the next school year. While these data are advisory, the Personnel Committee and the Governing Board will consider this information seriously in making final employment recommendations.

On an annual basis, the facilitators will evaluate the NCLC Lead Facilitator. The results of these evaluations will be factored into the decision making process when the school considers the Lead Facilitator for the next school year. While these data are advisory, the NCLC Governing Board will consider this information seriously in making final employment recommendations.

Teachers / Facilitators

The NCLC will employ a staff of facilitators who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the “core” academic and college preparatory classes of mathematics, language arts, science, history /social studies. These teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operation policies.

NCLC facilitators will be provided with extensive staff development opportunities in the school’s first years of operation and will each be given an approximately \$400 allotment (this amount may be adjusted over time based on the school’s budget) to seek out individual academic staff development opportunities in subsequent years. Each NCLC facilitator in grades 6-12 will be matched up with an appropriate academic facilitator from the ACLC to act as their mentor. The NCLC Lead Facilitator, Maafi Gueye, will act as mentor for the new K-5 facilitator staff. Prior to the opening of school, the entire NCLC facilitator team (K-12) will be given 40 hours of intensive instruction on facilitating in a school using the project-based model from experienced ACLC facilitators. In addition, there will be five ½ days of staff development from ACLC facilitators during the school year.

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), all NCLC teachers/facilitators teaching core subjects will be “highly qualified” as that term is defined under NCLB and further defined by California state regulations implementing the NCLB requirements, as applicable to charter schools such as NCLC. As required by NCLB, NCLC will notify parents/guardians of students at the school if any teachers teaching a core subject will not meet these requirements. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a CLAD credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the NCLC team to ensure continuous improvement for students, staff and NCLC community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

The NCLC may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher/facilitator unless they are instructing non-core or non-college preparatory courses and activities.

General Requirements, Hiring and Performance Review

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary. All employees of the school (administrative, instructional, instructional support, non-instructional support) shall meet NCLC's fingerprinting and TB qualifications for employment to ensure the health, and safety of the school's faculty, staff, and pupils. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. NCLC will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. NCLC will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel and paraprofessionals. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The CEO and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo such a check through such services as a LiveScan fingerprint process. NCLC will pay for such services on behalf of its prospective employees. These services will occur where the LiveScan service is offered.

The Lead Facilitator will have the authority to create formal job descriptions for each position, recruit and interview candidates along with the Personnel Committee members and make recommendations to the NCLC Governing Board for hiring facilitators. The Lead Facilitator will have the responsibility of evaluating the performance of the facilitators, counselors, and office manager on a yearly basis. The NCLC board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The Lead Facilitator, with input from the NCLC Governing Board, will determine the criteria by which to judge the performance of these employees. The CEO will create the job description and conduct the performance review of the Lead Facilitator, and the CLCS Governing Board will create the job description and review the performance of the CEO, both on a year-end basis.

F. Procedures to Ensure the Health and Safety of Pupils and Staff

The NCLC will have its own Safe School Plan based on the attached ACLC Safe School Plan in Appendix F. The NCLC will modify this ACLC plan to develop its own Safety Plan for fire, earthquake, and harmful intruders (lockdown drills) for its new campus. NCLC staff will be trained on emergency and first aid response as per the state standards and training programs.

There are a number of areas of school operation that are germane to ensuring the health and safety of the learning community, including staff. These areas are:

- Behavioral rules, compliance and enforcement procedures.
- Plant safety including hygiene, fire safety, physical obstacles, and chemical, electrical or other risks due to the instructional program activities.
- Risks to learners due to extensive community, workplace, and other off-site activities pursuant to individual learning objectives.

- Risks to learners due to harassment of a sexual or discriminatory nature based on race, ethnicity, national origin, disability, religion, gender, sexual orientation, or other protected classification.
- Immunization and medical screening requirements to reduce health risks.
- Criminal record checks for all employees and volunteers.

Behavioral Issues

As has been mentioned above, the NCLC is a self-governing, learner-operated community with respect to learner behavior. In many ways this constitutes a strength that supports student safety since the learners establish the rules of the community and are therefore very conscious of the impact of their behavior on the entire community. Certainly, facilitators, as the adults responsible for overall safety of the program, take strong action as necessary in the case of an emergency or unsafe situation. However, the learner community and facilitators will have created the NCLC Rule Book and share the responsibility for creating and maintaining a safe community through the Judicial Committee.

The NCLC will have zero tolerance for use of drugs, alcohol, and tobacco. Learners who constitute a risk to themselves or others are referred to appropriate mental health or police jurisdictions according to their presenting problems and may be removed from the NCLC environment as necessary. Learners who are found by the NCLC Judicial Committee to have committed acts calling for a suspension under the terms of the California Education Code will be referred to the Lead Facilitator for possible suspension. For more information on suspension and expulsion policies, please see section J. The record of the NCLC Judicial Committee will be made available for the Lead Facilitator's use in such cases. As noted earlier in this document, no NCLC learner will be made privy to any personal or confidential information regarding another NCLC learner.

Plant Safety

The learning community is also partially self-regulating with respect to physical safety issues. The new campus will be subject to the regular inspection of the local fire marshal and will be maintained in compliance with Educational Code and Health and Safety Code.

Beyond these basic safeguards, the internal furnishings, equipment and risk management is the responsibility of the entire learning community as represented by the CCC and, ultimately, the Governing Board. Learners and facilitators are responsible for identifying any obstacles or other risk factors that should be addressed to reduce hazardous conditions in the learning environment. Leadership is then responsible to ensure that corrective measures are implemented in a timely manner to mitigate risks.

Community Risk

By the nature of the educational program at NCLC, learners will be engaged in a wide array of activities outside the confines of the physical location of the school. Learners will be attending community college, engaging in work-based learning opportunities, meeting with mentors, conducting action research projects in the community settings, taking field trips to museums, courts, governmental offices, and many other locations. In the course of this process, learners will be exposed to risks that are not typically associated with school operations where learners are largely contained on a school campus.

In order to minimize these risks, the following procedures will be strictly enforced:

- Volunteers and mentors will be carefully screened by the facilitators and Leadership prior to being authorized for student engagement. Volunteers and mentors will be fingerprinted and will go through a formal screening process. However, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic and who are not alone with students at any time during such a process will be exempted from this screening process.
- Work-based learning opportunities will also be carefully reviewed to ensure that learners will be safe. Parent permission is required before learners are allowed to engage in off-site contact with adults unless this is a one-time only visit that is done in a group and supervised by facilitators.
- Field trips will be reviewed by the NCLC Lead Facilitator for approval. Participation in field trips must be authorized by parents.

Sexual Harassment and Discrimination

NCLC learners and staff will be protected from harassment and discrimination (Appendix C) based on all protected classes. NCLC shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). This protection again is guaranteed in the draft NCLC Rule Book. (Appendix D). The fact that these rules have been developed, promulgated and enforced by learner-led committees during the past eleven years at the ACLC gives us great confidence that they will be enforced effectively for mutual safety at the new NCLC. We believe this learner-led approach will make the NCLC by far safer for students than the ambient environment of the high school in which enforcement is the responsibility of adults. At NCLC the learners will create, review, revise, and enforce these rules to the extent that there is true learner buy in to these rules.

Health

All NCLC learners are subjected to the health screening requirements of the State of California. Learners are not admitted to the school without meeting immunization or screening requirements. NCLC will require immunization of learners as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

NCLC shall provide for the screening of learners' vision and hearing and the screening of learners for scoliosis to the same extent as would be required if the learners attended a non-charter public school.

In addition to these basic requirements, the learning community will be provided health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other factors.

All NCLC facilities are and will remain non-smoking areas.

The examination of faculty and staff for tuberculosis as described in *EC* Section 49406 will take place regularly as per state law.

Criminal Record Check

All NCLC charter employees, other contracted instructors, and volunteers will be screened as per state and AUSD regulation and procedures as specified in *Education Code* Section 44237. Each employee of the school shall furnish the school with a criminal record summary as described in *EC* Section 44237.

G. Method for Achieving Racial and Ethnic Balance

NCLC seeks to achieve a racial and ethnic balance that exceeds the Alameda Unified's ethnicity percentages for African Americans (13%), Filipino's (9%) and Hispanics (12%). Alameda's Caucasian population (31%) and Asian population (31%) are currently well served at the high school level by Alameda High School. (30% Caucasian and 44% Asian). Alameda High School recently received a Gold Award from US News and World Report's Best High Schools in America Report. Lincoln and Wood Middle Schools also have high Asian populations (40% and 33% respectively) and have been recognized as California Distinguished Schools. Because Asians are well served by the current system, NCLC does not have a goal of seeking to match the ethnicity statistics of the AUSD for Asians, which are AUSD's highest performing ethnic subgroup.

In seeking to attract an ethnically diverse population exceeding the AUSD's ethnicity percentages for African Americans, Filipinos, and Hispanics, NCLC has chosen Maafi Gueye, an African American woman to be the lead facilitator for its new school. Maafi has over 22 years of experience working with a diverse group of learners of many ages in a variety of public school settings. (See resume.) The school has also chosen an African American name Nea. (From the West African Adrinka symbol meaning Learning to Learn and the Lifelong Quest for Knowledge.)

In order to ensure a fair enrollment policy and a demographically diverse student body reflective of Alameda Unified's diversity (with the exception of Asians), the NCLC has developed an aggressive outreach and marketing plan that has been implemented and will continue to be implemented prior to a random lottery for admission to the school shortly after the approval of its charter petition. In the fall of 2008, NCLC received 265 applications distributed within the following grade levels.

Grade	2009-10 Target	8.6.08
K	20	19
1	20	17
2	20	25
3	20	24
4	24	28
5	24	22
6	40	44
7	30	39
8	30	21
9	40	20
10	40	5
Total	308	265

Applications were accepted for NCLC during the 2007-08 school year for a school opening in 2008. Since this did not happen, applicants have been sent a new application for the 2009-10 school year. New information on NCLC recruitment success will be available on November 1, 2008 contained in NCLC's Proposition 39 requests. The new recruitment plan described below will be implemented as soon as a charter has been granted.

Based on our previous applicant pool, the following data is available. For grades 6-9, 63% of NCLC applications are coming from the Encinal attendance zone. (At the high school level this is defined as 19% Caucasian, 24% African American, 15% Hispanic, 15% Filipino, 22% Asian, 2% Pacific Islander, and 3% other. The middle and elementary feeder schools combined have a similar ethnic population. This high school zone also has a 45% Free or Reduced Lunch population.)

30% of our elementary applications are coming from Washington Elementary which has the following ethnic diversity: 18% Caucasian, 20% African American, 18% Hispanic, 19% Filipino, 18% Asian, 3% Pacific Islander, and 3% other. This elementary school zone also has a 58% Free or Reduced Lunch population.

NCLC has already conducted the following outreach to attract an ethnically diverse group of applicants:

1. Run several newspapers ads in both the Alameda Journal and the Alameda Sun to advertise its information nights.
2. Conducted three information nights to answer questions and inform parents and learners about the new school.
3. Leafleted parents after school at schools with ethnically diverse populations. (Chipman Middle School, Encinal High School, Washington Elementary School, Paden Elementary

School, Ruby Bridges Elementary School) to make them aware of NCLC information nights.

4. Sent NCLC information materials to the 2007-08 ACLC wait list of 140 learners which is 60% non-Caucasian.
5. Translated its recruitment materials into Chinese and Spanish for distribution.
6. Leafleted shopping malls in ethnically diverse neighborhoods on Saturdays.

Upon approval of a charter petition, NCLC representatives will do the following prior to holding another community meeting:

1. Run newspapers ads in English, Spanish and Chinese in both the Alameda Journal and the Alameda Sun to advertise its next information night.
2. Conduct an additional information night to answer questions and inform parents and learners about the new school.
3. Leaflet parents after school at schools with ethnically diverse populations. (Chipman Middle School, Encinal High School, Washington Elementary School, Paden Elementary School, Ruby Bridges Elementary School) to make them aware of NCLC information night.
4. Resend NCLC information materials to the 2007-08 ACLC wait list of 140 learners which is 60% non-Caucasian.
5. Leaflet shopping malls in ethnically diverse neighborhoods on Saturdays.
6. Post its information night advertisements in multiple languages throughout diverse neighborhoods in churches, Boys and Girls Clubs, community meeting spaces, shopping malls, etc.
7. NCLC will seek out African American, Filipino, and Hispanic leaders in the community to get advice on how to reach members of these communities to get them to attend the last information night before the random lottery.

NCLC believes that it is on track to reach its ethnicity goals and exceed the AUSD's ethnicity percentages for African Americans, Filipinos, and Hispanics. Analysis of where our applications are coming from leads us to this belief. (Geographic charts that NCLC has prepared to monitor where our applications are coming from will be available for public viewing)

NCLC will monitor and adjust its outreach plan each year if the ethnicity goals are not met. If necessary, it will hire a community consultant to get advice on how to improve its outreach plan to achieve the ethnicity goals of exceeding the percentages of AUSD for African Americans, Filipinos and Hispanics.

H. Admission Requirements

Statement of Nondiscrimination Acceptance Policy:

The Nea Community Learning Center charter school will not discriminate against applicants on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.

The NCLC will be open to all students in California who are eligible to be enrolled in grades K through 12. Admission requirements are as follows:

- Prior to the first day of instruction, learners will have met the immunization requirements of state law.
- Learners must apply for admission within the time frames established by the school. (NCLC intends to follow AUSD's Open Enrollment timeline. NCLC will annually hold parent/learner information nights in February and accept applications until the end of February. If a lottery is necessary, it will be conducted on the first Monday in March.)
- Learners may not be under current expulsion from the chartering district or another school or school district.
- Learners may not be currently placed in a school as a consequence of a disciplinary action.

Since the new NCLC is anticipating a startup student population of 308, we anticipate that all learners applying to the school can be accommodated in the start up year. However, if the number of learners requesting admission to a particular grade exceeds the number of spaces available for a given grade level for admission in that year or any other year, preference will be given to the groups or classes of students listed below and actual admission will be determined via a public random lottery. The following two preferences are listed in order of priority:

1. Children of Founding Families will be exempt from a random lottery and admitted if it has been documented by the CEO that they have performed extensive volunteer service doing one of the following:

Participated in community organizing to have the charter approved.

Helped write and edit the new charter.

Provided professional development training for facilitators of the new school.

Performed other tasks to locate facilities, improve, or set up facilities prior to the opening of the school.

Designed portions of the curriculum for the new school.

Our Founding Families are all listed here, and they are all either current facilitators at the ACLC, members of our "Core Action Team," former ACLC Governing Board members, or on the Board of Directors of the CCEF (Creative Community Education Foundation which supports the school.)

- Maafi Gueye
- Lora Lewis
- Lynn Kameny
- Betsy Weiss
- David Grizzle

This is a small group of Founders, and may produce 6 learners for our new school (1.4%). This number of exemptions from the lottery is well within the 10% federal limit.

2. Preference is given to learners applying from within AUSD enrollment boundaries over those applying from outside the district.

All students, regardless of disability, are eligible to participate in the school. For special education students, specific assistance dictated by an Individualized Education Plan will be provided through the Special Education Agreement.

Method for conducting random lottery after application deadline:

- Lottery will take place with authorizing agency compliance officer present.
- All applications will be sorted by grade level.
- Grade level applicants will sorted into two groups: Alameda residents and non-residents
- Applicants will be randomly assigned a lottery number by residency status for each grade level
- Openings by grade level will first be filled by residents, then non-residents
- Wait lists for each grade level will be maintained and yearly the admissions officer will determine if wait list applicants wish to remain on the wait list for future openings.

I. Annual, Independent Financial Audits and Insurance

An audit committee, made up of members of the CLCS Governing Board, will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The audit will employ generally accepted accounting procedures and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The CEO of CLCS will oversee the audit and direct the auditor. The annual audit will be completed by December 15th of each year and a copy of the auditor's findings will be forwarded to AUSD, the California Controller, the ACOE Superintendent of Schools, State Board of Education, California Department of Education, or other agency as the State Board of Education may direct. The auditor will be hired by CLCS. The audit committee and the CEO of CLCS will review any audit exceptions or deficiencies and report to the NCLC Governing Board with recommendations on how to resolve them within 30 days. The NCLC Governing Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this Charter.

The audit, and a report on the manner in which exceptions and deficiencies are resolved, will be provided to AUSD and the chartering agency within 30 days of the audit's completion. NCLC will then provide the chartering agency with regular updates on progress towards resolving exceptions and deficiencies.

A business plan has been developed to ensure that the new NCLC will be financially viable. The plan rests on state revenue limit and categorical funding sources that are ensured through state laws and regulations governing charter school funding.

The school and granting agency will jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

NCLC will abide by the required timelines for the budget:

- On or before July 1st, a final budget
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st
- On or before September 15th, a final unaudited financial report for the prior full fiscal year

The NCLC Financial Committee will annually develop the NCLC budget and present it to the NCLC Governing Board and the CLCS, Inc Board of Directors for approval by May 15. It is then forwarded to the chartering agency financial department. The NCLC Financial Committee (with support from our CFO) monthly monitors the expenditures of the NCLC and reviews budget assumptions and makes adjustments as necessary. The NCLC Financial Committee makes monthly reports to the NCLC Governing Board. The NCLC Financial Committee monitors CSDC (Charter Schools Development Center) analysis of charter school projected revenues to do financial planning. The NCLC Financial Committee yearly reports on its financial situation in its annual report to the community and the chartering agency.

The chartering agency shall not be required to provide coverage to NCLC under any of the agency's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect NCLC from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect NCLC from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the AUSD and the AUSD Board of Education as additional insureds.

3. Fidelity Bond coverage shall be maintained by NCLC to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Insurance Certificates

NCLC shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the Alameda AUSD Board of Education. Facsimile or reproduced signatures are not acceptable. The chartering agency reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should NCLC deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the chartering agency and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, NCLC shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the chartering agency, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of NCLC or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the chartering agency, its officers, directors and employees. The chartering agency shall be named as an additional insured under all insurance carried on behalf of NCLC as outlined above.

With respect to its operations under this charter, the chartering agency shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend NCLC, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the chartering agency or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of NCLC, its officers, directors and employees.

J. Disciplinary Procedures including Suspension and Expulsion

The Judicial Committee is charged with administering the rules of NCLC and for establishing consequences for inappropriate behavior in all but the most serious situations. The Lead Facilitator or Judicial Committee Facilitator oversees all aspects of the Judicial Committee. In cases that involve risks to the safety and well-being of learners, any facilitator may be required to take action immediately and independent of any Committee to protect the entire school community. This may take the form of immediate suspension by the Lead Facilitator.

Learners who are found by the NCLC Judicial Committee or Lead Facilitator, when circumstances warrant an immediate determination, to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) will be referred to the NCLC Governing Board for possible expulsion from the NCLC. Expulsion proceedings for NCLC learners will be conducted in accord with state and federal law. AUSD Student Services and AUSD Board of Education will be notified of any expulsions from NCLC. Acts which fall into this category include, but are not limited to: causing serious injury to another person; sexual assault; possession of a firearm, knife, explosive or dangerous object; possessing or selling a controlled substance; robbery; assault on a school employee. As noted earlier in this document, no NCLC learner will be made privy to any personal or confidential information regarding another NCLC learner.

In all other matters that do not constitute an immediate threat to health and safety, the issue will be referred to the Judicial Committee. The JC operates based on the body of regulations that has been developed in the NCLC Rule Book. The New Rule Book will be developed based upon the ACLC Rule Book (Appendix D) and approved by the learners body and facilitators within the first month of the new school's opening. The Rule Book will be updated and revised by the CCC on a yearly basis. These matters will be decided by a group of peers and learners will be obligated to the entire learning community to fulfill any consequences imposed by the JC.

Protections of Constitutional Rights of Learners Related to Suspension and Removal from Program

As a public charter school, the NCLC is subject to protecting the federal and state constitutional rights of all learners and parents, including the rights of the disabled and other protected classes. The NCLC will have an approved resource specialist available for consultation on special classes of students and their rights. NCLC will use the same procedure for suspension of learners from the program for 1-5 days as does the AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the learner's side of the suspendable incident, talks to and meets with parents, and only suspends learners for the offenses that are listed as legal on page 64. The administrative representatives of the ACLC balance the learners' rights to due process with the responsibility to maintain a safe learning environment. Suspension reports will be cataloged as part of our annual report.

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and

procedures will be printed and distributed as part of the Student Handbook Planner and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, NCLC will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook Planner. Discipline policies are located at the end of the Learner Rule Book. (Appendix D)

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school Lead Facilitator shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. NCLC will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

Grounds for Suspension and Expulsion of Students

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at NCLC ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at NCLC or at any other school, or 3) a NCLC sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family..
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an

intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive..
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil

shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support

persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or

contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

ii. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

v. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert

any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

K. Manner of Retirement Coverage for Staff

Employees of NCLC who qualify for membership in the State Teachers' Retirement System ("STRS") will be covered under that system. Employees of NCLC who qualify for membership in the Public Employees' Retirement System ("PERS") will be covered under that system. All employees who are not members of STRS or PERS must contribute to the federal social security system. NCLC will inform prospective employees of the retirement system for employees of the charter school, as required by Education Code Section 47611.

NCLC will make all employer contributions as required by STRS/PERS or federal social security. NCLC will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

L. Public School Alternatives for Students Who Do Not Choose the Charter School

No student will be required to attend NCLC and all AUSD students will have the alternative of attending their AUSD or other school of residence or seeking an inter-district transfer pursuant to applicable laws, regulations, and school district policies. Parents/guardians of applicants will be informed that learners have no right to admission in a particular school in any district as a consequence of enrollment in the charter school.

M. Rights of Return for Charter Employees

AUSD employees who accept employment with NCLC shall have no return rights to AUSD and are expected to resign their tenured positions at AUSD prior to the start of the 2009-10 school year.

N. Dispute Resolution Procedures

In order to ensure the smooth functioning of the NCLC within AUSD, we deem it essential to establish a mechanism for resolution of conflicts between the AUSD and the charter school. Disputes may arise in a variety of circumstances and at many levels in the respective organizations. As an important first principle, all members of the NCLC community will seek to resolve disagreements at their source, working with the individuals most familiar with the problem. If a dispute between the charter school and the AUSD concerning one of the provisions of the charter or MOU arises, the first formal step towards resolution will be to first frame the issue in written format (“dispute statement”) and bring the issue to a meeting between the NCLC CEO / Development Director and the AUSD Charter School Liaison not later than 5 business days from receipt of the dispute statement. If a second formal step is needed for resolution, three representatives from the NCLC Governing Board will meet with representatives from the AUSD Board of Education or its designee within 15 business days from receipt of the dispute statement to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the representatives. Mediation shall be held within sixty business days of receipt of the dispute statement. Costs for the mediation will be shared equally by the AUSD and the NCLC. Should mediated dispute resolution fail, the parties will have recourse to whatever legal remedies may be available.

Internal Disputes

- Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members of the School shall be resolved pursuant to policies and processes developed by the School. The AUSD Board of Education shall not intervene in any such internal disputes without the consent of the Board of the Charter School and shall refer any complaints or reports regarding such disputes to the School Board or the Director.
- The AUSD Board of Education agrees not to intervene or become involved in the dispute unless the dispute has given the AUSD Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of the School has requested the AUSD Board of Education to intervene in the dispute.
- Disputes shall first be brought informally to the Director of the Charter School for resolution.
- The Director shall track all disputes in writing.
- The Director shall facilitate discussion and resolution between all parties involved in the dispute.
- If the resolution is not resolved by discussion facilitated by the Director, the matter may be brought before the Board for resolution. The Director shall provide a written summary of the dispute and all attempts at resolution for the Governing Board.
- The decision of the Governing Board shall be final.

When the operations of NCLC give rise to disputes or complaints other than between NCLC and AUSD, NCLC will seek a mutually-satisfactory resolution, employing a process that includes: defining the problem, identifying interests, gathering facts and evaluation options for resolution. Complaints will be addressed first at the source of the problem and referred to the appropriate level of school management. Complaints will be resolved within a reasonable time. Disputes that cannot be resolved informally will be addressed as provided by NCLC's adopted complaint policy, which will be consistent with California's Uniform Complaint Procedure (California Code of Regulations, Title 5, Sections 4600 – 4671). Through this procedure, disputes that cannot be resolved initially may be referred to the NCLC Governing Board.

The role of AUSD in resolution of complaints received by it about NCLC will be addressed as follows. AUSD agrees not to intervene or become involved in the dispute unless the dispute has given AUSD reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Nea Governing Board of the charter school has requested AUSD to intervene in the dispute.

Oversight, Reporting, Revocation, and Renewal

Any communication from the AUSD Board of Education should be directed to the NCLC Governing Board. AUSD may inspect or observe any part of the charter school at any time. With only occasional exceptions, AUSD will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. If the AUSD Board of Education believes it has cause to revoke this charter, the board agrees to notify the charter school Governing Board and the CLCS in writing, noting the specific reasonable time to respond to the notice and take corrective action. NCLC understands and accepts that the AUSD Board of Education may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that AUSD has given NCLC prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the AUSD Board determines, in writing, that the violation constitutes a 'severe and imminent threat to the health or safety of pupils' (EC 47607d). NCLC agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.

O. Education Employment Relations Act

NCLC will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act. Under the EERA, NCLC employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of

teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).

P. School Closure Procedures

Should the District either revoke the charter or fail to renew the charter, closure of NCLC will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Governing Board will promptly notify parents and students of NCLC, the District, the Alameda Board of Education, NCLC's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Governing Board will ensure that the notification to the parents and students of the NCLC of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Governing Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of POCS students. All records of NCLC shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, NCLC shall work with the AUSD Board of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, NCLC will prepare final financial records. NCLC will also have an independent audit completed within six months after closure. NCLC will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

NCLC will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of NCLC, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of NCLC and shall be distributed to the District. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, NCLC shall remain solely responsible for all liabilities arising from the operation of NCLC. Any remaining assets of the new charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Restricted funds shall be returned to their original source. Any net assets remaining shall be distributed in accordance with the articles of incorporation.

In the event that the new NCLC closes, any remaining assets of the new charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Unused grant and categorical funds will be returned to the agency that provided them.

With regard to learner records, the NCLC may contract to use the AUSD SASI system (upon AUSD agreement) and, in the event of school closure, the NCLC will finalize all school records in this system. The learner records of the school will be maintained by the AUSD in this case. If NCLC chooses to use something other than the SASI system, the finalized records (in the event of school closure) shall be turned over to AUSD in the finalized form of the system it uses.

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the AUSD Board of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation, but shall not be obligated to do so. Consistent with the requirements of the Law, any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

Q. Other Issues

a. Amendment to the Charter

Proposed amendments or changes to this Charter may be made by the NCLC Governing Board following two public meetings. All proposed amendments or changes must be subject to approval by the AUSD Board of Education.

b. Facilities to be used by the new NCLC Charter School

NCLC seeks to locate in a suitable facility in Alameda. Upon presentation of the charter to the AUSD Board of Education, the NCLC will file a concurrent Proposition 39 request with AUSD to request the use of AUSD school facilities to house AUSD students. NCLC requests a facility large enough to house its entire K-12 program at one site. NCLC desires to locate this new charter school at Longfellow School. NCLC realizes that this is an elementary school facility and will require some modification for use of its high school learners. NCLC sees no major problems with operating in an elementary facility. The desired school facility has a large multipurpose room that will become the NCLC community room, a science laboratory room can be created (Just like was recently done at EHS for ACLC), and rooms can be fitted with appropriately sized tables and chairs. NCLC will work with AUSD under the guidelines of Proposition 39 to modify the facility as necessary to be suitable for high school learners and provide science laboratory space and suitable furniture. (AUSD has recently leased another of its vacant elementary schools to the Bay Area School of Enterprise, a 9-12 charter school. AUSD already has worked with

other 9-12 charter schools to suitably house them on elementary campuses.) If use of Longfellow School not acceptable to AUSD, NCLC is open to discussions about other suitable AUSD sites that may become available for the 2009-2010 school year. NCLC desires a location in Alameda on the west end so that learners and facilitators can take advantage of being close to the existing ACLC school for facilitator and learner collaboration and so that the new NCLC will be located in a neighborhood that will allow NCLC to attract an ethnically and socio-economically diverse population.

c. Manner in which administrative services will be provided

The NCLC intends to contract with EdTec of Emeryville for business services. The NCLC will only contract services through AUSD if both parties agree to and these relationships shall be spelled out in the Memorandum of Understanding (“MOU”).

d. Potential civil liability effects, if any, upon the school and upon the school district

NCLC is a nonprofit public benefit corporation operated by CLCS, thereby protecting AUSD from potential liability for acts of the charter school. The charter petition includes procedures to facilitate AUSD oversight. Additional oversight provisions and measures to reduce the risk of liability claims will be included in the annual operating agreement between ACLC and AUSD .

The NCLC will be operated as a California non-profit public benefit corporation with IRS 501c3 tax exemption status. As such, the school’s founders presume that AUSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604I. In the event that AUSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, AUSD may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school’s assets, staff, Board of Directors, and Governing Board members, and, where appropriate AUSD personnel.

e. Statewide Standards and Pupil Assessment

NCLC will meet all statewide assessment standards and conduct the pupil assessments required pursuant to Section 60605 and 60851 of the Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in charter schools. Assessment is discussed more fully in the section entitled “Measurable Student Outcomes” above.

f. Consultation with Parents and Teachers Regarding Educational Programs

Inherent in the governance of the NCLC is engagement of both parents and facilitators in the development and evaluation of educational programs implemented in the school. In addition to the participation of these parties, learners are also engaged in this process.

Parents, learners and facilitators are involved at the policy level through the NCLC Governing Board that is charged with establishing budget, evaluation of staff and program, reviewing learner outcomes, and setting the direction of the school.

Parents will participate in the Personnel Committee that will gather information by learner surveys on staff effectiveness annually.

Evaluation of the NCLC educational program will incorporate formal feedback through an annual parent/learner survey. This survey will ask detailed questions about satisfaction with specific subject matter instruction as well as general school operations. This information will be tabulated by the Program and Performance Evaluation Committee and by Leadership, and it will be presented to the Governing Board as an annual report.

All meetings of the Governing Board will be open to the public and a regular meeting schedule will be provided to all parents annually.

g. Affirmations:

NCLC will be nonsectarian in its programs, admission policies, employment practices, and all other operations. No tuition will be charged to attend the NCLC. No student will be discriminated against on the basis of ethnicity, national origin, gender, or disability.

h. NCLC Budget

NCLC intends to employ EdTec, a charter school financial service corporation with ten years of experience and over 75 charter school clients, to provide financial services for the new school. NCLC will use EdTec's financial processes and record keeping system. EdTec has worked with CEO Paul Bentz to develop the NCLC proposed budget. CEO Paul Bentz will be monitoring the NCLC budget and will submit EdTec financial reports monthly to the NCLC Governing Board.

Extra pay policies are approved by the NCLC Governing Board and the facilitators representatives do not vote on such issues because it would be a conflict of interest. All stipends will be approved by NCLC Governing Board.

i. Chartering Authority, Reasonable Efforts to Accommodate Growth of the Charter

Upon approval of this charter AUSD commits itself to make reasonable efforts to accommodate the growth of NCLC by providing administrative services at a cost not to exceed actual costs as negotiated by the parties to support the growth of the NCLC.

j. No employee of AUSD required to be employed in the charter

No employees of AUSD will be required for any reason to be assigned to the NCLC.

k. No student of the AUSD required to attend the charter

No student of AUSD will for any reason be required to attend the NCLC.

l. The term of this charter shall be 5 years from July 1, 2009.

Petition for the Establishment of a new (K-12) NCLC Charter School

We the undersigned believe the attached Charter merits consideration and hereby petition the governing board of the Alameda Board of Education to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the new Nea Community Learning Center charter school. The NCLC charter school agrees to operate the new school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. **The petitioners listed below certify that they are teachers who are meaningfully interested in teaching in the new charter school and have read the charter petition.**

By the Lead Petitioner:

Maafi Gueye [Signature] 10/1/08
Name (please print) Signature Date

The petitioners authorize the Lead Petitioner Maafi Gueye and the CLCS CEO Paul Bentz to negotiate any amendments to the attached charter necessary to secure approval by the AUSD Board of Education.

Paul Bentz [Signature] 10/1/08
Name (please print) Signature Date

Lynn Kamery [Signature] 10/1/08
Name (please print) Signature Date

Lora Lewis [Signature] 10/1/08
Name (please print) Signature Date

MILTON FRIEDMAN [Signature] 10/1/08
Name (please print) Signature Date

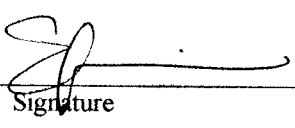
Terry Toczynski [Signature] 10/1/08
Name (please print) Signature Date

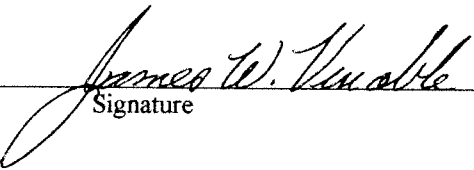
Patricia Williamson [Signature] 10/1/08
Name (please print) Signature Date

Jacob J. Powell  10/1/08
Name (please print) Signature Date

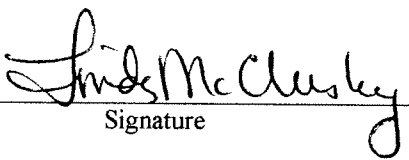
Carlton Grizzle  10/1/08
Name (please print) Signature Date

Carolyn Blanche  10/1/08
Name (please print) Signature Date

Elizabeth Weiss  10/1/08
Name (please print) Signature Date

James W. Venable  10/1/08
Name (please print) Signature Date

Julian August  10/2/08
Name (please print) Signature Date

Linda McCluskey  10/2/08
Name (please print) Signature Date

Name (please print) Signature Date

Appendix A

NCLC Standards (K-5)

Portfolio Components:

- I. Meets or Exceeds State Standards for 5th Grade in all Content Areas**
(Who I am.)
- II. NCLC Learning to Learn Skills**
(What I can do.)
- III. Academic Proficiencies**
(What knowledge base I have.)
- IV. Learner Artifacts**
(What represents who I am.)
- V. Community Service**
(How I am a good citizen in my community.)
- VI. Advanced Collaboration Project (with 6 -8th grade learners)**
(Proof that I am ready for middle school.)

Appendix B

NCLC Graduation Standards

- I. Meets or Exceeds AUSD / NCLC Graduate Profile Outcomes**
(Who I am.)
- II. NCLC Learning to Learn Skills**
(What I can do.)
- III. Academic Proficiencies**
(What knowledge base I have.)
- IV. Learner Portfolio**
(Why anyone would want to hire me and invest their money to train me.)
- V. Alameda Community Service Requirement**
(How I am a good citizen.)
- VI. Advanced Coursework / Units of College Credit (may include AP)**
(Proof that I am ready for higher education.)
- VII. Business Internship Experience / Facilitator Internships**
(My real world experience.)

NCLC Graduation Standards (6 – 12)

I. Meets or exceeds AUSD / NCLC Graduate Profile standards related to:

Personal Qualities, Work Habits and Attitudes
New Basics
Thinking and Reasoning Skills
Interpersonal and Collaborative Ability
Technology

(Documented in Learner Portfolio)

II. Demonstrates an understanding of the NCLC Learning to Learn Skills

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)

Academic Proficiencies

Satisfactory completion of NCLC approved courses in high school curriculum with a minimum cumulative GPA of 2.00 including:

English - 40 credits (8 semesters)

Mathematics - 30 credits (6 semesters)
Must include Algebra 1, Geometry, and Algebra 2

Science – 40 credits (8 semesters)
Must include Chemistry, Biology, and Physics.

History / Social Studies – 40 credits (8 semesters)
History (9th grade) 2 semesters
Modern World History 2 semesters
U.S. History 2 semesters
American Government 1 semester
Economics 1 semester

Visual and Performing Arts – 10 credits (2 semesters)

Satisfactory completion of U.C. (f) requirement (Visual and Performing Arts, 2003)

College Preparatory Electives – 10 credits (2 semesters)

Satisfactory completion of U.C. (g) requirement, 2003

Foreign Language – 20 credits (4 semesters)

Two years of the same language at the high school level.

Contemporary Community Citizenship – 4 credits (8 semesters)

Satisfactory (C or better) completion all semesters at ACLC

Current Life Issues – 5 credits (1 semester)

Satisfactory completion during high school years.

Physical Education or ROTC – 20 credits (4 semesters in high school)

Electives as needed to meet AUSD requirement of 230 credits total.

Pass District Competency Tests in Reading, Writing, and Mathematics

CAHSEE in 2005

IV. NCLC Learner Portfolio (due January 1)

Learners shall create an electronic Learner Portfolio (web page) that will be posted on the web. It shall include the following:

- 1. Reflective essay** providing evidence that they meet or exceed the AUSD / ACLC 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 “ACLC Learning to Learn Rubrics” and demonstrate in their essay understanding of the skills as they relate to their Personal Vision.

- 2. 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.

- 3. 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.

- 4. Examples of the learner's best work during their years at the ACLC. (3-5 samples, 2 of which must be from ACLC experiences, one must be from ACLC math or science and one must be from ACLC Humanities)**

V. NCLC / Alameda Community Service Requirement

Learners shall engage in a purposeful Senior Project that involves or improves the Alameda / ACLC communities. This will satisfy the 20 hours senior community service requirement. (There shall be a community presentation of project by April 1, 2005.)

Community Service (Outside of the ACLC) - 80 high school hours
2005 needs 70, 2006 and after needs 80

VI. Advanced Coursework / Units of College Credit (may include AP)

One semester long course of transferable credit to CSU / UC

VII. Business Internship Experience / Facilitator Internships Experience

Minimum of 20 hours of documented experience for graduation.

Appendix C

NCLC Discrimination and Harassment Rights

Every student has a right to a safe and discrimination free education. These rights, and those of parents and district employees, are protected by U.S. and California laws and AUSD policies. It is important for all students, parents and employees to know about these rights and what to do if they are violated. AUSD Board of Education policies regarding what the rights are, and how to file a complaint if they are violated, are posted in every school. These policies are also given to every family at the beginning of the year, or when a new student is enrolled. If you don't have a copy of these rights please call the school at 510-521-7543. Principals at each school will review and discuss with students what discrimination and harassment is and what to do if it happens to them. Please go over the following with your child.

Children need to know three things if they feel unsafe or discriminated against:

1. They have the right to tell adults about complaints they have.
2. They have the right to be protected from retaliation due to a complaint.
3. They have the right to confidentiality when discussing the complaint.

The following paragraphs describe in more detail what the Alameda Unified School District policies are regarding discrimination and harassment.

Uniform Complaint Procedures (BP 1312.3)

There are three district policies on complaints: complaints against district employees, sexual harassment, and the uniform complaint policy regarding an alleged violation of federal or state law or regulations governing educational programs, including unlawful discrimination. These policies are distributed annually to all parents, students and employees.

The Governing Board recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district. The Board of Education encourages the early, informal resolution of complaints at the site level whenever possible. If you have questions regarding the above procedures please contact the Assistant Superintendent's office at 510- 337-7063.

Non-Discrimination/Harassment (BP 5145.3)

The AUSD maintains a strict policy prohibiting harassment of discrimination and differentiated treatment of students because *all* such harassment is unlawful.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed with the Assistant Superintendent.

Sexual Harassment (BP 5145.7)

The Board prohibits the unlawful sexual harassment of any employee, student, or other person at school or at any school-related activity. Any student who engages in the sexual harassment of anyone at school or school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4-12, the disciplinary action may include suspension and/or expulsion. Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Assistant Superintendent.

(Appendix D) Learner and Facilitator Rulebook
Sample, NCLC will develop its own version using this as a starting point.

Rules Protecting the General Welfare of the ACLC School Community

010 Preamble

- 010.0 All Community members are responsible for the general welfare of the school, through actions that contribute to preserving the atmosphere of freedom, respect, fairness, trust, and order that is the essence of the school's existence and to establishing a creative and positive learning environment for all.
- 010.1 All Community members must abide by all Federal, State, and Local laws. All community members must abide by Alameda Unified School District policies, and Encinal High School rules when on the Encinal campus. All ACLC community members and guests must abide by all ACLC rules while in the ACLC Charter School.
- 010.2 The judicial system and all judicial bodies shall not discriminate against anyone based upon gender, ethnicity, age, social status, sexual orientation, or job description.
- 010.3 It is the responsibility of all Community members to help enforce ACLC rules.
- 010.4 ACLC rules shall apply to all Community members and visitors before, during, and after the normal school hours of 8:00 am to 4:00 pm, including all after-school, weekend, or summer hours. Visitors must have a signed ACLC or Encinal pass in their possession.
- 010.5 ACLC rules and AUSD district policies also apply at all school sponsored events and field trips.

100 Safety Regulations

- 100.0 Activities that present a real or potential danger to anyone's personal safety are prohibited.
- 100.1 Running and/or rough-housing are not permitted in the building. Rough-housing is not permitted at any school event regardless of the location.
- 100.2 No one may obstruct an entrance to the school, or any door or passageway used in the school.
- 100.3 Riding skateboards, scooters, roller blades, etc. in any ACLC area, inside or out, or on any school property (including the Encinal campus) is prohibited. (AUSD Policy)
- 100.4 All ACLC learners must participate seriously in all safety drills that are conducted.
- 100.5 For the safety of all participants, learners must stay and walk in a group (defined as within easy sight of the supervising facilitator) on all walking field trips outside the ACLC building. (example, walking to and from PE)

200 Personal Rights and Their Protection

- 200.0 Everyone has the right to exist peaceably at school. No one may verbally or physically harass another individual.
- 200.1 No one may display a symbol or a sign or use language that is known at school to represent hatred toward a particular race, religion, gender, age, sexual orientation, or job description.
- 200.2 No one may knowingly disrupt another person's learning activities in the school. No one may disrupt a seminar given by a facilitator, learner or guest speaker.
- 200.3 Visitors are allowed provided they are not disruptive to the learning process, have a signed ACLC or EHS pass in their possession, or are under the direct supervision of an EHS staff member. Disruptive visitors will be asked to leave and may be referred to the ACLC Judicial Committee for further investigation. (Visitors are defined as non-ACLC students and guests) All visitors during the regular school day (8-4 pm) must register

with the ACLC Office Manager. After the normal school day, all visitors must register with the facilitator or adult supervisor in charge.

- 200.4 Facilitators should act as guides to help Learners choose the way they would like to approach problems. If a learner feels violated, he/she has the right to give constructive criticism to Facilitators. Learners and facilitators learn together and should therefore treat each other with respect, and each have the right to give constructive criticism to the other.
- 200.5 The lobby is for learner-scheduled breaks. Since space is limited in the ACLC, a reasonable amount of break time in the lobby should be observed.
- 200.6 Neither Learners nor Facilitators may alter or change another Learner's or Facilitator's work without his or her permission.
- 200.7 Learners are not required to participate on ACLC governance committees and Leadership class, or as an elected JC clerk or CCC leader, but neither Learners nor Facilitators have the right to refuse jury duty, service on the ACLC judicial committee, or participation in CCC and its requirements. JC committee service may be postponed or served in another way once, based upon hardship conditions. (projects due, just back from an illness, or scheduling conflicts, for example)
- 200.8 No one may knowingly instigate or encourage another learner to violate the ACLC rules. (For example: Encouraging someone else to fight or to say something mean to someone else.)

300 Protection of Private and Public Property

- 300.0 No one may litter or otherwise create a mess on any part of the Center or Encinal High School campus.
- 300.1 No one shall use another person's property without the owner's permission.
- 300.2 Activities that intentionally or unintentionally result in real or potential harm to property at school are prohibited.
- 300.3 People are responsible for their own property at all times. However, damaging, sabotaging or stealing anyone's property (Community or personal) is a prosecutable offense.
- 300.4 No one shall purposely or unintentionally damage, steal, sabotage, or destroy personal and/or Community property.
- 300.5 Chairs will not be used as foot rests. Stools may be used to rest one's legs, but no one shall rest one's feet upon a stool. No community member or guest shall put their shoes on the couches.
- 300.6 No one shall in any way abuse the animals of the Community. Overfeeding (or feeding without permission) is considered a form of abuse, as is mishandling and not signing them out.
- 300.7 Each individual is responsible for any ACLC materials he/she checks out. All items must be returned to their appropriate location in the same condition as they were checked out.
- 300.8 No one shall borrow, move, or alter any items within a Facilitator's work area without a Facilitator's permission.

General Rules

- 400.0 The school prides itself on accommodating a large range of behavior by members of the Community, so long as the behavior of each person shows respect for every other person and for the school Community as a whole.
- 400.1 Physical or verbal intimidation, or any attempt to influence the impartial decisions of members of the Judicial Committee, ACLC jurors, or learners or facilitators filing a complaint within the context of their judicial work may result in suspension and possible expulsion from the ACLC.
- 400.2 Failure to comply with Judicial Committee verdicts and sentences may result in suspension and possible expulsion from the ACLC.
- 400.3 Violations of any of the AUSD's Group Two Behaviors (i.e. knives, guns, drugs, etc.) will be referred to both the ACLC Judicial Committee and to the ACLC Lead Facilitator with a referral for appropriate immediate consequences.
- 400.4 No one may lie in any Judicial proceeding.

- 400.5 Judicial Committee members must report refusals to testify to the Committee. The Committee will cite the individuals for contempt of the Community and will provide appropriate sentencing. No one will be required to provide self-incriminating evidence.
- 400.6 The school Community, acting through the Judicial Committee or the Facilitators may establish boundaries that limit the range of behavior permitted while a person is in attendance. Each individual is expected to act within these limits.
- 400.7 No one shall borrow parts from, move, turn off or on, or alter any learner's project without the builder's or a facilitator's permission.
- 400.8 All learners must register or sign in and out daily or have a signed contract and a log to verify their use of school time. No one may leave the ACLC during school hours unless they have a signed pass from a staff member. Failure to do so is grounds for suspension and/or dismissal.
- 400.9 All skateboards, scooters, roller blades, etc. must be stored in the appropriate place during school hours. (8-4 pm and open nights till 8 pm) Skateboards, scooters, troller blades, etc., not in the appropriate area will be confiscated and referred to the JC for appropriate consequences. High school learners may walk their skateboards off campus for use at lunch.
- 400.10 No learners may park their cars in the spaces behind the ACLC building.
- 400.11 Bicycles must be locked outside of the building and not obstruct entrances. No bicycles are allowed in the building.
- 400.12 All items left in the refrigerator must have the owner's name on them. Food and drink contents left in the refrigerator beyond the end of the school week shall be discarded without notice.
- 400.13 When learners, guests, or facilitators are informed that they are breaking a school rule by a facilitator, another learner, or any community member, the person violating the rule must treat the person informing them of the rule violation with respect. Failure to follow the rules after being informed of a rule violation by anyone is a serious offense to the community.
- 400.14 The ACLC is a closed campus for 7th and 8th graders. 7th and 8th grade learners may not leave campus at any time during school hours including lunch.
- 400.15 ACLC phones are for the use of ACLC staff members to do their work. Learners must obtain permission to use the phone of an ACLC staff member. The ACLC staff member who allows a learner or others to use the ACLC phones must remain at the phone during the permitted phone call. Learners or others using ACLC phones without a staff member present shall be referred to the judicial committee for appropriate consequences.
- 400.16 If a facilitator is 15 minutes late to a seminar (based upon the facilitator's and learner's agreed upon starting time) learners can consider the seminar cancelled and are free to leave the seminar to do other work without penalty in the class.
All conversations, discussions, sentences or anything that goes on in a Judicial Proceeding may only be discussed in JC unless the person being sentenced opens a dialogue outside the proceeding.

Rules Governing Use of the School's Facilities

1000 General Use of the School

- 1000.0 Anyone wishing to modify the physical structure of the school, in a not easily reversible way, must obtain prior approval Leadership.
- 1000.1 Food and drink may be consumed in the Lobby and the outside area only. Substances defined as food consist of material made up of proteins, carbohydrates, water, and fats used in the body of a Learner or a Facilitator to sustain growth, repair, and vital processes and to furnish energy. This includes candy.
- 1000.2 Fund-raisers selling food or drinks will be restricted to the lobby or outside and must be approved by Leadership.
- 1000.3 Each learner is responsible for cleaning up after him/herself.
- 1000.4 If a room or area is badly littered, the Facilitators, or a majority of the Judicial Chairs may close that room at any time and keep it closed for a specified period of time or until it has been cleaned.
- 1000.5 Everyone must participate in general cleanup when they or their CCC are assigned to daily duty and as a member of the community at the monthly cleanups.

1000.6 In designated quiet work areas, learners need to keep conversations and activities at a quiet level and be working on school related work.

1050 Technology

1050.0 All ACLC technology must be used for school purposes only.

1050.1 Games or chatting are not allowed on school computer equipment. Limited resources need to be protected for school use.

1050.2 Personal laptop computers may not be used in the Center.

1050.3 Learners shall not bring in any applications into the center on any medium without prior approval from the lead technology facilitator.

1050.4 Computer programs with sound must be kept to a volume low enough so as not to disturb Learners or Facilitators working nearby. These programs will not be used in the quiet areas, or if used in these areas, headphones must be used.

1050.5 Any person playing prerecorded on a computer must use headphones.

1050.6 No one shall leave a computer for more than five minutes without first logging off and cleaning up his/her belongings. Those who fail to adhere to this policy, relinquish their right to that computer, and another Community member may shut down their program, log them off, and start their own work. As a courtesy, all Community members faced with this situation will first attempt to save the work in question before logging on.

1050.7 Learners and Facilitators may not tie up scarce resources with activities which could be carried out in other more appropriate locations. Negotiations are appropriate for deciding who needs a particular piece of computer equipment. The learner least in need must respectively allow the other learner to use the computer or other piece of equipment.

1050.8 Tech helpers and other designated Community members must follow the rules and guidelines specified.

1050.9 All Learners must sign and abide by the District Technology Agreement. Going to a porn site, hate site, or a site with extreme violence is grounds for dismissal from the ACLC (District Tech Agreement) Please let a facilitator know if you have accidentally ended up at one of these sites.

1050.10 Executables may not be downloaded from the Internet. Media files may only be downloaded for school related purposes. This is considered network vandalism and is a serious offense.

The Internet is to be used for school projects and research. Personal Internet use to check email is limited to 10 minutes or less as long as no other learner needs the computer for school related work

Use of the ACLC Facility

1100.0 All rules regarding use of the main room will be respected. Leadership shall yearly review the rules for the main room and make them known to the community.

1100.1 No blue or pink chairs of any kind may be in the lobby. No furniture may be taken outside the building without prior approval.

1100.2 The couches in the quiet area are designed as quiet work areas. Only soft talking is permitted in these areas.

1100.3 The Jim is a work area for either teams or individuals. Socializing in this area is not permitted.

1100.4 The lobby is to be used for reasonable breaks. Games may be played in the lobby or outside only. Food may be consumed in the lobby or outside area only unless an after-school or lunchtime event is planned and permission is given by a facilitator who supervises the event.

1100.5 The lobby is open for breaks and eating, but must not be left dirty or messy or it will be closed.

1100.6 Disruptive and/or loud activities must not occur in the lobby. Relative quiet for the adjoining seminar and conference rooms must be maintained.

1100.7 Special rules governing rooms other than the main room are as follows. Conference Room and Seminar Room – Rooms may be used with facilitator permission for only the following reasons: Seminars or classes, viewing school-related videos, approved team meetings, quiet work and presentations. Digital Video Studio and Green Room – Appropriate DVS classroom activities only. DVS learners only are allowed in the DVS room. Art Room – Appropriate school work with facilitator approval.

1100.8 All nonacademic activities (break activities such as eating, doing hair or make-up, or playing games must be conducted quietly in the lobby or outside.

1200 Use of the Outside Back Area
(as defined by the painted blue lines)

1200.0 Use of the outside area before and after school, and during lunch is permitted. Learners are expected to keep this area clean.

1200.1 During normal school hours, all Learners must stay within appropriate boundaries. (blue line) Failure to do so will result in a judicial referral and possible suspension of outside privileges.

1200.2 Each learner is responsible for cleaning up after him/herself. The outside area is open for lunch but will be closed if left messy.

1200.3 Rough-housing is not permitted in the outside area.

Revised 6/04

CONSEQUENCES
WORKING GUIDELINES for SENTENCING

GOALS: Fair – Gives value back to the community – Helps the Learner modify their behavior

Problem Solving prior to referral...

- Explain what you think the other Learner is doing wrong. Be clear, polite, and honest. Make an "I" statement.
- Come right out and say something directly to the person breaking the rule. Point it out in the list of rules.
- Get another Learner or Facilitator to help you confront someone you're intimidated by.
- Get a peer counselor.

ACLC Judicial Consequences

In School Consequences

Similar to what goes on now, apologies, in school clean up, peer counseling, posting signs, educational projects, etc. Failure to do these consequences in the described time period (violation of rule 400.2) would automatically result in an after school consequence of 30 minutes during the prescribed After School Time Period (3-4 pm) Parents will be notified of mandatory attendance.

After School Consequences

More serious offenses or repeat offenses for violating the same rule could be immediately given an After School Consequence of 30 or 60 minutes, activity to be determined by supervising facilitator. Parents would be notified of mandatory attendance.

Learners who were assigned the After School Consequence of 30 minutes for failure to serve In School Consequences who did not show and participate in the activity would automatically be reassigned to the next After School Consequences activity and their sentence would be doubled. (30 to 60 minutes, or 60 to 120 minutes) Additionally, there would be a mandatory parent/learner/facilitator/JC Clerk conference where parents and learner

would draw up a contract for appropriate consequences for the learner's failure to abide by judicial system consequences, including After School Consequences. The contract might include suspension from the ACLC and will begin the discussion of transferring the learner to another program if the learner cannot begin to respect the judicial process of the ACLC community.

Out Of School Consequences

Serious violations of school rules where suspension is recommended to lead facilitator by Judicial Committee. Lead facilitator will review the case and give appropriate consequences.

AUSD / State suspension violations reviewed and acted upon by Lead Facilitator.

Suspension for repeated failure to serve JC sentences after parent/learner/facilitator/JC clerk contract is written.

Appendix E

The new NCLC intends to use the current AUSD / ACLC Evaluation Process at the new school site. Since this new NCLC will be the employer of facilitators (not AUSD) AEA (current teacher's union) will be substituted with the new bargaining unit at the new school if the facilitators choose to join such unit.

Nea Community Learning Center Evaluation Timeline and Process

By September 15th of each school year, the NCLC Lead Facilitator and NCLC Personnel Committee Leader shall meet with all NCLC facilitators required by contract to be subject to the evaluation process to explain the process.

1. Facilitators shall be given a written and electronic copy of the self-evaluation form that they will be required to fill out.
2. Facilitators shall be notified of the necessary random seminar visit that will be conducted sometime prior to the deadline that will be conducted by the NCLC Lead Facilitator.
3. Facilitators will be made aware of the necessity for them to document their observations of the required NCLC activities and seminars.
4. Facilitators will be made aware of the necessity for them to provide a portfolio of course outlines and a few samples of learner's work to demonstrate projects or learner's work in the various seminars the facilitator conducts that will be examined by the evaluation committee.
5. Prior to the evaluation committee meeting, the NCLC Personnel Committee Leader shall make available to all members of the committee written copies of the self-evaluation for evaluation.
6. The NCLC Personnel Committee Leader shall schedule a one hour evaluation meeting with the NCLC Personnel Committee representatives, the Lead Facilitator, and the facilitator being evaluated at least 30 days prior to the deadline for the formal written evaluation deadline.
7. The Evaluation Committee (described in #8) shall discuss the self-evaluation, examine the required portfolio, and any other information that it has to evaluate the facilitator.
8. The NCLC Lead Facilitator shall then write the satisfactory or unsatisfactory evaluations of facilitators.

Plan for Unsatisfactory Evaluations.

If the evaluation committee and NCLC Lead Facilitator cannot agree that a satisfactory evaluation can be submitted, the matter shall immediately be submitted to the NCLC Governing Board for consideration in closed session. The NCLC Governing Board shall invite an AEA representative (substitute new union representative) to attend the meeting with the employee (if an only if the employee is a tenured teacher) to help formulate a plan that allows the facilitator to demonstrate improvement in the deficient areas so that a satisfactory evaluation can be obtained.

NCLC Facilitator Job Description

NCLC Vision

- Implements NCLC Charter Vision
- Monitors Learner Progress towards achieving CA State Standards

NCLC Learner Community

- Facilitates academic seminars
- Implements appropriate instructional strategies
- Assign grades for academic seminars
- Evaluates and assigns academic assignments
- Develops appropriate CA Standards aligned curriculum, evaluation rubrics, and individualized learning plans for learners with special circumstances
- Provides positive seminar learning environment
- Provides floor supervision as scheduled
- Monitor learner safety
- Provides individualized support for learners and holds scheduled office hours
- Participates in LLC, IEP, SST, and informal student meetings

NCLC Parent Community

- Support parent participation
- Answer voice mail, E-mail, and written mail in a timely manner
- Schedule and attend parent conferences when appropriate
- Keep parents informed of learner academic progress through regular progress reports

Greater Alameda Community

- Be a positive role model for Alameda youth

NCLC Day to Day Operations

- Monitors community members' behavior for compliance with NCLC rulebook
- Writes appropriate articles for newsletter
- Orders and maintains appropriate seminar materials
- Follows facility procedures and policies
- Maintains a professional work day
- Abides by NCLC rules and policies
- Notifies Office Manager of personal absences
- Attends school functions as appropriate

NCLC Staff

- Attends staff meetings
- Works and collaborates with other staff members

NCLC Governance

- Serves on a Governance Committee
- Attends weekly CCC meeting
- Observes at least one Judicial Committee investigation per semester
- Advises Governing Board and Leadership on proposals

I

NCLC Facilitator Self-Evaluation

Name _____

School Year _____

Date _____

Rate yourself on a 1-5 scale where 5 is the highest rating.

NCLC Facilitator Job Description

____ **NCLC Vision (overall)**

1 2 3 4 5 Implements ACLC Charter Vision

1 2 3 4 5 Monitors Learner Progress towards achieving CA State Standards

Comments for this section:

Goals for this section:

____ **NCLC Learner Community (overall)**

1 2 3 4 5 Facilitates academic seminars

1 2 3 4 5 Implements appropriate instructional strategies

1 2 3 4 5 Assigns grades for academic seminars

1 2 3 4 5 Evaluates and assigns academic assignments

1 2 3 4 5 Develops appropriate CA Standards aligned curriculum, evaluation rubrics, and individualized learning plans for learners with special circumstances

1 2 3 4 5 Provides positive seminar learning environment

1 2 3 4 5 Provides floor supervision as scheduled

1 2 3 4 5 Monitors learner safety

1 2 3 4 5 Provides individualized support for learners and holds scheduled office hours

1 2 3 4 5 Participates in LLC, IEP, SST, and informal student meetings

Comments for this section:

Goals for this section:

_____ **NCLC Parent Community (overall)**

- 1 2 3 4 5 Supports parent participation
- 1 2 3 4 5 Answers voice mail, E-mail, and written mail in a timely manner
- 1 2 3 4 5 Schedules and attends parent conferences when appropriate
- 1 2 3 4 5 Keeps parents informed of learner academic progress through regular progress reports

Comments for this section:

Goals for this section:

_____ **Greater Alameda Community (overall)**

- 1 2 3 4 5 Be a positive role model for Alameda youth

Comments for this section:

Goals for this section:

____ **NCLC Day to Day Operations (overall)**

- 1 2 3 4 5 Monitors community members' behavior for compliance with NCLC rulebook
- 1 2 3 4 5 Writes appropriate articles for newsletter
- 1 2 3 4 5 Orders and maintains appropriate seminar materials
- 1 2 3 4 5 Follows facility procedures and policies
- 1 2 3 4 5 Maintains a professional work day
- 1 2 3 4 5 Abides by NCLC rules and policies
- 1 2 3 4 5 Notifies Office Manager of personal absences
- 1 2 3 4 5 Attends school functions as appropriate

Comments for this section:

Goals for this section:

____NCLC Staff (overall)

- 1 2 3 4 5 Attends staff meetings
- 1 2 3 4 5 Works and collaborates with other staff members

Comments for this section:

Goals for this section:

____NCLC Governance (overall)

- 1 2 3 4 5 Serves on a Governance Committee
- 1 2 3 4 5 Attends weekly CCC meeting
- 1 2 3 4 5 Observes at least one Judicial Committee investigation per semester
- 1 2 3 4 5 Advises Governing Board and Leadership on proposals

Comments for this section:

Goals for this section:

All NCLC facilitators will make a sincere effort to observe (at least 15-30 minutes) as many of the following NCLC functions as possible and will document their observation for the annual self evaluation. Please use this chart to keep track of your observations.

NCLC Governing Board Meeting (date) _____ (initial) _____

Judicial Committee Meeting (date) _____ (initial) _____

NCLC Leadership Meeting (date) _____ (initial) _____

IEP Meeting (date) _____ (initial) _____

Academic seminars (observe all facilitators and different grade levels)

Science Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Science Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Science Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Science Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Science Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Humanities Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Humanities Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Humanities Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Humanities Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Humanities Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Math Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Math Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Math Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Math Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Math Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Art Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Spanish Seminar taught by _____ Subject _____ (date) _____ (initial) _____

PE Seminar taught by _____ Subject _____ (date) _____ (initial) _____

Nea Community Learning Center

Name of Facilitator _____

Facilitator Evaluation for School Year _____

The NCLC Facilitator Self-Evaluation for this school year was reviewed by the NCLC Personnel Committee (composed of NCLC parents, the NCLC Lead facilitator, the NCLC Counselor who heads the NCLC Personnel Committee and several NCLC learners on the committee). The NCLC Personnel Committee and the NCLC Lead Facilitator agree that it appears to be an accurate self-evaluation and that appropriate goals were set for the next school year. The NCLC Personnel Committee and the NCLC Lead Facilitator believe that the following standard evaluation criteria are satisfactory:

- Progress of Learners towards established standards
- Instructional Techniques and strategies
- Adherence to curricular objectives
- Suitable learning environment
- Non-instructional duties
- Development as a Professional Educator

The NCLC facilitator provided a portfolio of course outlines and a few samples of learner’s work to demonstrate projects or learner’s work in the various seminars the facilitator conducts that was examined by the committee and determined to be satisfactory.

Comments by NCLC Lead Facilitator and notes on random seminar visitation to observe facilitator interacting with NCLC learners.

Comments by Evaluatee: *If additional comments are attached, check here ()*

NCLC Lead Facilitator _____ Date _____

Facilitator Signature _____ Date _____

Appendix F

(ACLC's Safe School Plan, NCLC will develop its own version)

Section II Action Plan for Component One

PEOPLE AND PROGRAMS

Strategies focusing on people and programs (school climate) which include prevention, intervention and the legal tools used to distinguish safe and effect _____

Our Goal is: The backgrounds, unique gifts, and talents of all students and staff will be acknowledged, respected and incorporated into the curriculum, school programs, and committees; to further a sense of physical and emotional safety and belonging within the school community through a variety of school programs.

A. Areas of pride and Strength:

- 0.8 FTE counselor for 210 learners
- Establishment of a Conflict Resolution Program: Conflict managers have received extensive training by our counselor. Conflict managers resolve conflicts between other learners.
- Establishment of a Peer Counseling Program: Peer counseling is a course taught by a group of well-trained peer counselors and facilitated by our counselor. Peer counselors are trained to help other students regarding issues such as stress management, depression/suicide, body image, transitions, etc.
- ACLC Judicial System: Student Judicial Clerks and an appointed teacher hear cases written up by students or teachers that are in violation of the ACLC rules outlined in the handbook
- Ultimate Frisbee Team: As ACLC's first sports team, the Frisbee team welcomes all students and meets after school two days a week for practice
- Contemporary Community Citizenship (CCC): Led by the Leadership class and elected students, CCC is a course that informs students of various upcoming events, and allows students to be an active participant and decision maker of the school
- Freedom from Chemical Dependency Program: Professionals were invited to the school to educate and create open discussion with students, staff, and parents regarding drugs and alcohol through a 4-day period.
- Open Campus during Lunch: In coordination with a designated student in the Leadership class, parent volunteers are brought in daily during the lunch hour to monitor the Center.
- School doors open for students beginning at 7:30am with a designated teacher to oversee the Center every morning. The school remains opened till

4:00pm on Monday's through Thursday's. The school also remains open on Wednesday night till 8:00pm for student tutoring, committee meetings, etc.

B. Areas to Change:

- Continue to build the sense of community within ACLC
- Coordinate a Diversity Day and recognize cultural and ethnic holidays observed in the community
- Encourage development of additional programs that invite parents of various ethnic backgrounds to participate
- Infuse diversity (multiple perspectives) within the curriculum
- Continue to work to increase the diversity of our student population

Objective # 1: By the end of the school year of 2007 and through the hiring process, our staff will better “mirror” the ethnic make-up of the student body.

1. Related activities:

- a. Organize a Diversity Committee that will plan Diversity Day
- b. Address the need to increase diversity with our ACLC Governing Board
- c. Develop practices (i.e. “Girls World” technology camp, other ideas) that will increase the diversity of our population for 2007-08 school year

2. Resources needed:

Funds to pay facilitators to develop outreach programs.

3. Person(s) responsible for implementation:

- a. Lead Facilitator
- b. Counselor
- c. Governing Board

4. Timeline for implementation: Complete by June 1, 2007

Objective #2: Continuing through the 2006-2007 school year, diversity information (i.e. holidays, recognition, posters, greeting in numerous languages, etc.) will be promulgated to students, staff and parents through a number of vehicles.

1. Related Activities:

- a. Develop yearly diversity awareness training for all students
- b. Emphasize Diversity in science and math classes

2. Resources needed:

3. Person(s) responsible for implementation:

- a. Lead Facilitator

- b. Counselor
- c. Facilitators

4. Implementation timeline: By the end of school year (J2007).

5. Budget: \$450.00

6. Personnel: none

7. Materials:

Diversity Awareness training materials

8. Training;

Staff development

9. Evaluation:

- a. Student evaluation survey after completion of Diversity Day
- b. Develop 5 year plan to increase overall % of students by ethnicity that are underrepresented relative to Alameda population.

Objective # 3: By the end of the school year (2007), various activities will be planned in efforts to increase the sense of community amongst the students.

1. Related activities:

- a. Organize a Committee to build sense of community
- b. Organize a school wide field trip at Camp Parks to encourage team building amongst the learners and facilitators
- c. Organize a Learner Constitutional Convention before the end of the year

2. Resources needed:

Funds to pay for the buses for transportation to Camp Parks (approx \$2000)

3. Person(s) responsible for implementation:

- a. Jacob Powell
- b. Leadership Class
- c. Lead Facilitator

4. Timeline for implementation: Complete by June 1, 2007

Action Plan for Component Two

Physical Environment_____

The physical conditions where education takes place including the location, buildings, and classrooms and the attributes contributing to a safe and caring environment

Our Goal is: To update, improve and refine equipment, planning procedures; emergency communications, the training of staff and students to perform various jobs on Disaster Teams in emergency situations, and to remove all controllable physical hazards from school.

A. Areas of pride:

- Installation of security monitoring devices within the school to reduce the threat of break-ins and vandalism.
- The school is a “closed” campus for grades 6-8.
- Installation of school lockers and locked storage areas to protect valuable equipment and learner’s personal belongings.
- Purchased improved first aid supplies for ACLC use.
- Monthly meeting with EHS principal to improve communication.
- Removal of auto junkyard from nearby EHS auto shop located near ACLC outback area.
- Improved ACLC outback area for eating, relaxation and recreation.
- Installed sound absorbing/beautification panels in seminar room and conference room.

B. Desired Change:

- Implement the updated Crisis/Disaster Preparedness Plan of Encinal High School Site by participating in all scheduled EHS training.
- Train Emergency Response and Student Response teams to do their jobs as per EHS plan
- Update Equipment Supplies/Kits for classroom and response teams

Objective # 1: By the end of November 2006 will have identified all safety, earthquake, fire, and disaster hazards in and around the school, and corrective actions initiated.

1. Related activities:

- a. Student and Staff teams will be trained to identify safety hazards and conduct inspections;
- b. Work orders to repair and/or to take corrective action will be submitted

to Maintenance Operations and Facilities (MOF) Department of AUSD.

2. Resources needed:

- a. Student Emergency Response Team (SERT) of 3-4 members;
- b. Maintenance services provided by Maintenance Operation and Facilities (MOF).

3. Person(s) responsible for implementation:

- a. Lora Lewis, Lead Facilitator/ACLC Leadership class
- b. Auxiliary Support Team Leader/SERT Leader
- c. MOF staff

4. Timeline for implementation:

- a. SERT trained, inspections conducted by end of first trimester, November 31, 2006.
- b. Hazards repaired, replaced, or corrected by end of year, December 31, 2006.

Objective # 2: On a continuing basis and by the end of the school year, those staff and students on Emergency Response Teams will receive training or retraining in order for them to perform their emergency duties on a monthly basis during “mini-emergency/disaster” training exercises.

1. Related activities:

- a. Student Emergency Response Teams (SERT) will be trained to carry out their responsibilities as messengers and /or to assist staff team;
- b. Staff Team (i.e. Medical, Search and Rescue, Security/Utilities, Supply) will be trained to carry out their responsibilities.
- c. Descriptions of disaster Team Duties and Responsibilities will be put into a binder and be placed in the Faculty Room for easy access and review by Staff.

2. Resources needed:

- a. Alameda Fire Department Personnel to train staff and students;
- b. Equipment to use in training.
- c. Training plan from EHS

3. Person(s) responsible for implementation:

- a. Bill Sonneman, EHS Principal

4. Time line for Implementation: Teams to be trained by June 1, 2007.

Objective #3: To revise and update the Encinal High / ACLC School Disaster Preparedness and Emergency Management Plan to include human emergency issues, incorporate "The Incident Command" system SEMS and REDI model for school emergencies by April 15, 2007.

1. Related activities:

- a. Review existing procedures and update as necessary.

2. Resources needed: None

Person(s) responsible for implementation

- a. Bill Sonneman, EHS Principal

3. Time Line: By April 15, 2007.

Objective # 4: To resupply disaster supplies for school.

1. Related activities:

- a. Update medical team emergency kits and other Disaster Team kits

2. Resources needed:

- a. Disaster "Packs" with emergency supplies for center.

3. Person responsible for implementation:

- a. Lora Lewis, Lead Facilitator

4. Time line for Implementation: By September 30, 2006

Objective #5: Initiate and form a “School Beautification” Committee comprised of staff, parent volunteers and Leadership students, whose task it is to make recommendations and assist in carrying out activities and projects that enhance the school’s environmental setting.

1. Related Activities:

- a. Advertise for interested parents and students on ACLC listserv
- b. Meet and form committee to brainstorm ideas for beautification.

2. Resources needed:

- a. Donations of materials and labor
- b. Parent and learner input

3. Person(s) responsible for implementation

- a. Paul Bentz, Facilities Coordinator
- b. School Beautification/Facilities Committee members

4. Time Line:

- a. Complete by June 2007

Appendix G – Core Action Team Biographies

Paul Bentz, “Core Action Team” Member

Paul Bentz serves as the CEO / Development Director of Community Learning Center Schools, Inc. He brings extensive educational experience and a long standing commitment to education to the new school:

Educational Leadership Activities

- CEO / Development Director, Community Learning Center Schools, Inc. (formerly Alameda Community Learning Center) 2005- present
- Lead Facilitator at the Alameda Community Learning Center, a grade 6-12 public charter school, 2002-05

Public Charter School Grant Management Experience

- ACLC Planning Grant, \$50,000 (2000)
- ACLC Implementation Grant, \$150,000 (2001-02)
- ACLC Dissemination Grant Co-Manager, \$250,000 (2005-06)

Teaching Experience

- 27 years experience working with teenagers
- 20 years of science teaching experience in high school and middle school
- 11 years as a science facilitator at the Alameda Community Learning Center
- 7 years as a Wilderness Instructor of the National Outdoor Leadership School

Teaching Credentials Held

- Secondary Physical Science CA Credential
- Secondary Social Studies CA Credential
- Supplementary Biology CA Credential
- CLAD Certification

Lowry Fenton, “Core Action Team” Member

Mr. Fenton serves on the Planning Committee, and is the parent of three graduates of Alameda Community Learning Center. He brings extensive financial experience and a long standing commitment to education to the new school:

Community Activities

- Member, Alameda Community Learning Center Governing Board 2004-present. Volunteer CFO since 2006
- President, Creative Community Education Foundation 2003-5
- Founding Member, Finance Committee, ACLC 2002-3
- Program Co Chair, Startup U, Silicon Valley Association of Startup Entrepreneurs 2006-7
- Coach, Alameda Soccer Club, 1992-1996
- Den Leader and Cubmaster, Alameda Pack 1012 1987-1990
- Trustee, York School 1982-4

Professional Career Summary

- Director, Business Planning and Org. Development, OFD Oracle Corporation 2006-present
- VP Business Development Siemens Financial Services 2002-5
- Senior Director of Operations Oracle Financing Division (OFD) 1996-2002
- Treasurer, Operations Lease Partners 1991-1995
- Accounting, Finance, Marketing & Operations US Leasing / Ford 83-91
- CPA, Audit KPMG 1976-83

Education

- New York University Masters in Accounting
- Stanford University Bachelors in Economics

Maafi Gueye (AKA Lorraine L. Cook)

“Core Action Team” Member

EDUCATION

- 1979 – 1983 Rutgers University New Brunswick, New Jersey
B.S. in Biology
- 1983 – 1992 CSU-Hayward Hayward, California
Teaching Credential
- K – 12 Credential in Biology, Chemistry and Physical Sciences
- 1995 – 1996 Rutgers University New Brunswick, New Jersey
Graduate Studies in Science Education

PROFESSIONAL EXPERIENCE

- 2006 - present **Future Leaders Institute (FLI)** Oakland, California
FLI Guide/Mentor
- Implement leadership curriculum and serve as a mentor to youth at the Alameda Community Learning Center that are engaged in producing and executing community affective projects that were motivated by a passion-to-action humanitarian aspirations.
- 2000 - present **Project Pipeline** Alameda, California
Subject Matter Specialist
- Clear credential preparation, instruction and mentorship of interns in classroom management, curriculum and lesson plan design/implementation and learner centered instruction strategies.
- 1996 - present **Alameda Unified School District** Alameda, California
Science and Applied Math
- Alameda Community Learning Center (2001 – present)
- Create and implement innovative science program. Design differentiated instruction for the gifted as well as challenged. Incorporate a student-centered, collaboration project based approach to learning. Initiated the addition of an 8th grade science program that included astronomy and geology.

Annual academic events initiated: Egg Drop Apparatus Design,

Cardboard Boat for Two Regatta, Model Roller Coaster Building and the Annual Astronomy Overnight. New this year: The ACLC CSI Solve-a-thon.

Encinal High School (1996 – 2001)

- Created and implemented a popular culturally inclusive integrated science course for 10th grade where science projects, activities and lessons were centered on the scientific contributions of the cultural groups that were represented by the students.

2000 - 2004 **Oakland Unified School District** Oakland, California
Youth Group Leader, Consultant

- In conjunction with Conciliation Forums of Oakland, CA, created and implemented an effective truancy intervention curriculum and program for middle and high school students that incorporate science curriculum activities to encourage the use of introspective metaphors for self-study.

1998 - 2005 **Oakland Parks and Recreation** Oakland, California
Children's Arts Camp Director

- Oversight and coordination of the staffing and implementation of a week long, overnight children's summer camp at Oakland's Feather River Camp in Quincy, California, for inner-city youth who otherwise have limited or no access to experiences in the wilderness. Camp activities focused on accomplishing personal goals and surmounting challenges presented in unfamiliar and often unpredictable circumstances.

1994 - 1995 **Oakland Unified School District** Oakland, California
Chemistry and Physiology Teacher, Skyline High School

1989 - 1994 **Ile Omode School** Oakland, California
Director, Science Teacher

- Oversight of the development of an Africa – centered curriculum for pre-K through 8th grade private school that innovated culture centered intervention for at risk youth

1984 - 1989 **Oakland Unified School District** Oakland, California
Science Teacher/Department Chair-Roosevelt Junior High School

- Oversight of the development of a biological and physical science curriculum for grades 7 through 9 grades.

COMMUNITY ACTIVITIES

Active participation in Alameda and Oakland community projects that include installation of community gardens, drug resistance education and cultural awareness festivals.

PROFESSIONAL ACTIVITIES

- Professional traditional African dancer and drummer in Senegal, Guinea and Mali dance traditions.
- **Member of the Teachers Steering Committee of *Physics Day at Great America* to create science curriculum to support teachers in using the amusement park as a huge, interactive science lab.**
- **Voting member of the Alameda Community Learning Center Governing Board**
- **Member of the Alameda Community Learning Center Curriculum Committee**

AWARDS RECEIVED

- Voted Who's Who in American High School Teachers 1997 – 2006.
- **Selected Employee of the Month May 2006, Alameda Unified School District.**

Betsy Weiss, M.S. “Core Action Team” Member

Betsy began her teaching career in the Alameda Unified School District (AUSD) in 1989. She taught kindergarten and first grade at Otis School for five years. Then she helped create the year-round, developmental program at Paden School when it reopened in 1992. As part of the early primary (kindergarten and first grade) team at Paden School, Betsy taught in a collaborative, creative and dynamic setting. During these years she also served as a Mentor Teacher in Mathematics, Science and Best Practices for AUSD, presented at the following conferences; Northern California Mathematics, Northern California Kindergarten, Bay Area School Reform Collaborative (BASRC) and was hired by the State Department of Education to review science curriculum.

Betsy took a five year leave of absence from AUSD when her daughter was born in 1998. During these five years she opened and ran her own preschool. Upon returning to AUSD in 2003, Betsy has worked as a Title 1 reading teacher (working with struggling students) and literacy coach (supporting classroom teachers) at Washington School. Betsy played integral roles in the writing and implementation process when both Paden (1997) and Washington (2007) schools received the California Distinguished School Award.

In addition to her teaching job, Betsy is a facilitator for Schools Attuned, a national program that uses Dr. Levine’s neurodevelopment model to help all students succeed in school. In 1995 Betsy cofounded the Alameda Yoga Station, a thriving local business that she continues to own, operate and conduct yoga classes. Having founded a small business and two schools, Betsy brings great experience to the Alameda Community Learning Center elementary team. As a parent and an educator she holds great hope and enthusiasm for making school more engaging, meaningful and successful for all students as well as the adults with whom they grow.

James W. Venable

1526 Addison Street
Berkeley, CA. 94703
Home Phone 510-841-9747
Email jwvenable@yahoo.com

“Core Action Team” Member

James W. Venable has taught for thirty years in public schools in Louisville, Ky (Jefferson AUSD Public Schools), Berkeley Unified School District, and for the last 18 years in the Alameda Unified School District, teaching K -5th grade students. Throughout his career his emphasis is on child-centered instruction in reading, writing, and language acquisition. A participant in the Louisville Writing Project and Advanced Institutes from 1983-86, James served as a writing consultant to schools in the Louisville area, providing long-term staff development to local school sites. He gave presentation for the Education Department of Kentucky as well as at local and regional professional organizations. He attended the Columbia Teacher's College Third Annual Writing Institute in 1985.

While a teacher in the Berkeley Unified School District, James attended Equals Math, Mathteq, and Family Math through the Lawrence Hall of Science and was the lead math teacher at Emerson Elementary School.

For the last six years he has served as the Title I Coordinator/ Literacy Coach at Washington Elementary School. During this time James involved the Washington staff in the National Council of Teachers of English's Reading Initiative which provided long-term professional development in reading and writing. The Reading Initiative was designed to give teachers the competence and confidence needed to teach all students to read successfully. It offered the local educators an intensive program based on effective classroom practice informed by research. Mr. Venable was the site leader for the NCTE's Reading Initiative at Washington School and was instrumental in the school receiving the California Distinguished School Award of 2006-07.

James worked with Karen Jorgensen in publishing History Workshop: Reconstructing the Past with Elementary Students (Heinemann, 1993) and published "The National Reading Curriculum's Oobleck" (**Phil Delta Kappan**, Vol 87, No 9, May 2006. James has a Master of Arts in Teaching from Spalding University, Louisville, KY and has been a career-long member of the National Council of Teachers of English (NCTE). He has presented nationally at the NCTE's annual convention and the Whole Language Umbrella Conference.

James holds a California Professional Clear Multiple Subject Teaching Credential and a California Clear Cross-Cultural Language and Academic Development Certificate as well as a Life Provisional Elementary Certificate from the Commonwealth of Kentucky

James is interested in working with the ACLC Elementary School project because it has the potential to become a learning environment where the learning needs of students come first. He is interested in working with learners and colleagues to develop the knowledge and tools to assess, to create appropriate contexts, and to instruct in ways that nurture fluent, flexible and engaged readers, writers, and life-long learners. He wants to assist in developing structures within an individual school so that the learning community can engage in an independent and ongoing process of change and learning.

Linda Holmes McCluskey, “Core Action Team” Member

Linda Holmes McCluskey is a founding member of the parent charter school, Alameda Community Learning Center. She brings with her to this new Charter, 6 years of experience as an ACLC facilitator and a deep appreciation of the profound learning experience the ACLC model provides.

Educational Leadership Activities in School Design

- Principal, Far West, a 6-12 Public School, Oakland Unified School District 2002-2007
- Lead Facilitator, Alameda Community Learning Center, a 6-12 Public Charter School, 1999-2002
- Founding Teacher Team Member, Paden School, a Multi-Aged and Project-Based K-8 Public School, Alameda Unified School District, 1992-1995
- Teacher/Designer, Miller School, a fully integrated 3-5 Special Day Class, Alameda Unified School District, 1988-1992
- Co-Founder, Sara Project Day School, a K-5 Full Day Private School, Marin AUSD , 1976-1983

Teaching Experience

- 36 years experience working with learners of all ages and abilities
- 36 years designing equity centered learning environments

Teaching Credentials Held

- Professional Clear Service CA Credential
- Secondary Mathematics CA Credential
- Multiple Subject K-9 CA Credential
- Special Education K-12 CA Credential
- CLAD Certification

Appendix H – ACLC Distinguished School Program Overview

Section III – School Programs and Processes

Theme 1 – Standards, Assessment, and Accountability: Vision, Leadership, and School Planning

How does your school focus on meeting the needs of all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE), and carefully monitor the effectiveness of all school programs?

At the heart of the ACLC program is the Graduate Profile, the graduation standards and shared vision of academic excellence created by Alameda Unified School District (AUSD) leadership and all segments of AUSD personnel, parents, learners, and business and local community. ACLC leadership, including the Lead Facilitator (administrator), Governing Board, and Governing Board committees (comprised of parents, facilitators, learners and community members) works with the AUSD to offer a rigorous, project-based curriculum that is aligned to the California State Standards and requires learners to exceed district graduation standards by completing mathematics through Algebra II and science through Physics.

The ACLC Lead Facilitator is responsible for maintaining the integrity of the academic program by coordinating and overseeing the efforts of the community stakeholders who participate in the ongoing assessment and continuous improvement of our program. Our small size and time devoted to collaboration enables us to continuously evaluate our program and the achievement of all learners by applying the cycle of inquiry on three levels: Leadership, Classroom Instruction, and Family/Learner/School.

The ACLC leadership is helmed by our Governing Board, which consists of facilitators, parents, learners, and community and school district representatives. The Board directs two Governing Board committees—Program Evaluation and Curriculum and Standards—in their ongoing assessment and development of the ACLC program. These committees, along with the School Site Council, participate in developing our School Site Plan, which for the past four years (the length of our charter school status) has focused on applying a cycle of inquiry to improve learner achievement in reading fluency and comprehension and Algebra skills. The ACLC works with school district leadership and cohorts from other district schools to prepare SSP plans that address the needs of our unique program while also contributing to our LEA’s ultimate goal of closing the achievement gap for learners of color.

The Governing Board committees also gather, disaggregate and analyze data on learner and program efficacy using statistics from sources such as: Measures Aligned (software that provides analysis of a variety of data, including STAR/CST data and district levels testing data); learner, facilitator and parent surveys on program satisfaction; district and school placement tests; and other ACLC formal and informal assessments to identify areas of need and make recommendations to the Governing Board, Lead Facilitator and school staff.

The ACLC ESLRs, School Site Plan and recommendations of the Program Evaluation and Curriculum and Standards Committees drive our classroom instruction. Under the umbrella of the SSP and within the scaffold of the ESLRs, facilitators provide standards-based instruction

using a variety of strategies, including project-based learning and state-adopted texts and curricular materials. Throughout the year, facilitators use both formal and informal assessment data during subject-matter and staff-wide team meetings to determine learner needs and to design and provide targeted assistance to those learners not meeting learning outcomes. This collaboration using data analysis has, in the past school years, resulted in such programmatic changes as the adoption of a new, researched-based mathematics program (Carnegie Cognitive Tutor), the addition of small classes targeted at reading support (fluency, speed and comprehension) and mathematics support (both for learners not yet working at grade level and for those in need of preparation for the CAHSEE). Our efforts have proven effective for our population: All ACLC learners to date have passed the CAHSEE prior to graduation. Data analysis also enables our staff to identify specific groups of learners in need of remediation and to design and deliver targeted support; the services we provide these learners differs from year to year depending on identified needs. With Governing Board approval, the ACLC (and its non-profit fundraising body, the Creative Community Education Foundation) frequently reallocates resources and facilitator assignments to support the success of all learners, whether it means funding the purchase of technology for a new computer-based math program or approving additional pay for staff providing supplemental learning experiences.

The approximately 20:1 ratio of learners to facilitators at the ACLC enables us to also apply the cycle of inquiry to learner achievement through the collaboration of learners, their families, and our staff, including our counselor. Weekly staff meetings focus on discussing the needs of individual learners, which are then brought to Learner Study Team meetings involving learners and their families. These SST meetings often focus on specific issues, such as improving academic success or preparing to pass the CAHSEE. SSTs are intended to identify an area of need, develop a plan for addressing the need, and outline a process for follow-up and possible adjustment of the plan based on outcomes.

Beyond academics, the ACLC Graduate Profile and ESLRs focus heavily on preparing learners for success in the world of work, including skills such as team work and time and task management. To assess readiness, learners are required to participate in three Learner-Led Conferences each year. Learner-Led Conferences are individual presentations that ask learners to demonstrate their progress in the ACLC “Learning to Learn” skills (time/task management, teamwork, research, systems thinking, etc.). To be eligible for graduation, learners must also complete a 20 hour internship, a Senior Project which benefits the community, and a Senior Portfolio which involves reflection on the “Learning to Learn” skills, developing a plan for the future, and the presentation of academic work samples that demonstrate achievement of the Graduate Profile.

As a small school, our ability to offer career technical education directly is limited. In addition to our internship program, however, we have developed creative ways to offer a variety of vocational opportunities to learners, including concurrent enrollment with our neighboring comprehensive high school in courses such as JROTC and Auto Shop and concurrent enrollment with our local community college in a much wider range of career technical education courses (see Theme 6, paragraph 9).

The ACLC is committed to transparency in communicating achievement data and all school information to our community. We are the only school in our district to offer an independent, content-rich Web site (<http://alamedaclc.org>) that houses information about our program and features learner work and a school calendar that is updated regularly with community events. We also offer a list-serv for the fast transmission of information to and

between families, as well as a monthly newsletter. Recently, we have added a real-time online grade book program that enables families to view learner assignments and progress from home. Copies of our SARC are available to the community; our Parent Asset Committee (PAC) is currently at work on a handbook for families. We use the AUSD attendance system to automatically report unexcused absences to families and for the reporting of grades. Yearly, the ACLC cross-references our lists of families to determine those without access to electronic communications or those in need of translation services; though the numbers are small (4-5 on average), hard and/or translated copies are provided to these families via post.

Theme 2 – Standards, Assessment, and Accountability: Standards and Assessment

How is learner assessment organized as a system and how does learner assessment frame instruction for all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE)?

The ACLC employs multiple measures to assess learner achievement of the state standards as well as achievement of the ACLC “Learning to Learn” skills. Our assessment plan includes STAR/CST data (analyzed using the Measures program), district placement and levels tests in math and writing, classroom assessment data (projects, curriculum-embedded tests and quizzes, portfolios), Learner Led Conference evaluations, and Senior Portfolios. Disaggregation and analysis of the assessment data is undertaken by the Program Evaluation Committee, the Lead Facilitator, and the facilitator team. Due to the size of our learner population and the proportionally low numbers of learners belonging to racial/ethnic subgroups, we outsource the disaggregation of our standardized test scores to obtain information about subgroups the CDE reports as statistically insignificant.

Learner progress toward achieving proficiency in the state standards is monitored on both the administrative and classroom levels. At the start of the school year, facilitators use the Measures Aligned program to gain an overall picture of learner achievement at the ACLC as well as determine the proficiency of their individual learners. Facilitators collaborate within their subject matter groups to identify areas of challenge and select areas to target for improvement.

The ACLC uses many state and district-approved texts and materials such as Prentice Hall, McGraw-Hill, and McDougal-Little often employing the assessments that have been designed for these curricula to determine learner progress. District-adopted novels are taught at grades 9-12. Our math program, Carnegie Cognitive Tutor, is a research-based curriculum aligned to the state standards that provides facilitators with specific, ongoing assessment of learner progress, enabling them to make immediate adjustments to curriculum and pace in order to optimize learning. Our numerous project-based assignments are carefully aligned to the state standards and are often designed to address numerous standards at once, both within and across subject-matter areas. In many of our classes, learners monitor their own progress toward achievement of the standards through the creation of learning portfolios. The use of assessment rubrics that are provided to learners prior to attempting assignments also enables them to know beforehand what constitutes “quality” performance; in a variety of subjects, learners are also asked to assess their own performance based on rubrics.

Ongoing classroom assessment data and weekly staff collaboration meetings are used by facilitators to develop strategies for lesson delivery, instruction differentiation, and re-teaching. They are also a key component in identifying learners for Learner Study Team (SST) intervention. SSTs and/or meetings with the ACLC counselor are held to develop support and

improvement plans for those learners performing in the basic, below basic and far below basic ranges. Beginning in 10th grade, SST meetings may also be part of supporting learners who have not passed or who are at risk of not passing the CAHSEE.

SST meetings take place at least weekly at the ACLC and focus on learners who have been referred by facilitators based on assessments and/or observations. Often, learners are referred to the SST because the facilitator suspects learning, language or emotional issues might be resulting in underachievement. SSTs are attended by the learner, his or her facilitators and parents, the ACLC counselor, and the ACLC Resource Specialist. The team uses both quantitative (academic grades, classroom assessments, standardized testing data, academic transcripts) and anecdotal data to establish an educational plan to help the learner achieve proficiency. In some cases, placement in support classes such as Reading Lab, Math Lab and Humanities Lab is recommended to help a learner improve his/her skills. While attending these classes, regular assessment of learning within the support class (Reading Lab) as well as improved classroom grades (Math Lab, Humanities Lab) are used to determine if the support should be continued or modified.

One outcome of the SST may be referral for special education testing, but the purpose of an SST is to first establish, implement and monitor supports and classroom interventions to see if progress is made. The ACLC is a highly supportive environment for learners with disabilities and uses a full-inclusion model for 100% of our SWD learners. Facilitators work closely with the Resource Specialist to develop, implement and monitor accommodations. Learners with IEPs receive appropriate accommodations and modifications in formal and informal testing situations as well as in the completion of daily class work.

The ACLC has a low number (7) of learners designated as EL. EL learners receive placement and ongoing assessment through the Alameda Unified School District. EL learners participate in mainstream classrooms led by facilitators who are CLAD certified and provide a wide variety of differentiated instruction. Our small size enables us to work very closely with EL learners to meet their unique needs; in many cases, this includes such accommodations as 1-to-1 reading support or working with a learner to create an assessment that demonstrates his/her content knowledge in a manner that isn't inhibited by language gaps. We firmly believe that this targeted assistance, as well as the language-rich environment of the ACLC (unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) is a key factor in most EL learners being re-designated R-FEP by the time they graduate.

Each year, the ACLC holds informational nights for families where standards-aligned course syllabi are available (they are also available on our Web site). Families are kept apprised of assignments and learning expectations in a variety of ways, including the monthly newsletter, individual course calendars and Web sites, email and phone communication with facilitators, and our online grade book program. Reports about school performance are made to the community via our newsletter, list-serv (automatic email information exchange to which all families are subscribed) and through meetings of our Governing Board, the minutes of which are posted to our list-serv. When our community includes families who require information in a language other than English, translated materials and/or translators are provided.

The ACLC is currently engaged in developing a process for collecting data on its graduates, including their rates of college graduation and employment in fields of their choice. This process was begun in 2005 as part of our ten-year anniversary celebration; though we had limited success in gathering information from past graduates, it is our hope that we now have a survey system in place that will provide comprehensive data from here onward.

Theme 3 – Academic Excellence: Curriculum

How is curriculum selected and how is it focused on meeting the needs of all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE)?

The ACLC graduation requirements exceed those dictated by the Alameda Unified School District (AUSD). Our graduates are expected to successfully complete the following with a GPA of at least 2.0: eight semesters of English Language Arts; six semesters of Math including Algebra 1, Geometry, and Algebra 2; six semesters of science including Biology, Chemistry, and Physics; eight semesters of History/Social Science; two semesters of Visual and Performing Arts; two semesters of College Preparatory Electives (University of California requirement (g)); four semesters of the same Foreign Language; four semesters of Physical Education with a Health component; eight semesters of Contemporary Community Citizenship; one semester of Current Life Issues; and electives as required by AUSD. ACLC graduates are also required to complete eighty hours of Community Service, including a Senior Project designed to improve the communities of Alameda or ACLC.

Our graduating seniors create an electronic portfolio composed of a reflective essay, personal resume, personal vision with action plan, and examples of their best work during their years at ACLC, which provides evidence that they exceed the AUSD graduate profile. Our graduates are also required to complete a Business Internship Experience, complete at least one college course, and pass the CAHSEE.

We offer several advanced classes including Honors Precalculus, Honors Biology, Honors Government, Honors U.S. History, Honors Physics and Honors English 2-4. Learners have access to AP European History, AP English 3 and 4, AP Calculus, AP Environmental Science and AP foreign language courses at Encinal High School located next door. Currently, twenty-one ACLC students are enrolled in AP courses, forty-six are enrolled in HP courses, and twenty-six are enrolled in college courses. Many of these students are enrolled in more than one course. Our commitment to educational excellence and a challenging course of study is demonstrated by the fact that out of 212 students, more than 130 are taking advanced classes.

Every core class taught at ACLC is aligned with California state standards. In addition, each learner is provided with board-certified standards-based instructional materials in the core classes. ACLC facilitators and administrators thoroughly examine and directly select the curricula used in classes based on several criteria. For example, our recently adopted math curriculum—Carnegie Cognitive Tutor—is standards-based. In addition, the US Department of Education recognizes the Carnegie Cognitive Tutor Algebra 1 curriculum as one of only two math curricula scientifically proven to have significant, positive effects on learner learning. The curriculum is based on contextual problem solving, is largely self-paced, and has a significant technology component, all of which fit our school philosophy of creating independent life-long learners. Since the curriculum is based on contextual problem solving, learners see immediate applications of mathematics through connections to the real world. To supplement the curriculum, the math department includes several projects that allow learners to demonstrate proficiency in alternative ways.

All learners at ACLC, including learners with disabilities (SWD) and English learners, are fully integrated into core classes (full-inclusion model). The full-time Resource Specialist is in daily contact with each SWD and communicates regularly with the teaching staff regarding

updates in learners' IEPs. There are three full-time paraprofessional teaching assistants who attend classes with and assist SWD as needed. In addition, the teaching staff communicates daily with each other and the Resource Specialist regarding SWD's academic and behavioral performance.

Early identification of learners who need intervention is key to facilitating their success. At the beginning of the school year, the staff identifies learners who may need intervention and discusses ways of helping them. Some learners are immediately placed in scheduled humanities or math labs. Each lab meets at least two times per week and learners are scheduled to attend based on their previous class grades, standardized test scores, parent/guardian concerns, and facilitator recommendations. Throughout the year, the staff discusses concerns about learner performance and determines if other learners may need to be scheduled for extra help in the lab.

The staff at ACLC recognizes that the learner population has a diverse range of learning styles and academic needs and strives to accommodate those distinctions. Our small class size (10-25 learners average) allows us to differentiate instruction to address the needs of both struggling and advanced learners. For instance, the math department has accommodated one learner with diagnosed learning disabilities by allowing him to complete Algebra 1 in two years instead of one as normally prescribed. Likewise, the math department has accommodated two learners identified as GATE learners by allowing them to complete an entire year of Geometry coursework in less than a year and progress to more advanced studies.

To support learners identified as at risk for not passing the CAHSEE we have designed an intensive intervention program to address their specific academic weaknesses. Since ACLC is a small school, the math and ELA departments created a CAHSEE intervention program customized to the particular learners' academic needs based on recommendations from their math or ELA facilitators. These recommendations are based on the results of formal and informal assessments given to the learners throughout the year. One or more certificated math or ELA facilitators conduct the intervention courses. The success of our interventions is demonstrated by our 100% CAHSEE pass rate.

ACLC currently has more than forty networked personal computers loaded with an assortment of applications accessible in the Center to learners at any time during the school day. These computers are networked to three laser printers. In addition, the Digital Video Studio has twelve Apple Macintosh computers loaded with audio and video composing and editing software. During their free periods, learners simply log on to available computers to conduct research, write papers, create presentations, utilize mathematics software, etc. To facilitate computer access to all learners and families, the Center opens at 7:30AM everyday, closes at 4PM three days a week, and stays open until 8PM one day per week. Consequently, learners are expected to use computer-based technology in every class. Furthermore, the ACLC has a dedicated computer lab with twenty networked personal computers. Learners use these computers during classes to access the Carnegie Tutor math software and for ELA instruction to facilitate Internet research, report writing, etc., for an entire group. Altogether, the ACLC has nearly one hundred computers available to learners.

Facilitators use a variety of technologies including software applications such as PowerPoint and Excel, surveying equipment, digital video cameras and players, assorted physics/chemistry/biology laboratory equipment, etc., to enhance teaching and learning. The staff shares four digital projectors that are used at various times throughout the week for presentations and lectures.

Every math learner in Bridge to Algebra (a pre-algebra intervention course), Algebra 1, Geometry, and Algebra 2 uses Carnegie Cognitive Tutor software, a web-based program that learners can access in the Center and at home. The program allows math facilitators to assess learner understanding by monitoring several performance characteristics and can adjust instruction for the entire class or individual learners according to learner performance. Pre-calculus learners are expected to be familiar with Excel, graphing programs such as Graphcalc and DPlot, and graphing calculators. All learners are expected to be proficient with MS Word, Excel, PowerPoint, and other programs.

To promote the ethical use of Internet resources, the school requires all learners and families to sign the AUSD Acceptable Use policy annually, and our Judicial Committee rules contain an entire section on computer use. We utilize the TurnItIn.com program for peer-editing and plagiarism prevention. All families have access to learner grades in real time using MyGradeBook.com. Many staff members provide course and assignment information online through personal course Web sites such as SchoolNotes.com.

Free access to technology allows ACLC learners to utilize Internet resources extensively for research and extended learning. Our technology resources are available to learners, families and community members daily until 4 p.m. and until 8 p.m. on Wednesdays. In addition, ACLC learners have access to the Encinal High School campus Media Center, which is staffed by a credentialed media specialist, and whose emphasis is supporting learning based on the state standards. Furthermore, ACLC learners are encouraged to utilize media resources at the local public libraries and the libraries within the Peralta Community College District. All learners, whether typical, SWD, or physically challenged, have equal access to these media resources. Access for SWD or physically challenged learners may be facilitated with assistance from paraprofessionals, the Resource Specialist, or directly from the facilitator. The ACLC works with agencies such as the Center for Accessible Technology and Books for the Blind to obtain appropriate adaptive technology for our learners with disabilities and has provided resources including flat-screen computer monitors and listening stations.

Theme 4 – Academic Excellence: Instructional Practices

How are instructional practices informed by learner assessment and focused on meeting the needs of all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE)?

The ACLC believes that all learners can “learn to learn” and will be successful if given the opportunity and support to take ownership of their learning. We recognize that young people learn in unique ways and at their own pace, and we differentiate instruction to allow for these differences. It is our challenge to provide flexible, self-directed learning experiences within a context of rigorous state and school standards.

ACLC graduation standards exceed those of the Alameda Unified School District in the areas of math and science in that learners must successfully complete Algebra 1, Geometry, Algebra 2 and Chemistry, Biology and Physics. Learners who test proficient and advanced on standardized tests in math and science and express a desire for academic challenge are encouraged and supported in taking honors physics with trigonometric applications and pre-calculus. Learners may take these courses as ability is demonstrated through test scores and facilitator recommendation, rather than by grade level. Since all ACLC learners are required to

take advanced math and science, our school creates gender equity in traditionally male-dominated disciplines.

To support learners in pursuing advanced studies, the ACLC facilitators and Governing Board have created the Off Campus Contract (OCC) program that encourages and authorizes 11th and 12th grade learners to take courses at the college during the school day. Facilitators, the counselor and the Curriculum and Standards committee jointly administer the OCC program, and both parents and learners are held accountable for adhering to the intent and expectations of the OCC program with frequent audits for program efficacy. OCC currently has 15 participating learners.

Individual assessment data is crucial to providing appropriate instruction for all learners that allows them to achieve proficiency (see Theme 3, paragraphs 1-4). Our small learner body enables the staff to create and deliver instruction based not only on quantitative testing data, but on our personal knowledge of learners and their learning styles over time. We are fortunate to have the time, resources and flexibility to incorporate a variety of factors into our educational approach for each child.

One example of the ACLC's use of assessment data to drive our program has been our response to a recognized need for Algebra preparation. In math, new learners not already enrolled in Algebra are assessed using a 5-point matrix to determine their readiness for Algebra study. The math department responded to the fact that a statistically significant number of learners did not meet the criterion for Algebra by creating *Bridge to Algebra*, a course that utilizes the Carnegie math curriculum, an interactive approach based on research about how learners best acquire mathematics skills.

All instruction at the ACLC is "differentiated". We use a full-inclusion model for all learners, including SWD and EL, and offer a rich curriculum that enables learning through a variety of entry points to meet the needs of all, regardless of special needs or learning styles. For example, since all learners must take chemistry, the range of learner ability is addressed by providing a structured learning environment that includes the performance of laboratory activities. Learners are grouped heterogeneously by ability to collaboratively perform the hands-on, inquiry or discovery based activity. Follow-up homework activities are designed specifically for varied learner ability groups from challenged to advanced and include opportunities for learners to show mastery at their current level. Learners keep a lab journal that provides evidence of personal skill acquisition.

To provide learners with opportunities to apply concepts in real-world ways, our seminars incorporate project-centered, collaborative, problem solving learning strategies. Facilitators meet regularly to communicate about the type and frequency of student-centered, discovery and inquiry-based strategies being used in seminars and to make sure an appropriate balance is achieved with direct instruction. Examples of standards-based, self-directed learning at the ACLC include the following: When studying a particular literary genre in ELA, learners read a novel of their choice and create a project to demonstrate their understanding of the genre's characteristics which they will then "teach" to the class. In Social Studies, sixth grade learners study Ancient Egypt by becoming "curators" of an Egyptian Museum, a project that requires them to apply for and perform various museum jobs, research and create artifacts from Ancient Egypt, and create a character from this time period to role-play for the Museum opening. In math, activities that help learners apply skills to the real world include an Algebra project where learners used newly acquired rates, ratios and proportions skills to increase recipes to serve class members at a "banquet" that they host. In science, learner teams investigate the property of

buoyancy and hull designs in class using clay and weights, and then use their knowledge to design and construct a cardboard boat that will carry two team members at least one length of the school pool.

ACLC also incorporates the practice of team teaching and teaching across disciplines. For example, Humanities 7/8 offers seventh and eighth grade learners an interdisciplinary course in ELA and Social Studies that explores literature and writing within a historical context. Again at the 10th and 11th grade levels, our English and Social Studies facilitators work together to provide learning experiences that connect literature and history. In math, Algebra 2 and Physics are taught in tandem to facilitate the cross-application of skills. Occasionally, we create educational opportunities that span several grades and disciplines, as in our recent “Save the Bay” canoeing experience, which brought together learners in grades 6, 9, 10 and 11 to participate in watershed restoration activities on the Oakland Estuary: This project included work in science, math and language arts.

To support success in rigorous coursework, we structure learner schedules to allow for peer coaching and cross-age tutoring in all disciplines. Learners may receive support from peers and facilitators throughout the school day, until 4 p.m. Monday through Thursday, and until 8 p.m. on Wednesday nights (“Open Nights”). Open Nights also provide opportunities for learners working on extended projects or more challenging work to collaborate with facilitators and other learners and use technology, equipment and classrooms that may be otherwise occupied during the normal course of the day. Additionally, open nights are often used for CAHSEE support and review sessions for all prospective CAHSEE examinees. The CAHSEE support program utilizes state materials in a setting that gives immediate feedback of skills tested using concept review, testing strategies and practice tests. Families are also welcome at the sessions.

ACLC has a number of learners with disabilities (SWD) and chronic and other health issues who receive full and equal access to our California State Standards-driven core curriculum. Some of our exceptional students do not access services through special education and we do not categorize these learners separately; rather, we place them along a continuum of learner differences. To that end, learners with exceptional needs benefit greatly from the emphasis that ACLC places on tiered and differential teaching and learning strategies and opportunities. Facilitators work directly with the special education team when appropriate to set educational benchmarks and academic goals and expectations for the year; facilitators are expected to play a major role in implementing the learning plan. For example, students who are challenged by writing during note taking or test taking have the option of using tape recorders, peer note takers and oral assessments. Assessments in biology and physics are often performance based (practical) and require that learners perform a particular task that will allow the learner to demonstrate a developmentally appropriate degree of mastery and skill acquisition. Learners with IEPs that provide a paraprofessional participate in these assessments with the para present. ACLC paraprofessionals also participate in the after school and open night support programs, as well as convening small (2 – 3 learners) group support sessions during the course of the day.

All facilitators and school staff are made aware of learners with potentially life threatening health concerns and have been trained in appropriate responses to various health emergencies. Facilitators also collaborate with the school counselor to prepare and compile work for learners who have to miss school for extended periods of time due to chronic health issues.

For information on our CATE opportunities, see Theme 6, paragraph 9.

Theme 5 – Academic Excellence: Professional Development/Instructional Leadership, Support, and Collaboration

How is professional development organized as a system and how does learner assessment frame the professional development of all staff to focus on improving the achievement of all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE)? How does the school promote a system of continuous peer support for educators and provide for all learners to be taught by highly qualified staff?

The unique structure and needs of the ACLC necessitate an approach to professional development that differs from that of most traditional comprehensive middle and high schools. Though our administration and Governing Board works closely with our chartering agency and the AUSD, most district-sponsored professional development has little relevance to our program and mission. We have developed a plan for professional development that meets the needs of our community and staff and that ensures the ongoing stability and growth of our school.

In addition to three staff development days provided by our district, the ACLC holds four additional half day professional development sessions per year. Each year, our staff collaborates, using a variety of learner data, to determine the focus of our staff development for the year. Once needs have been identified, the Lead Facilitator and Curriculum Committee work together to research and obtain training opportunities in specific areas. Because our model is philosophically based in teaching and learning within the community, we look for opportunities for staff members to be “facilitator trainers” whenever possible. Examples of recent staff-wide professional development include:

- In response to our need for disaggregated academic data to inform instructional practices, the staff sought training in the use of Measures, a software program that provides reports on a variety of learner data, including standardized testing, level and benchmark assessments
- Literacy training focusing on vocabulary development across the curriculum
- In response to an increased number of disciplinary problems among middle school learners, the staff sought training in conflict de-escalation from a district Resource Specialist trained in specific conflict management techniques

Facilitators also create and undertake individual professional development plans that are monitored by the Lead Facilitator. Each facilitator is given \$400 annually to devote to professional development activities. Plans incorporate both educational opportunities that are of personal interest and those that are necessary to ensure subject-matter instruction is rigorous and appropriately differentiated to meet learner needs. Individual professional development is also often driven by the goals of our SSP and the need to satisfy NCLB requirements. Examples of recent individual professional development include:

- In response to our need to improve performance in mathematics and address the needs of learners who do not yet have the skills to be successful in Algebra, the math team attended the NCTM and participated in training to prepare them to implement our new Carnegie program, a research and standards-based math program
- CLAD/BCLAD certification
- Supplemental certifications in math and social studies
- Certification as AUSD Site Technical Contact

- College counseling workshops sponsored by the California State University and University of California systems
- Participation in district-wide Secondary Literacy Support Network to create and implement support for those performing below proficient in Language Arts
- Participation of Resource Specialist in district-sponsored trainings

As our need for leadership capable of navigating the charter school world and implementing federal, state and local accountability measures has increased, our administrators have also sought targeted professional development. Our Lead Facilitator recently completed an M.A. in Educational Leadership and Tier 1 Administrative Credential and undertook a year-long action research project on accountability in charter schools. She has also attended the Charter Schools Development Center Leadership Institute and week-long intensive Leadership Boot Camp (administrative training for charter school leaders), as well as numerous California Charter Schools conferences. Our Development Director has also attended the Leadership Institute and Boot Camp and participates in regular trainings throughout the year on topics specific to charter school leadership.

Peer support and collaboration is vital to the ACLC staff. The team meets two hours weekly to discuss school and learner issues and to plan and participate in decision-making. Subject-matter teams also meet at least one hour weekly, often by grade level, to discuss curriculum pacing, develop assessments, plan interdisciplinary activities, create interventions, and discuss individual learner needs.

New staff members undergo a rigorous interview process led by the Personnel Committee of the Governing Board. Applicants are evaluated based on their appropriateness and enthusiasm for the position of Facilitator, which differs from that of a traditional teacher. Special attention is paid to candidates' ability to deliver standards-based instruction within our project-based curricular framework. New facilitators are supported by BTSA (sponsored by the AUSD) and by regular meetings with the Lead Facilitator and members of the Personnel Committee. As part of facilitators' annual evaluations (the ACLC has negotiated a unique self-evaluation process with our union), all facilitators receive classroom observation and feedback from their peers. Annual Learner Surveys on facilitator performance and peer evaluations within the staff also provide information which facilitators may choose or be directed to use as a basis for professional development.

As part of our Memorandum of Understanding with the AUSD, the ACLC utilizes the Media Center and cafeteria of our neighboring high school and does not employ a library media specialist or nutrition services personnel (see Theme 3, paragraph 13).

Theme 6 – Support for Learner Learning: Curricular Paths and Academic Guidance

How are all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE), prepared for graduation and pursuit of postsecondary interests of their choice?

ACLC's focus on success for all learners is exemplified by our 100% CAHSEE pass rate, our 95-100% graduation rate, and our 85% acceptance rate at four year colleges and universities. Our learner success is achieved by our excellent counseling program, our excellent counselor to

learner ratio -- 1:215, our small staff that is able to meet the specific needs of all learners and our graduation standards, which are aligned to the University of California a-g requirements.

Key to success for all learners is our “open door” counseling policy. The counseling office is located in our school’s common area, and our counselor, who is trained in the Bay Area Career Paths Program, is available every day for learner appointments during learners’ open study periods. During sophomore year every sophomore learner, accompanied by parents/guardians, receives comprehensive counseling and transcript review to ensure that the learner is on track to achieve his/her college or career goals. This counseling is repeated again at the beginning of senior year when transcripts and test scores are again re-evaluated so that learners can make informed choices about the college admission process. ACLC also provides individualized UC and California State College application evaluations through an outside college admissions consultant and holds an annual College Night for all ACLC families.

The ACLC has been fortunate to establish a strong relationship with Summer Search, an organization that supports learners who have the potential to attend college but face academic and socio-economic challenges. Learners who are selected to participate in Summer Search attend an intensive summer program between their sophomore and junior years that involves travel and completion of a team project focused on building self-confidence and self-awareness. Summer Search provides additional support in terms of college advising, financial support, and academic guidance, and has been instrumental in helping some of our learners find success at four-year institutions in spite of personal challenges.

Another key factor to our learner success is the “community” aspect of our school. Our small staff and the longevity of our relationships with learners throughout their middle and high school educations creates a supportive environment in which facilitators are able to provide one-to-one help for learners with the greatest needs. For example, in our comprehensive math program, learners receive frequent evaluations and math interventions. Struggling learners are enrolled in a special math lab and an extra year of Algebra in our “Bridges” class to ensure that they acquire the skills for success in Algebra and beyond. The efficacy of this help is reflected in our school’s test data: ACLC has a 100% CAHSEE pass rate. For the testing years 04/05 and 05/06, our achievement in Algebra grew considerably, with 39.4% of learners at or above proficient in 04/05 and 54.8% at or above proficient in 05/06.

Another aspect of ACLC learner success is ensured through an articulated academic program that begins in 6th and 7th grade and emphasizes metacognitive skills in our “Learning To Learn” curriculum which focuses on learners gaining mastery of skills such as: time and task management, note-taking, teamwork and personal visioning. These themes are reinforced in our 9th grade year-long Current Life Issues class when learners strategically plan ahead for high school and beyond, and again in grades 10-11 when learners write college essays and conduct research into possible future careers. Because ACLC focuses on project-based learning, all ACLC learners develop excellent presentation skills and technological expertise in PowerPoint, Excel, and Word, essential knowledge for careers and post-secondary education in the 21st century.

In senior year, learners typically complete a program that includes English 4, Economics and Government, math and science. The majority of our upperclassmen, particularly seniors, take advanced science and math classes at the community college. It is typical for an ACLC graduate to accumulate 10 or more college credits prior to graduation. Additionally, all learners must complete an internship, a senior project and a senior portfolio that includes a resume.

ACLCLC's rigorous graduation requirements (see Theme 3, paragraph 1) ensure that all learners fulfill the UC admission requirements.

In 2006, 100% of ACLCLC's 19 graduates went on to attend college, with 85% attending four-year institutions. Among last year's 16 graduates who went on to four-year schools, two were of ethnic backgrounds traditionally underrepresented at colleges and universities. These statistics are typical of an ACLCLC graduating class.

The ACLCLC is a small school whose facilities limit our ability to offer typical Career and Technical Education opportunities. Through our internship requirement, we provide learners with real-world experience in a professional field of their choice. We also provide preparation for all in basic computer skills and software applications; approximately 15 learners each year gain additional skills in computer repair and maintenance through our Tech Team, a learner-led group that maintains our schools technology and is a liaison with the AUSD technology services. Learners seeking CATE also have access to courses such as Auto Shop and DECA at our neighboring high school, and can undertake a broad range of courses such as Apparel Design and Merchandising, Automotive Technology, Aviation Maintenance Technology, Fire Science, Machine Shop and Graphic Arts at the local community college.

Theme 7 – Support for Learner Learning: Learner Support Services

How do learner support services focus on the success of all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE)?

Learner success is the responsibility of all ACLCLC facilitators. Each facilitator is assigned to a grade level as an "advocate" (two facilitators per grade) and meets with their grade level group on a regular basis to address questions and concerns. Advocates also work directly with those learners within a grade level who have been identified as needing extra academic, social or emotional support.

Learners are expected to attend the ACLCLC for the middle and high school years. In 2004, after seven years as a 7-12th grade, we added a 6th grade program to facilitate a smooth transition to our school from the elementary feeder schools, most of which enroll only grades K-5. At the start of each year, we offer several informational and social events for new learners and their families, as well as "Hannah Camp," a three-day community-building camping experience for new learners that was the brainchild of a 2005 graduate named Hannah.

The ACLCLC graduation standards are aligned with the University of California a-g requirements. We have a concurrent-enrollment agreement with the College of Alameda to provide our learners with accelerated learning opportunities, including CATE. It is not uncommon for learners to leave our program with an Associates degree or comparable units.

Learners who struggle with problems related to attendance, behavior, academics, health or social issues come to the attention of the team in our weekly staff meetings after being identified by a facilitator, our counselor, or a parent referral. The team brainstorms a variety of interventions to assist the learner. Strategies such as an SST meeting, behavior contract, parent/learner/facilitator meetings, referral to the campus Resource Officer or on-site mental health services at Tri-High, an on-campus youth health service, may be suggested. Individual

facilitators and/or our counselor normally assume responsibility for monitoring individual cases and reporting status to the team at future meetings.

ACLCLC learners are expected to take responsibility for the health and safety of their community. The majority of discipline is handled by our Judicial Committee (JC, a learner-run “court” system that is overseen by a facilitator). Learners use a “write-up” process to refer peers and adult community members who violate the school rules to a hearing of the Judicial Committee, which listens to the case and assigns consequences. Consequences are intended to create a learning opportunity and allow the offender to make authentic reparations to the community for his/her behavior. In cases where suspension is the appropriate consequence, the learner is referred to the Lead Facilitator, who meets with the learner and his/her parents to discuss strategies for improving behavior. Suspension is used only for behavior that violates the law or causes injury to another person, or when previous consequences assigned by the JC have not resulted in changed behavior.

Learners who are at risk of not graduating are targeted in a variety of ways. The facilitator team regularly reviews standardized test scores and classroom grades to plan interventions. Through transcript review and future-planning meetings beginning in 10th grade, our counselor also identifies those who are lacking the credits, graduation requirements or exit scores needed for matriculation. Learners with these needs will participate in creating a plan to complete units through summer school, repeating courses during the school year, using online course options, or taking community college courses. In cases where on-time graduation is not a feasible option, learners are counseled about options including an additional year at ACLCLC, continuation school, or adult school. Though delayed or alternative graduation is not a common occurrence, it is a strong component of the ACLCLC philosophy that learners be allowed to progress through their education at their own pace and rate of learning; in our model, the need for extended time to meet graduation requirements is not viewed as “failure”. We acknowledge and appreciate that individuals learn and grow at different rates and have the right to pursue their educations accordingly.

Those learners who have not passed the CAHSEE by the end of their 10th grade year receive individual and/or small group preparation outside their normal course load, either within the school day or after school hours. To date, all ACLCLC learners have passed or are on target to pass the CAHSEE.

Theme 8 – Support for Learner Learning: Safe and Healthy Schools and Coordinated Health Services

How does the school focus on the health and well-being of all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE), to maximize academic achievement?

At ACLCLC we promote the healthy well-being of all our learners by truly embracing the ideal of “community.” Many aspects of our school are focused on creating a sense of belonging, and many of our learners describe our school as their second home, a place where they feel safe and cared for.

Foremost, the democratic structure of our school provides the foundation for learners to engage in a learning environment in which they feel safe and valued. An integral part of this positive character development comes from our Judicial Committee, our school’s peer-run discipline system (see Theme 7, paragraph 5). Giving learners control of school discipline

communicates that our school recognizes the ability of young people to make ethical, healthy decisions. Through extensive discussions and peer modeling in the Judicial Committee, learners create a school culture that values fairness, respect, responsibility and caring.

As an off-shoot of the learner empowerment created by democratic practices such as JC, learners have come up with creative ways to address issues such as school nutrition. ACLC's "Healthy Lunch" program is the most dramatic result of learners concerns about the poor quality of school cafeteria food. In response to learners' complaints, twice a month, parent volunteers cook and serve a balanced, hot, "Healthy Lunch" at ACLC. Learners on reduced/free school lunch eat at no cost. In earlier years of our school, learners' concerns about teens' needs for nutrition throughout the day resulted in the creation of the "lobby" where learners are free to eat and drink food during their unscheduled periods. Recently, in order to provide an alternative to soda consumption, learners procured a juice and water vending machine for the lobby

Of course, more formally structured programs at ACLC also deliver health education to our learners. Our staff uses the results from the annual Healthy Kids Survey to make adjustments to the curriculum utilized by the various programs described below. Our semester-long 9th grade Current Life Issues class explicitly engages learners in academic work and discussions about nutrition and diet, drug and alcohol use, family dynamics, sexual harassment, and positive peer relationships. Learners use extensive on-line resources such as the USDA's www.mypyramid.gov site and the US Department of Health's website <http://ncadi.samhsa.gov/> to educate themselves and create peer education presentations. At the high school level, ACLC requires all high school learners to complete two years of independent PE, with an emphasis on learners developing an individualized exercise program that will lead to lifelong exercise habits. Also at the high school level, the ACLC counselor supervises a learner-run Peer Counseling and Conflict Mediation Program that trains learners to teach conflict reduction skills to their peers. At the school-wide level, every ACLC learner participates in the week-long annual program "Freedom from Chemical Dependency" (FCD), geared to each grade level to provide learners with drug and alcohol prevention information. Because families are a significant component in drug and alcohol prevention, ACLC hosts an FCD parent information night during FCD week. Generous parent subsidies of FCD indicate a high level of parental support for this program.

When learners require more comprehensive health services than those described above, our counselor and full-time resource facilitator serve as liaisons who coordinate services for learners and their families. Learners who are in need are identified in a preliminary weekly staff meeting during which time the staff shares information about the learner and then determines what services will best meet that learner's needs. Possible services include, an SST, classroom modifications, mentoring, tutoring, counseling or outside support services. Our learners have open access to the credentialed school nurse at Encinal High School and, with parent permission, can access a full-range of medical and mental services from our on-site clinic, Tri-High.

The small size of our school, our personal relationships with our learners, and our weekly staff meetings ensure that all learners and their families receive help in a timely manner. Due to our "open door policy," which welcomes parental involvement, unscheduled, drop-in parent visits and family meetings occur on a daily basis at ACLC.

Theme 9 – Support for Learner Learning: School Culture and Engaging the School Community

How does the culture of the school actively promote the school wide vision of academic success for all learners, including those who are not yet proficient and those who have not yet passed the California High School Exit Examination (CAHSEE), and purposefully engage parents and other community members in the implementation of the vision?

Just as it is at the heart of our school's name, the "Alameda *Community* Learning Center," "Community" is at the heart of our school. Most everyone affectionately refers to our school as "The Center," because for many of us, learners and facilitators alike, ACLC is the center of our belief in the transformative power of education. Beginning with teachers as "facilitators" known by their first-names, and students referred to as "learners," and ending with a very personal graduation complete with gag gifts, tears and graduates who come back to visit year after year, ACLC lives its vision of creating a school that embodies the AUSD vision contained in the Graduate Profile.

Democracy and our school's commitment to empowering young people are the foundation of our school's culture. Learners are involved in every aspect of our school. Some highlights of this tremendous learner involvement include these ACLC statistics: learners comprise 2/9's of the voting power on The ACLC Governing Board, which creates and implements school policy; each year 15-20% of the learner body participates in our Leadership class, a body that makes real changes in rules and policies at our school; each year 10 elected Judicial Clerk learners act as "Vice Principals," adjudicating minor school infractions, and 100% of ACLC learners serve on a jury three times each year; 100% of our school meets in "town-hall" meetings each week and votes on and makes suggestions for school reform; learners sit on every one of our Governing Committees; a learner created a Junior Statesman of America club that is now attended by over 10% of our learners, fully 25% of our school is involved in our school's Ultimate Frisbee sports team; 100% of our learners pass the CAHSEE; 90% of our graduates attend 4 year colleges.

Our "CCC" class (Contemporary Community Citizenship, a required class for every learner every year), which consists of a weekly hour-long "town-hall" meeting gives a good snapshot of the high level of community involvement at our school. The Leadership class creates the weekly agenda for each meeting, and runs the meeting each week. While school information is passed on every week, other activities range from whole school games to multi-age small group games to grade level meetings or meetings of "Neoteric Bevies" (a learner-coined term meaning "new groups"). In order to get their CCC units, each person at ACLC must be engaged in some sort of project whose purpose is to better the school and many learners create Neoteric Bevies to fill this need. Learners in all grade levels create and run these groups which range from Creative Writing to School Beautification. Often these groups facilitate projects that help each learner complete their 20 required hours of annual community service.

Within this climate of learner empowerment, academic achievement is an essential focus of our community. Through their work on team projects learners learn how to support and seek support from one another. Learners are constantly surrounded by older peers who model academic excellence and provide readily available support services. Struggling learners are identified by facilitators in weekly staff meetings and appropriate programs such as tutoring, an SST and/or counseling are put into place to ensure that every learner has the opportunity to succeed.

Many programs are in place to assess the level of learner and parent satisfaction with the ACLC program. Each year learners are given the opportunity to assess their facilitators and their

classes and these results are presented to the Governing Board and posted in the main room so that learners have a chance to see that their views are taken seriously by the facilitators. Similarly, at our Spring Learner-Led conference both parents and learners evaluate our school program. These findings of high parent and learner satisfaction are published each year in our Annual Report, posted on the ACLC website and on our listserv and our Program Evaluation Committee analyzes trends from these annual surveys.

ACLC employs many other means to ensure that our parents are involved in our learning community, and in fact, we could not run our school without the expertise of many of our parent volunteers. Parent involvement opportunities range from receiving email on our school list-serv, to providing food at our twice monthly Healthy Lunch program, to volunteering on school field trips, to tutoring learners, to serving on our parent-run Parent Asset Committee (PAC) and CCEF, our parent-run non-profit 501(c)3, to providing staff in-services, to key leadership positions on our Governing Board Committees and on the Governing Board itself. Parents are instrumental in producing our budget, analyzing data for our Annual Report, assisting in Personnel hires and evaluations and editing our monthly school newsletter.

In addition to serving on our school Governing Board committees, ACLC provides many service learning opportunities for learners. This year we have begun a partnership with an exciting organization, Future Leaders Institute (FLI), an organization that matches up a learners' passion with funding to support a community-based service project. Our partnership with FLI has given us the means to provide comprehensive service learning experiences to learners who are underrepresented in higher education and the business communities in their neighborhoods.

In addition to FLI, our graduation requirements include a 20 hour internship that provides service learning opportunities for all ACLC learners (see Theme 3, paragraph 2).

ACLC offers many other opportunities for learners to get involved in the AUSD school community and larger communities of Alameda and the Bay Area. For example, each year all ACLC learners participate in an MLK Speech Writing competition that has now been adopted by the AUSD as an annual District-wide competition; each year English upperclassmen compete in a Youth Radio contest (winners earn radio spots on National Public Radio); each year our science learners compete in the Science Fair; and each year Physics learners compete in Great America's roller coaster competition. Additionally, learners gain real-world knowledge of environmental issues through our Estuary restoration project which teams up the sixth grade science and high school biology classes and our annual team annual beach clean-up events. Beyond our local community, learners have undertaken such projects as organizing a Cystic Fibrosis Annual Walk, interning for Project SEED (Summer Educational Experience for the Disadvantaged, tutoring for AVID, and participating in the National Book Award Summer Writing Camp.

ACLC's status as a small charter school that retains financial control of its budget enables us to allocate resources to our physical facility in a timely, efficient manner on an as-needed basis. Physical repairs or renovations can be suggested by any constituent in our community, learner, parents and/or facilitators, and are reviewed for consideration by these same stakeholders. Funding for approved projects is by the Financial Committee or our CCEF fund-raising board. Some examples of recent physical plant projects include wall reinforcement panels in our seminar room, and the purchase of new picnic tables, 20 computers and long tables, and chairs. Often physical renovations bring many of our communities' constituents together. For example, with our parent group's support, a learner fund-raised for umbrellas for our picnic tables. Last year, as their Senior Project, two learners requested and received funding for

installing linoleum in our learner “lobby” area. They teamed up with parent volunteers to install the flooring over Spring Break. Parents helped build windows in two windowless rooms and are ready for a future physical plant renovation that involves placing windows in some of our classroom doors.

Our learner-run Leadership class takes an active role in keeping our common room clean. Learners run a school-wide clean-up at the end of every day and they supervise a Center-wide clean up once a month in CCC (nicknamed the “Kyle Baldi Clean-Up” in honor of the learner who originated the event). It is quite an invigorating experience to witness 200 young people with dust rags, Windex, sponges, and vacuum cleaners all engaged in the clean-up of their school. There is a lot of laughter mixed in with their hard work as they try to out-do each other. This is a snapshot of our school: learners working hard together for a common goal, our school, and having fun in the process.

Appendix I – ACLC Learning to Learn Rubrics

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Time and Task Management**

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Has no system, and may not even know if one is needed. Randomly meets commitments.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Knows there are systems (tools and disciplines) to become for effective, and is experimenting with one or more. Sometimes meets commitments.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Uses at least one system effectively in routine circumstances. Knows how to reschedule and re-plan work. Usually meets commitments.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Has multiple-discipline (system) capabilities, and always applies the appropriate method or tool. Always meets commitments. Can plan personal and work time very well.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Has multiple-discipline (system) capabilities, and always applies the appropriate method or tool, plus can diagnose needs of others and teach or consult to assist them. Always meets commitments.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Reading**

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Rarely reads and does so with difficulty (200 wpm or less). Does not voluntarily read books, newspapers, e-mail or magazines. Unaware of the theories of reading and how to improve one's reading			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Aware of reading deficiencies, but takes only minimal, primitive steps to improve. Recognizes that reading is important, but for school, reads only, rarely, or intermittently. May avidly read materials in area of passionate interest, like sports or music. Occasionally reads a book.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Committed to constantly improving reading ability, and regards reading as essential to personal development. Has developed and practices a "reading strategy" to optimize reading time and knowledge acquisition. Reads one book monthly and on vacation. Occasionally reads newspapers and magazines pertaining to personal interest.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Recognizes that enhancing reading ability requires knowledge of reading theory. Has taken disciplined steps to improve reading speed and comprehension. Practices learned reading techniques whenever reading.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Reads purposefully at suitably variable speeds (to 800 wpm) at over 90% comprehension. Actively surveys and read for professional development and pleasure.			

ACLCL Learning to Learn Rubric

Learning to Learn Skill: **Research**

	Attainment Level	Non-Internet Sources		Internet Sources	
		Demonstrated Behaviors	ACLCL Curriculum Challenge	Demonstrated Behaviors	ACLCL Curriculum Challenge
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	No understanding of what they need to find out. Finds resources by chance.		Unaware that the Net contains useful information.	
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Understands the need to find out what is already out there, re: a concept or topic. Can do "key word" searches in easily available resources. Performs "cut and paste" to present findings: no synthesis or analysis. May consider only one side of an issue.		Is aware of the Internet, and can find some specialized search engines useful to the topic.	
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Becomes adept at clearly defining the question that the research is designed to answer. Has become aware of a variety of potential useful resources, and can usually select the most appropriate. Knows that sources can also include other learners or members of the community (business, government)		Has basic search skills using "engines" and search logic. Recognizes the basic nature of a URL (edu, com, org, gov) to suggest the validity of the source and copyright rules and conventions.	
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Is routinely adept at clearly defining the question that the research is designed to answer. Has formulated a "research strategy" to evaluate and select the most appropriate and useful sources. The results are effectively organized and presented. Recognizes multiple perspectives.		Can use numerous search engines, and has developed a personal list of key resources. Can use advanced search logic, and has a broadening vocabulary of key words. Uses Net copyright rules appropriately.	
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Has a clear understanding of the need for the research, and knows when the research answer is found and when reasonable alternatives are explored		Rapidly uses appropriate sources and search logic. Judges appropriateness of sources. Knows and uses copyright and	

		and/or exhausted. Knows many potential sources, and efficiently selects the appropriate ones. Selectively uses the information found to thoroughly answer the question.		attribution rules in all reports.	
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ACLCL Learning to Learn Rubric

Learning to Learn Skill: **Research (Non-Internet Sources)**

	Attainment Level	Demonstrated Behaviors	ACLCL Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	No understanding of what they need to find out. Finds resources by chance.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Understands the need to find out what is already out there, re: a concept or topic. Can do "key word" searches in easily available resources. Performs "cut and paste" to present findings: no synthesis or analysis. May consider only one side of an issue.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Becomes adept at clearly defining the question that the research is designed to answer. Has become aware of a variety of potential useful resources, and can usually select the most appropriate. Knows that sources can also include other learners or members of the community (business, government)			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Is routinely adept at clearly defining the question that the research is designed to answer. Has formulated a "research strategy" to evaluate and select the most appropriate and useful sources. The results are effectively organized and presented. Recognizes multiple perspectives.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Has a clear understanding of the need for the research, and knows when the research answer is found and when reasonable alternatives are explored and/or exhausted. Knows many potential sources, and efficiently selects the appropriate ones. Selectively uses the information found to thoroughly answer the question.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Research (Internet Sources)**

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware that the Net contains useful information.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Is aware of the Internet, and can find some specialized search engines useful to the topic.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Has basic search skills using "engines" and search logic. Recognizes the basic nature of a URL (edu. com. org. gov) to suggest the validity of the source and copyright rules and conventions.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Can use numerous search engines, and has developed a personal list of key resources. Can use advanced search logic, and has a broadening vocabulary of key words. Uses Net copyright rules appropriately.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Rapidly uses appropriate sources and search logic. Judges appropriateness of sources. Knows and uses copyright and attribution rules in all reports.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Systems Thinking**

	Attainment Level	Demonstrated Behaviors/Skill Steps	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware of how to begin formal development of the skill. May be aware of the need to acquire it.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	(1) Identify events relative to the focus issue or problem. Speculate about their relationship to each other. (2) Propose Key and associated variables that emerge from the relevant events in the system. (3) Detect and describe, using Behavior over Time graphs, the patterns of behavior of the system's variables.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	(4) Use Causal Loop Diagramming (CLDs) to propose/hypothesize the structures that produce dynamic behavior in system variables. (5) Describe the System Archetypes as structure-behavior pairs. (6) Use System Archetypes to describe and diagnose complex systems.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	(7) Detect Levels, Rates, Auxiliaries, Parameters, Graphical Functions, and other System Dynamics variable types. (8) Use Stock and Flow diagrams to "operationally" describe complex systems.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	(9) Convert CLDs and/or Stock and Flow Diagrams to system dynamics computer simulation models. (10) Interpret system dynamics models and their simulated behavior, and then effectively communicate the resulting observations or insights.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Effective Presentations**

	Attainment Level	Demonstrated Behaviors/Skill Steps	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware of how to begin formal development of the skill. May be aware of the need to acquire it.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	(1) The presenter has achieved good posture and body control. (2) The presenter has developed an effective use of language. (3) The presenter has developed the capability to present with a smooth pace and a confident attitude.			Up through this level, the focus is on the Physical Attributes of effective presentations.
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	(4) The presenter has a clear understanding of the purpose and desired outcomes of the presentation. (5) The presenter has developed the capability to effectively sequence the points and arguments. (6) The presenter includes supporting examples and illustrations.			In skill steps 4-7, the focus is on Structuring the Message.
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	(7) The presenter uses multimedia to amplify the attractiveness and impact of the presentation. (8) The presenter can effectively deliver the presentation, as planned, and on time. (9) The presenter can handle disruptive distractions, i.e., annoying people, technology, or interruptions.			Skill steps 8-10 focus on the Delivery of the presentation.
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	(10) The presenter is effective in handling a Question and Answer period following the presentation. (11) Gathering assessment feedback and learning to continually improve, and to reach Expert status.			Skill step 11 focuses on Learning.

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Participatory Democracy**

	Attainment Level	Ownership of Community	Judicial System Interaction	Leadership	
		Demonstrated Behaviors	Demonstrated Behaviors	Demonstrated Behaviors	
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	You exhibit no concept of how an individual's behavior relates to anything else.	You don't recognize the need for being an active participant in the community. But, you generally follows community norms.	You don't recognize that you can do anything to change things or have any want or need to do so.	
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	You have become aware of the negative and positive impacts that people have on you.	You know how to report problems to the Judicial Council and can use it occasionally (for violations against yourself).	You can follow; can do small (simple) individual tasks; and can contribute to small group tasks.	
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	You are aware of how you and your actions affect the health of the community, and then alter your behavior accordingly,	You appropriately use the Judicial Council system for violations against the community in order to improve the quality of the community.	You are a good, solid member of a team. You understands and practices division of tasks.	
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	You are an active participant in the school community; take positive steps to make a difference in the community; respect the community; and produce proposals to improve the community.	You demonstrate the ability to improve the quality of the community without always relying on the Judicial Council. You use outside resources and model good behaviors.	You use a variety of leadership styles in working with diverse groups and on all varieties of large (complex) tasks.	
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	You are an active participant not only in the school community, but also in the greater worldwide community. You take ownership of school and community property.	You are effective at conflict management, and are able to use a variety of problem solving and leadership styles.	You use the following disciplines to bring about needed change: vision, alignment, empowerment, and path finding.	

ACLCL Learning to Learn Rubric

Learning to Learn Skill: **Ownership of Community (Participatory Democracy)**

	Attainment Level	Demonstrated Behaviors	ACLCL Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	You exhibit no concept of how an individual's behavior relates to anything else.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	You have become aware of the negative and positive impacts that people have on you.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	You are aware of how you and your actions affect the health of the community, and then alter your behavior accordingly.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	You are an active participant in the school community; take positive steps to make a difference in the community; respect the community; and produce proposals to improve the community.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	You are an active participant not only in the school community, but also in the greater worldwide community. You take ownership of school and community property.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Judicial System Interaction (Participatory Democracy)**

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	You don't recognize the need for being an active participant in the community. But, you generally follows community norms.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	You know how to report problems to the Judicial Council and can use it occasionally (for violations against yourself).			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	You appropriately use the Judicial Council system for violations against the community in order to improve the quality of the community.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	You demonstrate the ability to improve the quality of the community without always relying on the Judicial Council. You use outside resources and model good behaviors.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	You are effective at conflict management, and are able to use a variety of problem solving and leadership styles.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Leadership (Participatory Democracy)**

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	You don't recognize that you can do anything to change things or have any want or need to do so.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	You can follow; can do small (simple) individual tasks; and can contribute to small group tasks.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	You are a good, solid member of a team. You understands and practices division of tasks.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	You use a variety of leadership styles in working with diverse groups and on all varieties of large (complex) tasks.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	You use the following disciplines to bring about needed change: vision, alignment, empowerment, and path finding.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Personal Visioning**

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Has no personal vision, nor a desire to create one. Not self-aware, and highly reactive. Responds to external motivation only.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Is capable of imagining a successful future for him or her, and at least one pathway there. Recognizes being on a journey. Develops an interest in the lives of successful, esteemed people through biographies. Has a sense of control and freedom to choice.			<p>Below are several of the desired behaviors practices by learners with proficient personal visioning skills.</p> <ul style="list-style-type: none"> • Imagination of possibilities for the world and community • Knowing one's capabilities, currently and full future potential
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Can articulate one or more visions for the future, and can plan to get there. Has a useful awareness of current states vs. the vision.			<ul style="list-style-type: none"> • Creativity – unique pathways to achieve what's imagined • Desire to share the vision with others • Has clearly articulated individual values guiding behaviors • Knowledge of how to "plan back" from the future
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Develops a rich sense of what's possible for himself or herself: can see great possibilities and personal capacity. Has created a compelling, highly motivating vision of what is possible.			<ul style="list-style-type: none"> • Realistic knowledge of the current state surrounding one's vision • Begin with the end in mind – articulate a personal vision • Reach exceeds our grasp
5	PROFICIENT An "expert" in the	Spends most of the time dealing with important,			<ul style="list-style-type: none"> • Powerful commitment to

	<p>understanding and practice of the skill. Can teach and consult at a high level</p>	<p>non-urgent, high impact (Quadrant II) objectives. Plus, demonstrates through actions the full range of effective personal visioning behaviors.</p>			<p>achieve one's vision – intrinsic motivation</p> <ul style="list-style-type: none"> • Love of biographies – have "hero" models for living
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ACLC Learning to Learn Rubric

Learning to Learn Skill: **Individual Teamwork**

	Attainment Level	Task Planning and Management	Understands Team Roles	Team Organization	
		Demonstrated Behaviors	Demonstrated Behaviors	Demonstrated Behaviors	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Team member does not complete tasks. No understanding of team plan.	Unaware that team members have various roles.	Team member does not show up. May not be even aware of meeting. Completely unprepared.	
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Team member completes some of the tasks. Understands only their part of the overall team plan.	Aware of various team roles and assumes the role he/she is comfortable with.	Team member sometimes shows up. Is prepared some of the time.	
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Team member completes all of the tasks assigned. Understands everyone's parts of the overall team plan.	Aware of roles and assumes different roles as needed when asked to.	Team member always shows up. Is usually prepared.	
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Team member does all of his/her tasks and more. Understands how each person's part fits together in the overall team plan.	Assumes different roles comfortably after identifying the team's need on his/her own.	Team member always shows up on time. Is always prepared and able to help others to show up for the meeting.	
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Team member does all of his/her tasks and more. Understands how everyone's part fits together and helps others to understand overall plan.	Assumes different roles comfortably and is able to teach others how to take on different roles.		

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Individual Teamwork**

	Attainment Level	Team Communication Skills	Quality	Conflict Management	
		Demonstrated Behaviors	Demonstrated Behaviors	Demonstrated Behaviors	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Discourages ideas of others by put-downs. Refuses to share own ideas. Unwilling to listen to constructive feedback. Unable to give constructive feedback.	Team member produces no work	May pick fights, and/or undermine teammates Causes conflicts and/or makes no attempt to resolve conflict	
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Encourages some people but not others to share their ideas. Will share ideas only when asked. Has difficulty listening to constructive feedback. Sometimes gives constructive feedback in a way that offends team.	Team member produces low quality work that requires other members to almost completely rework it.	Tries to get along with team, but sometimes causes arguments that hurt team Makes some attempt to resolve conflicts	
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Encourages everyone to share his or her ideas. Freely shares ideas with group. Willing to listen to constructive feedback. Able to give constructive feedback.	Team member produces good quality work that demonstrates understanding but may require little help from team.	Gets along well with the team Works to resolve conflicts when they occur	
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Actively encourages everyone to share his or her ideas. Freely shares ideas with group. Willing to listen to constructive feedback and modify actions accordingly. Able to give and explain constructive feedback.	Team member produces high quality work that demonstrates knowledge and understanding. Is able to sufficiently explain work so that other members would understand.	Gets along well with the rest of the team Works to resolve conflicts Helps team avoid conflicts by negotiating differences in a constructive manner.	
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Actively encourages everyone to share their ideas. Freely shares ideas with group. Encourages others to give constructive feedback and modifies actions accordingly. Able to give and explain constructive feedback and help others to modify their actions accordingly.	Team member produces high work that demonstrates knowledge and understanding and is virtually error-free. Is able to fully explain work so that other members would understand.	Gets along well with the rest of the team Works to resolve conflicts Is able to anticipate possible conflicts and help team members proactively teach team ways to avoid conflicts	

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Oral Communication**

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware of the type of communication acceptable for the situation. Unaware of the "unwritten rules" of the encounter. Speaks without clarity of purpose or inquiry. Can't formulate useful questions. No perceived listening skills. Can't or won't find the appropriate language or vocabulary.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Beginning to break down perceived "barriers" to talking with people outside of their normal "comfort zone". Knows the basics of "attentive listening". Can assess vocabulary gaps, and is attempting to improve. Aware of how body language or gestures can impact others, either good or bad.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Effective at initiating conversation with all strata of the community. Can self-monitor re: context appropriate communication. Effective at listening to others. Will ask for clarity of vocabulary used by others. Aware of how the physical setting or arrangements of communication space impacts the quality of the conversation (face to face)			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Clear about what the desired outcomes of the conversation is for all concerned. Asks skillful questions. Has a wide, effective vocabulary. Exhibits effective affirmation or acknowledgement signals to others. Effective use of personal emotions. High comfort level with oral communication. High degree of empathy.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high	Knows the kind of response that best fits the dialog partner's needs. Effective at evaluating the context – and implications – regarding what's useful and effective. Has a powerful, broad, context-sensitive			

	level	vocabulary. Can form evocative questions. Adept at offering illustrative stories or examples. Can be an effective "pro" facilitator.			
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ACLC Learning to Learn Rubric

Learning To Learn Skill: **Writing**

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities	Comments
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Does not understand the importance of written communication. Does not communicate in writing unless required to do so. Writes poorly. Writing is not organized and not structured. Writer does not understand purpose of writing. No voice. Does not demonstrate understanding or knowledge.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline.	Appreciates the importance of written communication. Understands basic structure of good writing for simple communication. Can brainstorm effectively. Can be creative (harness imagination) based on one's own experience.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Strives for continuous improvement. Understands grammar. Reads instructional material and seeks feedback. Understands the writing process. Understands the role and aims of the audience. Understands the value of concise writing. Peer editing and proof reading. Voice is apparent. Can use technology to enhance skills.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging case. Capable of teaching others.	Structure and grammar require no correction. Writing is concise and economical. Users of writer's work can easily and fully understand letters, memos, etc. Strong voice – writing is thoughtful and thought provoking.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level.	Regarded as expert by peers and adults with whom he or she works with. Readers are able to gather info and learn from writing easily. Seeks opportunities to utilize writing skills to advance goals. Keeps journals, writes stories or letters, or in other ways. Uses writing for creative expression. Utilizes writing as a learning process. A strong, articulate voice.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: Understanding How We Learn

	Attainment Level	Motivation: Individual Values and/or Behaviors	Effective Use of My Biology of Learning	Capability to Create an Environment for Learning	Emotional Intelligence or Quotient (for young people)
		Demonstrated Behaviors	Demonstrated Behaviors	Demonstrated Behaviors	
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Fully, easily dependent on external motivation (peers)	Clueless! On the couch. Just vegging!	Has no control over, nor a desire to change his or her environment.	Not aware of emotional intelligence, nor one's emotional quotient
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	"Pushes back" to find his or her own values	Is aware of "bad habits" of learning. Knows how good eating, sleeping and exercising habits can improve learning potential.	Can arrange who to work with, i.e., useful interaction opportunities with other learners/	Is self-aware, including the presence of some EQ strengths and weaknesses.
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Has internal motivation to learn, based on personal values	Awareness of his or her learning strengths and weaknesses Can self-assess his or her cognitive capacities.	Can effectively schedule his or her learning time.	Demonstrates successful self-management capabilities; can accept delayed gratification – no pain, not gain. Knows what he or she likes, and doesn't like, about himself or herself, as well others.
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Has ownership of how he or she learns/	Has a set of tools to maximize his or her learning productivity. Knows one's neurological makeup, enabling his or her to overcome weaknesses.	Is proactive in creating the "ideal" personal learning environment.	Possesses a high level of self-esteem and self awareness.
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Has enthusiasm and passion, plus helps to motivate others	Actively uses successful strategies to overcome his or her learning weaknesses.	Can design and implement high quality learning environments for others.	Is effective at limiting and controlling stress. Is aware of people around me, and how they learn.

AFLC Learning to Learn Rubric

Learning To Learn Skill: **Teaching Others**

	Attainment Level	Demonstrated Behaviors	AFLC Curriculum Challenge	Suggested Training Activities	Comment
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Does not see any value in teaching others.			
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline.	Is capable of 1:1 ratio (as in a tutor role). Can observe and follow pre-set clear structures (a checklist approach). Develops an awareness of structure. Q&A is difficult, however. Possesses sufficient content knowledge and credentials to satisfy the learner.			
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Is capable of working well with small groups. Has acquired and use some basic presentation skills. Can organize learners into sub-groups to address issues or topics. Need help from facilitator to assess learners' work.			
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging case. Capable of teaching others.	Can work at 1:4 ratio well. Has achieved competence in effective presentation & oral communication skills. Can handle Q&A with confidence & correctness. Gets "good" feedback scores. Others can use the materials too. Can team with others to create high quality program materials. Motivates others to want to teach. Competent in assessing the learners.			
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level.	Has strategies to handle either a 1:20 or 1:4 ratio. Can structure prep alone- needs to know only the desired outcomes. Has or can create relevant examples. Has a relaxed demeanor, and non-anxious about delivery. Is aware opportunities in spontaneous teaching moments. Materials are used as models for others. Frequently offers motivation and inspiration.			

ACLC Learning to Learn Rubric

Learning To Learn Skill: Note-Making

	Attainment Level	Demonstrated Behaviors	ACLC Curriculum Challenge	Suggested Training Activities
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware of copyright and plagiarism issues. Can't detect what to capture in notes. May try to write it all down, but fail and, thereby, create useless nonsense.		
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline.	Reproduce the teacher's whiteboard. Can copy sources and attribute source. Knows copyright and plagiarism rules. Aware of the value of indexes and tables of contents in books.		
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Is able to establish the purpose of notes making, and can formulate useful questions to guide the process. Can outline and "map" information from written or oral sources. Practices synthesis of materials. Does not plagiarize materials. Uses indexes and tables of contents well.		
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging case. Capable of teaching others.	Knows the purpose of the note-making effort, and uses the appropriate strategy to make notes: the format fits the purpose. Has an efficient "shorthand" system. Identifies topics or terms that need off-line elaboration or investigation. Exhibits good organization and synthesis. Knows and practices proper attribution rules.		
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level.	Always has a clear purpose when making notes. Knows and applies a variety of notes making strategies appropriate for the circumstances. Can effectively "map" or outline complex issues. Has developed successful memory-stimulating methods to assist knowledge recall and application.		

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Whole Team Performance Evaluation, Part 1**

	Attainment Level	Materials	Scheduling	Task Distribution	Team Climate
		Demonstrated Behaviors	Demonstrated Behaviors	Demonstrated Behaviors	Demonstrated Behaviors
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Group has no system for managing materials	Group has no scheduled meetings, and rarely meets at all.	No one knows what his or her task is.	The group's climate is hostile and unwelcoming to its members.
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	Group has a system for managing materials, but doesn't always use it.	Group has a schedule, but doesn't always follow it. It sometimes meets as scheduled.	Tasks are assigned randomly or unevenly.	The group's climate is welcome to some, but not all, the members of the team.
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Group has a system for managing materials, and always uses it.	Group has a schedule and follows it. Meets as scheduled.	Tasks are assigned fairly and evenly.	The group climate is welcoming to all team members.
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Group has many systems for managing materials, and uses them well.	Group follows schedules, even when conflicts arise. Meets as scheduled or re-schedules effectively.	Tasks are assigned according to a group understanding of how each person can best accomplish the team's tasks.	The group climate is welcoming to all members and can accommodate times when members are not at their best.
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Group has many effective systems for managing and acquiring materials.	Group follows schedules and can anticipate schedule disruptions, and plans or re-plans accordingly.	Tasks are negotiated so that each member has a chance to learn a new skill from his or her team members.	The group climate is welcoming, and the team can actively problem solve if a team member's personal life interferes with the team's productivity.

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Whole Team Performance Evaluation, Part 2**

	Attainment Level	Ability to Meet Deadlines	Conflict Management	Quality the Team's Product	Comments
		Demonstrated Behaviors	Demonstrated Behaviors	Demonstrated Behaviors	
1	UNAWARE Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	The team rarely meets deadlines.	The team has no plan for handling conflict.	The team does not produce any product, or the product is of such low quality that it cannot be evaluated.	
2	NOVICE Aware of a pathway to competence, and is beginning to practice the skill with discipline	The team sometimes meets deadlines.	The team has a sketchy plan for handling conflict.	The team product is low quality	
3	ADVANCED BEGINNER Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	The team meets deadlines except in challenging circumstances.	The team has a solid plan for handling conflict, but stress may cause the plan to crumble.	The team product is high quality.	
4	COMPETENT Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	The team always meets deadlines, even in challenging circumstances.	The team has a solid plan for handling conflict that does not crumble during times of stress.	The team product goes beyond the project's expectations.	
5	PROFICIENT An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	The team always meets deadlines and can anticipate challenging circumstances and plan for them accordingly.	The team has a solid plan for handling conflict, and is able to productively identify potential stressors and, thus, avoid team conflict.	The team product is exceptional, and can be used as a teaching tool.	

Appendix J

[AUSD Home](#)

Graduate Profile

[We Believe](#) | [Our Goal](#) | [The Graduate Profile](#) | [Graduate Outcomes](#)
[Personal Qualities, Work Habits And Attitudes](#) | [New Basics](#) | [Thinking And Reasoning Skills](#)
[Interpersonal Abilities](#) | [Technology](#)

We Believe ↕

We believe there is a common set of skills, knowledge, and attitudes essential to the total development of all Alameda students. These learnings have intrinsic value, independent of a student's background, for the fulfillment of future aspirations. We further believe that these skills, knowledge and attitudes constitute a set of expectations that all students can achieve regardless of diverse learning rates and styles. Achievement of the outcomes will help students create and attain meaningful goals and engage in lifelong learning.

Our Goal ↕

By the year 2004, students will leave the Alameda Unified School District having demonstrated competence in challenging subject matter, including English, Mathematics, Science, History, Geography, and the Arts; every school in Alameda will ensure that all students learn to use their minds well and creatively and express themselves as unique individuals so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

The Graduate Profile ↕

The Graduate Profile provides a statement of high expectations needed for all of Alameda's students to become educated citizens. It is also offered as a catalyst for school improvement. The framers of this document view it as a beginning, one that will change in response to new demands and challenges.

The Graduate Profile represents preparation for life. It consists of abilities that are necessary not just for employment and further education, but for becoming a productive and contributing member of society. The Graduate Profile is not meant to define minimum competencies; rather, it sets a standard for an educated citizen.

Alameda's Graduate Profile reflects a commitment to excellence in public elementary and secondary education and to high expectations of all our students. We believe the implementation of the Graduate Profile will help develop young people who can think and act independently and assist our school in approaching

the twenty-first century with confidence and clear direction.

To this end, we adopt and applaud the national goals embodied in America 2000 and offer our public, our staff, and our students the profile of the Alameda Unified School District graduate in the year 2004.

Graduate Outcomes ↻

1. **PERSONAL QUALITIES, WORK HABITS AND ATTITUDES** — Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.
2. **NEW BASICS** — Reads; writes; performs arithmetic and mathematical operations; listens and speaks; possesses historical, cultural, geographic, and economic understanding, understands variation and systems; thinks scientifically and applies scientific principles to life; values and appreciates the arts, and nurtures one's own health and well-being.
3. **THINKING SKILLS AND REASONING** — Thinks creatively, makes decisions, solves problems, visualizes; knows how to learn and reason; analyzes and understands systems; uses data to form theories, applies knowledge to solve problems, improve systems.
4. **INTERPERSONAL AND COLLABORATIVE ABILITY** — Works well with others, cooperates.
5. **TECHNOLOGY** — Works with a variety of technologies.

Personal Qualities, Work Habits And Attitudes ↻

Displays responsibility, self-esteem, sociability, integrity and honesty

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors, and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes. It is inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.

- A. **SELF-ESTEEM/SELF WORTH** — Believes in own self-worth, maintains a positive view, exhibits a “can-do” attitude, stands up for one's beliefs.
- B. **RESPONSIBILITY** — Exerts a high level of effort and perseverance toward a goal; displays high standards of attendance, enthusiasm, and optimism.
- C. **SOCIABILITY** — Demonstrates cooperation, understanding friendliness, humor, adaptability, polite-ness, and thoughtfulness in group settings, relates well to others.

D. SELF-MANAGEMENT — Sets personal goals, monitors progress, exhibits punctuality and self-control, allocates resources efficiently, responds to feedback no defensively.

E. INTEGRITY AND HONESTY — Demonstrates justice, honorable behavior, and a social conscience; can be trusted, chooses ethical causes of action.

F. SELFLESSNESS AND HUMANITY — Gives back to society, recognizes the needs of others, values democratic processes.

G. CAREER KNOW-HOW — Demonstrates knowledge of career options and the pathway to their attainment.

New Basics Ⓢ

Communicates, reads, writes, listens, speaks, and knows history, geography, civics, the arts, sciences, and basic fitness and health and uses systems thinking to approach problems.

A. COMMUNICATION AND LANGUAGES — Has a functional command of the standard English language and communicates competently in at least one other language.

B. READING — Understands, interprets, and appreciates written information in literature, in prose, and in documents and constructs meaning from a variety of materials.

C. WRITING — Communicates thoughts, ideas, information, and messages responsibly, clearly, and eloquently in writing in a form that is grammatically correct.

D. ARITHMETIC/MATHEMATICS — Performs basic computations, and approaches practical problems by choosing appropriately from a variety of mathematical techniques. Communicates and thinks mathematically with confidence and enthusiasm.

E. LISTENING — Receives, attends to, interprets, and responds to verbal messages and other forms of communication.

F. SPEAKING — Organizes thoughts and communicates ideas, knowledge, and information through fluent, responsible speech.

G. HISTORICAL, SOCIAL, AND GLOBAL AWARENESS — Knows how the American society, political systems, and economy function within a global context; understands and appreciates the diversity in America and in the world community; knows the general shape of world history and the special history of the United States.

H. GEOGRAPHY — Applies locational skills and knowledge of geography to

practical situations and current issues.

I. CIVICS — Understands the political institutions and processes, civil rights and justice in a free society and participates as a responsible citizen in a democracy.

J. FITNESS AND HEALTH — Applies nutritional, hygienic, and physical knowledge to maintain health; is free from substance abuse.

K. ARTS — Develops appreciation and use of the arts and media as an expressive tool and a way to enrich life.

L. SCIENCE — Understands how things work and the underlying scientific principles, applies the scientific method to everyday life.

Thinking and Reasoning Skills Ⓢ

Thinks creatively, makes decisions, solves problems, and knows how to learn.

A. KNOWS HOW TO LEARN — Uses efficient learning techniques to acquire and apply new knowledge and skills; is aware of different learning styles and strategies.

B. CREATIVE THINKING — Generates new ideas; is able to dream and plan for the future; uses imagination freely.

C. DECISION-MAKING — Specifies goals and constraints, gathers accurate data, generates alternatives, considers risks and consequences, evaluates and chooses best alternative implements decision, and analyzes results.

D. SYSTEMS THINKING — Understands and appreciates the system in which we live and work, understands variation, the importance of valid data for decision making, the steps for continuous improvement.

E. PROBLEM-SOLVING — Recognizes problems, devises and implements a plan of action to resolve them, evaluates and monitors progress~ and revises, as needed.

F. VISUALIZES — Organizes and processes symbols, pictures, graphs, objects, and other information; can 'see in the mind's eye.'

G. REASONING — Discovers underlying rules and principles; uses logic; draws conclusions.

Interpersonal Abilities Ⓢ

A. PARTICIPATES AS A TEAM MEMBER — Contributes cooperatively to a group effort with ideas, suggestions, and hard work.

- B. **TEACHES OTHERS NEW SKILLS** — Helps others learn.
- C. **SERVES CLIENTS, CUSTOMERS, AND COLLEAGUES** — Develops work-ready ability and attitude; works to satisfy customers' expectations.
- D. **EXERCISES LEADERSHIP** — Communicates ideas, persuades, convinces, and motivates others.
- E. **NEGOTIATES** — Works toward agreement resolves divergent interests, and chooses nonviolent solutions.
- F. **WORKS WITH DIVERSITY** — Works well with others from diverse backgrounds, accepts and rejoices in diversity Develops a sensitivity to and an understanding of the needs, opinions concerns, and customs of others.

Technology

- A. **SHOWS AWARENESS OF TECHNOLOGY** — Applies technology to vocational options and scholastic and professional needs.
- B. **SELECTS TECHNOLOGY** — Chooses procedures, tools, or equipment, including computers and related technologies.
- C. **APPLIES TECHNOLOGY TO TASK** — Understands overall intent and proper procedure for setup and operation of equipment.
- D. **MAINTAINS AND TROUBLESHOOTS EQUIPMENT** — Prevents, identifies, or solves simple problems with equipment.

Appendix K – Instructional Minutes Calculations

6 –12 Instructional Minutes –2008-09 School Year

	1	2	3	4	5	6	7	8
	Beginning Time	Ending Time	Total Minutes	Minutes for Lunch	Total Minutes of Breaks/Passing	Instructional Minutes Per Day	Number of Days	Instructional Minutes Year
6-7 – Modified - Finals Schedule	8:00 am	12:30 pm	270	0	30	240	6	1440
6-7 – Minimum – 5 NCLC Staff Dev Days	8:00 am	12:15 pm	240	0	15	240	5	1200
6-7 – Regular	8:00 am	3:05 pm	425	35	25	390	168	65,520
6-7 – Other- Last Day of School	8:00 am	12:30 pm	270	0	25	270	1	270
6-7 - Other								
6-7 – TOTAL							180	68,430
8 – Modified - Finals Schedule	8:00 am	12:30 pm	270	0	30	240	6	1440
8 – Minimum - 5 NCLC Staff Dev Days	8:00 am	12:30 pm	240	0	15	240	5	1200
8 – Regular	8:00 am	3:05 pm	425	35	25	390	168	65,520
8 – Other - Last Day of School	8:00 am	12:30 pm	270	0	25	270	1	270
8 – Other								
8 – TOTAL							180	68,430
9-12 – Modified - Finals Schedule	8:00 am	12:30 pm	270	0	30	240	6	1440
9-12 – Minimum - 5 NCLC Staff Dev Days	8:00 am	12:30 pm	240	0	15	240	5	1200
9-12 - Regular	8:00 am	3:05 pm	425	35	25	390	168	65,520
9-12 – Other - Last Day of School	8:00 am	12:30 pm	270	0	25	270	1	270
9-12 – Other								
9-12 – TOTAL							180	68,430

School:

NCLC

Date:

2008-2009

LEVEL	STARTING TIME	DISMISSAL TIME	TOTAL MINUTES	MINUS RECESS	MINUS LUNCH	MINUS PASSING LUNCH
REGULAR DAYS						
K Short Day	8:20 AM	12:45 PM	265		45	
K Long Day	8:20 AM	1:40 PM	320		45	
Grades 1 - 3	8:20 AM	2:50 AM	390	30	45	
Grades 4 - 5	8:20 AM	2:50 PM	390	20	45	
Grades 6 - 8			0			
OPENING DAYS						
Kindergarten	8:20 AM	11:40 AM	200			
MODIFIED DAYS						
Kindergarten	8:20 AM	12:45 PM	265		45	
Grades 1- 3	8:20 AM	2:00 PM	340	20	45	
Grades 4 - 5	8:20 AM	2:00 PM	340	10	45	
Grade 6 - 8			0			
MINIMUM DAYS						
Kindergarten	8:20 AM	11:40 AM	200			
Grades 1 - 3	8:20 AM	12:30 PM	250	20		
Grades 4 - 5	8:20 AM	12:30 PM	250	10		
Grades 6 - 8			0			

Principal Signature _____

Date _____

NCLC K-5				
Instructional Minutes				
2008-2009 School Year				
Kindergarten	#	Type of Day	Minutes	Total
	62	"A" Short Days	220	13640
	62	"A" Long Days	275	17050
	62	"B" Short Days	220	13640
	62	"B" Long Days	275	17050
	32	Wednesdays	220	7040
April Conf	3	Minimum (11:40 pm)	200	600
Dec. Conf	5	Minimum (11:40 pm)	200	1000
Collaboration Days	3	Minimum (11:40 pm)	200	600
Opening of School	10	Opening (11:40 pm)	200	2000
Closing of School	3	Closing (11:40 pm)	200	600
	180	Student Days		
		Total Annual A Minutes		42530
		Total Annual B Minutes		42530
Grades 1-3	129	Days of regular length	315	40635
Opening/Apr. conf	8	Modified Days (2:00 pm)	275	2200
Dec. conf/end yr	8	Minimum Days (12:30 pm)	230	1840
Collaboration Days	3	Minimum Days (12:30 pm)	230	690
	32	Wednesdays (2:00 pm)	275	8800
	180	Student Days		
		Total Annual Minutes		54165
Grades 4-5	129	Days of regular length	325	41925
Opening/Apr. conf	8	Modified Days (2:00 pm)	285	2280
Dec. conf/end yr	8	Minimum Days (12:30 pm)	240	1920
Collaboration Days	3	Minimum Days (12:30 pm)	240	720
	32	Wednesdays (2:00 pm)	285	9120
	180	Student Days		
		Total Annual Minutes		55965

Appendix L – Sample Parent and Learner Satisfaction Surveys

Learner Survey

Group	Question	2004	2005	2006
Fun and Joy of Learning	I like attending my elective classes at Encinal HS	2.9	2.9	3.1
Fun and Joy of Learning	I like attending all of my ACLC classes.	3.0	3.1	3.1
Technology and Facilities	I am comfortable using Publisher.	3.2	3.3	3.2
Technology and Facilities	I am comfortable using Excel.	3.1	3.1	3.2
Fun and Joy of Learning	I am satisfied with my academic performances	3.0	2.9	3.2
Academic and Intellectual Program	I feel that I am challenged by my academic program.	3.2	3.2	3.2
Fun and Joy of Learning	I am motivated to learn.	3.1	3.2	3.2
Fun and Joy of Learning	I am interested by what I learn in my classes.	3.1	3.2	3.2
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
Fun and Joy of Learning	I feel that the facilitators help me with aspects of my work.	3.1	3.2	3.3
Fun and Joy of Learning	I am satisfied with my extracurricular performances.	3.2	3.2	3.3
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

Technology and Facilities	I feel that the Center accommodates me with all my technology needs.	3.3	3.3	3.3
Close-Knit Community	I feel socially accepted and as a result I am able to operate efficiently.	3.3	3.3	3.3
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
Fun and Joy of Learning	I see myself as a life-long learner.	3.3	3.4	3.4
Academic and Intellectual Program	I feel that the academic program adequately prepares me for life after high school.	3.4	3.5	3.4
Close-Knit Community	I feel safe and I feel I belong in the ACLC community	3.4	3.5	3.5
Academic and Intellectual Program	I feel that I am empowered to take control of my educational experience.	3.4	3.4	3.5
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
Close-Knit Community	I feel accepted for who I am.	3.4	3.5	3.5
Fun and Joy of Learning	I enjoy being at the ACLC.	3.4	3.5	3.5
Technology and Facilities	I am comfortable using Power Point.	3.6	3.7	3.6
Technology and Facilities	I am comfortable using Microsoft Word.	3.7	3.8	3.7

Parent Survey

Group	Question	2004	2005	2006
Academic and Intellectual Program	I believe there are adequate academic and extracurricular activities offered by the ACLC.	3.0	3.0	3.1
Academic and Intellectual Program	I believe the ACLC has adequate resources to support my child's learning.	3.1	3.1	3.1
Academic and Intellectual Program	I believe that the ACLC offers a rigorous academic curriculum.	3.1	3.2	3.1
Close-Knit Community	I feel supported by other parents at the ACLC.	3.2	3.2	3.2
Academic and Intellectual Program	I believe the academic and extracurricular activities have enough flexibility.	3.2	3.1	3.3
Overall Satisfaction	I believe my child can reach her/his full potential at the ACLC.	3.3	3.4	3.4
Close-Knit Community	I believe that the ACLC provides a safe environment for learning.	3.4	3.4	3.5
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
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
Overall Satisfaction	I would strongly recommend the ACLC for other parents and learners.	3.4	3.4	3.5
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

Close-Knit Community	I believe that the ACLC environment exposes my child to diversity.	3.5	3.6	3.5
Academic and Intellectual Program	I believe that the ACLC prepares my child well for life beyond high school	3.5	3.5	3.6

Appendix M – Sample Board Policies

ACLCL – AUSD Student Disciplinary Agreements

The ACLC Charter, approved by the AUSD States:

Judicial Committee (from page 9, section D of ACLC Charter)

The Judicial Committee (JC) is comprised of five clerks who are elected from among the learners and one facilitator selected by his/her peers. They meet three 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 past five 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 to 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. (See section J below)

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 cooperative manner. This role is particularly important since, generally, after some form of 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.

Behavioral Issues (from page 11, section F of ACLC Charter)

As has been mentioned above, the ACLC Charter is a self-governing, student-operated community with respect to learner behavior. In many ways this constitutes a strength that supports student safety since the students establish the rules of the community and are therefore very conscious of the impact of their behavior on the entire community. Certainly, facilitators, as the adults responsible for overall safety of the program, take strong action as necessary in the case of an emergency. However, the learner community takes the vast majority of these actions itself, through Leadership, the CCC and the Judicial Committee.

Learners who constitute a risk to themselves or others are referred to appropriate mental health or police jurisdictions according to their presenting problems and may be removed from the ACLC environment as necessary. **Learners who violate substantive rules of the community may be removed from the school, after receiving due process under the laws of the ACLC, and will be referred to AUSD for appropriate alternative placement.** Learners who are found by the ACLC Judicial Committee to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code will be referred to AUSD's Office of Student Services for possible expulsion from the district. District expulsion proceedings for ACLC learners will be conducted in accord with district policies and state and federal law. The record of the ACLC Judicial Committee will be made available for the district's use in such cases.

Disciplinary Procedures including Suspension and Expulsion (from page 15, section J of ACLC Charter)

The Judicial Committee is charged with administering the rules of ACLC Charter and for establishing consequences for inappropriate behavior in all but the most serious situations. In cases that involve risks to the safety and well-being of learners, the facilitators may be required to take action immediately and independent of any Committee to protect the entire school community. This may take the form of immediate suspension, pending review by the Judicial Committee and/or by the district disciplinary review process.

Learners who are found by the ACLC Judicial Committee or lead facilitator, when circumstances warrant an immediate determination, to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) will be referred to AUSD's Office of Student Services for possible expulsion from the district. Acts which fall into this category include, but are not limited to: causing serious injury to another person; sexual assault; possession of a firearm, knife, explosive or dangerous object; possessing or selling a controlled substance; robbery; assault on a school employee. District expulsion proceedings for ACLC learners will be conducted in accord with district policies and state and federal law. The record of the ACLC Judicial Committee will be made available for the district's use in such cases.

In all other matters that do not constitute an immediate threat to health and safety, the issue will be referred to the Judicial Committee. The JC operates based on the body of regulations that has been developed in the ACLC Charter Law Book. The Law Book was developed and is updated by the CCC on a regular basis. These matters will be decided by a group of peers and learners will be obligated to the entire learning community to fulfill any consequences imposed by the JC.

The AUSD-ACLC MOU dated 8/28/01 states: (from page 11, section K)

Student discipline jurisdiction: For purposes of student disciplinary proceedings, ACLC shall have jurisdiction over acts committed by any student enrolled at ACLC or AUSD schools within the ACLC facility or the immediate vicinity. EHS shall have jurisdiction over acts committed by ACLC students elsewhere on the EHS campus. Student disciplinary proceedings under the jurisdiction of the ACLC shall be governed by the provisions of Sections D., F., and J. of the Charter. ACLC shall be responsible for informing students enrolled at the ACLC or AUSD-enrolled students regularly participating in educational activities at the ACLC facility, and their parents, of the behavioral standards and disciplinary procedures enforced at the ACLC.

Due Process Policy for Exiting a Learner from the ACLC Program

Adopted 9/4/02

The ACLC Charter, approved by the AUSD states:

“Learners who violate substantive rules of the community may be removed from the school, after receiving due process under the laws of the ACLC, and will be referred to AUSD for appropriate alternative placement.”

Due Process under the ACLC Charter for removing a learner from the program shall be as follows:

The elected ACLC Judicial Clerks and ACLC supervising Judicial Facilitator, may, by majority vote, recommend to the Lead Facilitator and the ACLC Governing Board that a learner be removed from the ACLC Program for substantive rules violations. Substantive rules violations shall be defined as follows:

If a learner continues to be referred to the Judicial Committee for repeated inappropriate behavior and violation of the ACLC rules, and the intervention consequences for such behavior repeatedly do not produce self-correcting behavior on the part of the learner violating the ACLC rules, then the elected ACLC Judicial Clerks and supervising ACLC Judicial Facilitator may make a written request to the Lead Facilitator to have the learner removed from the program. All such requests shall be in writing and have the learner's judicial record of infractions and intervention consequences attached.

The Lead Facilitator shall review the requests of the elected Judicial Clerks and supervising ACLC Judicial Facilitator for removal of a learner from the program, and shall immediately convene a mandatory meeting between the learner, whose removal has been recommended, the parents or guardians of the learner recommended for removal from the program, the ACLC Judicial Facilitator, and the elected ACLC Judicial Clerks. After this meeting, the Lead Facilitator may choose to refer the matter to the ACLC Governing Board in closed session. The Governing Board shall review the request for removal from the program, and, if the Board agrees with the decision based on the evidence presented, shall instruct the Lead Facilitator to arrange for a special closed session Board meeting to discuss the Judicial Committee's recommendation. At this special closed session Board meeting, mandatory attendance is required for the learner under consideration for removal from the program and at least one of his/her parents or guardians. After the mandatory learner-parent closed session Board meeting, the ACLC Governing Board may vote by 2/3 majority to remove the learner from the ACLC or may agree on written guidelines that the learner must follow if he/she is to remain enrolled in the ACLC. If the learner and his/her parent or guardians fail to appear before the ACLC Governing Board in closed session after being properly notified by 10 days in advance of the necessity of attending such meeting, the Board may vote by 2/3 majority to remove a learner from the ACLC.

**FISCAL & OPERATING POLICIES FOR
ACLC CHARTER SCHOOL
CHECK REQUESTS**

1. Simple check request/purchase order forms for all proposed expenses that are non-payroll related must be submitted.

All forms must:

- Show the name of the person requesting the funds
- Show the purpose for which the funds are requested
- Show the line item to which the request is to be allocated plus have the correct AUSD account coding indicated
- Be signed by the person requesting funds
- Have receipts attached if the request is for reimbursement

2. Proposed expense/check requests must be approved by Lead Facilitator (Paul Bentz) or designee in writing, who in turn, prior to approval, must review the request to see if it is within the line item allowance of the adopted budget.
3. Check Requests/purchase orders for expenses in excess of \$1,000 must be approved by Lead Facilitator and one Parent Volunteer Finance Committee member, in writing, after verification of 2. above.
4. Forms with the appropriate approvals will then be forwarded by Lead Facilitator or Office Manager to AUSD Accounting Department for processing.
5. Request for purchases with the cost exceeding \$1,000 must be documented with three (3) bids or Sole Source Justification to show lowest possible cost. Lead Facilitator shall not approve any requests without such documentation attached, unless such request has received pre-approval by the Governing Board.
6. If a check request/purchase order, when added to previous expenses in the same line item from the adopted budget, results in a variance of 10% over the budgeted amount for such line item, Lead Facilitator shall bring the request to the attention of the Governing Board prior to approval.

FISCAL & OPERATING POLICIES FOR ACLC CHARTER SCHOOL

CHECK REQUESTS

7. Simple check request/purchase order forms for all proposed expenses that are non-payroll related must be submitted.
 - All forms must:**
 - Show the name of the person requesting the funds
 - Show the purpose for which the funds are requested
 - Show the line item to which the request is to be allocated plus have the correct AUSD account coding indicated
 - Be signed by the person requesting funds
 - Have receipts attached if the request is for reimbursement
8. Proposed expense/check requests must be approved by Lead Facilitator (Paul Bentz) or designee in writing, who in turn, prior to approval, must review the request to see if it is within the line item allowance of the adopted budget.
9. Check Requests/purchase orders for expenses in excess of \$1,000 must be approved by Lead Facilitator and one Parent Volunteer Finance Committee member, in writing, after verification of 2. above.
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approve any requests without such documentation attached, unless such request has received pre-approval by the Governing Board.

12. If a check request/purchase order, when added to previous expenses in the same line item from the adopted budget, results in a variance of 10% over the budgeted amount for such line item, Lead Facilitator shall bring the request to the attention of the Governing Board prior to approval.

(ACLC Governing Board Approved 9/8/04)

ACLC Facilitator/Staff Norms and Job Performance Expectations

The ACLC Governing Board believes that clear expectations for all community members will promote a positive learning environment in which all learners will be able to succeed. The ACLC Personnel Committee is in the process of drafting a complete employee handbook in the 2004-05 school year. It is the intention of the Governing Board that this policy be adopted and incorporated into the employee handbook as a detailed description of the facilitator job description. Persistent violations of the facilitator norms and job performance expectations will be referred to the governing board for a solution. This policy will be in effect beginning September 2004.

School Day 8:00 am – 3:05 pm (excluding regularly scheduled lunch times)

Facilitators are expected to arrive on time at the start of the school day and not depart before the end of the normal school day. If a staff member reports an absence, the lead facilitator or head counselor will be responsible for finding a substitute for fulfilling the role of floor supervisor.

Late Arrival/Absence Procedure (Morning or After Lunch if you anticipate being more than 10 minutes late or if your seminar learners will be standing around waiting for you) Facilitators are expected to comply with steps 1-4 until they reach someone on the phone to talk to and explain their situation and can convey approximately when they expect to arrive.

1. Call Lead Facilitator's cell phone, if no answer, leave message. (507-2738)
2. Call Lead Facilitator's school phone, if no answer, leave message. (521-7543 x101)
3. Call Head Counselor's school phone, if no answer, leave message. (521-7543 x107)
4. Call Officer Manager's school phone, if no answer, leave message. (521-7543)
5. Put your phone away, you did your job, proceed safely to school.

Requests for alteration of an individual facilitator's/staff member's normal school day must be submitted to and approved by the Governing Board.

Facilitator Assigned Floor Time

1. Present in main room
2. Circulate as needed to monitor behavior and rules compliance
3. Main responder to any crisis
4. Check outback area three times per hour

5. Greet visitors and parents to be aware of non-learners in the building
6. Generate accelerated math as appropriate (Facilitators will receive training in the Fall)

Facilitator Assigned Meetings

Facilitators are expected to arrive at all staff and committee meetings on time and participate in the discussion of issues raised in the meetings. Meetings include the weekly organizational meeting, the subject area meetings, the weekly SST meeting, and the bimonthly after-school staff meetings. If a facilitator is absent from a meeting, it is the facilitator's responsibility to contact the person running the meeting to find out what was discussed and what decisions were made.

Facilitator Assigned Prep Time

The ACLC expectation for the use of facilitator preparation time will be consistent with the AEA/AUSD negotiated agreement in section 8.03 of the union contract.

8.03 Preparation Time

8.03.01 Preparation periods shall be self-directed assigned site time for teacher use and discretion for professional activities such as:

- Preparation of lesson plans, student assignments and materials, visual aids, films, room displays, textbook evaluation, and evaluation of student work.
- Conferencing with parents, pupils, administrators, and other District employees.
- Other duties mutually agreed upon by the teacher and the principal or immediate supervisor.

Site administrators retain the discretion to meet with teachers during their preparation time on occasion.

ACLC Procedure:

1. Self-directed Preparation Time
2. May be requested to provide emergency backup (classroom, PE walker, floor time, etc. – receive at least 1 hour of in-lieu time credit)
3. Facilitators must notify the Lead Facilitator, Counselor, or Office Manager if a situation develops that makes it necessary for a facilitator to leave campus during their preparation time. The Lead Facilitator, Counselor, or Office Manager shall make every reasonable effort to accommodate the request if there are sufficient facilitators available to provide coverage for all employee functions and it does not interfere with the normal functioning of the school.

Staff Conflicts Resolution Flow Chart

1. Ask the person you are having the conflict or disagreement with to schedule a meeting to talk about the issues and reach agreement.
2. If meeting #1 does not resolve the issue, request a meeting with either the Lead Facilitator or Head Counselor to talk about the issues and reach agreement.
3. If meeting #2 does not resolve the issue, request that the issue be put on the agenda for the facilitator's weekly Tuesday meeting to talk about the issues and reach agreement.
4. If meeting #3 does not resolve the issue, request that the issue be put on the agenda for the closed session of the next Governing Board meeting to talk about the issues and reach agreement.
5. If meeting #4 does not resolve the issue and there is still a dispute, the Governing Board shall issue a directive to finalize a solution consistent with the best interest of the school and with respect for both parties having the dispute.

Facilitator Attendance at School Functions Outside of the School Day

The ACLC shall follow the AEA/AUSD negotiated procedure.

Facilitators shall attend and participate in the two monthly after-school staff meetings each month not to exceed one hour each unless there is an emergency.

Facilitators shall attend the ACLC fall semester "Back to School Night" and spring semester "Open House" as part of their contract with no additional pay.

The required 14 hours of contracted extra duty (without additional pay) shall be as follows for the ACLC. Facilitators shall attend and participate in the following:

- Fall New Parent Orientation – 2 hours
- Fall New Learner Learner-Led Conferences – 3 hours
- Spring New Learner Recruiting nights (2 x 2 hours) – 4 hours
- Spring New Parent Orientation – 2 hours
- Graduation Ceremony – 2 hours
- Other (dances, special events, etc.) – 1 hour

Additional Facilitator Responsibilities

Facilitators shall:

- Keep parents informed of learner academic progress through regular progress report deadlines.
- Answer all voice mail, email, and written mail in a timely manner. (48-72 hours)
- Write all appropriate articles for newsletter on a monthly basis.
- Attend and participate in all CCC meetings.
- Provide syllabi and grading rubrics for all courses during the first week of class. They will be discussed with learners and revised as appropriate. Final versions will be available at Back to School

Night on September 22nd and posted on the Web site. Copies will be provided to the Curriculum and standards committee for review.

ACLC Academic Integrity Policy

(Adopted by ACLC Governing Board 9/3/03)

This policy will be discussed in detail with all learners on a yearly basis in Humanities courses.

All members of the ACLC community have a responsibility to ensure that academic honesty is maintained. Learners are expected to refrain from cheating and plagiarism and are also expected to report any observed incidents of academic dishonesty. Academic dishonesty includes *but is not limited* to the following examples:

Plagiarism: submitting work that is not one's own work, in part or in whole; paraphrasing/reproducing another's work without sourcing.

Cheating: Examples may include copying from others during a test, communicating answers during a test, obtaining test questions in advance, using unauthorized notes or study aids during a test, altering graded work after it has been returned, allowing another person to do one's own work, turning in work that is not one's own, and copying assignments.

Fabrication: falsifying or inventing data

Falsification of Official documents: altering academic records

Unauthorized access to computerized academic or administrative records: Examples may include altering accelerated math records or accessing facilitators' grade reports.

Obtaining an unfair advantage: Examples may include stealing, reproducing, or circulating an exam

ACLC Academic Senate

The Academic Senate is a committee composed of two facilitators and three learners. Learner representatives will be appointed by the Leadership class. The facilitators shall serve for one year and the two learners shall serve for one semester. One of the facilitators shall serve as the chair of the committee. An alternate facilitator and learner will also be appointed in the case of the Senate members are, themselves, brought before the Academic Senate.

The Academic Senate will hear cases related to academic integrity. All proceedings will be confidential, but the findings for all proven cases be made public without revealing the name of the learner involved. All proven cases shall be penalized as considered appropriate by the Academic Senate. Sanctions may include but are not limited to:

1. Makeup on exam or assignment
2. Parent conference
3. Oral or written disciplinary warning
4. Reducing or failing grade on a specific assignment or test
5. Reduced or failing grade in the course
6. Recommendation to the Lead Facilitator for suspension
7. Recommendation to the Governing Board for notation on official record
8. Recommendation to the Governing Board for dismissal from ACLC

Appeals to any of the above sanctions would go to the Governing Board.

I have read and understand the above Academic Integrity Policy

Learner Signature

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16. Recommendation to the Governing Board for dismissal from ACLC

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I have read and understand the above Academic Integrity Policy

Learner Signature

ACLC Discrimination and Harassment Policy

Every student has a right to a safe and discrimination free education. These rights, and those of parents and district employees, are protected by U.S. and California laws and AUSD policies. It is important for all students, parents and employees to know about these rights and what to do if they are violated. AUSD Board of Education policies regarding what the rights are, and how to file a complaint if they are violated, are posted in every school. These policies are also given to every family at the beginning of the year, or when a new student is enrolled. If you don't have a copy of these rights please call the school at 510-521-7543. Principals at each school will review and discuss with students what discrimination and harassment is and what to do if it happens to them. Please go over the following with your child.

Children need to know three things if they feel unsafe or discriminated against:

4. They have the right to tell adults about complaints they have.
5. They have the right to be protected from retaliation due to a complaint.
6. They have the right to confidentiality when discussing the complaint.

The following paragraphs describe in more detail what the Alameda Unified School District policies are regarding discrimination and harassment.

Uniform Complaint Procedures (BP 1312.3)

There are three district policies on complaints: complaints against district employees, sexual harassment, and the uniform complaint policy regarding an alleged violation of federal or state law or regulations governing educational programs, including unlawful discrimination. These policies are distributed annually to all parents, students and employees.

The Governing Board recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district. The Board of Education encourages the early, informal resolution of complaints at the site level whenever possible. If you have questions regarding the above procedures please contact the Assistant Superintendent's office at 510- 337-7063.

Non-Discrimination/Harassment (BP 5145.3)

The AUSD maintains a strict policy prohibiting harassment of discrimination and differentiated treatment of students because *all* such harassment is unlawful.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed with the Assistant Superintendent.

Sexual Harassment (BP 5145.7)

The Board prohibits the unlawful sexual harassment of any employee, student, or other person at school or at any school-related activity. Any student who engages in the sexual harassment of anyone at school or school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4-12, the disciplinary action may include suspension and /or expulsion. Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Assistant Superintendent.

Appendix N

Sample Job Descriptions

ACLCL Facilitator Job Description (Adopted by ACLC Governing Board 6/02/04)

ACLCL Vision

- Aligns academic seminars with AUSD Vision and AUSD Graduate Profile
- Implements ACLCL Charter Vision
- Monitors Learner Progress towards achieving CA State Standards

AUSD Community

- Attends and participates in district mandated teacher functions

EHS Community

- Learns and abides by Encinal High School policies and regulations as appropriate

ACLCL Learner Community

- Facilitates academic seminars
- Implements appropriate instructional strategies
- Assigns grades for academic seminars
- Evaluates and assigns academic assignments
- Develops appropriate CA Standards aligned curriculum, evaluation rubrics, and individualized learning plans for learners with special circumstances
- Provides positive seminar learning environment
- Provides floor supervision as scheduled
- Monitor learner safety
- Provides individualized support for learners and holds scheduled office hours
- Participates in LLC, IEP, SST, and informal student meetings

ACLCL Parent Community

- Support parent participation
- Answer voice mail, E-mail, and written mail in a timely manner
- Schedule and attend parent conferences when appropriate
- Keep parents informed of learner academic progress through regular progress reports

Greater Alameda Community

- Be a positive role model for Alameda youth

ACLCL Day to Day Operations

- Monitors community members' behavior for compliance with ACLCL rulebook
- Writes appropriate articles for newsletter
- Orders and maintains appropriate seminar materials
- Follows facility procedures and policies
- Maintains a professional work day
- Abides by ACLCL rules and policies
- Notifies Office Manager of personal absences
- Attends school functions as appropriate

ACLCL Staff

- Attends staff meetings
- Works and collaborates with other staff members

ACLC Governance

- Serves on a Governance Committee
- Attends weekly CCC meeting
- Observes at least one Judicial Committee investigation per semester
- Advises Governing Board and Leadership on proposals

Creative Community Education Foundation (CCEF) 501(c)3

- Makes proposals to CCEF when appropriate

ACLC Lead Facilitator Job Description

(Approved By ACLC Governing Board 4/7/2005)

The Alameda Community Learning Center **Lead Facilitator** serves:

- **Learners and their families, by providing day-to-day and ongoing assistance and support**
- **Facilitators and staff, by supporting their needs and goals as educators, professionals and school leaders**
- **The ACLC model, by guiding and assessing the development of curriculum, programs and staff to maintain our mission and ensure high quality learning for all.**

ACLC Vision

- Works with parents, learners, facilitators, Alameda community members, AUSD staff, and consultants to develop an ACLC Vision and multiyear educational plan
- Aligns ACLC with AUSD Vision and AUSD Graduate Profile
- Implements ACLC Charter Vision

AUSD Community

- Attends District 6-12 Principal's Meetings
- Attends District K- Adult Principal's Meetings in Development Director's absence

Accreditation and Curriculum Compliance

- Oversees implementation of all curriculum and accreditation plans (Safe Schools Plan, WASC, Single school Plan, Literacy Plan, Intervention Programs, etc.)
- Aligns ACLC curriculum with state standards as appropriate

EHS Community

- Meets monthly with EHS Principal
- Liaison to Community Resource Officer

- Liaison for all EHS issues.

ACLC Learner Community

- Heads Personnel Committee
- Works with Curriculum and Standards Committee
- Serves on Financial Committee
- Facilitates appropriate academic seminars

ACLC Parent Community

- Attends Parent Asset Committee meetings
- Supports parent participation
- Liaison for school-wide parent concerns
- Works with Development Director on school-wide parent issues

ACLC Day to Day Operations

- Implements Charter and Governing Board Decisions
- Monitors budget with Development Director
- Approves extra timecards
- Monitors listserv communications
- Writes school-wide articles for newsletter
- Approves / disapproves Judicial suspension requests
- Calendars events
- Secures field trip permits
- Facilitates master schedule preparation
- Monitors school safety
- Manages staffing and hours of facility

ACLC Staff

- Facilitates creation of agendas for weekly staff meetings
- Meets weekly with Development Director, Office Manager and Counselor to solve school-wide administration problems
- Participates in personnel interviews
- Supervises certificated staff
- Supervises paraprofessional staff
- Coordinates professional development for staff
- Provides clinical observation for facilitators as necessary

- Conducts facilitator evaluations
- Creates and executes staff recruitment plan

ACLC Governance

- Conducts ACLC Governing Board Meetings
- Prepares agenda items for ACLC Governing Board Meetings
- Implements Governing Board Decisions

Creative Community Education Foundation (CCEF) 501(c)3

- Attends monthly meetings
- Advises committee on finding appropriate grants to support program
- Advises committees on all fundraising efforts
- Oversees implementation of grants

ACLC Office Manager II Job Description (adopted by ACLC Governing Board 2/5/03)

Attendance

- Sign in sheets- make available, process and file
- Input data into SASI

Lead Facilitator Administrative Assistant

- Coordinate and facilitate communications and serve as liaison between District and site personnel, parents, students, school and community organizations and general public
- Operate a variety of office equipment including typewriter, calculator, fax machine, duplicating machine, computer and related software application, printers, adding machine and laminator
- Train and provide work direction to others as assigned: participate in interviews as requested by the Principal

Registrar

- Enrollment and withdrawal of learners
- Issue official and unofficial transcripts
- Update transcripts with corrections from counselor, test scores, and community service hours
- Build new transcripts for new learners (information provided by counselor)
- Oversee wait list

- Register, release or transfer students according to established guidelines and procedures: assist in the completion and receipt of enrollment forms; enter student and family data into the computer
- Prepare and maintain a variety of school and student records: student enrollment, class rosters, transportation, health, discipline and cumulative folders: maintain confidentiality of records and information as appropriate: prepare and maintain mandated logs and records

Records

- Emergency forms- preparation, collection and maintenance
- Maintain cum files-request for new learners and mail for withdrawn learners
- Registration packets

Purchasing

- Order all office supplies
- Work orders
- Use of IFAS system
- Maintain key inventory

Mailings

- Oversees newsletter and other ACLC mailings

Other Responsibilities:

- Receptionist
- Attend ACLC Governing Board Meetings once a month
- Attend monthly district meetings
- Oversee employee timecards, payroll, and reimbursements
- Food Service (Non Official) not in job description
- MOF-place work orders, operate software
- Health Clerk (Non Official)-not in job description
- Scheduling of Learner-Led Conferences

ACLC Head Counselor Job Description
(Adopted by ACLC Governing Board 2/5/03)

Academic Advisement

- **Develops academic plans with learners to meet graduation and college requirements**
- **Arranges course schedule with learners annually**
- Recommends placement in courses (i.e. Community College courses, honors courses, remedial math courses)

- Evaluates transcripts, monitor credit deficiency, and notify parents about summer school and remediation

Master Scheduling

- Works with Lead Facilitator to design master schedule
- Inputs master schedule and all courses into SASI
- Resolves schedule conflicts prior to opening of school year

Parent Community

- **Handles parent concerns regarding learner’s academic progress, concerns with facilitators, school placement, lack of learner motivation, meeting graduation and college requirements, etc.**
- **Attends Parent Asset Meetings as needed**
- **Writes monthly *Counseling Corner* for the Parent Newsletter**
- **Works with Lead Facilitator to increase parent involvement**
Intervention and Support Services
- Provides individual counseling with learners in crisis
- **Facilitates weekly Student Study Team meetings**
- **Recommends Individual Learning Plans (ILP) for learners with learning challenges**
- **Monitors accommodation plans for Section 504 learners**
- **Attends all IEP meetings and works closely with resource specialist**
- **Facilitates parent and facilitator conferences to address needs such as learning styles, meeting learning to learn skills, participation in the community, lack of motivation, etc.**
- **Coordinates support/intervention programs such as tutoring and learning labs**
- **Recommends alternative school placements as needed**
ACLCL Course Offerings
- *Coordinates UCCP Online Courses – register students, monitoring progress, acting as a liaison between learners, facilitators, and UCCP*
- *Updates UC course list annually and submit new courses as needed*
- **Acts as liaison with the College of Alameda- Works with the college on concurrent enrollment for our learners and to offer courses through the college on the ACLCL campus**
- **Works with learners, parents, and facilitators to create new course offerings at ACLCL**

Peer Counseling and Conflict Management Program

- **Trains and supervises learners as Peer Counselors and Conflict Managers**

College Counseling and Career Development

- **Counsels students and parents on college planning, including admission standards, entrance exams, course selection, financial aid and scholarships.**
- **Provides college application workshops to assist with the application process.**
- **Directs parent and student college information nights for all grade levels.**
- **Integrates career software program, “Choices”, into 9th grade Humanities courses.**
- **Works with the District to coordinate Job Shadow Day for ACLCL learners**

Testing Coordinator

- Coordinates and supervises the PSAT, PLAN, Advanced Placement, STAR, CAHSEE, and Competency tests
- Sets time schedules and coordinates with the district office and EHS for testing
- Notifies parents, learners, and facilitators of upcoming tests
- Orders materials and check shipments
- Keeps accurate learner records on file

Internship Coordinator

- Creates and maintain database of internship positions
- Assists learners in finding internships
- Contacts learners' supervisors
- Keeps track of required forms and resumes for each learner
- Provides PR with local businesses

Senior Seminar

- Registers completion of senior projects, and senior portfolios
- Provides senior transition workshop
- Works with Seniors and parents to organize graduation and senior events

Recruitment of New Learners

- Works with Lead Facilitator to coordinate the recruitment process (open enrollment, mailings, open houses, and tour dates) for prospective learners
- Handles prospective parent calls and/or conferences regarding placement
- Registers new learners: Course selection, review school rules and learning to learn skills in planner, bell schedule and tour

Sophomore Counseling (*State mandated and funded program*)

- Provided individual conferences with every sophomore and their parent(s) for 30-45 minutes to discuss career path, post high school plans, college and high school graduation requirements
- Designs course plans for the following two years that will meet needs, and reviews transcripts

Oversight of Grades/Progress Reports/Learner Led Conferences

- Works with office manager and lead facilitator to set calendar of progress reports and quarterly reports
- Oversees Learner Led Conferences-schedule and notification to parents

Coordinates Open Campus Contract Program for learners

- Registers interested learners for Open Campus Contract
- Monitors learner's academic progress
- Oversees distance learning projects

Resource Specialist/Full Inclusion Specialist Job Description - Alameda Community Learning Center

*Starred sections are federally, state or district mandated duties. Duties listed are in time and priority order. Duties of the RS/FI Specialist at ACLC include but are not limited to:

I. AUSD Resource Specialist/Full Inclusion Specialist Job Responsibilities

Special Education Testing, IEP Development and Collaboration

- Identify learners with learning disabilities or other disabilities (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.*
- Administer standardized academic achievement tests, interpreting results to determine learners' strengths and areas of need for initial assessments and triennial assessments.*
- Provide alternative accommodations and/or modifications to learners with disabilities for assignments and testing in the general education curriculum.*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.*
- Collaborate with parents, learners, facilitators, advocates and specialists to develop and implement Individual Education Plans for learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for learners with disabilities.*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.*
- Administer State testing (STAR and CAHSEE) to learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*
- Report to site administrator (ACLC Lead Facilitator), District Program Specialist and District Special Education Director on RS/FI program status, caseload and other issues. Negotiate with District managers for access to District general and special education programs on behalf of learners with disabilities.*
- Increase access to the educational system for parents and learners with disabilities by providing resources for advocacy within the educational system and community and providing information and referrals to support learners' success.*

Curriculum Accommodations and Modifications

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEP's including informing general educators about the effect of disabilities on access to education and the educational needs of learners with disabilities.*
- Provide 1:1 or small group academic support for learners with disabilities and provide push-in support for learners in the general education classroom as needed.*
- Develop alternative assignments and activities and independent study opportunities to fulfill course standards for learners with disabilities.*
- Implement, provide educational materials, tutor and grade alternative educational coursework for learners with disabilities.*
- Create Behavior Support Plans in coordination with the IEP team and general educators to improve behavioral outcomes for learners with disabilities.*
- Teach or co-teach Humanities Lab or Learning Lab in coordination with ACLC staff for learner with disabilities requiring additional one-to-one support.
- Provide educational home visits to learners with health impairments that limit their physical access to education.
- Create and implement Behavior Intervention Plans (for learners with disabilities), including conducting functional analysis assessment as needed (see BICM certification).
- Advocate for learners with disabilities in administrative disciplinary meetings between parents and administrators.*
- Advocate for learners with disabilities in ACLC-specific disciplinary proceedings including Judicial Committee and Governing Board.
- Create Manifestation Determinations for learners with disabilities who reach a critical level of disciplinary interventions at ACLC or the Encinal campus.*

Collaboration with and Referral to Outside Agencies

- Assist learners with disabilities in accessing community resources for education such as District alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.*
- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to learners with disabilities (AUSD mental health agencies, Regional Services, AUSD social services agencies).*

Professional Development

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Maintain certification for Behavior Intervention Case Manager and Crisis Prevention Intervention certification.
- Attend AUSD Special Education meetings, Special Education Staff Development and Job-Alike meetings (for Resource Specialist and Full Inclusion Specialists).*

Paraprofessional Collaboration

- Schedule paraprofessional to work 1:1, in small groups and in the classroom (push-in) with learners in the Resource Specialist Program and Full Inclusion Program.*
- Provide training to paraprofessional on behavior management techniques, teaching methods and materials and approaches.*
- Provide input for District annual evaluation of paraprofessional according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.*

II. Additional expectations (ACLC specific):

Provide Services for General Education Learners

- Teach or co-teach Humanities Lab or Learning Lab in coordination with ACLC staff for learner with disabilities requiring additional one-to-one support.
- Develop and schedule peer tutoring opportunities for all learners and maintain a quiet drop-in study area for all learners.
- Arrange, attend and participate in general education SST meetings and 504 Plan meetings with facilitators, parents and learners to create additional supports for all learners.
- Develop and implement new learning opportunities in vocational areas for learners with and without disabilities (i.e. Digital Design).
- As a Behavior Intervention Case Manager, create and implement Behavior Intervention Plans including conducting functional analysis assessment as needed for general education learners.
- Provide assessment in English Language Arts for program planning purposes in the general education curriculum.
- Participate and implement Literacy Plan. Maintain resources for all learners such as a listening library utilizing both digital listening software and universal playback devices.

- Maintain school-wide access to Talking Book Library/State of California and Recordings for the Blind and Dyslexic. Administer and conduct State testing of learners according to State of California guidelines.
- Facilitate Learner Led Conferences. Participate in staff meetings, staff development and committee meetings.
- Supervise 6th grade (Wild Card). Maintain learning environment in Cove for all learners in need of quiet space. Attend CCC and participate in small group when scheduled.

Paraprofessional Collaboration

- Assigns tasks to paraprofessional serving general education learners. (Note: in all other middle and high schools paraprofessionals work exclusively with their assigned learner.)

Staff Development and School-Wide Administration

- Serve on an administrative committee as determined by the Governing Board.
- Provide staff development in areas such as disability awareness, positive behavior support/crisis intervention and literacy practices (i.e. vocabulary development across the curriculum).

Note: Percent of fulltime depends on year-to-year caseload at ACLC and state guidelines. RS position has fluctuated between 40 – 60% and FI position has fluctuated from 0 – 20%. AUSD Special Education Director may assign additional percent of work week to other sites with the District.

Appendix O

Sample Governing Board Bylaws

BYLAWS

of

ALAMEDA COMMUNITY LEARNING CENTER

Revised October 2005

A public charter school of the Alameda Unified School District

I. Governing Board

- A. Powers: The Governing Board (hereinafter "Board") shall conduct or direct the affairs of the charter school and exercise its powers, subject to the limitations of the California Charter School Law, the approved Charter, the MOU between the parties, and these Bylaws. The Board may delegate the management of the activities of the charter school to others, so long as the affairs of the charter school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:
1. To seat, elect and remove Board Members.
 2. To appoint the Lead Facilitator and Development Director of the charter school.
 3. To recommend for hire and recommend for removal officers, agents and employees of the charter school; to prescribe powers and duties for them.
 4. To award diplomas to ACLC Learners, consistent with the policies and graduation requirements of the charter school.
 5. To manage and oversee the financial affairs of the charter school, including review, approval and monitoring of the annual budget.
 6. To conduct, manage and control the affairs and activities of the charter school, and to make rules and regulations.
 7. With AUSD written approval, to enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the charter school.
 8. With AUSD written approval, to acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
 9. With AUSD written approval, to borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

10. To indemnify and maintain insurance on behalf of any of its Board Members, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the California Charter School Law and the limitations noted in these Bylaws.
- B. Number of Board Members: The number of (voting) Board Members of the charter school shall be nine (9), as provided in the Charter.
- II. Election of Board Members
- A. Election. The ACLC Lead facilitator shall automatically be a Board Member. The remaining Board Members shall be selected as follows:
1. Facilitators. Two Facilitator Representatives shall be selected by the facilitator employees of the charter school.
 2. Learners. Two Learner Representatives shall be selected through a democratic process by all learners at the charter school.
 3. Parents. Two Parent Representatives elected by a vote of the Lead Facilitator, two Facilitator Representatives, and two Learner Representatives. In appointing the parent members, the Facilitator Representatives and Learner Representatives shall consider candidates nominated by the ACLC parents through a democratic and representative process.
 4. Community. One Community Representative elected by a vote of the Lead Facilitator, two Facilitator Representatives, and two Learner Representatives.
 5. Alameda Unified School District. One AUSD Representative selected by the AUSD Board of Education or the Superintendent as its designee.
 6. The ACLC Development Director shall be a non-voting member of the board.
- B. Eligibility. In each category, the persons selected to serve on the Board must be willing to serve the best interests of the charter school faithfully and effectively.
- C. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is:
1. any person currently being compensated by the charter school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Board Member as a Board Member; or
 2. any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- III. Term of Office
- A. ACLC Facilitator Board members shall be elected annually by the facilitator staff as a whole and shall serve a one year term, but may be elected again as long as they do not exceed five (5) consecutive years. The ACLC Lead Facilitator will automatically serve as a facilitator representative as long as he/she is Lead Facilitator.
- B. Parent Board members shall serve a two year term and be selected in accordance with the charter provisions and terms will be staggered.

- C. Learner board members, shall be selected by vote of the learner community each spring. Their term shall be one year.
 - D. No Board Member, other than the ACLC Lead Facilitator or the AUSD Representative, may serve for more than five (5) consecutive years.
 - E. The term of office of a Board Member elected to fill a vacancy begins on the date of the Board Member's election, and continue for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Board Member.
 - F. A Board Member's term of office shall not be shortened from or extended beyond that for which the Board Member was elected by amendment of the Charter or the Bylaws or other Board action.
 - G. Board Members who are the Lead Facilitator, Facilitator Representatives, Learner Representatives and AUSD Representative shall be seated at the Annual Meeting. After being seated, the Lead Facilitator, Facilitator Representatives and Learner Representatives shall elect the Board Members who are Parent Representatives and the Community Representative by the vote of a majority that shall include at least one Learner Representative.
- IV. Resignation and Removal of Board Members
- A. The Board may remove any Board Member who:
 1. Has failed to attend three or more of the Board's Regular Meetings that were held during the member's term of office in any calendar year;
 2. Has been declared of unsound mind by a final order of court;
 3. Has been convicted of a felony;
 4. Has been found by a final order or judgment of any court to have breached any duty imposed by the California Charter School Law; or
 5. For such other good causes as the Board may determine.
 - B. Resignation by Board Member: A Board Member may resign by giving written notice to the Board Chair. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Board Member may not resign if the Board Member's resignation would leave the charter school without a duly elected Board Member in charge of its affairs.
 - C. Vacancies: A vacancy is deemed to occur on the effective date of the resignation of a Board Member, upon the removal of a Board Member, or upon a Board Member's death.
- V. Compensation of Board Members
- A. Board Members shall serve without compensation with the exception of the two facilitators who shall be paid at their hourly rate for meeting attendance. However, the Board may approve reimbursement of a Board Member's actual and necessary expenses while conducting charter school business.
- VI. Charter School Principal Location
- A. The charter school's principal location shall be at 200 Central Avenue, Alameda, California 94501, or at such other place as the Board may select by resolution or amendment of the Bylaws.
- VII. Meetings of the Board
- A. Place of Meetings: Board Meetings shall be held at the charter school's principal location or at any other reasonably convenient place as the Board may designate

within the boundaries of the Alameda Unified School District, or as specified in applicable California public meeting laws.

- B. Annual Meetings: An Annual Meeting shall be held in May of each year for the purpose of seating and electing Board Members, electing Board officers, setting a schedule for Regular Meetings, appointing committees, identifying the mission, goals and authority of committees, approving the annual budget, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.
 - C. Regular Meetings: Regular Meetings shall be held monthly or as needed at various times within the year as the Board determines at its Annual Meeting.
 - D. Special Meetings: A Special Meeting shall be held at any time called by the Chair or by a majority of the Board.
 - E. Adjournment: A majority of the Board Members present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting shall be given to absent Board Members by facsimile or e-mail, or communicated orally in person or by recorded message.
 - F. Notices: Notices of Board Meetings shall be given to Board members as follows:
 - 1. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail.
 - 2. Notices will be deemed given when deposited in the United State mail, addressed to the recipient at the address shown for the recipient in the charter school's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Board Member of to a person whom it is reasonably believed will communicate it promptly to the Board Member, or to a telephone message recording system
 - 3. Regular meeting notices (agendas) will be posted 72 hours in advance.
 - G. Public Notice of and Participation in Board Meetings: The ACLC Governing Board will comply with the requirements of California's public meeting laws with respect to public notice and written agendas of meetings and opportunities for public participation in such meetings. Any member of the ACLC extended community may request the placement of an item on the Board's agenda by making such request to the Chair no less than nine (9) days in advance of the meeting. Time will be provided on the agenda of each meeting for members of the public to address the Board on issues concerning the charter school. In addition to required notices, e-mail notice of Board meetings shall be provided to the ACLC community to the extent practicable.
 - H. Conduct of Meetings: Meetings of the Governing Board shall be conducted consistent with Robert's Rules of Order, in simplified form.
- VIII. Action by the Board
- A. Quorum: A quorum consists of a majority of (voting) Board Members, provided the majority includes at least one Board Member who is not the Lead Facilitator, not a Facilitator Representative and not a Learner Representative. Board meetings cannot be conducted unless a quorum is present.

- B. Actions Taken at Board Meetings. The actions done and decisions made by a majority of the Board Members are the actions and decisions of the Board, except that the following actions shall require a vote as specified below:
 - 1. Removal of a Board member shall require a 2/3 majority vote of the Board.
 - 2. Recommendion to hire or discharge an employee of the charter school shall require a 2/3 majority vote of the Board.
 - 3. Adoption, amendment or repeal of these Bylaws
 - C. Board Meeting by Conference Telephone. Board Members may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Board Members participating in such meeting can hear one another and so long as the procedures used are consistent with applicable provisions of California's public meeting laws.
- IX. Committees
- A. Each year the Lead Facilitator shall convene and oversee the operation of a "Personnel Committee" and a "Curriculum and Standards Committee" to prepare policy documents and recommendations for the board to adopt. Each year the Development Director shall convene and oversee the operation of a "Finance Committee" and a "Program Evaluation Committee" to prepare policy documents and recommendations for the board to adopt. The committees shall meet monthly and will consist of at least five (5) members. Committee members will be members of the ACLC extended learning community and may or may not include Board Members. Each committee shall include at least one Facilitator and one Parent. A majority of the members of each committee members shall be ACLC Learners.
- Authority of the Committees. The Committees shall work to develop policy drafts for the board, draft budgets for board approval, draft the annual report for board approval, conduct surveys of learner, parent, and facilitators satisfaction with the school, prepare other draft school reports and work necessary for accreditation. All recommendations of the committees are subject to board approval.
- B. Authority of Leadership Committee. The Leadership Committee of ACLC Learners, as established in the Charter, may make proposals to the Board related to the operation of the charter school. To the extent that such proposals are consistent with the purposes of the Leadership Committee and do not related to matters within the exclusive authority of the Board as listed above, they shall be enacted by the Board unless vetoed by a majority of the Board. (deleted 2/3)
- X. Standard of Care
- A. Performance of Duties. Each Board Member shall perform all duties of a Board Member, including duties on any Board Committee, in good faith, in a manner the Board Member believes to be in the charter school's best interest and consistent with the philosophy of the charter school, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
 - B. Reliance on Others. In performing the duties of a Board Member, a Board

Member shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

1. One or more officers or employees of the charter school whom the Board Member believes to be reliable and competent in the matters presented;
2. Legal counsel, independent accountants or other persons as to matters that the Board Member believes are within that person's professional or expert competence; or
3. A Board Committee on which the Board Member does not serve, as to matters within its designated authority, provided the Board Member believes the Committee merits confidence and the Board Member acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

(Deleted Investments section)

- C. Rights of Inspection: Every Board Member has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the charter school, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
 - D. Participation in Discussion and Voting: Every Board Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:
 1. The ACLC Facilitator Representatives shall not be present for the discussion and vote on any matter involving:
 - a. the performance evaluation, discipline or recommended discharge of any employee of the charter school; or
 - b. facilitator compensation.
 2. The ACLC Learner Representatives may not be present for the discussion and vote on the discipline or recommended discharge of any employee of the charter school.
 3. Any Board Member shall be excused from the discussion and vote on any matter involving:
 - a. a self-dealing transaction;
 - b. a conflict of interest.
 4. The ACLC Lead Facilitator shall not be present for the discussion and vote on any matter involving:
 - a. the performance evaluation, discipline or discharge of the Lead Facilitator of the charter school; or
 - b. compensation for the Lead Facilitator that is considered separately from the compensation given to other employees.
- XI. Duty to Maintain Board Confidences
- A. Every Board Member has a duty to maintain the confidentiality of all Board actions, including discussions and votes taken in closed session, as provided in applicable California public meeting laws. Any Board Member violating this

confidence may be removed from the Board and shall be subject to penalties contained in law.

XII. Officers

A. The officers of the charter school Governing Board shall consist of a Chair, Vice Chair, a Secretary, a Treasurer and such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Board, and such other powers and duties as the Board may prescribe. The Chair shall preside at Board meetings and shall prepare the agenda for each Board meeting, in consultation with the other Board Members.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall:
 - a. keep or cause to be kept, at the charter school's principal location, or such other place as the Board may direct, a book of minutes of all meetings of the Board, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
 - b. distribute or cause to be distributed copies of the minutes of the previous meeting to the Board Members at least nine (9) days prior to each meeting;
 - c. keep or cause to be kept a copy of the Charter and Bylaws, with amendments;
 - d. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
 - e. have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall, consistent with any operational agreements between the ACLC and AUSD or other provider of financial services:
 - a. keep or cause to be kept adequate and correct accounts of the charter school's properties, receipts and disbursements;
 - b. make the books of account available at all times for inspection by any Board Member;
 - c. deposit or cause to be deposited the charter school's monies and other valuables in the charter school's name and to its credit, with the depositories the Board designates;
 - d. disburse or cause to be disbursed the charter school's funds as the Board directs;
 - e. render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the charter school's financial transactions and financial condition;
 - f. prepare any reports on financial issues required by any agreement; and

- g. have such other powers and perform such other duties as the Board may prescribe.
- XIII. Election, Eligibility and Term of Office of Officers
 - A. Election. The Board shall elect the officers annually at the Annual Meeting, except that officers elected to fill vacancies shall be elected as vacancies occur.
 - B. Lead Facilitator as Chair. Unless he or she declines to so serve, the Lead Facilitator shall be the Board Chair.
 - C. Eligibility. A Board Member may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
 - D. Term of Office. Each officer serves for a term of one year or until resignation, removal or disqualification from service.
 - E. Removal and Resignation: The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Board, the resignation taking effect on receipt of the notice or at a later date if specified in the notice.
- XIV. Non-Liability of Board Member
 - A. The Board Members shall not be personally liable for the charter school's debts, liabilities or other obligations.
- XV. Indemnification of Corporate Agents
 - A. The charter school shall indemnify any Board Member, officer, employee or other agent of this charter school, who has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the charter school's agent, or in defense of any claim, issue or matter therein. In such case, the charter school will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.
- XVI. Insurance for Corporate Agents
 - A. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Board Member, officer, employee or other agent of the charter school, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity.

(Deleted section related to self-dealing transactions)

- XVII. Other Provisions
 - A. Fiscal Year: The fiscal year of the charter school begins on July 1 of each year and ends on June 30 of the following year.
 - B. Execution of Instruments: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the charter school to enter into any contract or execute and deliver any instrument in the name of or on behalf of the charter school. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the charter school by any contract or engagement, to pledge the charter school's credit, or to render it liable monetarily for any purpose or any amount.

- C. Checks and Notes: Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the charter school may be signed by the ACLC Lead Facilitator.

XVIII. Conflict of Interest

- A. Any Board Member, officer, key employee, or committee Member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the charter school's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:
 - 1. Regular annual statements from Board Members, officers, key employees to disclose existing and potential conflict in interest; and,
 - 2. Corrective and disciplinary actions with respect to transgressions of such policies.
- B. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she or a member of his or her family is the party (or one of the parties) contracting or dealing with the charter school, or is a director, Board Member or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the charter school.

XIX. Interpretation of Charter

- A. Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, or the MOU between the parties, the provisions of the Charter or MOU between the parties shall control.

XX. Amendment

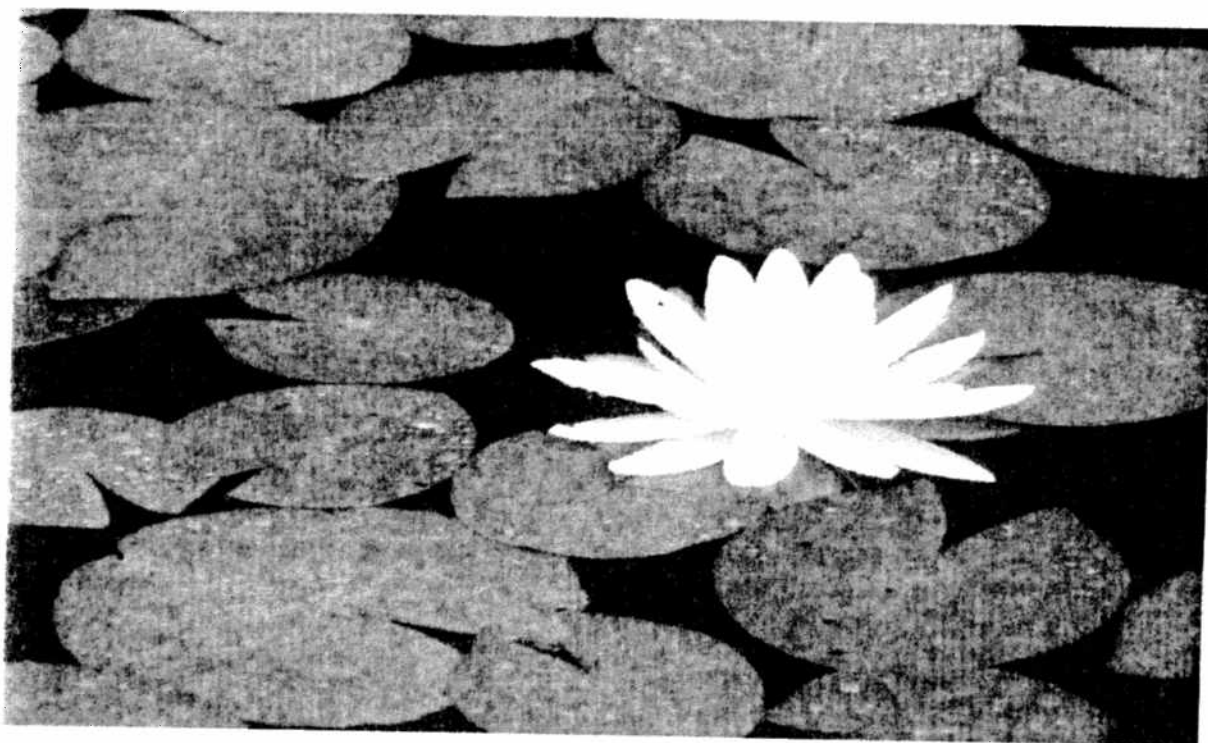
- A. A two-thirds (2/3) majority of the Board Members may adopt, amend or repeal these Bylaws.

Appendix P

Sample Personnel Handbook

Alameda Community Learning Center Personnel Handbook

2005-06



Alameda Community Learning Center

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A. SCHOOL PHILOSOPHY

ACLCLC Mission Statement

The ACLCLC is an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a noncompetitive manner that supports individuals to actively discover their own potential, recognize their own value and worth, and practice responsibility to the community. To this end, the ACLCLC provides a safe, connected, flexible learning community. The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of math and science to become aware of how the universe works; and developing an understanding of how government, economics and the social sciences impact individual and global interactions. Based on their knowledge, learners design their own goals and life plans including responsibility to others and active citizenship. We embrace the idea that this is an on-going process of continual change and improvement.

Governance of ACLCLC Governing Board

The ACLCLC is a dependent charter school chartered by the AUSD. The ACLCLC Governing Board operates under the authority granted to it by the AUSD Board of Education, which has allotted the charter. The ACLCLC Director operates as the communications link between the ACLCLC Governing Board and the AUSD Board of Education. The ACLCLC Governing Board acts as the primary governing body of the ACLCLC Charter School and is composed of nine members. It is charged with development and oversight of policy, budget, personnel, organizational development, strategic planning, standards and curriculum, program evaluation, and maintaining the vision of the ACLCLC Charter. The Governing Board is comprised of three facilitators (the Lead Facilitator and two other facilitators chosen by the ACLCLC facilitator staff), two elected learners from the whole body of learners (serving one year terms), two parents appointed by the learners and facilitators (serving alternating two year terms), one AUSD representative (serving as long as requested by AUSD), and one member from the community (one year term with possibility of renewal) appointed by the learners and facilitators. All decisions of the Governing Board shall be made by a majority vote of its members unless otherwise specified by this Charter or in Bylaws adopted by the Governing Board. The ACLCLC Governing Board shall conduct its business in compliance with the Brown Act, Public Records Act, and has a standard Conflict of Interest Policy in its bylaws.

Governing Board Scope of Authority and Responsibility

The Governing Board meets monthly or as needed and is charged with the overall policy making affecting all areas of the ACLCLC Charter School. Along with other duties, the Governing Board decides these issues:

- Personnel management including hiring and retention of staff (requires 2/3 majority)
- Budget monitoring and determination
- Decisions on day-to-day operational issues
- Recruitment of staff and new learners
- Strategic planning

- Facilities issues

The Governing Board appoints the Lead Facilitator who works with the Leadership Facilitator to oversee the three committees that are entrusted with the three primary functions of governance: legislation (Contemporary Community Citizenship); judicial (Judicial committee); and executive (Leadership). These committees are vested with authority and provide the venue for youth empowerment and leadership within the school. The lead facilitator will also attend the District Administrative meetings to facilitate strong communication between programs. At least four other committees are under the direct supervision of the Governing Board. They are:

1. Personnel Committee
2. Program Evaluation Committee
3. Curriculum and Standards Committee
4. Financial Committee

Facilitator leaders of these committees shall be appointed by the Governing Board, and the committees' membership shall be constructed so that there is a learner majority when possible. (usually one facilitator, one parent, and three learners minimum) Other committees, including an Executive Committee, may be assembled by the Governing Board to carry out the work of the school.

Financial Committee

The ACLC Financial Committee meets monthly and monitors the ACLC budget expenditures. Since ACLC funds are deposited by the state in the AUSC financial system, the committee also monitors AUSD's accounting for ACLC funds to assure that the ACLC is charged appropriately. Each year, the committee drafts a budget for the next year and sends it to the ACLC Governing Board for approval. The committee also conducts an annual equipment and technology inventory and makes recommendations for the purchase of replacement equipment and technology. The committee also monitors learner attendance to make sure that the budget has correct attendance assumptions for projected state funding.

Curriculum and Standards Committee

The Curriculum and Standards committee is responsible for the following tasks:

- Coordinate the creation of the school-wide curriculum binder that demonstrates that alignment of our course syllabus with state standards for WASC (includes development of charts/documents to demonstrate alignment).
- Determine areas of need for professional development and research and organize a minimum of two such trainings in the school year.
- Perform duties related to implementation of the WASC Action Plan.
- Coordinate the creation of a facilitator professional development plan.
- See to it that all courses have course syllabi and grading rubrics posted on the ACLC website by October 1.
- Draft year long diversity celebration plan and implement with help of leadership.
- Work on ACLC Spanish program proposal.
- Implement financial literacy curriculum with parents.

- Research the possibility of the Electronic Music courses receiving UC approved status.

Program Evaluation Committee

The Program Evaluation Committee is responsible for studying and evaluating the ACLC program. Evaluative reports such as the School Site Plan, the Annual Report, the ACLC charter renewal and the WASC accreditation fall under the purview of this committee. The Committee is also responsible for conducting and compiling data from a variety of surveys regarding parent, learner and facilitator satisfaction with the ACLC program.

Personnel Committee

The Personnel Committee is currently made up of a committee chair, parents, facilitators, and learners. The committee has been responsible for writing up job postings for any new positions in the school, review applicants for any new facilitator position, contact references of any new facilitator, and form interview committee and select new facilitator and get board approval. Other responsibilities include collecting and tabulating learner surveys of courses and facilitators, working with the lead facilitator to get district and union approval for evaluation plan, conducting facilitator evaluations, and writing and updating the Personnel Handbook.

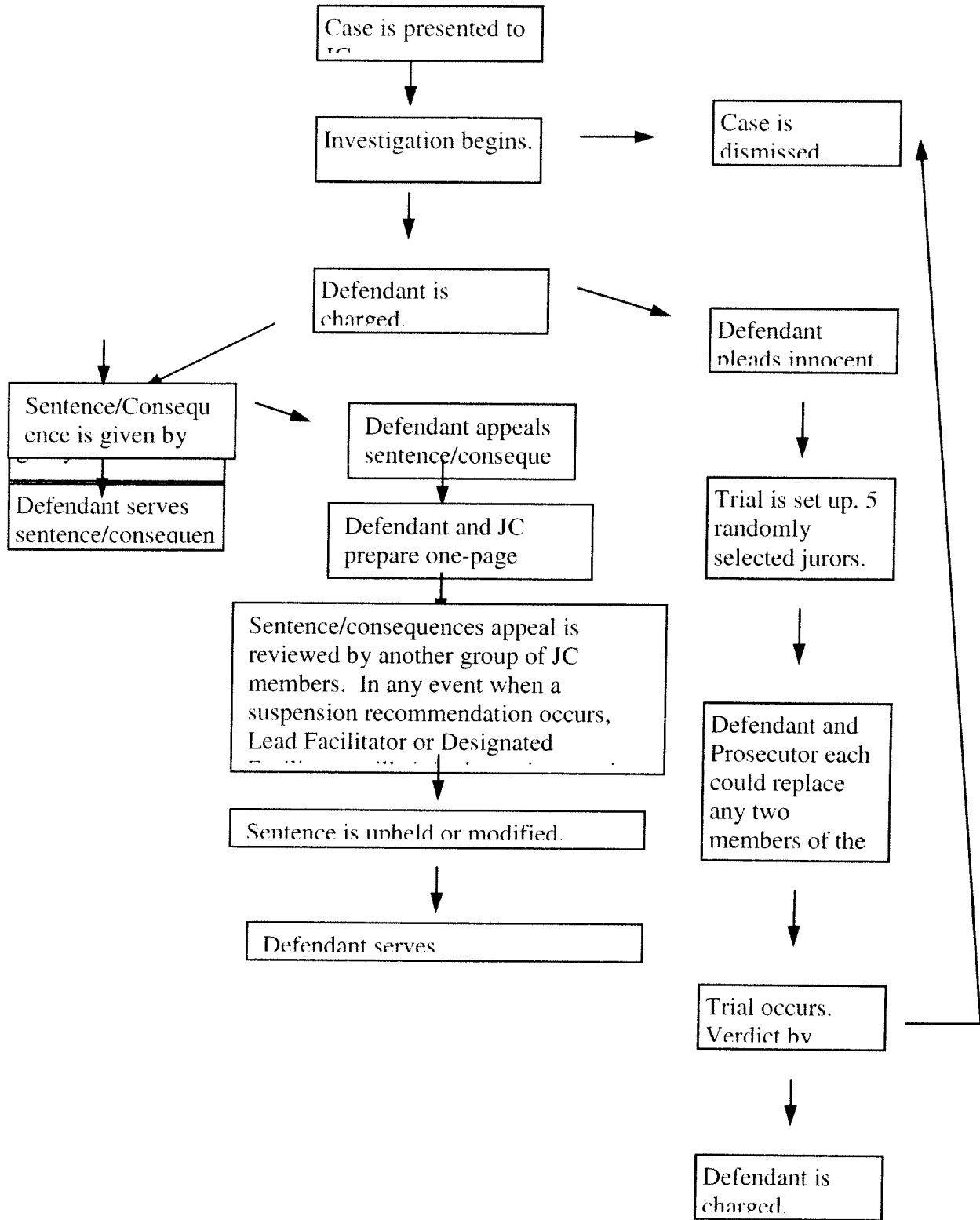
Leadership

Leadership is a class in which learners may enroll that takes on the executive functions of the community of learners. This group meets twice each week and works very closely with the Lead Facilitator appointed by the Governing Board. Leadership is primarily charged with implementing proposals passed by 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 learners to engage in self-management and organization of their own learning community. Leadership conducts its business using Parliamentary Procedures.

Leadership in many ways gives learners extensive experience in the 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 Charter uses its resources to empower learners and to accomplish learning objectives.

B. ACLC

Alameda Community Learning Center Judicial Process



Judicial Committee (JC)

The Judicial Committee (JC) is comprised of one facilitator selected by his/her peers, and five clerks who are elected from among the learners each semester to serve a one year term. The JC meets five times each week to resolve issues of infringement of rules codified in the law book. The Law Book has been developed by the CCC during the past five years of operations and is revised and updated on a regular basis by leadership and 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 to specific actions. In this role the findings of the JC are binding on all parties involved and, if not followed, may result in further action, including suspension or expulsion. All facilitators and learners are expected to abide by and hold others accountable to the rules.

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 cooperative manner. This role is particularly important since, generally, after some form of 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.

The JC form requests that the person asking for an investigation report the rule(s) violated, the persons involved, the time and location of the incident, what they did to solve the situation on their own, and the details of the incident.

JC forms are located at the magazine rack near the front door. (See Appendix A). All forms are to be placed into the brown box located on the learner sign-in table.

Immediate Consequence Form

Incidents where an individual has broken a rule and admits guilt may result in the reception of an immediate consequence. Rules with immediate consequences include eating in the center (1000.1), running in the center (100.1), yelling in the quiet area (1100.3), among others. The person seeking investigation must fill out an Immediate Consequence Form (see Appendix B), noting the details of the situation and put it in the JC box.

Contemporary Community Citizenship (CCC)

CCC is designed to encourage learners to participate and give back to the community, both within and outside of the school walls. CCC also encourages learners to take on leadership roles in the community. This special class strives to build community and create positive change.

CCC is separated into two groups: Big Group and Small Group. Big Group is a meeting in the center of The Center at the start of the CCC class period. In this meeting, the community listens to announcements, watches DVS movies, etc. The purpose of the CCC Big Group is to relay basic information uniformly to the entire community. Small Group meetings consist of approximately 25-35 learners divided into six groups. In Small Group meeting learners have discussions, vote, etc. The purpose of the CCC Small Group is to give each learner a voice, establish a venue for change, and build a close-knit community.

Additionally, both CCC Big Group and CCC Small Groups seek to build unity among the ACLC community.

Leadership organizes CCC. A leadership representative conducts Big Group and elected learners lead Small Groups. CCC Small Group leader's term lasts for one year per election; elections take place at the end of the school year.

Creating positive change is an important concept in CCC. This means that change can be good, but can only be encouraged by one's creative ideas. A beautiful mural and a new policy are examples of positive change. But how does a good idea travel from one's mind to the outcome? One process that can help is the Proposal Process, which begins by the writing of a proposal. When complete, the proposal goes to Leadership, which is designed to help learners achieve positive change.

A big part of CCC is Neoteric Bevies. Bevies are teams, which specialize in specific Center needs such as beautification, recycling, dances, events, any many others. Learners may join an existing Bevy and contribute as best they can or start their own Bevies. Either leading a successful Bevies or being successful in someone else's Bevies satisfies the CCC requirement.

Visitor Policy

Visitors are allowed in the school on a limited basis during normal school hours, and must obtain a visitor pass from the Office Manager. After normal school hours, visitors must seek the permission of the facilitator in charge of after school supervision. Disruptive visitors will be asked to leave and may lose future visiting privileges.

The ACLC Visitor Policy consists of two different types of visitors, Long Term and Short Term. Along with signing a contract, Long Term visitors must become part of the community by showing up to CCC once and introducing themselves to the rest of the ACLC Community. Short Term visitors sign in for a shorter period of time, and do not need to officially become part of a community.

Fall New Parent Orientation

Each year in early October, facilitators are required to attend the Fall New Parent Orientation. At this Orientation parents will hear a general overview of some specific programs at the ACLC and then they will rotate through their learner's schedules. Facilitators are expected to update parents about what the current topics of the seminar and then spend the majority of time fielding questions about the seminar. This is not a time for individual parent conferences, but you can suggest that parents schedule a future meeting to address their concerns.

Learner-Led Conferences (LLC)

Learner-Led Conferences are held with one facilitator, three learners, and the learner's parents/guardians. LLC's were created to allow Learners an opportunity to take ownership of and present some aspect of their learning to their parents and other members of the community. At a Learner-Led Conference each learner will bring materials for their presentation. Facilitators

are expected to establish the order of presentations (usually more experienced learners go first, or, if that is not possible, more successful learners go first), keep track of the time so that each person gets an equal amount of it, and help facilitate a discussion after each learner's presentation. Learner-Led Conferences are held three times a year: at the end of October for new learners; at the end of the first semester for all learners, and at the end of spring semester for all learners except seniors.

Spring New Learner Recruiting

In the Spring the ACLC holds two new learner recruitment meetings that all facilitators are required to attend. At this meeting, all prospective new learners and their parents will go on a tour of the school, receive a detailed overview of ACLC, hear from learners who attend ACLC and receive specific information about our school's application procedures and acceptance policies.

Spring New Parent Orientation

This orientation is held in late Spring for the parents of learners who have been accepted to our school for the following September. At this Orientation, parents are given an overview of the school, and ample time is provided for a lengthy question and answer session. Often experienced parents and learners are invited to share their expertise with new parents.

New Learner Intake Discussions

In May, all facilitators participate in New Learner Intake Discussions. At these discussions a Facilitator meets with three prospective learners and their parents/guardians. Each learner will share a piece of work with the group and facilitators will pose a series of questions to learners and parents to help them to better understand the ACLC program so that they can make a final determination of whether or not this program meets their needs.

Graduation Ceremony

In the past, ACLC graduation ceremony has been held at the Kauffman auditorium one week before the last day of school. In the future it will be one day before the other AUSD high schools. Seniors will receive their diplomas during the last week of school once a thorough exiting check is complete.

The ceremony entails facilitators saying a few words about each of the graduating seniors as well as a presentation of awards, recognition, and gag gifts. Along with two selected senior speakers, each learner is able to say a few words during the graduation. All facilitators are expected to attend and participate in the ceremony as part of their required hours of contracted extra duty.

Bell Schedule (2004-05)

(Monday, Tuesday, Thursday, Friday Schedule)

	Period	Hours
0	07:00 – 07:55	
1	08:00 – 09:00	
2	09:05 – 10:05	
3	10:10 – 11:10	
4	11:15 – 12:15	
Lunch	12:15 – 12:55	
5	1:00 – 2:00	
6	2:05 – 03:05	

(WEDNESDAY SCHEDULE)

	Period	Hours
0	7:00 – 7:55	
Learner Collaboration Time	8:00 – 8:30	
CCC	8:30 - 9:10	
1	9:15 – 10:02	
2	10:07 – 10:54	
3	10:59 – 11:49	
Lunch	11:49 – 12:29	
4	12:34 – 1:21	
5	1:26 – 2:13	
6	2:18 – 3:05	

C. LEARNER RELATED ISSUES

Suspensions

For a listing of possible reasons for a suspension, please refer to Appendix C. In the case of a suspension, the Lead Facilitator or Counselor needs to document the factual explanation of the incident on the AUSD Official Notice of Suspension form (Appendix C), hear and consider the learner’s explanation of the incident before suspension is imposed, and contact parents. Records of past suspensions are noted in the learner’s file.

Parent/Learner/Facilitator JC Conference

Multiple JC cases against a learner will result in a parent/learner/facilitator conference. This conference is geared to helping the learner address the need for constant intervention from JC, understanding the rules violated, making sure parents are involved in their child’s education process. During the conference the JC facilitator will help all parties create a contract between the learner and JC. Failure to comply with the contract may

result in further consequences such as suspension or a meeting with the Lead Facilitator to discuss school placement issues. (See Appendix D.)

Absences/Truancy/Tardiness

Facilitators are to take attendance in their seminars, using the AUSD Class XP computer system. If a learner is absent, the parent/guardian must notify the school via phone or email to excuse the absence. Otherwise, the learner's absence will be unexcused. A learner is considered truant if he/she is absent without a valid excuse three full days in one school week. A learner is considered truant if he/she is absent without adult knowledge/permission. A learner is considered to have an unexcused tardy if he/she is absent without adult knowledge/permission for 30-minutes or longer during the school day. Continual tardiness to school and seminars may result in parent conference and/or referral to the Judicial Committee.

Contracted Study

Learners shall be given the opportunity to complete contracted study during a planned absence of more than five consecutive days due to family emergencies, trips, and religious holidays. Parents and learners must request a contracted study agreement from the Office Manager. Prior to the absence, facilitators and the counselor must approve the contract. (See Appendix E.)

Sign-In Sheets

All learners are to sign-in on the appropriate grade level sign-in sheet when they arrive at school and again after. Learners on Open Campus Contract (OCC) must sign out when the leave for the day as well as signing in when they arrive.

Student Bill of Rights

We, the Learners, understand that we have the right to go to a school or a workplace that is a safe, non-discriminatory environment. If anyone violates this right, learners can invoke the privilege of writing people up.

We, the Learners, understand that we can write up anyone, including facilitators, for breaking a rule, so long as that rule is in the ACLC rulebook.

We, the Learners, recognize that we have the right to plead guilty or innocent in any of the judicial proceedings. We understand that we have the right to fight for things that we truly believe in and not plead guilty because we are pressured. When pleading innocent to anything during a judicial proceeding the case will go to trial. We know that in a judicial proceeding the punishment can only be decided if we plead guilty. We understand that in a trial, guilt or innocence is determined by the jury and the JC determines the consequences if the defendant is found guilty.

We, the Learners, understand that we have the right to confidentiality in our own JC cases.

We, the Learners, have the right to be on the Encinal High School (EHS) campus when we abide by EHS rules. No EHS teacher has the right to write up an ACLC learner for rules that apply only to EHS students if learners are on ACLC property.

We, the Learners, understand that independent work periods are a right given to learners by the founders of the ACLC. During an independent work period, we cannot be forced to

work unless it is a community activity. Work can only be suggested, with the understanding that if we do not work, it could jeopardize our grades.

We, the Learners, understand that the use of the outside area is a privilege: we can go out there any time as long as we keep within the blue line. We may pass the blue line under the following conditions:

- a. During lunchtime
- b. Before or after normal school hours
- c. If we have an official ACLC pass
- d. Signing out under the Open Campus Contract.

We, the Learners, understand that facilitators are not allowed to ask a learner to write him or herself up. Learners who are asked to write themselves up may decline, stating this clause.

We, the Learners, understand that we have the privilege of a learner folder on the ACLC server when following all technology conditions. The tech team has the right to search through learners' folders, however it does not have the right to tamper with or destroy any of the content in the folder as long as it is not inappropriate. Inappropriate material is described in the ACLC school rules and AUSD Technology Agreement.

We, the Learners, understand that because something is not written in the Bill Of Rights, it does not mean it is not a right. Consult the rulebook on issues that are considered "risky" in your mind or facilitators' minds.

We, the Learners, understand that the community has the right to change or amend any part of the Bill of Rights and to make positive changes in the community by submitting proposals to ACLC's leadership body.

We, the Learners, affirm this as "The Learners' Bill of Rights" effective this day, May 1, 2003.

Academic Integrity Policy/Academic Senate

The Academic Integrity Policy is discussed in detail with all learners in Humanities courses. To establish and maintain a level of academic honesty amongst all members of the ACLC community, learners are expected to refrain from academic dishonesty (i.e. cheating, plagiarism, fabrication, falsification of official documents, unauthorized access to computerized academic or administrative records, obtaining an unfair advantage) and also to report any observed incidents of academic dishonesty.

Facilitators, and learners may report any incidents of academic dishonesty on the Academic Investigation Form (See Appendix F.) The Academic Senate is a committee composed of two facilitators, two learners appointed by the Leadership class, and one alternate learner member. One facilitator will serve as the chair of the committee. An alternate facilitator and learner will also be appointed in case that one of the Senate members are, themselves, brought before the Academic Senate. All proceedings will be confidential but the findings for all proven cases can be made public without revealing the name of the individual involved. All proven cases shall be penalized as considered appropriate by the Academic Senate. Appeals to the sanctions given by the Senate are directing to the Governing Board.

Parent/Learner Technology Agreement

As part of the enrollment packet, each incoming learner along with his/her parent(s)/guardian(s) must review, agree to and abide by the ACLC rules for technology use. See Appendix G.

Parent/Learner Judicial Committee Agreement

As part of the enrollment packet, each incoming learner along with his/her parent(s)/guardian(s) must review agree to and abide by the rules and process of the Judicial Committee. See Appendix G.

Open Campus Contract (OCC)

The purpose of OCC is to allow flexibility in learner schedules for educational and stimulating events during the school day. Under their OCC, eligible learners meeting all requirements to participate are able to leave campus during the day for school related or educational purposes if their schedule allows. While away from ACLC during school hours, parents are responsible for their learners and actions and safety. Learners on OCC are required to be at ACLC for a minimum of 2 hours each day, and to sign in and/out of the Center every day. Seniors need to have a minimum of 25 hours of educational/school-approved activities during the first semester and 20 hours in their second semester. Juniors are required to have a minimum of 30 hours of educational/school-approved activities both semesters. In order to continue being on OCC, learners must turn in weekly schedules to the counselor prior to each week, account for 25/20/30 hours of educational/school-approved activity, and maintain good standing in all their academic courses. (See Appendix H.)

Independent Study

If learners wish to pursue a course of study that is different from the seminar in which they are enrolled, they can create an independent study class, provided that they meet the criteria specified by the ACLC Independent Study Policy. Learners are required to submit independent proposals to their current facilitator of subject content. Learners may submit independent study proposals to other subject content facilitator if their current facilitator declines the proposals. A copy of this policy is included in this handbook as Appendix I. While we try to accommodate learner requests for independent study so that learners can be in charge of their own learning and curriculum design, facilitators do reserve the right to decline supervising an independent study course.

Targeted Assistance Program (TAP)

TAP is a program designed by our math facilitators specifically to address the math needs of our learners in their current math course. Assisted by a math facilitator, TAP provides learners who are earning a D or F with structured time devoted to completing their math assignments and accelerated math.

TAP is scheduled in the Center every Thursday from 3:30-5:20pm. Learners are required to participate in the program until they have improved their grade to a C average or better, as indicated by their next progress report.

Proposals

Any community member—learner, facilitator, parent—can change anything about the Center no matter how big or small. When a member has an idea that he/she thinks would benefit the Center, he/she must fill out a proposal sheet. This sheet provides the space to outline the proposal and explain who and why it will benefit the Center. One must also state who will be in charge of implementing the proposal. If the proposal requires money, the author of it must fill out a financial form. Here he/she is asked to describe what has to be purchased, why the center needs it, ordering information, and source justification. The completed proposal form must be placed in the proposal box. It will then be taken to leadership where it will be discussed. Leadership will pass it, not pass it, or send it to the appropriate committee to be discussed. (See Appendix J)

Progress Reports

If learners or parents would like to know the learners' most current grade or status in a particular course, learners should request a Progress Report (see Appendix K). A progress report will give the learner feedback from facilitators regarding his/her attendance and tardies, homework/assignments, and class work/tests from each course. The form can be found in the counseling office.

D. ALAMEDA UNIFIED SCHOOL DISTRICT RELATED ISSUES

Student Accident Report Form

Staff members who have witnessed or have knowledge of an accident on school grounds during school hours must complete the AUSD Student Accident Report Form. Information regarding the nature of the injury, the description of the accident, and immediate actions taken at the time of the accident, need to be reported. Copies of the report are to be sent to the Assistant Superintendents Business Office. (See Appendix L.)

E. CLASSROOM RELATED POLICIES

Dismissal from Class

Facilitators are free to make up their own rules regarding learner dismissal from class. Most facilitators have a warning system and ask the learner to leave if the warning is violated. Some facilitators allow learners to vote a disruptive member out of class. The policy, in the end, is up to the facilitator. Please remember that it is best to remain as calm as possible when asking a learner to leave as facilitators are required to follow the respect rule spelled out in the ACLC rulebook. Any learner dismissed from class must return to immediately to the floor in ACLC room 603. If you are dismissing a learner from the portable you will need to write him/her a pass back to the Center.

In summary, facilitators may dismiss disruptive learners from their classes. Facilitators should establish a clear class policy that includes a warning system. Facilitators should attempt to dismiss learners accordingly. Dismissed learners should go immediately to the main room of ACLC.

Parking

There is no specific parking area for facilitators. Facilitators may park behind ACLC or in the student parking lot. Students are NOT permitted to park in the back area, and facilitators have the right to ask them to move their cars.

Field Trip/Guest Speakers

If a facilitator proposes a field trip there are various forms that must be filled out. The main form is a "Request for Field Trip Form" (E-3). This form asks the purpose of the trip, what activities the learners would be participating in, what benchmarks/standard this trip will address, what the pre and post activities are provisions for students not going on the trip, and for what reasons a student would be excluded from this trip. This form also requires a suggested method of transportation is and what the cost will be. There are various forms that need to be filled out for a field trip such as the following: field trip insurance form (E-6), Roster of participants form (E-7), School sponsored field trip form (E-9). There are also various forms that must be distributed to students such as the following: Waiver of claim form (E-8), emergency medical information form (E-10). All forms are required by AUSD. (See Appendix M.)

Syllabi, Grading Rubrics

Facilitators are to provide syllabi and grading rubrics for all courses during the first week of the semester. They will be discussed with learners and revised as appropriate. Final versions will be available at Back to School Night and posted on the school website. Copies will be provided to the Curriculum and Standards Committee for review. Sample syllabi are included in Appendix N.)

Return of Graded Work

Facilitators will provide learners with meaningful assessment of their work. Graded and/or corrected work will be returned to students within the grading period so that learners can benefit from the feedback and improve the quality of their work. Facilitators may provide a place where graded work can be retrieved by learners, as appropriate."

F. TECHNOLOGY

Easy Grade Pro/Grades, Progress Reports

Students and their guardians are able to view individual academic progress at the school website under the Academic Program's link. The students are required to have their last name and their student ID (their password) to view their current grades. Facilitators are responsible for updating their grades by specific deadlines throughout the year.

Use of Technology Equipment (VCR, computers, projectors, etc.)

1. *Computers* - The computers are set up on a local network that requires students as well as facilitators to log on with individual usernames and passwords, with specified and appropriate access capabilities. Within the network is a system of file storage for each user, called lockers. The computers have Internet access for the furthering of students education (which means games and chatting are not allowed).
2. *Printers* - Also available on the network are two school wide printers, also for educational purposes.
3. *Projectors* - There are two kinds of projectors: the old-fashioned overhead and the newer hi-tech ones. The newer ones can connect to computer and VCR/DVD players and serve as a

second monitor; this is especially useful for PowerPoint presentations which are a commonly created for school projects.

4. *VCR/DVD* - There are two normal VCR's which are usually located in the portables. There is also a DVD/VCR player. All of these media devices are mobile and can be moved to any classroom. Many of the newer computers have DVD players and can also be hooked up to a projector.
5. *Copy Machine* - The copy machine is located in the "main office". Facilitators have first priority over the machine when needing to make copies for their classes. Occasionally students need to make hand-outs, signs, etc.
6. *Accelerated Math* - This is the math program that is used as a supplement to math classes at ACLC. Learners at their work at their own pace and get the next assignment when they are ready to move on. Accelerated math is done outside of class time.
7. *Plasma Screen* - The plasma screen was the senior project of a former student at ACLC. It is located high up on a wall in the Center of the school. If anybody wishes to post something (announcements, schedules, reminders, etc) on the screen they must contact the Plasma Screen Supervisor.
8. *Tech Team* - This group of learners is responsible for the maintenance and repair of all technology in the school, including accelerated math machine.
9. *Website* - Our school website is <http://aclc.alameda.k12.ca.us>. On the website are links to school news and publications, academic programs, learner life, community involvement, a calendar, enrollment and contact information. There is also a page about our school including our mission statement, a brief history, our Governance Structure, Contemporary Community Citizenship (CCC), Judicial Committee, and leadership. Learners and parents may also access progress reports through the school website.

List Serve

ACLCLC makes use of two complimentary list serve for communication among all community members – learners, facilitators and parents, both present and past. The primary list is set up with L-Soft Corporation and is the primary means of quickly and efficiently disseminating information. You have probably already been added to this list, but here are a few instructions that may help you manage this list in the most convenient way. Technically there is no requirement to be a part of the AACLC-L Listserv, but it will be assumed that information sent out on this list has been received by all community members unless some alternate method has been arranged to receive information.

1. **To send an e-mail message to those on the list, compose the message and send it to: AACLC-L@netpals.lsoft.com . Make sure you send the message from an e-mail address that is part of AACLC-L, otherwise, it will not post.**
2. To add other e-mail addresses to the Listserv, send an e-mail message from that e-mail address to: listserv@netpals.lsoft.com with "SUBSCRIBE AACLC-L YourFirstName YourLastName" in the body of the message (no Subject is needed). Other AACLC community members may join AACLC-L in the same way.
3. To not receive e-mails for a period of time, send an e-mail message to: listserv@netpals.lsoft.com with "SET AACLC-L NOMAIL" in the body of the message

(no Subject is needed). To receive messages once again, send an e-mail message to: listserv@netpals.lsoft.com with "SET AACLC-L MAIL" in the body of the message (no Subject is needed).

4. To get off of AACLC-L permanently send an e-mail message to: listserv@netpals.lsoft.com with "SIGNOFF AACLC-L" in the body of the message (no Subject is needed).
5. To get all messages for one day in one e-mail: send e-mail message to listserv@netpals.lsoft.com with SET AACLC-L DIGEST. To go back to individual messages send the message SET AACLC-L NODIGEST to the same address.
6. Other details about using the AACLC-L Listserv can be found at: <http://www.lsoft.com/manuals/1.8d/user/user.html>

SOME DO'S AND DON'TS

Proper Listserv etiquette is to reply directly to an individual, as opposed to the entire list, when your message is directed to that individual, unless you feel it has broader community interest. This will cut down on the number of unwanted e-mails we receive. Please do not utilize the ACLC-L for matters not related to ACLC, such as, business advertisements or solicitations. If you find one or more e-mail messages to be rude or unwanted and if you find it necessary to respond, we ask that you do so in private. Respect for one another is a preminent concern. The default reply is now to the sending individual, if you wish to reply to all, select Reply All.

The second listserv is with yahoo groups and was started by a parent to provide a somewhat more informal place for more loosely school related conversation. Join by going to <http://groups.yahoo.com/group/aclc-group>. There are good links there to other sites of interest, including the listserv for the Ultimate Frisbee team.

G. FACILITATOR INFORMATION

Job Description

1. ***Lead Facilitator*** - See Appendix O.
2. ***Head Counselor*** – See Appendix P.
3. ***Facilitator*** – See Appendix Q.
4. ***Office Manager*** – See Appendix R.

Staff Meetings

Facilitators are expected to arrive at all staff and committee meetings on time and participate in the discussion of issues raised in the meetings. Meetings include the weekly Student Study Team meetings, organizational meetings, weekly subject area meetings, and bimonthly after-school staff meetings. If a facilitator is absent from a meeting, it is the facilitator's responsibility to contact the person running the meeting to find out what was discussed and what decisions were made.

1. ***Student Study Team Meetings (SST):*** Every week, the resource specialist and the counselor conduct a scheduled SST meeting that focus on a specific learner who has been identified as at-risk by facilitators, counselors, or parents. Facilitators who teach this learner attend to provide feedback, and support. Parents and learners are requested to attend so that all parties involved with the learner are on the same page. If

there is a need for an SST on behalf of a learner, the counselor must be contacted to arrange the meeting.

2. **Organizational/After School Staff Meetings:** Staff meetings are scheduled weekly as well as during the first and third Mondays of every month. At staff meetings, staff members have the opportunity to check-in with one another and discuss calendar items, business and day-to-day matters with the group.

Final Exams

Every year, during EHS finals week, ACLC holds Learner Led Conferences. Although learners have conferences at this time, facilitators are still allowed to give final exams. Facilitators are not required to give finals, nor are they required to give them at a specific time during the week (such as during the period that the class is held). Because of conferences and EHS finals, facilitators often offer more than one time in which a learner can take a final exam or they may choose to hold exams the week before finals week.

Floor Time Responsibilities

During assigned floor times, facilitators are responsible to do the following:

- **Be present in main room**
- Circulate as needed to monitor behavior and rule compliance
- Serve as the main responder to any crisis
- Check outback area three times per hour
- Greet visitors and parents and be aware of visitors in the building
- Generate Accelerated Math as appropriate (Facilitators will receive training in the Fall)

Prep Time Responsibilities

The ACLC expectation for the use of facilitator preparation time will be consistent with the AEA/AUSD negotiated agreement in section 8.03 of the union contract. 8.03.01 reads:

that preparation periods shall be self-directed assigned site time for teacher use and discretion for professional activities such as:

- Preparation of lesson plans, student assignments and materials, visual aids, films, room displays, textbook evaluation, and evaluation of student work.
- Conferencing with parents, pupils, administrators, and other District employees.
- Other duties mutually agreed upon by the teacher and the principal or immediate supervisor.

Site administrators retain the discretion to meet with teachers during their preparation time on occasion.

ACLC procedures during facilitator prep time include the following:

4. Self-directed Preparation Time
5. May be requested to provide emergency backup (classroom, PE walker, floor time, etc. -- receive at least 1 hour of in-lieu time credit)

6. Facilitators must notify the Lead Facilitator, Counselor, or Office Manager if a situation develops that makes it necessary for them to leave campus during their preparation time. The Lead Facilitator, Counselor, or Office Manager shall make every reasonable effort to accommodate the request if there are sufficient facilitators available to provide coverage for all employee functions and it does not interfere with the normal functioning of the school.

Staff Conflicts Resolution Flow Chart

If any conflict arises, staff members are to do the following:

6. Ask the other party in the conflict or disagreement with to schedule a meeting to discuss the issues and reach agreement.
7. If meeting #1 does not resolve the issue, a request for a meeting with either the Lead Facilitator or Head Counselor to talk about the issues and reach an agreement must be made.
8. If meeting #2 does not resolve the issue, a request that the issue be put on the agenda for the facilitators' weekly Tuesday meeting to talk about the issues and reach agreement must be made.
9. If meeting #3 does not resolve the issue, a request that the issue be put on the agenda for the closed session of the next Governing Board meeting to talk about the issues and reach agreement must be made.
10. If meeting #4 does not resolve the issue and there is still a dispute, the Governing Board shall issue a directive to finalize a solution consistent with the best interest of the school and with respect for both parties having the dispute.

Attendance at School Functions Outside of the School Day

1. **The ACLC shall follow the AEA/AUSD negotiated procedure for school functions outside of the school day.**
2. Facilitators shall attend and participate in the two monthly after-school staff meetings each month, which not to exceed one hour each unless there is an emergency.
3. Facilitators shall attend the ACLC fall semester "Back to School Night" and spring semester "Open House" as part of their contract with no additional pay.
4. The required 14 hours of contracted extra duty (without additional pay) shall be as follows for the ACLC. Facilitators shall attend and participate in the following:
 - Fall New Parent Orientation – 2 hours
 - Fall New Learner Learner-Led Conferences – 3 hours
 - Spring New Learner Recruiting nights (2 x 2 hours) – 4 hours
 - Spring New Parent Orientation – 2 hours
 - Graduation Ceremony – 2 hours
 - Other (dances, special events, etc.) – 1 hour

Newsletters

To further the communication within the community, all facilitators are required to write a brief description and update of their courses in the monthly newsletter.

Substitutes

Generally speaking, ACLC does not hire substitutes and instead classes are cancelled when the facilitator is absent (the allotted sub money goes back into the general budget). For a short-term absence, most facilitators do one of the following: post their lesson plans for the day on a large poster at the front of the Center; e-mails lesson plans to learners; make arrangement with a couple of learners to run their classes for the day of the absence. If learners are running the class, they must be teaching in one of the common areas in room 603. For an extended absence, the facilitator will need to make arrangements with the lead facilitator to hire a sub to cover his/her seminars and the appropriate arrangements with the district office must be made.

Extra Open Hours

The school hours for Alameda Community Learning Center are quite different from other schools. Every day school opens at 7:30. On Monday, Tuesday, and Thursday, school closes at 4:00pm. Wednesday the school closes at 8:00pm. On Wednesday students are able to stay after school if they need tutoring or have a class. On Friday school closes at 3:00pm. Below is a time schedule of a normal week:

Monday/Tuesday/Thursday: 7:30am-4:00pm

Wednesday: 7:30am-8:00pm

Friday: 7:30am-3:00pm

Alarm

The last facilitator to leave the building is required to set the alarm. Before setting the alarm you will need to do the following: 1) check every room to make sure no one is still on site; 2) lock all of the internal doors – counseling office, DVS, door opposite administrative assistant's desk, and the three doors to the rooms off of the lobby; 3) lock and pull tightly shut all of the external doors (remember there is an external door in the Conference Room and an external door in the lobby). It is critical that you check all of the external doors carefully. Once all of the doors have been locked and checked, set the alarm and exit out of the front door. Once outside, make sure the front door is firmly shut, and you are on your way.

Locking up Valuables (including laptops)

Lock up wallets, purses or other valuables before you leave for your seminars. You can leave your laptop on your desk if you will be back after your seminar, but it is critical that you lock up your laptop in a file drawer every night before you leave. On several occasions laptops have been stolen even when the alarm was set because there is a small window of time between the alarm going off and the arrival of the police. If you do not have a locking file cabinet, check with the lead facilitator to make an arrangement for securing your laptop each night.

Textbooks

Text books and class sets of other books are located in the Server Room located off the Lobby. The textbooks are placed in cubbies on the right wall. When books are passed out, you must record the number of the book and the name of the student who received it. When learners return a book, be sure to check the book in your records. When books are lost the student must either find the book and return it, or pay for it. Students will receive an Incomplete as a grade for the end of the year until all school debts are paid in that class.

Absence/Tardiness

Facilitators are expected to arrive on time at the start of the school day and not depart before the end of the normal school day. If a staff member reports an absence, the lead facilitator or head counselor will be responsible for finding a substitute for fulfilling the role of floor supervisor. Late Arrival/Absence Procedure (Morning or After Lunch if you anticipate being more than 10 minutes late or if your seminar learners will be standing around waiting for you): Facilitators are expected to comply with steps 1-4 until they reach someone on the phone to talk to and explain their situation and can convey approximately when they expect to arrive.

6. Call Lead Facilitator's cell phone, if no answer, leave message. (507-2738)
7. Call Lead Facilitator's school phone, if no answer, leave message. (521-7543 x101)
8. Call Head Counselor's school phone, if no answer, leave message. (521-7543 x107)
9. Call Officer Manager's school phone, if no answer, leave message. (521-7543)
10. Put your phone away, you did your job, proceed safely to school.

Requests for alteration of an individual facilitator's/staff member's normal school day must be submitted to and approved by the Governing Board.

H. ENCINAL HIGH SCHOOL POLICIES

Hall Passes

All learners need a signed hall pass to go on Encinal High School campus during school hours. Hall passes are located near the Office Manager's desk. Learners without a hall pass may be punished.

Bathrooms

There are no bathrooms located on ACLC campus. Hence, all learners use Encinal bathrooms. Facilitator bathrooms are located on the 600 building wing and upstairs in the 200 building of Encinal. Facilitator bathrooms can only be accessed with a key.

Electronic Devices

Electronic devices are not welcomed on Encinal High School campus. Cell phones, Ipods, and CD players will be confiscated if used on Encinal campus.

Hats

No hats, hoods or other forms of headwear are allowed on Encinal High School campus.

I. EMERGENCY PROCEDURES

Fire and Earthquake Drills

The fire and earthquake drills are directed by Encinal High School. During fire drills, all learners and staff members are to exit the building to the Encinal High School yard out back. Facilitators are to check all rooms, making sure all learners have exited the building, and take the attendance sheets to take roll once everyone is outside. During an earthquake drill, all learners are instructed to get under tables and protect their head.

J. COUNSELING

Counselor

A full-time counselor is available to students for academic counseling, college/post high school counseling, at-risk counseling, group counseling, and scheduling issues. The counselor also assists in concurrent enrollment to community colleges and Encinal High School. The counselor facilitates peer counselors and conflict mediations between learners. Parent conferences with learners and facilitators are often times scheduled through the counselor.

Xanthos/Tri-High

Xanthos/Tri-High is a counseling and health service center available to all ACLC learners. Xanthos is located off the EHS campus and equipped with Marriage Family Therapists and Nurse Practitioners. With parent permission, a learner may receive weekly counseling sessions with their counselor. Xanthos also houses a workshop educator who is available to conduct workshops in areas such as stress management, body image, self-esteem, drugs and alcohol. See Appendix S.

Peer Counselors

Peer counselors are trained learners in the area of communication and listening skills. Learners can be referred to peer counseling through the counselor, staff members, parents, and other learners. Peer counselors are able to meet with learners on a consistent basis in confidentiality regarding academics and emotional and behavioral issues.

Conflict Mediators

Conflict mediators are trained learners in the area of conflict management. Conflict mediators will listen to both parties, brainstorm ways to reduce future conflict and also follow-up with the learners after the conflict has been resolved.

K. TIP/WORDS OF WISDOM FROM STAFF

(from Lynn)

Parent Relationships

Return phone calls and emails as quickly as you can, and be as respectful as you can in your communication. Remember you might know these parents for years and you want them to respect your professionalism. If you are going to meet with a parent under potentially hostile circumstances make sure that the counselor or the Lead Facilitator attend that meeting with you.

Personal Relationships with Learners

Establishing a positive personal relationship with learners is key as you will know each other for a long time. Learners will want to get to know you as a person not just as an academic teacher,

and hopefully you will want to get to know them as people too. Because facilitator-learner relationships fall in that gray area between a traditional teacher-student relationship and a peer friendship, sometimes this a little tricky in terms of boundaries. You can always check in with another facilitator if it starts to feel too tricky. We have all had to figure this out and might have some good ideas.

Academic Classes—“Pare it Down”

Because I have limited instructional time, and because of ACLC’s self-directed learning philosophy, my number one rule is “Pare it down”. I always ask myself what is it that I must explicitly teach through direct instruction? What can I set up as a learning experience and then let learners learn on their own? How can I create a learning experience that enables learners of all abilities to succeed at whatever level they are capable of and/or willing to do? I feel it is my job to take the subject matter, teach the bare minimum and then give learners a learning choice that focuses on the rest of the material so that they have a buy-in to their learning. Here’s an example from *The Miracle Worker*, grades 7-8

Direct instruction – the whole class reads aloud the play *The Miracle Worker* in class and answers study questions for homework. These questions helps to guide learners in their understanding of the play, their responses and literature in general.

Learner Choice – Learners create project teams that explore a disability of their choice and create a PPT presentation. I give them the minimal requirements for their PPT presentation (it must include medical facts, national statistics, an experiential piece that involves learners living the disability for a day, a comparison of their before and after reflections about this disability, and a bibliography). but they have control over the disability they will explore, the experience they create for themselves and the actual PPT production. This project gives learners first-hand experience with a disability of their choice and they teach each other about a wide-range of disabilities.

Appendix Q

El Dorado County Charter SELPA Procedural Guide for Special Education

**CHAPTER I IDENTIFICATION, ASSESSMENT, INSTRUCTIONAL
PLANNING AND REVIEW PROCEDURES**

REFERRAL, ASSESSMENT AND PLACEMENT GENERAL TIMELINES

1. **REFERRAL**- A referral may be initiated by a parent, teacher, student or other knowledgeable person. Procedures for handling referrals are to be determined in each Charter LEA.

2. **ASSESSMENT PLAN** - Within 15 calendar days of receiving the referral, an assessment plan is to be developed and a copy given to the parents. A copy of the **Notice of Parent Rights** shall be included with the assessment plan.

For students currently enrolled in a special education program, an Individual Assessment Plan (IAP) will be developed any time a student is to be re-assessed.

3. **PARENT CONSENT** - No assessment shall be conducted unless the written consent of the parent is obtained. Parents have at least 15 days from receipt of the assessment plan to make a decision. Assessment may begin immediately upon receipt of consent.

4. **IEP TEAM**- Within 60 calendar days of receipt of the signed IAP, a team meeting is to be held and an individual education program developed for an eligible student. Parents are to be invited to all meetings regarding the educational program for their child.

5. **PROGRAM PLACEMENT**- Written parent permission must be obtained prior to placement. The recommended program placement and services should begin as soon as possible from the date of parent's written approval of the IEP.

6. **ANNUAL REVIEW** - Each special education pupil's educational program must be reviewed at least annually.

7. **RE-EVALUATION**- At least every 3 years, a special education student will be re-evaluated. Prior to the three year review, the IEP team shall review existing data on the child and determine what additional data is needed.

8. **INTERIM ADMINISTRATIVE PLACEMENTS** - When a special education student transfers from one SELPA to another, the following timelines apply:

PROGRAM PLACEMENT- Immediate implementation, to the extent possible, of the student's existing Individualized Education Program. An Interim Placement form is completed immediately upon enrollment and parent signature is obtained.

ASSESSMENT- Information, records and reports from the prior district may be utilized to make program recommendations. Upon receipt of the signed Individual Assessment Plan, the team will conduct any additional assessment needed to determine educational needs and make program recommendations.

IEP TEAM MEETING- Within 30 days, the IEP team will meet to review the placement, review any new completed assessments, and develop new goals and objectives if needed.

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PRE-REFERRAL PROCESS 1. Parents will be contacted whenever there is a concern about their child's progress.

2. Although a referral for special education assessment may be initiated by a parent, teacher, student or other knowledgeable person, current law requires that ***all options in the general program be tried before referral to special education***. These options may include, but are not limited to, the following:

Provide accommodations within the general education program

Provide research-based instructional strategies and interventions, including universal screening, "tiered" interventions, progress monitoring and problem solving teams within the general education program (Response to Intervention model).

Consultation with appropriate staff

Referral to alternative programs within the Charter LEA

Referral to professional and/or agencies outside of the Charter LEA

3. All options are to be explored by the general education staff prior to referral. The procedure to be followed when a student is first seen as having difficulty will be the responsibility of the general staff. 4. When all of the general education options have been implemented but have not met with success, the student may be referred for special education consideration.

REFERRAL PROCESS 1. The specific procedures for handling referrals are to be determined in each Charter LEA; however, written documentation must be included in the referral that appropriate alternatives, accommodations and interventions have been implemented. (Written documentation should include but not be limited to the Referral Form located in the appendix of this chapter, or in the document library of SEIS.)

2. Referrals may be submitted by the following persons:

Student Study Team/Student Intervention Team comprised of teachers, specialists, etc.

Parents

Other service providers or knowledgeable persons

3. All referrals should be submitted to the pupil's Charter LEA of attendance. If the student is not of school age, the child shall be referred to the district of residence.

4. All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of the Charter LEA or Charter Special Educational Local Plan Area (SELPA) 4

shall assist the individual in making a written request for assessment for special education.
5. Upon receipt of a referral, the administrator/designee must initiate one of the following actions:

If referral information is incomplete, contact the referral source and request additional information in order to process the referral in a timely manner.

If referral is complete, then take one of the following actions:

a. Charter LEA personnel will notify the parent that a referral was made, develop an IAP, and deliver the completed plan to the parents within **15 calendar days** from receipt of the referral. b. If the referral is determined to be inappropriate, a meeting will be scheduled with parents and referring party to address their educational concerns and review the purpose and scope of Special Education. In the event the parents do not wish to meet, the Charter LEA must respond in writing with a **prior written notice** explaining why the request for assessment is not being accepted and processed. **NOTE: A parent's referral for special education must receive a prompt response in writing. INTERIM ADMINISTRATIVE PLACEMENTS**

1. Whenever a special education student transfers from one SELPA to another, the following shall occur:

The necessary paperwork is completed and signed. (See Interim Placement Form in the appendix to this chapter.)

The student's existing IEP is implemented to the extent possible.

An appropriate Individual Assessment Plan (IAP) is developed if needed.

Assessment is completed and an IEP is held to review the placement within 30 days.

2. Current information, records and reports from the prior district will be reviewed and utilized to make recommendations. Any additional assessment needed to determine educational needs and make program recommendations will be conducted prior to the IEP. **INDIVIDUAL ASSESSMENT PLAN (IAP)**

1. An IAP will be developed within 15 calendar days of receipt of referral for special education and shall:

Be individualized to reflect the unique concerns and strengths of each student.

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Be provided in the primary language of the parent or another mode of communication used by the parent, unless to do so is clearly not feasible.

Provide an explanation of each type of assessment instrument to be administered, the purpose of the instrument, and the professional personnel responsible for the administration and interpretation of the instrument.

State that no educational placement will result from the assessment without the consent of the parent.

2. A copy of the notice of Parental Rights and Procedural Safeguards for Special Education shall be attached to the IAP. (See appendix to this chapter for a copy of the IAP and the Parental Rights and Procedural Safeguards for Special Education.) 3. No assessment shall be conducted unless the written consent of the parent is obtained prior to the evaluation. Assessment may begin immediately upon receipt of such consent. 4. The parent shall have at least 15 calendar days from the receipt of the proposed IAP to arrive at a decision. 5. If a parent is not identified or the location of the parent is unknown, a surrogate parent must be appointed to represent the individual with exceptional needs. **See Chapter I Appendix for specific policies and procedures regarding surrogate parents. NOTE: Personal contact with the parents is strongly recommended to explain the process and forms.**

ASSESSMENT

1. The assessment will be completed and an IEPT meeting held to review the results of the assessment within **60 calendar days** from the **date of receipt** of the parent's written consent for assessment. The 60 day timeline does not include days between the pupil's regular school sessions, terms, or days of school vacation **in excess of five school days**.
2. Assessments must address all areas related to the suspected disability and be conducted by a multidisciplinary team, including the parent. The following areas shall be considered where appropriate:

health and development * vision, including low vision

hearing * motor abilities

language function * general ability

academic performance * self help

orientation and mobility * career and vocational abilities/interests

social and emotional status * developmental history

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3. For pupils with suspected learning disabilities or behavior disorders, at least one member of the assessment team, other than the child's general teacher, shall observe the child's performance in the general classroom setting and document the observation. 4. The Charter LEA nurse will be the school's liaison with the pupil's primary health provider unless the assessment plan specifies otherwise. 5. All pupils being assessed for initial and three year reviews shall be screened in the areas of hearing and vision, unless parent consent is denied. 6. All pupils continuing to fail a threshold hearing test shall be assessed by appropriately trained personnel for hearing. 7. For pupils who have been medically diagnosed with a chronic illness or acute health problem, relevant information shall be included within the assessment and reviewed by the IEPT. 8. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.

9. Under certain conditions, parents have the right to obtain an independent outside assessment at public expense. If a parent disagrees with an assessment obtained or conducted by the Charter LEA, the Charter LEA may:

offer to obtain another assessment from a professional within the Charter SELPA.

obtain an independent educational assessment.

initiate due process to show its assessment was proper.

Note: See Appendix to Chapter I for information on Independent Educational Evaluations. TEST SELECTION AND ADMINISTRATION

1. Testing and assessment materials and procedures used for the purpose of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally or sexually discriminatory.

2. Tests and other assessment materials must meet all of the following requirements:

Are provided and administered in the pupil's native language or other mode of communication, unless the IAP indicates reasons why such provision and administration are not feasible.

Have been validated for the specific purpose for which they are used.

Are administered by trained personnel in conformance with the instructions provided by the producer of such tests and other assessment materials.

Do not violate State Department of Education directives, including but not limited to judgment rendered in the Larry P. case.*

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*In order to comply with the Larry P. directive from the State Department of Education, the ethnicity of each student shall be recorded on the IAP by the parent. If there is any question regarding the ethnicity of the child as it has been recorded on the form, the case manager may discuss the situation with the parent for clarification purposes. In all cases, the parents determine the ethnicity of their child. A test of intelligence, often called an I.Q. test, is the method used to measure intellectual ability, and such a test normally would be given as part of this assessment. However, a directive of the State Superintendent of Public Instruction by an order of a federal court prohibits the use of I.Q. tests in any special education evaluation of an African American student. In all cases where standardized assessment is not permitted or is judged to be inappropriate, alternative measures will be used in accordance with recommendations set forth by the California Association of School Psychologists and will be documented on the student's IEP. Federal Regulations and California Education Code require a pupil's intellectual ability be established in order to determine if a severe discrepancy exists between intellectual ability and academic achievement when a specific learning disability is suspected. The State of California, however, is in a transition period awaiting regulations that will clarify how RtI (Response to Intervention) will be utilized in the identification of students with a specific learning disability. Therefore, Charter LEA personnel should incorporate both discrepancy and RtI models in order to establish a specific learning disability, and use caution in using this eligibility category without exhausting all general education interventions. **ASSESSMENT REPORTS**

1. The assessment reports **shall** include, but not be limited to the following:

The student's present level of educational performance.

The relevant behavior noted during the observation of the student in an appropriate setting.

The relationship of that behavior to the student's academic and social functioning.

The educationally relevant medical findings, if any.

Whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.

A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.

How the student's disability affects involvement and progress in the general curriculum.

What is the student's historical and current functioning in the general education curriculum regardless of the setting? 8

What deficits in the student's cognitive functioning, communicative functioning, social/emotional functioning and physical functioning might serve as a barrier to their successful involvement in the general education curriculum?

What has been the impact of the student's attendance on his/her achievement?

PARENT PARTICIPATION 1. Parents are specifically included as members of the IEP team, and all efforts should be made to ensure their participation. 2. Parent concerns regarding their son's or daughter's educational progress shall be noted and documented on the IEP. 3. In addition, information and reports submitted by the parents, including the results of independent assessments, must be considered by the IEP team. (See appendix at the end of this chapter for a copy of the Parent Information Request.) **INDIVIDUALIZED EDUCATION PROGRAM TEAM (IEPT) MEETING (Copies of all IEP forms may be accessed on the seis.org website.)**

A. PARENT NOTIFICATION

1. After the assessment has been completed, the parent must be notified and informed that an IEP Team meeting, including the parent and his or her representative, will be scheduled.

Parents are to be given sufficient written notice of the meeting so that they can attend. (See appendix at the end of this chapter.)

Scheduling should occur at a mutually agreed upon time and place.

The notice will indicate the purpose, time, and location of the meeting, and who will attend.

The Charter LEA will arrange for an interpreter if necessary.

2. In addition, it is the responsibility of the case manager to notify all appropriate IEPT members in a timely fashion to ensure their participation. 3. It should be noted that parents, Charter LEAs, and the SELPA are authorized to electronically record IEP meetings **with 24 hours notice to the IEP team**. If the recording is at the request of the Charter LEA or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded. 9

B. IEP TEAM MEMBERSHIP

1. Required membership of the IEP Team for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil shall be:

An administrator or a designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be able to make decisions and allocate resources.

The student's current general education teacher. (If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child shall attend. If no such teacher is available, a general classroom teacher qualified to teach a student of his or her age shall attend.)

At least one special education teacher.

One or both of the student's parents, an individual selected by the parent, or both.

2. When appropriate, the IEP team will also include:

The student.

Other persons who possess expertise or knowledge necessary for the development of the IEP.

The person(s) who conducted an assessment or who is knowledgeable about the assessment procedures used, and is familiar with the results of the assessment.

For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.

IDEA 2004 allows for the excusal of IEP team members. Follow all necessary steps and use only when absolutely necessary. (See Excusal Form in SEIS.)

3. Expanded Membership

When a student needs special education services for more than 50% of the school day and/or is changing from a less restrictive to a more restrictive setting, the IEP team shall include a person who is knowledgeable of the full range of program options available within the Charter LEA.

When an IEP team, after reviewing assessment results, determines that a child is emotionally disturbed and residential placement is recommended, the IEP team expands to include a representative of the county mental health department. A referral to County Mental Health is made through a "26.5 Referral". County Mental Health will assess and determine if the student is eligible for CMH services. The IEP will be reviewed by the IEP team, including the mental health representative, at least every six months.

4. An expanded membership meeting will also be held when transition services are under consideration.

C. AGENDA It is essential that a well organized and structured IEP Team meeting be conducted. The agenda which follows is recommended as a guide for conducting IEP Team meetings. Depending on the purpose of the meeting, the agenda may be amended. Efforts should be made to present information in a manner that is easily understood by all members of the IEP team, including the parents. (*The most recent State Template IEP Manual is available in the document library of SEIS. Specific instructions for completing the IEP forms is available in this document. Check periodically for updates from the State SELPA organization.*)

Part I

Introduction of All Persons Present (Record names of attendees in meeting notes.)

Purpose: Chairperson should briefly review the purpose of the meeting.

Parents' Rights:

- a. Verify that parents received a notice of Parental Rights and Procedural Safeguards when approval for assessment was obtained.
- b. Chairperson may ask if any further clarification is desired, or if parents have any questions regarding their rights and procedural safeguards.
- c. At an initial IEP and at the three year review, a complete parent folder should be offered.
- d. Complete Family Information Checklist and obtain parents' signatures.

History of the Case: Chairperson or designee should provide a short, pertinent history of the case, including program modifications attempted, and the student's historical and current functioning in the General Education Curriculum. Parents should have an opportunity to share their concerns and provide relevant information to the team.

Review of Information:

- a. The IEP team shall review existing data on the child including:
 - ✓ evaluations and information provided by the parents of the child
 - ✓ current classroom-based assessments and observations
 - ✓ teacher and related services providers observation
- b. Individuals who participated in the assessment process, or individuals qualified to interpret results should report on the assessment conducted.
- c. Assessment reports should be restricted to relevant, functional information, and should avoid subjective observations and interpretations.

- d. The assessment reports should contain information that will assist the IEP team in determining whether the pupil has a specific disability, and shall establish the basis for making the determination.
- e. Discuss all assessments and document levels of performance on the IEP.

Determine Eligibility:

a. If the Team determines that the student is not eligible for special education services, document on the IEP form that “assessment results indicate that special education services are not appropriate at this time” and check the box on the form indicating “not eligible”. b. If further assessment is needed to clarify eligibility, the IEP team meeting may be suspended pending further testing or evaluation, but reconvened as soon as possible. c. If the student is not eligible for Special Education services, but educational concerns are present, the IEP team meeting should be concluded. **Adjourn the meeting at this time.** Then general education support options should be explored, including referral to the Student Study Team for consideration of 504 accommodations. d. If the student is determined by the IEP Team to be eligible for Special Education, proceed with **Part II** of the IEP meeting agenda. **Part II**

Develop the Individualized Education Program (IEP), including the Individual Transition Plan (ITP) for students age 16 and over.

a. Identify needs based on the current evaluation and include:

- ✓ Student needs related to involvement and progress in the general education curriculum (academic needs).
- ✓ Other educational needs that result from the disability.
- ✓ Transition needs for students age 16 and over.
- ✓ If the student is identified as Limited English Proficient (LEP), the language needs of the student have been considered and noted on the IEP.
- ✓ If the student is legally blind or visually impaired, instruction is provided in Braille OR the IEP team documents why instruction in Braille is not appropriate.

b. Establish Goals and Short Term Objectives: Include a statement of each measurable annual goal, including academic and functional goals, designed to do the following:

- ✓ Meet the individual’s needs that result from the individual’s disability in order to enable the pupil to be involved in and make progress in the general curriculum.

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- ✓ Meet each of the pupil's other educational needs that result from the individual's disability.
- ✓ At annual and three year reviews, IEP teams must address the previous year's goals and objectives and note on the document whether goals were met. If previous goals were not met, document action to be taken (i.e. continue, discontinue or modify).
- ✓ Short-term objectives are no longer required for students who are receiving accommodations only in the general education curriculum.

c. Recommend Services Needed:

- ✓ The IEP team shall develop a list of services and/or equipment necessary to achieve the annual goals developed. Frequency, duration and location of services to be provided must be specified on the IEP. Frequency of service may reflect a range of time or sessions to allow for scheduling variability.

d. Consider Program Alternatives:

- ✓ In considering program alternatives, the IEP team shall make recommendations based on the individual needs of the student and not on the category under which the student is determined to be eligible for Special Education (not based on label but on needs).
- ✓ To the maximum extent appropriate, children with disabilities should be educated with children who are not disabled. The IEP team shall consider the full continuum of program options to ensure that all students are provided a free appropriate public education in the Least Restrictive Environment (LRE) and document options considered on the IEP.
- ✓ After reviewing all program options, the IEP team shall recommend appropriate specialized academic instruction and services, calculated to offer the student's the opportunity to achieve educational benefit.

e. Sign Appropriate Forms

- ✓ All IEP Team members, including parents and student (when student is in attendance) sign the IEP. If parents consent to the IEP and placement of their child, they will so note and sign the IEP document.
- ✓ If the parent does not consent to all components of the IEP, then those components of the program to which the parents has consented may be implemented so as not to delay providing instruction and services to the student. The parent should be informed of their Due Process rights. (Refer to Section IV of this document for Due Process Guidelines).

f. Distribute completed forms to appropriate individuals. 13

ANNUAL AND OTHER REVIEWS

1. The IEP and placement of individuals in special education shall be scheduled for review by a Team at least once a year (determined by the month/day of the initial or annual IEP). 2. For emotionally disturbed students in residential placements, the IEP review and reassessment shall be conducted after six months in accordance with state law. 3. In addition, a parent may request that an IEP review be conducted at any time. When the case manager receives such a request (preferably in writing), an IEP must be held within 30 days. 4. It is appropriate to hold an IEP review if the student is not making sufficient progress towards goals and objectives. 5. Parents and members of the IEP Team must be notified by established notification procedures. The IEP team may:

Modify the IEP or program, including the provision of Designated Instructional Services (D.I.S.) and other support services

Recommend continuation of current placement.

THREE YEAR RE-EVALUATIONS (TRIENNIAL REVIEWS) 1. Under IDEA, 2004, **re-evaluating a student at least every three years is still required** (date determined by the month/day of the initial or latest re-evaluation). 2. As part of this re-evaluation, the IEP Team shall review existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations.

3. On the basis of that review and input from the student's parents, the IEP team must identify what additional information is needed to establish the present levels of performance and determine the educational needs of the student and to determine if the student:

continues to have a disability.

continues to need special education and related services.

requires any additions or modifications to the educational program in order to meet his/her annual goals and participate in the general curriculum.

4. Assessment is required in the following situations:

On parent request. (Document on Individual Assessment Plan)

When dismissal from special education is being considered.

When dismissal from a specific designated instruction service is to be terminated.

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When the student has less than two consistent I.Q. tests.

OR

Students older than twelve who have not had one **valid** I.Q. test.

If there is reason to believe that there may be significant disagreement over any IEP issues.

5. Procedures for Triennial Review:

The Case Manager will gather input from IEPT members and document on the Triennial Reassessment Worksheet. (See appendix at the end of this chapter.)

The IEPT shall discuss the need for a triennial assessment based on the information documented on the worksheet. This discussion can take place at:

- a. The annual IEP prior to the three year evaluation IEP meeting **OR** b. At a separate meeting convened either in person or by phone

OR c. By other informal methods used to gather input from IEPT members.

(NOTE: A formal IEP meeting is not required to make this decision, unless requested by the parent, or agreement can't be reached.)

The assessment decision shall be documented by attaching the Triennial Reassessment Worksheet to the most current IEP.

The Individual Assessment Plan will reflect the decisions documented on the Triennial Reassessment Worksheet. (If no further assessment is needed, an attached parent letter may be used to confirm this decision with parents).

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Appendix R

NCLC Board Policies Related to 504 Plans

NEA COMMUNITY LEARNING CENTER
Board Procedure# _____

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Nea Community Learning Center (“Charter School”).
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
 8. **504 Coordinator** – Principal, [INSERT NAME], shall serve as the Charter School's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at [INSERT PHONE NUMBER].
- B. Referral, Assessment and Evaluation Procedures
1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
 2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
 3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
 4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
 5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a

disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities.

Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to school policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to **[INSERT NAME]**, 504 Coordinator c/o Nea Community Learning Center, **[INSERT MAILING ADDRESS]**. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
 3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within Natomas Unified School District's SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
 4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
 5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, The Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.

8. The parent/guardian and the Charter School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Adopted:

Amended:

NEA COMMUNITY LEARNING CENTER
Board Policy# _____

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of the Nea Community Learning Center ("Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEIA"). The identification, evaluation and education of students eligible for services under the IDEIA is addressed under the policies and procedures of the SELPA and Charter School.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If the Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural

safeguards guaranteed by law. The Charter School shall periodically review the student's progress and placement.

The Charter School will implement this policy through its corresponding Procedure.

Adopted:

Amended:

**PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND
PLACEMENT**

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have Nea Community Learning Center ("Charter School") advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive exceptional education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.
If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 United Nations Plaza - Room 322
San Francisco, CA 94102
(415) 437-8310

Please contact, 504 Coordinator c/o Nea Community Learning Center, with any questions regarding the information contained herein.

Appendix S
CLCS Incorporation Papers

A0669433



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 26 2007

Debra Bowen

DEBRA BOWEN
Secretary of State

A0669433

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

NOV 26 2007

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION
OF
ALAMEDA COMMUNITY LEARNING CENTER**

The undersigned certify that:

1. They are the President and the Secretary of the Alameda Community Learning Center, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of the corporation is Community Learning Center Schools, Inc.

3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are for the advancement of public education by managing, operating, guiding, directing and promoting California public Charter Schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

4. Article IV of the Articles of Incorporation of this corporation is amended to read as follows:

All corporate property is irrevocable dedicated to the purposes set forth in the second article above. No part of the net earnings or assets of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for service rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

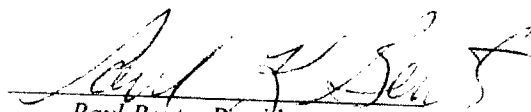
Subject to the provisions of the nonprofit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.


5. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
6. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 11/2/07


Paul Bentz, President

DATE: 11/13/07


Lora Lewis, Secretary



Appendix T

CLCS Board of Directors Biographies

Community Learning Center Schools, Inc.

Founding Board of Directors

Dr. James M. Mitchell became the Teacher Education Department Chair on January 1, 2008 of California State University East Bay (CSUEB). Prior to this appointment, he served as Taskstream Coordinator for the department. He teaches courses in the Educational Psychology track of the credential program. Dr. Mitchell also advises students in the Graduate Synthesis course of the Master's Program. His research focuses on cooperation and conflict resolution as they relate to HIV/AIDS education and service learning. A strong advocate for online instruction, Dr. Mitchell teaches in the CSUEB Online Teaching and Learning program, and has co-developed an online course in HIV/AIDS education that is currently being used by over 1000 Teacher Leaders and k-12 administrators worldwide. He is also active with AERA, serving as Chair of two Special Interest Groups: Democratic Citizenship in Education and Service Learning and Experiential Education. He has served as a panel member and site coordinator for the Build a Future without AIDS project, hosted by the American Association of Colleges of Teacher Education.

Richard Heaps brings over 25 years leadership experience in all facets of high tech including strategy, planning, sales, marketing, finance, operations legal and professional services. Mr. Heaps is currently the CFO and General Counsel of Selectica, Inc. and is the former COO | CFO at Clarent Corporation which became the leader in voice over internet infrastructure technology, building the company from under 50 people and annualized revenue of \$12M to a 20+ country multinational approaching 900 people and \$250M+ in annualized revenue. Mr. Heaps has devoted much of his time over the past several years supporting organizations and causes that are focused on the development and support of children, having served as a board member of the Children's Discovery Museum of San Jose, and the Alameda Education Foundation. He is also a former President of the Alameda PTA Council and the Franklin School PTA and currently serves on the governing board of the Alameda Community Learning Center. He is also a member of the board of Girls' Inc. of the Island City in Alameda.

Robert Boyd is a computer technologist and entrepreneur. His career experience includes roles with Swiss Bank Corporation and Booz Allen & Hamilton as well as founding team member for three software and software services companies. Robert contributes to the CLCS board his

expertise and experience in service business entrepreneurship, innovative uses of computer technology and a parental perspective.

Robert's educational background includes a BS in Computer Science and Economics from the University of Massachusetts at Amherst and an MBA from the University of California, Berkeley.

Lowry Fenton is the parent of three graduates of Alameda Community Learning Center. He brings extensive financial experience and a long-standing commitment to education to the new school. He co-founded the finance committee of ACLC in 2001, and is currently a governing board member. Lowry is currently a Director of Business Planning and Organizational Development for Oracle Corporation, and began his career with KPMG as a CPA in the audit division. He has co-chaired 'Startup U' for the Silicon Valley Association of Startup Entrepreneurs, and worked with Alameda youth in Soccer and Scouting.

Hugh Morgan has a wealth of enterprise sales and business development experience in the technology space and is responsible for building out a French business intelligence start up's North American sales effort and retooling its go-to-market strategy. At Corrigo, a mobile software company, Hugh negotiated strategic partnerships to grow the company and extend its technology, then was responsible for building a team to handle enterprise sales and then handled the firm's business development efforts, in particular its relationship with wireless carriers. Prior to working with Corrigo, Hugh Morgan spent 10 years working in the finance and real estate industries and started his business career in investment banking. Hugh is active with non profits and has sat on or led the boards of the Alameda Food Bank, St. Barnabas School and Canterbury Investment Counsel.

Nhi Chau has been the Executive Director for OASES for the last five years. OASES (Oakland Asian Students Educational Services) is an organization of more than 400 volunteers, serving over 400 students in grades K-12 each year regardless of race, ethnicity, gender, sexual identity, or religious belief. The various educational and enrichment programs offered by OASES are designed to meet the diverse needs of these youth. Nhi served as a humanities facilitator at ACLC in the early years.

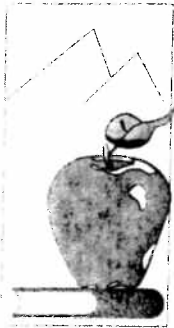
Paul Bentz serves as the CEO / Development Director for Community Learning Center Schools, Inc. He brings extensive educational experience (22 years as a science teacher) and a long standing commitment to education. He is a founding facilitator of the Alameda Community Learning Center (1995) and has served as the school's Lead Facilitator for three years. As the CEO / Development Director for CLCS, he has managed the \$1.6 million ACLC budget and has secured and implemented three federal grants from the Public Charter Schools Grant Program totaling \$450,000.

Lora Lewis is the current Lead Facilitator for ACLC and has served in that capacity for three years. She has been a humanities facilitator at ACLC for seven years. She has a secondary administrative credential and is currently working on her college counseling certification. She chairs the ACLC Personnel Committee. She has served on the ACLC Governing Board.

Maafi Gueye has been an ACLC facilitator for eight years. She has chaired the ACLC Curriculum and Standards Committed for several years. She has served the ACLC as Assistant Lead Facilitator and currently runs the school's Judicial Committee. She has served on the ACLC Governing Board. She has been a science teacher for 22 years. She is the Lead Petitioner for the Nea Community Learning Center charter petition and will be NCLC's first Lead Facilitator

Appendix U

El Dorado SELPA Letter of Confirmation



El Dorado County Office of Education

Vicki L. Barber, Ed.D.
Superintendent

Francie Heim
Deputy Superintendent

Cathy Bean
Deputy Superintendent

Paul Bentz
7110 Norfolk Road
Berkeley, CA 94705

August 6, 2008

Dear Mr. Bentz:

Thank you for contacting the El Dorado County Charter SELPA to discuss membership for the 09-10 School Year. The El Dorado County Charter SELPA would be happy to consider the application of the NEA Community Learning Center of Alameda.

In my discussions with you, it is apparent that NEA Community Learning Center understands their responsibilities and wants to participate in the Charter SELPA as a way to serve their students.

Applications for 09-10 will be reviewed in the Spring. We look forward to receiving your application and hopefully working with you in the future. Please feel free to contact me if you need any assistance or have additional questions.

Sincerely,

Emi Johnson
El Dorado County Charter SELPA Director

530-622-7130

Fax 530-621-2543

e-mail: info@edcoe.k12.ca.us

8767 Green Valley Road
Placerville, CA 95667-8084

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our clients with Respect.
Responsiveness and
Resourcefulness*

Appendix V

PGSGP “Planning and Implementation Grant” Letter



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

September 4, 2008

Ms. Ardella Dailey
Superintendent
Alameda Unified School District
Alameda Board of Education
2200 Central Ave
Alameda, CA 94501

Dear Ms. Dailey,

It is my understanding that the NEA Community Learning Center Charter School is petitioning the Alameda Unified School District to approve its charter petition. Although the school must have an approved charter to apply for a Public Charter Schools grant, we have made a preliminary review of the petition and application and it tentatively appears, assuming no major changes are made to the petition, that the school will be approved for a Public Charter Schools Grant Program award.

If you have any questions, please contact me at (916) 319-0233 or by e-mail at jestrohan@cde.ca.gov.

Sincerely,

A handwritten signature in cursive script that reads "Joan Strohanauer".

Joan Strohanauer
Education Programs Consultant
Charter Schools Division

**Maximum P&I Award Amounts
Table 2**

School Type & Enrollment Level	Maximum Award	Planning Year	Implementation Yr 1	Implementation Yr 2
		Or if school is open prior to receiving grant funds:		
		Implementation Yr 1	Implementation Yr 2	
Site-based schools PI Yr 3, 4, or 5 and API 1 or 2 preference 100+ students	\$600,000	\$250,000	\$200,000	\$150,000
Site-based schools PI Yr 3, 4, or 5 and API 1 or 2 preference 50-99 students	\$500,000	\$200,000	\$200,000	\$100,000
Site-based schools Not in PI Yr 3, 4, or 5 100+ students	\$450,000	\$200,000	\$175,000	\$75,000
Site-based schools Not in PI Yr 3, 4, or 5 50-99 students or Non site-based schools or conversion schools	\$250,000	\$100,000	\$100,000	\$50,000

Appendix W

3 - Year Budget with Cash Flow and Financial Impact Statement

District Impact Statement

Nea Community Learning Center (NCLC) charter school and Alameda Unified School District (AUSD)

INTENT

This statement is intended to fulfill the terms of education code Section 47605 (g) and provides information regarding the proposed operation and potential effects of the Nea Community Learning Center charter school on the Alameda Unified School District. This document is intended for informational purposes only and to assist the district in understanding how the proposed school may affect the district. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the school and district, and is not a part of the Charter of the Nea Community Learning Center Charter School or any related agreements or memoranda of understanding.

The Nea Community Learning Center charter school will be operated by Community Learning Centers Schools, Inc, (CLCS, Inc.), a constituted California Public Benefit (“nonprofit”) Corporation and will be governed by a board of directors. A Lead Facilitator and the CEO/ Development Director of CLCS, Inc. will enjoy lead responsibility for administering the school under policies adopted by the school’s governing board. The school anticipates that it will provide or procure its own administrative services independent of the district. These include financial management, personnel, and instructional programs development. The school will seek to define the specific terms and cost for any services purchased from AUSD in an annual operational agreement (or memorandum of understanding). In addition, the district will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

The Nea Community Learning Center charter school seeks to occupy the facility known as Longfellow School (or other suitable facility). The petitioners believe that the facilities impact on the district will be minimal because this facility is not currently occupied by K-12 students. The school desires that the specific terms of the school’s use of these facilities will be governed by the terms of the school’s charter and related agreements and leases.

The school intends to seek the support of AUSD in securing facilities according to the provisions of Education Code Section 47614 and related regulations. At the time this document was drafted, the school's developers estimate that the school would need classroom and related support facilities to accommodate approximately 308 students in its first year of facilities needs pursuant to Education Code Section 47614 or its related regulatory provisions. A separate request for facilities pursuant to California Administrative Code of Regulations, Title V, Section 11969.9 will be submitted.

The Nea Community Learning Center plans to be operated by a nonprofit public benefit corporation. As such, the school's founders presume that the AUSD will not be liable for the debts or obligations of the charter school pursuant to Educational Code Section 47604©. The school intends to purchase liability, property, and errors and omissions insurance to protect the school's assets, staff, and governing board members.

A financial plan for the school has been prepared by EdTec and will be submitted with the charter petition. This plan is based on the best data available to the developers at the time the plan was assembled. The plan is based on many key assumptions, including the following:

- ✓ The school will enroll 308 students in grades K-10 in year one.
- ✓ The students will be absent from school an average 5 percent of school days,
- ✓ The school will be funded pursuant to the charter school block grant system at rates estimated by the California Charter Schools Association (CCSA) as of 9/28/08, and
- ✓ The school will qualify for funds from three special-purpose funding programs that are not specifically included in the block grant, including state class size reduction funding for grades K-3, charter school categorical funds, and state lottery funds.

Alameda Community Learning Center

A Public Charter School of the Alameda Unified School District
210 Central Ave., Alameda, CA 94501
(510) 521-7543 (510) 521-7350 FAX



September 3, 2008

To: Alameda Unified School District
Alameda County Office of Education
California State Board of Education

On September 3, 2008, at the CLCS/ACLCLC Governing Board meeting, the following resolution was passed.

Let it be known that the CLCS/ACLCLC Governing Boards support the charter school application for the Nea Community Learning Center and that CLCS/ACLCLC is willing to loan the Nea Community Learning Center (NCLC) up to \$250,000 of its \$478,000 reserves to cover cash flow issues in year one of NCLC.

Approved by the ACLCLC Governing Board on September 3, 2008.

A handwritten signature in black ink, appearing to read 'Paul Bentz', written in a cursive style.

Paul Bentz
Development Director
Alameda Community Learning Center (ACLCLC)
CEO / Community Learning Center Schools, Inc. (CLCS)

A handwritten signature in black ink, appearing to read 'Lowry Fenton', written in a cursive style.

Lowry Fenton
Community Member, ACLCLC Governing Board (ACLCLC)
CFO / Community Learning Center Schools, Inc. (CLCS)

Nea Community Learning Center Budget Narrative

The attached budget, cash flow projection, and staffing plan are based on conservative estimates of the actual costs to implement the Nea Community Learning Center program as described in the charter. Revenue projections for the first year (2009-10) were based on the CSDC "Crystal Ball" multi-year estimates as published in September 2008 following the signing of the state budget. Categorical funding, which is now set in statute, has been included at the statutory rate (per CSDC). The school has received written indication that it will receive a PCSGP Implementation Grant pending charter approval, so those funds have been included in the budget. The budget includes no unverifiable fundraising, although the sister program, Alameda Community Learning Center (ALCLC), will loan Nea startup capital as needed.

Expenses have been conservatively estimated by EdTec based on current market conditions in the Bay Area and EdTec's experience working with many charter schools in the East Bay. Additionally, expenses have been compared against operating expenses of Nea's sister school, and in some cases, such as with salaries and benefits, mirror the expenses of ALCLC. Expense assumptions have been increased 3% per year, in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and the assumptions underlying them (these are also included on the budget documents).

Staffing and benefits: Nea Community Learning Center will open with a Lead Facilitator, quarter time development director, twelve facilitator teachers, two counselors, two SPED teachers and two SPED paraprofessionals, an office manager, and maintenance/operations manager. In year two, the school will add three facilitator teachers. In year three, the school will add three additional facilitator teachers. Nea Community Learning Center has budgeted to mirror the Alameda City Unified School district pay schedule for teachers. In the first year, the average salary is \$57,410, and includes a mix of senior facilitator teachers and more junior facilitator teachers (3-5 years experience).

Nea Community Learning Center intends to outsource its business services, so it will not expand its central office staff beyond the office manager and half time attendance clerk (in year two).

Nea Community Learning Center will offer health benefits at a contribution rate consistent with current AUSD health benefits, which will grow by 14% per year in line with health cost increases. It will offer STRS and Social Security. The school is currently budgeting to offer PERS.

Books and Supplies: Nea Community Learning Center has budgeted for the actual costs of purchasing the specific textbooks that the school intends to use in each class.

			2009-10	2010-11	2011-12
Textbooks (6-12)	Number	Cost	Total		
Earth Sci 6	40	\$62	\$2,480	\$191	\$192
Life Sci 7	40	\$62	\$2,480	\$191	\$192
Phy Sci 8	40	\$62	\$2,480	\$191	\$192
Prentice Hall Literature 7/8	60	\$70	\$4,200	\$215	\$216
7/8 History Book	60	\$70	\$4,200	\$215	\$216
Teacher Resources	1	\$900	\$900	\$0	\$0
Pre Algebra	40	\$60	\$2,400	\$185	\$185
Math software	1	\$3,000	\$3,000	\$3,075	\$3,090
Math 6 Books	40	\$53	\$2,120	\$163	\$164
Alg 1 Books	40	\$60	\$2,400	\$185	\$185
Geometry	40	\$60	\$2,400	\$185	\$185
Algebra 2	40	\$60		\$2,400	\$185
Chemistry	40	\$72	\$2,880	\$221	\$222
Biology	40	\$72	\$2,880	\$221	\$222
Physics	0	\$72	\$0	\$0	\$2,966
Novels 7/8	360	\$10	\$3,600	\$31	\$31
Novels 9	160	\$10	\$1,600	\$31	\$31
Novels 10/11	200	\$10	\$2,000	\$31	\$31
Novels 12	200	\$10		\$0	\$2,000
Planners	224	\$9	\$2,016	\$2,528	\$3,003
Additional books	1	\$3,000	\$3,000	\$3,075	\$3,090
US History Books	40	\$72		\$2,880	\$222
MWH Books	40	\$72	\$2,880	\$221	\$222
Gov Books	40	\$72			\$2,880
Econ Books	40	\$72			\$2,880
			\$0	\$0	\$0
Books K-5)			\$0	\$0	\$0
			\$0	\$0	\$0
K	20	\$200	\$4,000	\$410	\$412
1	20	\$200	\$4,000	\$410	\$412
2	20	\$200	\$4,000	\$410	\$412
3	20	\$200	\$4,000	\$410	\$412
4	24	\$200	\$4,800	\$410	\$412
5	24	\$200	\$4,800	\$410	\$412

The School has budgeted \$310 per student for general instructional materials and consumables. The school has also budgeted \$30K per year to purchase computer equipment (software included), and \$10K for Rosetta Stone. The school has also budgeted for office materials and miscellaneous other equipment/furniture (to supplement furniture provided under Prop 39).

Services and Operating: The school intends to apply for Prop 39 to meet its facilities needs, so the school has budgeted for: 3% District oversight, utilities (\$.25 per sqft per month), and maintenance (\$1K per month).

The school has budgeted \$20,000 annually for instructional consultants in digital media, electronic music, and DVS.

The school will be purchasing its own liability insurance, most likely from the CCSA Charter School Insurance JPA. The rate included in the budget is consistent with quotes from the JPA for similarly sized schools.

Although the school has budgeted to hire experienced, highly skilled and trained teachers, the school is budgeting \$1500 per teacher for professional development, plus \$500 per teacher for conferences.

The School has budgeted to contract with a back office business provider to manage the school's business office in partnership with the office manager, attendance clerk and Lead Facilitator. The school will outsource technology support and health services.

The school has also budgeted for field trips (\$20 per student), copier, communications, marketing, legal, gym rental, fingerprinting, postage, audit, and miscellaneous expenses, all within typical charter school ranges.

Cash Flow: Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. The school will also have access to PCSGP funds. The school may borrow from its sister program (ACLC), if delays in the state budget delays the apportionments. Additionally, the school will tap into the line of credit provided by its service provider and open a line of credit with its bank to manage cash in the few lean months before the P-1 apportionment arrives in February/March.

Contingencies and Reserves: The school is maintaining a 4% budget reserve (minimum \$50K) plus a Special Education Reserve of \$150K in year one, growing to \$250K over two additional years. In the out years, the school will reserve 10% of its SPED revenues in reserve. In addition, the school is keeping \$15,000 contingency in the event of closure..

Nea Community Learning Center
Budget Summary

	2009/10	2009/10	2009/10	2010/11	2011/12	2009/10
	Start up	Operating Budget	Budget	Budget	Budget	Notes
SUMMARY						
Revenue						
General Block Grant	-	1,909,633	1,909,633	2,307,575	2,722,390	
Federal Income	200,000	306,670	506,670	232,636	185,042	
Other State Income	-	140,045	140,045	153,538	167,223	
Other Local Revenue	-	-	-	-	-	
Fundraising and Grants	-	-	-	-	-	
Total Revenue	200,000	2,356,348	2,556,348	2,693,749	3,074,655	
Expenses						
Compensation and Benefits	6,410	1,510,649	1,517,059	1,818,356	2,123,390	
Books & Supplies	65,000	156,996	221,996	185,732	213,566	
Services & Operating Exp.	-	413,310	413,310	478,725	543,580	
Capital Outlay	-	-	-	-	-	
Total Expenses	71,410	2,080,955	2,152,364	2,482,813	2,880,536	
Operating Income (excluding Depreciation)	128,590	275,394	403,984	210,936	194,119	
<i>Operating Income (including Depreciation)</i>			<u>403,984</u>	<u>210,936</u>	<u>194,119</u>	
Fund Balance						
Beginning Balance			-	403,984	614,920	
Operating Income (including Depreciation)	128,590	275,394	403,984	210,936	194,119	
Ending Fund Balance (including Depreciation)	128,590	275,394	403,984	614,920	809,039	
Reserve			236,085	314,313	380,221	4% of Total Annual Expenses, Min. \$50K, plus \$15K closure contingency and \$150K SPED contingency, growing \$50K per year to \$250K, then 10% of SPED revenues thereafter

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Nea Community Learning Center
Budget Summary

2008/10	2009/10	2009/10	2010/11	2011/12	2009/10
Start up	Operating Budget	Budget	Budget	Budget	Notes
DETAIL					
Enrollment					
K to 3					
4 to 6		80	80	80	
7 to 8		88	88	88	
9 to 12		60	70	80	
Total Enrollment		80	120	160	
		308	358	408	
ADA					
K to 3					
4 to 6		76	76	76	
7 to 8		84	84	84	
9 to 12		57	67	76	
Total ADA		76	114	152	
		293	340	388	
Free and Reduced English Language Learners		-	-	-	

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Nea Community Learning Center
Budget Summary

	2009/10	2009/10	2009/10	2010/11	2011/12	2009/10
	Start up	Operating Budget	Budget	Budget	Budget	Notes
Revenue						
0 General Purpose Block Grant (K - 3)		429,020	429,020	440,192	451,212	Yr 1: \$5645, Yr2: \$5792, Yr3: \$5937 per ADA per CSDC Crystal Ball as published September 2008
0 General Purpose Block Grant (4 - 6)		479,028	479,028	491,484	503,774	Yr 1: \$5730, Yr2: \$5879, Yr3: \$6026 per ADA per CSDC Crystal Ball as published September 2008
0 General Purpose Block Grant (7 - 8)		335,901	335,901	402,059	470,972	Yr 1: \$5893, Yr2: \$6046, Yr3: \$6197 per ADA per CSDC Crystal Ball as published September 2008
0 General Purpose Block Grant (9 - 12)		519,384	519,384	799,368	1,092,424	Yr 1: \$6834, Yr2: \$7012, Yr3: \$7187 per ADA per CSDC Crystal Ball as published September 2008
Subtotal General Purpose Block Grant		1,763,333	1,763,333	2,133,103	2,518,382	Rates provided by CSDC
9015 State Aid	-	1,225,364	1,225,364	1,482,322	1,750,057	
8780 Property Tax	-	537,969	537,969	650,782	768,325	
8480 Charter Schools Categorical Block Grant	-	146,300	146,300	174,471	204,009	Yr 1: \$500, Yr2: \$513, Yr3: \$526 per ADA per CSDC Crystal Ball as published September 2008
Educationally Disadvantaged Block Grant						Yr 1: \$317, Yr2: \$325, Yr3: \$334 per ADA per CSDC Crystal Ball as published September 2008
Subtotal - General Block Grant	-	1,909,633	1,909,633	2,307,575	2,722,390	
8182 Special Education Reimbursement	-	131,670	131,670	157,636	185,042	Per El Dorado SELPA CFO
8220 Child Nutrition Programs - Federal	-	-	-	-	-	
8282 PCSGP	200,000	175,000	375,000	75,000	-	PCSGP awarded pending AUSD board approval of charter.
8284 Title I - Basic Grant	-	-	-	-	-	\$0 per Title I eligible student based on avg 06-07 rates
8289 All Other Federal Revenue	-	-	-	-	-	
Subtotal - Federal Income	200,000	306,670	506,670	232,636	185,042	
8434 Class Size Reduction, Grades K-3	-	85,680	85,680	87,920	90,080	Yr 1: \$1071, Yr2: \$1099, Yr3: \$1126 per ADA per CSDC Crystal Ball as published September 2008
8546 School Facilities Apportionments	-	-	-	-	-	Fund availability determined by state budget
9580 State Lottery Revenue	-	40,086	40,086	46,594	53,101	Yr 1: \$137, Yr2: \$137, Yr3: \$137 per ADA per CSDC Crystal Ball as published September 2008
9590 All Other State Revenue	-	-	-	-	-	
9591 Supplemental Hourly Revenue	-	-	-	-	-	
9990 Middle/High School Counseling	-	9,615	9,615	13,441	17,487	\$68.88 per 7-12 enrollment
9999 Arts and Music Grant	-	4,664	4,664	5,584	6,555	\$15.94 per ADA per CDE (\$4K min)
Subtotal - Other State Income	-	140,045	140,045	153,538	167,223	
Subtotal - Local Revenues	-	-	-	-	-	
Subtotal - Fundraising and Grants	-	-	-	-	-	
TOTAL REVENUE	200,000	2,356,348	2,556,348	2,693,749	3,074,655	

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Nea Community Learning Center
Budget Summary

Expenses	2008/10	2009/10	2008/10	2010/11	2011/12	2008/10 Notes
	Start up	Operating Budget	Budget	Budget	Budget	
1000 Certificated Employees						
0 Administration	-	90,150	90,150	94,207	98,447	Year 1: 1.25 FTE; Year 2: 1.25 FTE; Year 3: 1.25 FTE
0 Teachers	-	734,450	734,450	950,774	1,162,338	Year 1: 12 FTE; Year 2: 15 FTE; Year 3: 18 FTE; \$57,410 avg salary, growing at 4.5% per year; \$4,775 of stipends and hourly pay.
0 Substitutes	-	14,580	14,580	19,045	23,883	5.0% absence rate at \$135 per day.
0 Counselors	-	121,638	121,638	124,760	130,375	Year 1: 2 FTE; Year 2: 2 FTE; Year 3: 2 FTE; \$59,694 avg salary year 1.
0 SPED	-	119,388	119,388	113,419	118,522	Year 1: 2 FTE; Year 2: 2 FTE; Year 3: 2 FTE; \$59,694 avg salary year 1.
SUBTOTAL	-	1,080,207	1,080,207	1,302,205	1,533,564	
2000 Classified Employees						
0 Administration	4,800	43,200	48,000	72,105	75,350	Year 1: 1 FTE; Year 2: 1.5 FTE; Year 3: 1.5 FTE; \$45,000 avg salary year 1.
0 Other (Maintenance, etc)	-	33,178	33,178	34,671	36,231	
0 Substitutes	-	-	-	-	-	
0 SPED Paraprofessional	-	70,000	70,000	73,150	76,442	Year 1: 2 FTE; Year 2: 2 FTE; Year 3: 2 FTE; \$35,000 avg salary year 1.
SUBTOTAL	4,800	146,378	151,178	179,926	188,022	
3000 Employee Benefits						
0 Health Insurance	1,000	123,861	124,861	138,995	173,727	\$5876 per FTE per year, based on AUSD benefits schedule. Growing at 14% per year.
0 Social Security	396	8,977	9,373	12,336	13,138	
0 State Unemployment	-	-	-	-	-	
0 FUTA	-	1,232	1,232	1,512	1,680	
0 Medicare	70	17,574	17,644	21,655	25,135	
0 Other Payroll Taxes (ETT)	-	154	154	189	210	
0 STRS	-	87,914	87,914	106,796	125,527	Yr 1=8.25%, Yr 2=8.25%, Yr 3=8.25%, Yr 4=8.25%, Yr 5=8.25%
0 PERS	-	7,554	7,554	9,937	10,384	
0 Other Retirement	-	-	-	-	-	
0 Workers Comp	144	36,798	36,842	44,804	52,003	3% per CCSA JPA quote for similar size school
3920 Professional Development	-	-	-	-	-	
3921 Professional Development, classified positions	-	-	-	-	-	
SUBTOTAL	1,610	284,065	285,674	336,225	401,803	

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Nea Community Learning Center
Budget Summary

	2009/10	2008/10	2008/10	2010/11	2011/12	2009/10
	Start up	Operating Budget	Budget	Budget	Budget	Notes
4000 Books and Supplies						
4100 Textbooks and Core Materials (6-12)	20,000	29,916	49,916	16,433	22,805	Based on actual costs calculated per grade level, replacement books included in out years.
4108 K-5 Books	15,000	10,600	25,600	2,460	2,472	\$200 per elementary student, based on actual costs per grade level, replacement books included in out years
4315 Custodial Supplies	-	-	-	-	-	
4320 Educational Software	10,000	-	10,000	10,300	10,609	Rosetta Stone
4325 Instructional Materials	-	95,480	95,480	114,309	134,183	\$310 per Student
4330 Office Supplies	-	6,000	6,000	6,180	6,365	
4335 PE Supplies	-	-	-	-	-	
4340 Professional Development Materials	-	-	-	-	-	
4410 Classroom Furniture and Equipment	5,000	-	5,000	5,150	5,305	
4420 Computers	15,000	15,000	30,000	30,900	31,827	25computers per year (\$1200 per computer)
SUBTOTAL	65,000	156,996	221,996	185,732	213,566	

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Nea Community Learning Center
Budget Summary

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	2008/10	2009/10	2009/10	2010/11	2011/12	2008/10
	Start up	Operating Budget	Budget	Budget	Budget	Notes
5000 Services and Other Operating Expenditures						
5903 Accounting Fees	-	7,500	7,500	7,725	7,957	
5912 Business Services	-	127,817	127,817	138,728	153,733	Based on Hosaka Nagel quote, inclusive of 990 filing Full service back office including payroll, AP, Accounting, and Financial Analysis
5920 Communications - Telephone & Fax	-	3,000	3,000	3,090	3,183	
5954 Consultants - Other	-	3,000	3,000	3,090	3,183	
5954 Consultants - DVS Class	-	9,500	9,500	20,000	21,000	Based on experience from sister school
5954 Consultants - Digital Design	-	8,000	6,000	6,180	6,365	Based on experience from sister school
5954 Consultants - Electronic Music	-	4,000	4,000	4,120	4,244	Based on experience from sister school
5924 District Oversight Fees	-	57,289	57,289	69,227	81,672	Assumes Prop 39 ; 3% of Block and Categorical
5305 Dues & Membership - Professional Associations	-	1,848	1,848	2,212	2,597	\$6 per Student CCSA and CSDC
5605 Equipment Leases	-	9,330	9,330	9,610	9,898	Copier and Phone System
5930 Field Trips	-	6,160	6,160	7,375	8,657	\$20 per Student
5936 Fingerprinting	-	1,594	1,594	1,912	2,208	\$75 per FTE
5942 Health Services	-	3,080	3,080	3,687	4,328	\$10 per Student
5459 Insurance - Other	-	13,860	13,860	16,583	19,478	\$45 per Student based on CCSA JPA quote for similar size school
5944 Interest Expense	-	-	-	-	-	
5515 Janitorial Services	-	-	-	-	-	Janitorial covered in payroll
5945 Legal Fees	-	-	-	-	-	
5948 Licenses and Other Fees	-	6,000	6,000	6,180	6,365	
5951 Marketing and Student Recruiting	-	-	-	-	-	
5999 Miscellaneous Operating Expenses	-	5,000	5,000	5,150	5,305	\$5K for materials and recruitment events
5957 Payroll Fees	-	2,000	2,000	2,060	2,122	Bladium rentals
5915 Postage and Delivery	-	1,920	1,920	1,978	2,037	
5900 Printing and Reproduction	-	4,620	4,620	5,531	6,493	\$15 per Student
5903 Professional Development	-	-	-	-	-	\$0 per Student
5975 Recruiting - Staff	-	18,000	18,000	23,175	28,644	\$1500 per Teacher
5910 Rent	-	4,000	4,000	1,545	1,591	\$500 per New Teacher
5915 Repairs and Maintenance - Building	-	-	-	-	-	
5972 Special Education Encroachment	-	12,000	12,000	12,360	12,731	
5925 Storage	-	-	-	-	-	\$0 per ADA, based on joining El Dorado SELPA encroachment rate
5978 Student Assessment	-	-	-	-	-	
5981 Student Information System	-	-	-	-	-	\$0 per Student
5987 Technology Services	-	5,852	5,852	7,006	8,224	\$19 per Student
5220 Travel and Lodging	-	15,400	15,400	18,437	21,642	\$50 per Student
5935 Utilities - All Other	-	6,000	6,000	7,725	9,548	\$500 per Teacher
5986 Website Development	-	78,540	78,540	94,029	110,376	\$255 per Student (\$.25 per sq ft per month)
SUBTOTAL	-	413,310	413,310	478,725	543,580	

Nea Community Learning Center
 Budget Summary

	2009/10	2009/10	2009/10	2010/11	2011/12	2009/10
	Start up	Operating Budget	Budget	Budget	Budget	Notes
6000 Capital Outlay						
6100 Sites & Improvement of Sites	-	-	-	-	-	
6200 Buildings & Improvement of Buildings	-	-	-	-	-	
6410 Computers	-	-	-	-	-	
6420 Furniture	-	-	-	-	-	
6430 Other Equipment	-	-	-	-	-	
SUBTOTAL	-	-	-	-	-	
TOTAL EXPENSES	71,410	2,080,955	2,152,364	2,482,813	2,880,536	

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Nea Community Learning Center
Cash Forecast

2009/10

	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	AP/AR
BEGINNING CASH	-	105,777	84,343	334,333	167,468	42,155	219,292	96,516	220,934	357,443	322,767	288,092	
INCOME													
8015 State Aid	-	-	416,624	-	-	294,087	-	-	171,551	85,775	85,775	85,775	85,775
8780 Property Tax	-	32,278	64,556	43,038	43,038	43,038	43,038	43,038	75,316	37,658	37,658	37,658	37,658
8480 Charter Schools Categorical Block Grant	-	-	49,742	-	-	35,112	-	-	20,482	10,241	10,241	10,241	10,241
Subtotal - General Block Grant	-	32,278	530,922	43,038	43,038	372,237	43,038	43,038	287,349	133,674	133,674	133,674	133,674
8182 Special Education Reimbursement	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	-
8220 Child Nutrition Programs - Federal	-	-	-	-	-	-	-	-	-	-	-	-	-
8292 PCSGP	125,000	-	-	-	-	-	-	250,000	-	-	-	-	-
Subtotal - Federal Income	135,973	10,973	10,973	10,973	10,973	10,973	10,973	260,973	10,973	10,973	10,973	10,973	-
8434 Class Size Reduction, Grades K-3	-	-	-	21,420	-	-	-	-	64,260	-	-	-	-
8545 School Facilities Apportionments	-	-	-	-	-	-	-	-	-	-	-	-	-
8560 State Lottery Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal - Other State Income	-	-	-	21,420	-	-	3,498	-	64,260	-	-	-	40,086
Subtotal - Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	50,867
TOTAL INCOME	135,973	43,251	541,894	75,430	54,010	383,209	57,508	304,010	342,581	144,647	144,647	144,647	184,542
EXPENSES													
1000-3000 Compensation & Benefits	18,357	21,502	147,932	147,932	147,932	147,932	148,895	148,202	147,932	147,932	147,932	144,787	(211)
4000 Books & Supplies	-	18,966	86,998	68,141	5,861	5,861	5,861	5,861	5,861	5,861	5,861	5,861	0
5000 Services & Other Operating Expenses	11,839	23,216	56,974	26,222	25,528	52,279	25,529	25,529	52,279	25,529	25,529	52,279	10,580
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	30,196	64,685	291,905	242,295	179,322	206,072	180,284	179,592	206,072	179,322	179,322	202,928	10,369
NET OPERATING EXPENSES	105,777	(21,434)	249,990	(166,865)	(125,312)	177,137	(122,776)	124,418	136,509	(34,675)	(34,675)	(58,281)	174,173
Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds (ACLC loans from accumulated fund balance)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH	105,777	84,343	334,333	167,468	42,155	219,292	96,516	220,934	357,443	322,767	288,092	229,811	
RESERVE	1,208	3,795	15,471	25,163	32,336	40,579	47,790	54,974	63,217	70,390	77,563	85,680	

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Nea Community Learning Center
Cash Forecast

2010/11
Projected

	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected
BEGINNING CASH	229,811	344,906	404,634	353,482	269,257	237,260	181,181	140,565	210,020	392,772	396,354	399,936
INCOME												
8015 State Aid	-	73,522	147,044	98,029	98,029	98,029	98,029	98,029	257,204	128,602	128,602	128,602
8780 Property Tax	-	32,278	64,556	43,038	43,038	43,038	43,038	43,038	112,920	56,460	56,460	56,460
8480 Charter Schools Categorical Block Grant	-	8,778	17,556	11,704	11,704	11,704	11,704	11,704	29,872	14,936	14,936	14,936
Subtotal - General Block Grant	-	114,578	229,156	152,771	152,771	152,771	152,771	152,771	399,996	199,998	199,998	199,998
8182 Special Education Reimbursement	13,136	13,136	13,136	13,136	13,136	13,136	13,136	13,136	13,136	13,136	13,136	13,136
8220 Child Nutrition Programs - Federal	-	-	-	-	-	-	-	-	-	-	-	-
8292 PCSGP	25,000	-	-	-	-	-	-	50,000	-	-	-	-
Subtotal - Federal Income	38,136	13,136	13,136	13,136	13,136	13,136	13,136	63,136	13,136	13,136	13,136	13,136
8434 Class Size Reduction, Grades K-3	-	-	-	21,420	-	-	-	64,260	-	-	-	-
8545 School Facilities Apportionments	-	-	-	-	-	-	-	-	-	-	-	-
8560 State Lottery Revenue	-	-	-	-	11,648	-	-	-	11,648	-	-	11,648
Subtotal - Other State Income	-	-	-	21,420	11,648	-	4,188	64,260	11,648	-	-	11,648
Subtotal - Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	38,136	127,714	242,292	187,327	177,555	165,907	170,095	280,167	424,781	213,134	213,134	224,783
EXPENSES												
1000-3000 Compensation & Benefits	33,352	36,638	174,998	174,998	174,998	174,998	176,156	176,156	174,998	174,998	174,998	171,711
4000 Books & Supplies	-	6,573	72,439	86,231	5,061	5,061	5,061	5,061	5,061	5,061	5,061	5,061
5000 Services & Other Operating Expenses	12,784	24,775	66,052	30,323	29,494	61,870	29,494	29,494	61,970	29,494	29,494	61,970
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	46,136	67,986	313,488	271,552	209,552	242,029	210,711	210,711	242,029	209,552	209,552	238,743
NET OPERATING EXPENSES	(7,999)	59,728	(71,196)	(84,225)	(31,997)	(76,122)	(40,616)	69,456	182,752	3,582	3,582	(13,960)
Prior Year Revenue	133,674	-	20,043	-	-	20,043	-	-	-	-	-	-
Prior Year Expenses	(10,580)	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds (ACLC loans from accumulated fund balance)	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH	344,906	404,634	353,482	269,257	237,260	181,181	140,565	210,020	392,772	396,354	399,936	385,976
RESERVE	1,845	4,565	17,104	27,966	36,349	46,030	54,458	62,887	72,568	80,950	89,332	98,882

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Block and Categorical

2008-09 Lottery

2008-09 Lottery

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Nea Community Learning Center
Cash Forecast

		2011/12 Projected											
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
BEGINNING CASH													
INCOME		385,976	555,949	631,842	560,124	474,445	444,360	368,340	341,661	362,891	571,049	573,748	576,447
8015	State Aid	-	88,939	177,879	118,586	118,586	118,586	118,586	118,586	296,770	148,385	148,385	148,385
8780	Property Tax	-	39,047	78,094	52,063	52,063	52,063	52,063	52,063	130,290	65,145	65,145	65,145
8480	Charter Schools Categorical Block Grant	-	10,468	20,937	13,958	13,958	13,958	13,958	13,958	34,272	17,136	17,136	17,136
	Subtotal - General Block Grant	-	138,454	276,909	184,606	184,606	184,606	184,606	184,606	461,332	230,666	230,666	230,666
8182	Special Education Reimbursement	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420
8220	Child Nutrition Programs - Federal	-	-	-	-	-	-	-	-	-	-	-	-
8292	PCSGP	-	-	-	-	-	-	-	-	-	-	-	-
	Subtotal - Federal Income	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420	15,420
8434	Class Size Reduction, Grades K-3	-	-	-	21,980	-	-	-	65,940	-	-	-	-
8545	School Facilities Apportionments	-	-	-	-	-	-	-	-	-	-	-	-
8560	State Lottery Revenue	-	-	-	-	13,275	-	-	-	13,275	-	-	13,275
	Subtotal - Other State Income	-	-	-	21,980	13,275	-	18,031	65,940	13,275	-	-	13,275
	Subtotal - Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME		15,420	153,875	292,329	222,006	213,301	200,026	218,057	265,966	490,028	246,086	246,086	259,362
EXPENSES													
1000-3000	Compensation & Benefits	37,679	41,114	204,618	204,618	204,618	204,618	205,967	205,967	204,618	204,618	204,618	201,184
4000	Books & Supplies	-	9,122	83,517	74,901	5,753	5,753	5,753	5,753	5,753	5,753	5,753	5,753
5000	Services & Other Operating Expenses	14,071	27,747	75,912	33,990	33,016	71,499	33,016	33,016	71,499	33,016	33,016	71,499
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		51,750	77,982	364,047	313,509	243,387	281,870	244,736	244,736	281,870	243,387	243,387	278,436
NET OPERATING EXPENSES		(36,330)	75,892	(71,717)	(91,503)	(30,086)	(81,844)	(26,679)	21,230	208,158	2,699	2,699	(19,074)
Prior Year Revenue		217,075	-	-	5,824	-	5,824	-	-	-	-	-	-
Prior Year Expenses		(10,771)	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds (ACLC loans from accumulated fund balance)		-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments		-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure		-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)		-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH		555,949	631,842	560,124	474,445	444,360	368,340	341,661	362,891	571,049	573,748	576,447	557,373
RESERVE		2,070	5,189	19,751	32,292	42,027	53,302	63,091	72,881	84,156	93,891	103,626	114,764

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