

ACLCLC

ALAMEDA
COMMUNITY
LEARNING
CENTER



Charter Renewal Petition

For

Community Learning Center Schools, Inc.

A Non-profit Public Benefit Corporation

For the Operation of the

Alameda Community Learning Center

For the Term July 1, 2015 through June 30, 2020

Submitted to the

Alameda Unified School District

October 28, 2014

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Assurances and Affirmations

Alameda Community Learning Center (“ACLC” or the “Charter School”) operated by Community Learning Center Schools (“CLCS”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 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)]
- CLCS shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the *Alameda 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. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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)]
- The Charter School 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.
- The Charter School 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)]
- The Charter School 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)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Introduction

This document is a petition for the Alameda Unified School District Board of Education to consider and approve this charter renewal pursuant to the timelines and processes outlined in Education Code Sections 47607 and 47605, and implementing regulations.

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., a 501(c)(3) tax exempt, non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education to grant a charter renewal for the Alameda Community Learning Center.

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 achieving.

(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. Education Code Section 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 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 [the 16 required elements]:*
Education Code Section 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. Education Code Section 47605.7(a).

Why does Community Learning Center Schools, Inc, seek to renew its Alameda Community Learning Center 6-12 charter school in Alameda?

CLCS seeks to renew the Alameda Community Learning Center charter in Alameda for all of the reasons outlined in the Charter Schools Act’s intent:

- (a) *Improve pupil learning.*
 Alameda Community Learning Center has a proven track record of 19 years of improving pupil learning.
- (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 has consistently increased learning opportunities for all pupils, with special emphasis on expanded learning experiences for those who are identified as academically low achieving. ACLC’s State and Similar School Ranking have trended high, earning one of the best average rankings in AUSD.

Middle Schools in Alameda	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year API Average*</u>	<u>Weighted 3-Year API Average*</u>	State Ranking / Similar school
Academy of Alameda	808	784	784	5/6
Lincoln Middle	904	908	908	9/6
Will C. Wood Middle	786	766	765	4/3

High Schools in Alameda	2013 Growth API	Non-Weighted 3-Year API Average*	Weighted 3-Year API Average*	State Ranking / Similar school
Alameda High	819	824	824	8/4
Encinal High	797	769	770	5/8
Island High (Continuation) **	576	562	561	N/A
Alameda Community Learning Center	869	839	840	9/4
Bay Area School of Enterprise **	543	561	555	1/NA
Alameda Science and Technology Institute	925	905	905	10/9

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

The ACLC will continue to use the innovative teaching methods that ACLC has developed over the last 19 years (14 years as a charter school, and 5 years as an AUSD special program), 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 for two years in a row. (Bronze Award, top 18% in nation).

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

The school will use the “Facilitator Empowerment” model pioneered at ACLC of involving facilitators at every level of the decision-making and will create opportunities for facilitators 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 school will continue to provide expanded choices in the type of educational opportunities that are available within the AUSD public school system. The school will provide more than 350 grade 6-12 spaces for Alameda’s learners during 2014-15.

(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, ACLC shall remain 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 school will continue to provide vigorous competition within the public school system to stimulate improvements in all public schools.

Element A. Description of the Educational Program

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

CLCS a Nonprofit Public Benefit Corporation, (prior to 2006, the name of the corporation was Alameda Community Learning Center) has operated the Alameda Community Learning Center, a 6-12 grade program located on the previous Woodstock Elementary School site, in the City of Alameda, for five (5) years. For the 2013-2014 school year, ACLC received an API statewide ranking of 10, putting it in the top 10% of all schools in California. ACLC is Western Association of Schools and Colleges (“WASC”) accredited through 2018. ACLC has a 97.0% attendance rate and over the last 19 years has produced an impressive educational record where more than 90% of its graduates gain acceptance into four-year colleges and universities.

Mission Statement

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

To achieve this mission:

The Alameda Community Learning Center 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, supporting individuals to actively discover their own potential, recognize their own value and worth, and practice responsibility to the community. ACLC believes in the importance of a participatory governance model to empower learners, parents, and facilitators to create a great educational program. ACLC is dedicated to a self-directed project-based learning model to achieve its educational goals. To this end, the ACLC 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's Common Core State Standards ("CCSS") by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards.

Teachers are referred to as *facilitators* and students are 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 also essential to creating empowered learners who understand the need to take ownership of their educational experience. All community members are on a first name basis, in respect of the equity of their various roles within the community.

The ACLC provides a rigorous, relevant, culturally sensitive, accessible educational program for all learners (including high and low achievers, English Learners, and learners with disabilities). 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 ACLC continues to utilize the researched-based, proven instructional model which has been in existence for 19 years, and whose excellence was rewarded by the State of California when ACLC became Alameda County's first California Distinguished Charter School. (A state team visited the school and evaluated ACLC's educational practices for two days in the spring of 2006 and confirmed its educational practices.) This same educational program has achieved an API statewide rank of 6 or higher for the past six years, demonstrating that its curriculum is aligned with California standards.

Vision

Our curricular vision for the charter is the same vision that has persisted throughout the last 300 years of U.S. education. The ACLC Charter School will teach the Basic Academic Skills in reading, writing, math, science, history, civics, and geography. The Charter School will teach critical thinking and problem solving, 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**
 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 is 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, s/he must know how to use these literacy skills successfully.
- III. We use an inquiry-based approach to learning science and social studies.
- IV. We **expand** our use of **assessment**:
- a. We use traditional measurement tools for accountability.
 - b. We use data that derives from an observational context to evaluating the learners' individual process and products.

Philosophical, Theoretical and Research Base for the Vision

This philosophical basis for the ACLC 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. Over the course of many years, 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, ACLC utilizes the following instructional/learning strategies:

- Learners, in collaboration with their facilitators, establish their own individualized goals and life plans at a developmentally appropriate level. (Grades 6-12)
- Learners 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 may take longer than usual to complete specific subject matter if they are experiencing difficulty achieving mastery. . To the greatest extent possible, these learners are supported and encouraged by peers and facilitators. Learning differences are universal, and all ACLC participants understand that no two people learn things in precisely the same manner or timeframe.
- Subject matter is addressed from multiple perspectives – utilizing learning teams, project-based approaches, presentation requirements (e.g., artistic, technological, oral, kinesthetic), and is 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.

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

Learners and facilitators engage in authentic language use that takes place within an engaging, meaningful context, creating 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, thus developing skills necessary to become active, contributing critical thinkers in society.

Target Population to be Served by ACLC

ACLC seeks to serve all Alamedans who desire its 21st Century educational model. ACLC seeks to serve an ethnically diverse community that is balanced with AUSD’s ethnicity percentages. All currently operating District schools offer the same grade 6-12 curriculum, using the same traditional learning model and schedule that do not work for all learners. ACLC seeks to provide Alameda’s families with a proven alternative instructional model. ACLC seeks to provide choices for these families and has a strategy and timeline in place to reach these demographic goals (see section G).

How Learning Best Occurs and Educated Persons in the 21st Century

The ACLC will align its courses to meet all Common Core State Standards course and grade level standards. The ACLC will use standards aligned course descriptions for grades 6-12.

At the ACLC, learners will prepare to be educated and 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 excellent results at the ACLC.

The ACLC has developed its educational strategies over the past nineteen 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.

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 facilitator. 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 educational model has been in action with a group of learners in grades 6-12 at the current ACLC for nineteen (19) years. Visitors to the ACLC start their tour by entering the community room (“the Center”), 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 more than 85 internet-accessible individual computers, self-directed learners conduct 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 nine 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.

- 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 highly democratic fashion.
- 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 19 years in our current ACLC program.

In addition to the core curricula, all learners receive a rich curriculum in developmentally appropriate “Learning to Learn” skills that has been created ACLC. (Rubrics for assessing these skills are located in (Appendix E). 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

Learners in grades 6 through 8 are offered semester seminars in Visual Communications, Electronic Music, Digital Video Studio, Builder’s Workshop and The Art of Science and Creative Expressions. Learners in grades 9 through 12 have access to electives in art, creative writing, digital video, electronic music, and Spanish.

Broad Overall Program Goals

Our most comprehensive and individualized goals are that all ACLC learners meet the Graduate Profile and ACLC Graduation Requirements that are aligned with the admission requirements of the University of California. This profile specifies the outcomes for all learners across a range of domains. All ACLC programs and strategies are held up to this standard to determine the worth and efficacy of each. An example of a current Graduate Profile and Graduation requirements is in Appendix A and G.

Curriculum Description

The AUSD/ACLC Graduate Profile (Appendix F) and the ACLC Graduation Standards (Appendix A) define the outcomes needed to graduate from the ACLC. Curricular emphasis is placed on Learning to Learn skills as a necessity in a world where knowledge increases exponentially. The ACLC 6-12 curriculum binder provides curricular map details of the ACLC academic curriculum.

ACLC Graduation Requirements (6-12)

Coursework required for graduation is aligned to Common Core State Standards. The Graduate Profile, along with the Learning to Learn skills and specific ACLC requirements (Senior Portfolio, Senior Project, Community Service) are outlined in the ACLC Learner Handbook (Appendix C), a copy of which is provided to all learners and about which all guardians are informed. All ACLC graduates meet all State standards, including passing the CAHSEE, and complete a course load that is aligned to admission requirements of the University of California.

English Language Arts

The state average for English Language Arts was 83% in 2013. ACLC's learners performed as follows:

2013 94%
2012 93%
2011 96%
2010 97%

Math

The state average for Math was 84% in 2014. ACLC's learners performed as follows:

2013 97%
2012 93%
2011 97%
2010 92%

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 in grade 12. Science course offerings include grade 6-8 Earth, Physical, and Life Science programs, in addition to technology and robotics. As part of the ACLC 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. ACLC uses Common Core State Standards aligned course descriptions developed by the ACLC.

All learners participate in a course called Contemporary Community Citizenship (CCC), which is the decision-making forum of the school's democratic community. Leadership, another course offering that educates and trains learners in democratic processes, acts as the coordinating body for CCC's proposals, Judicial Committee work, and implementation of community decisions.

With the support of an ACLC facilitator, older, experienced learners may help design and facilitate courses. For example, learners enrolled in ACLC's 6-12 program created a new course in Educational Leadership that trains learners to serve as tutors for our 6-8 learners.

Embedded into each course is the previously referenced Learning to Learn skills, necessary for continuous learning that is crucial to success in the 21st Century by people of any age.

School Year and School Day (6-12)

For the 2014-15 school year, ACLC will have 180 instructional days with a total of 64,835 instructional minutes in grades 6-12. (See Appendix G for instructional minutes calculations.) If the Charter School's calendar needs to be changed by the ACLC Governing Board, all State minimum attendance requirements will be met or exceeded within any revisions.

In addition, the ACLC will be open before and after the school day, from 7:30 a.m. to 4:00 p.m. Monday through Thursday, 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, beyond the required annual minutes, to have a safe place in the community to be before and after school. These minutes are not mandatory. The ACLC will be open in the evenings for special projects as necessary.

ACLC Serving High School Learners

ACLC remains WASC accredited, with its current, six-year accreditation period ending in June 2016. ACLC courses are approved by the University of California ("UC") to meet the a-g requirements. All ACLC graduates meet the UC a-g requirements as a result of meeting the ACLC Graduation Standards (Appendix A). Our WASC accreditation ensures that ACLC courses are fully transferable to other high schools. The ACLC maintains a complete binder of UC approved course descriptions that is available in the school office for review at any time. The current 6-12 model has produced the following results: more than 90% of all ACLC graduates (class of 2014) now attend a four-year college or university. Learners from the graduating class of 2014 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 East Bay, Cal Maritime, and San Francisco State. Our graduates have also been accepted to renowned private colleges such as Stanford University, MIT, Vanderbilt, The Claremont McKenna Colleges, Brown University, Smith College, Harvard University, Oberlin College, Georgetown, Barnard, Bates, Dartmouth College, University of Pennsylvania, and the University of Massachusetts.

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

Serving Learners with Disabilities

ACLCL 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”).

Section 504 of the Rehabilitation Act

The ACLCL is solely responsible for its compliance with Section 504 and the ADA. The school facilities occupied by ACLCL shall remain accessible for all learners with disabilities.

ACLCL 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 ACLCL. Any learner, who has an objectively identified disability that substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the Charter School.

In such an instance, a 504 team is assembled by the Lead Facilitator and counselor, and includes the parent/guardian, the learner (where appropriate), and other qualified persons knowledgeable about the learner, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the learner’s records, including academic, social and behavioral records and reports, and is responsible for making a determination whether an evaluation for 504 services is appropriate. If the learner 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 504 team completes the learner evaluation, and evaluates the existence and nature of the disability, as well as the impact of this upon the learner’s education. This evaluation includes 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 designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a learner with impaired sensory, manual or speaking skills, the test results accurately reflect learner aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the learner’s impaired sensory, manual or speaking skills.

The final determination of whether the learner 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 in the primary language, along with the procedural safeguards available to them. If during the evaluation, the 504 team

obtains information indicating learner's possible eligibility for special education per the IDEIA, a referral for assessment will be made by the 504 team.

If the learner is found by the 504 team to have a disability under Section 504, the 504 team is then responsible for determining what, if any, accommodations or services are needed to ensure the learner receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the learner, drawing upon a variety of sources including, but not limited to, assessments conducted by the Charter 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 members, parents, guardians, facilitators, and any other participants in the learner's education, including substitutes and tutors, will be provided a copy of each learner's 504 Plan. The counselor and/or Lead Facilitator will ensure facilitators include 504 Plans with lesson plans for short-term substitutes and that s/he reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the learner's file. Each learner's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, to identify any necessary modifications, and learner's continued eligibility.

Services for Learners under the "IDEIA"

The Charter School provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

Since the 2010-2011 school year, ACLC has been its own LEA in conformity with Education Code Section 47641(a), having joined the El Dorado County Charter School Special Education Local Plan Area ("SELPA"). ACLC complies with all State and Federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures.

The Charter School provides services for special education learners enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving learners who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School learners, staff, facilities, equipment and records as required.

ACLC Special Education Overview

Parents of learners with disabilities in the Alameda community seek placement at ACLC. And we anticipate that such parents will continue to seek placement at ACLC based upon word-of-mouth

recommendations from other families. Our small school environment is an advantage in such instances, allowing all learners to become full members of the ACLC community.

- At ACLC, all learners with disabilities are fully included in all aspects of the general education curriculum.
- Services that remediate academic challenges are incorporated into the general education program, including learners without disabilities.
- All learners at ACLC with and without disabilities are expected to participate in leadership roles in the community.
- Facilitators, parents, and/or the Student Study Team can make referrals for assessment for special education services. Assessments are conducted within the legally prescribed timeframe. ACLC collaborates with SELPA School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers, and Special Day Class facilitators to provide appropriate educational services to our learners.
- ACLC uses 21st century educational technology, providing greater access to learning opportunities for learners with disabilities (i.e., online learning, computer assisted learning, independent learning programs, peer tutoring, project based learning).

El Dorado County Charter SELPA

As a participant in the El Dorado County Charter SELPA, ACLC shall continue to 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 facilitators, 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 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 ensure their effectiveness and applicability, and ensure 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 learner 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 the El Dorado County SELPA in accordance with the Charter Consortium Allocation and Budget Plan.

Assurances

As a participant in the El Dorado County Charter SELPA, ACLC makes the following assurances with regard to the special education services for learners:

1. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy that a free appropriate public education is available to all learners attending the ACLC starting with grade 6 and extending to age 21 inclusive, including learners 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 ACLC that all learners with disabilities have access to the variety of educational programs and services available to non-disabled pupils including nonacademic and extra-curricular services and activities.

3. CHILD FIND

It shall be the policy of ACLC that all learners with disabilities, including those 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 ACLC that an Individualized Educational Program (IEP) is developed, reviewed and revised for each learner 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 ACLC that to the maximum extent appropriate, learners with disabilities, including those in public or private institutions or other care facilities, are educated with learners who are not disabled. Special classes, separate schooling, or other removal of learners with disabilities from the regular educational environment, occurs only when the nature of severity of the disability is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS

It shall be the policy of ACLC that learners 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 ACLC that a review will be conducted on at least an annual basis to review learner'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.

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

8. CONFIDENTIALITY

It shall be the policy of ACLC that the confidentiality of personally identifiable data information as records maintained by the LEA relating to learners 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 ACLC that learners 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. (This assurance may not apply to ACLC since ACLC's entry grade is grade 6.)

10. PRIVATE SCHOOLS

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

11. COMPLIANCE ASSURANCES

It shall be the policy of ACLC that 1) the local plan will be adopted by the appropriate local board(s) (CLCS) 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 ACLC 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 ACLC 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 ACLC 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 learners 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 ACLC 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 ACLC that learners with disabilities are included in general State and District-wide assessment programs, with appropriate accommodations, where necessary. For those learners with disabilities who cannot participate, alternate assessment will be conducted.

18. SUPPLEMENTATION OF STATE/FEDERAL FUNDS

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

19. MAINTENANCE OF EFFORT

It shall be the policy of ACLC to provide assurances that funds received from Part B of the IDEA will be expanded 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 expanded for the education of learners with disabilities except as provided in Federal law and regulations.

20. PUBLIC PARTICIPATION

It shall be the policy of ACLC 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 DATA

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

Identification and Instructional Strategies for Special Populations

The ACLC 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.

ACLC complies with SELPA protocol as to the delegation of duties between the SELPA and the local school site in providing special education instruction and related services to identified learners. The ACLC

will continue to meet annually with appropriate SELPA staff to review special education policies, procedures, protocols, and forms of the SELPA and SELPA protocol, to ensure that ACLC has a clear understanding of legal requirements, SELPA protocols, and ongoing compliance needs.

ACLC conducts Child Find Activities as prescribed by Federal law, and has a Special Education Process in place that meets all applicable laws related to special education. ACLC shall follow all procedures for identification including Student Study Teams, assessments, and IEPs/504 Plans.

Special needs learners receive the support of a Resource Specialist(s) in addition to the services listed in their respective IEPs. This specialist and a full-time Counselor meet weekly with all ACLC facilitators to consider ways to address learners' needs. All facilitators participate in the creation and implementation of IEP and Section 504 plans, and there is 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 Counselor are fully integrated facilitators in the community.

Weekly facilitator meetings also serve as Student Study Team meetings, which consider facilitator referrals for learners in need of additional support. The ACLC 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. Learning experiences are then designed to make full use of each learner's strengths, while supporting growth in areas of relative weakness. Each young person learns differently, and ACLC supports that reality.

Resource Specialist/Full Inclusion Specialist Duties (RS/FI)

Starred sections (as indicated below) are Federally and/or State mandated duties for RS/FI Specialists. Duties of the RS/FI Specialist at ACLC include, but are not limited to:

Special Education Testing, IEP Development and Collaboration

- Identify learners with learning disabilities or other disabilities (e.g., 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 regarding 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 (CAASPP, SBA, CAHSEE) to learners with accommodations and modifications, and prepare testing materials in compliance with State regulations.*
- Report to site administrator (i.e., ACLC Lead Facilitator), El Dorado County Charter SELPA Program Specialist, and El Dorado County Charter SELPA Special Education Coordinator regarding 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 learner success.*

Curriculum Accommodations and Modifications

- Collaborate with general facilitators to implement and adjust accommodations and modifications as per IEPs, including informing general facilitators 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 ACLC staff for learners 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 facilitators to improve behavioral outcomes for learners with disabilities.*
- Create and implement Behavior Intervention Plans (for learners with disabilities), including conducting functional analysis assessment as needed..
- Advocate for learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at ACLC and other proceedings within the AUSD.*
- Coordinate Manifestation Determinations for learners with disabilities who reach a critical level of disciplinary interventions at ACLC.*

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 professional 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, materials, and approaches.
- Provide input for El Dorado County Charter SELPA's annual evaluation of paraprofessional according to CSEA guidelines in coordination with the Lead Facilitator.

English Learners

ACLC will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, learner identification, placement, program options, EL and core content instruction, facilitator qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of learners and parents.

English Learners will receive placement and ongoing assessment. ELs participate in mainstream classrooms led by facilitators who are CLAD (or the equivalent California Commission on Teacher Credentialing certification) certified and provide a wide variety of differentiated instruction. Our small size enables us to work very closely with ELs to meet their unique needs. In many cases, this includes such accommodations as one-to-one 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 ACLC (e.g., unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) is a key factor in most ELs being successfully re-designated Reclassified Fluent English Proficient ("R-FEP") by the time they graduate.

English Learners in the ACLC community are supported not only by the availability of traditional language development classes, but also 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 upon prior learning and experience.

Home Language Survey

English Learners' needs are identified by ACLC using the same methods employed by AUSD. Upon enrolling in ACLC, parents of the learner are given the Home Language Survey.

CELDT Testing

If a language other than English is noted on the Home Language Survey or enrollment forms, ACLC is required to assess the learner's English and primary language proficiency using the California English Language Development Test ("CELDT") within thirty (30) days of initial enrollment² and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Depending upon the CELDT level achieved, learners are appropriately placed. These learners are also administered a primary language assessment in their native language within 90 days of initial enrollment.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom facilitators and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by facilitators to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

ELs are placed in classrooms with learners of similar proficiency levels and/or in Specially Designated Academic Instruction in English ("SDAIE") or English Language Development ("ELD") Cluster classrooms, receiving instruction utilizing sheltered methodologies, strategies, and techniques in all of their academic areas throughout the course of the day, thus helping to ensure that any existing academic deficits are addressed. In addition, ELs receive differentiated English Language Development instruction from 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 Learner(s). As the need arises, differentiated ELD instruction may be provided to the English Learners in small groups with similar proficiencies in English at a designated time during the day. The English Learners will continue to be supported by the self-directed, hands-on approach of ACLC.

ELs yielding scores of CELDT Proficiency Level of Beginning, Early Intermediate, or Intermediate are placed in a Grade 6-12 Structured English Immersion ("SEI"): English Language Development, Sheltered English, and Sheltered Content Area Classes. 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. Content area classes at ACLC are taught by qualified SDAIE facilitators who incorporate strategies such as increased use of visually-oriented materials, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Learners whose CELDT Proficiency Level is Early Advanced, Advanced, or Proficient are placed in Grade 6-12 ELM, English Language 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 continue to receive additional and appropriate instruction in English Language Development at ACLC in order to meet the requirements to be redesignated/reclassified as Fluent English Proficient ("FEP"). Content area classes at ACLC are taught by qualified SDAIE facilitators who use strategies such as increased use of visually-oriented materials, 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 ELs to learn English and meet age appropriate academic achievement standards for grade promotion and graduation. ELs are retested yearly using the CELDT to determine if they are eligible for reclassification (using the additional AUSD standards for reclassification) and to

ensure that they are making progress. All costs associated with EL services are the responsibility of ACLC.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring facilitator qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring learner identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Strategies for Academically High Achieving Learners

The ACLC is an ideal environment for academically high achieving learners. Learners are welcome and encouraged to reach beyond the ACLC curriculum to pursue their own interests and learn at their own pace. ACLC offers a range of honors courses for academically high achieving learners.

Within the ACLC 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 ACLC 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 6-12 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 ACLC will have access to programs similar to that of 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 ACLC at the College of Alameda.

Strategies for Academically Low Achieving Learners

All learners at ACLC are 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 ("SST") consisting of facilitators, counselors, and resource specialists may be utilized to determine which strategies will best assist the learner in meeting learning outcomes.

Student Study Teams 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. Problems are identified and learners are referred for formal special education testing, if appropriate. Often, learners are referred to the SST because the facilitator suspects learning, language or emotional issues might be resulting in

underachievement. Those who most frequently attend SSTs include the learner, his/her facilitators, the parents/guardian, the Counselor, and our Resource Specialist. The team uses both quantitative (e.g., academic grades, classroom assessments, standardized testing data, academic transcripts) and qualitative and anecdotal data to establish an educational plan to help the learner achieve proficiency. In some cases, receiving additional academic support with the learner's subject facilitator (either during scheduled "floor periods" in the Center, or after school) is recommended to help a learner improve his/her skills. While receiving such support, regular assessment of learning, as well as improved classroom grades 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, using a full-inclusion model for learners. Facilitators work closely with the Resource Specialist to develop, implement and monitor accommodations.

Given ACLC's unique curricular design, along with our belief that learning occurs at different rates and in a variety of ways for each individual, makes our school a comfortable environment in which learners can opt to repeat courses. Learners may take additional time as needed to meet the standards.

Occasionally, the ACLC educational model is not a good fit for an individual, and she/he may choose to disenroll. Our ACLC Counselor works with such learners prior to withdrawal to ensure they enroll in another school, register for courses in preparation for taking the GED, enroll in courses at the College of Alameda, or enroll in trade school or apprenticeship courses that provide training in workplace skills.

How Best Practices Are Disseminated

Over the last 19 years, ACLC has reached out to the Alameda and greater charter communities statewide and nationally to share its best practices. For example, then ACLC Lead Facilitator, Paul Bentz, trained 55 Encinal teachers in 2002-03 in the "Intel Teach to the Future Program." Each Encinal teacher received 40 hours of training, free software, and a computer for their classroom, in addition to training on how to integrate technology into the curriculum. As ACLC Lead Facilitator, Paul also served on the Encinal High School technology committee, and helped Encinal write its "Digital High School Grant Proposal" which was funded by the State and brought increased technology to EHS.

In 2005, ACLC was awarded a \$250,000 Dissemination Grant from the State that was used to disseminate ACLC's best practices. ACLC facilitators, parents, and learners presented workshops on our alternative educational model at the California Charter Schools Association statewide conference, the Charter Schools Development Center statewide conference, the National Association Charter Schools national conference, and the North Coast Educational Summit. ACLC facilitators, parents, and learners also hosted a statewide event at ACLC that was attended by over 100 California teachers and administrators.

Historically, ACLC has also held local dissemination events where hundreds of families and all District staff were invited to come and learn about the educational alternatives that exist in our city. Targeting specific groups within our community, events geared toward educators, teens, and older elementary-aged youth have been quite successful, drawing large numbers of interested adults and learners toward learning about ACLC's model of education. ACLC has also created a brochure, a video about our best practices, and a successful website that is rich in information about ACLC's highly engaging, project-based, empowering educational program. ACLC is open to any idea the district has for sharing our best practices with the Alameda community, staff, and administrators.

Element B. Measurable Learner Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

The ACLC will have measurable learner outcomes for all learners.

ACLC learners shall demonstrate on a yearly basis that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. These goals are consistent with Common Core State Standards and all ACLC courses are UC approved. ACLC is also accredited by WASC. All ACLC learners fully participate in California's state-wide standardized testing system. All ACLC graduates meet the AUSD graduation requirements, and exceed these by meeting all of the UC A-G requirements.

The specific measurable educational objectives pursued by ACLC are as follows:

- ACLC learners and their parents will express significant satisfaction with their educational experiences via annual surveys. Surveys developed by the ACLC are used. Prior results of parent and learner surveys are attached in Appendix I.
- ACLC 6-12 learners will make yearly improvement on California standardized testing requirements for a majority of subgroups including learners with disabilities, English language learners, and low achieving learners for most years.
- ACLC 6-12 learners will demonstrate achievement of the Graduate Profile as measured by senior electronic portfolios that are assessed by the ACLC Governing Board. Meeting the Graduate Profile expectations is a requirement for receiving the ACLC diploma.
- ACLC Learners shall meet the UC a-g requirements as part of the ACLC Graduation Standards.
- ACLC Learners shall meet the ACLC standard of having a 2.0 cumulative GPA for graduation.
- ACLC will meet a majority of its annual growth and performance targets for API and AYP.
- On a yearly basis, the ACLC 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 ACLC are:

- The ACLC Finance Committee will monitor learner attendance. We have a goal of attendance performance greater than 94%.
- 100% of our seniors will graduate and meet the UC a-g requirements.

Element C. Method of Measuring Learner Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

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

ACLC affirms that, to the extent practicable, the method for measuring learner outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

ACLC learners will meet all state-wide standards, and ACLC will conduct required annual learner assessments, including those required by Education Code Section 60605 and 60851 and any other learner assessments applicable to learners in non-charter public schools, such as the annual physical fitness tests. All ACLC graduates shall pass the California High School Exit Exam (CAHSEE) as a requirement for graduation. All data will be monitored annually, and will be disaggregated by race and ethnicity to determine whether ACLC strategies eliminate or at least ameliorate the traditional achievement gap among AUSD learners.

ACLC's Counselor will be responsible for the administration of all required testing at ACLC.

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 clear the next necessary steps toward established goals.

Additionally, we believe that the semi-annual Learner Led Conference, required for all learners, is a critically important strategy to ensure that learners are accountable to their families, 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 that changes regularly, and is created using the input of facilitators and the ACLC Leadership class. Balancing high expectations with the 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 for learners to optimally develop their skills.

ACLC 6-12 facilitators ensure that the ACLC curriculum is optimally aligned to the Common Core State Standards. Facilitators create benchmarks appropriate to determine mastery levels, and assessments are created and administered to provide data on learner progress. In any given academic quarter and subject matter area, learners are 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 ACLC regularly uses 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 ACLC 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,

provides a well-rounded picture of learners' achievement. The ACLC maintains a higher standard for learner mastery than does 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 receive progress reports in all grades every 4-5 weeks, similar to AUSD reporting systems. Learners 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 learners enrolling in the school for the first time and the methods to periodically assess learner achievement of enrolled learners during the school year.

All learners have their cumulative files reviewed by our Counselor and School Manager to identify EL status, home language, and academic placement. ACLC utilizes an initial math measurement system developed and published by College Preparatory Math ("CPM"). Additionally, at the middle school level, prior to placement in the appropriate math course, learners are evaluated for their standardized test scores, and given the AUSD Algebra Readiness Test and Basic Arithmetic Test. If AUSD ever disallows ACLC from using the assessment tools noted above, ACLC will use alternate similar assessment instruments.

Accountability Strategies

The ACLC is 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. ACLC 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.

ACLC grants authority to the State of California to provide a copy of all test results directly to the District as well as the Charter School. If test results for the prior year are not provided directly to the District by the State, ACLC will provide this information to AUSD by September 1 of each year.

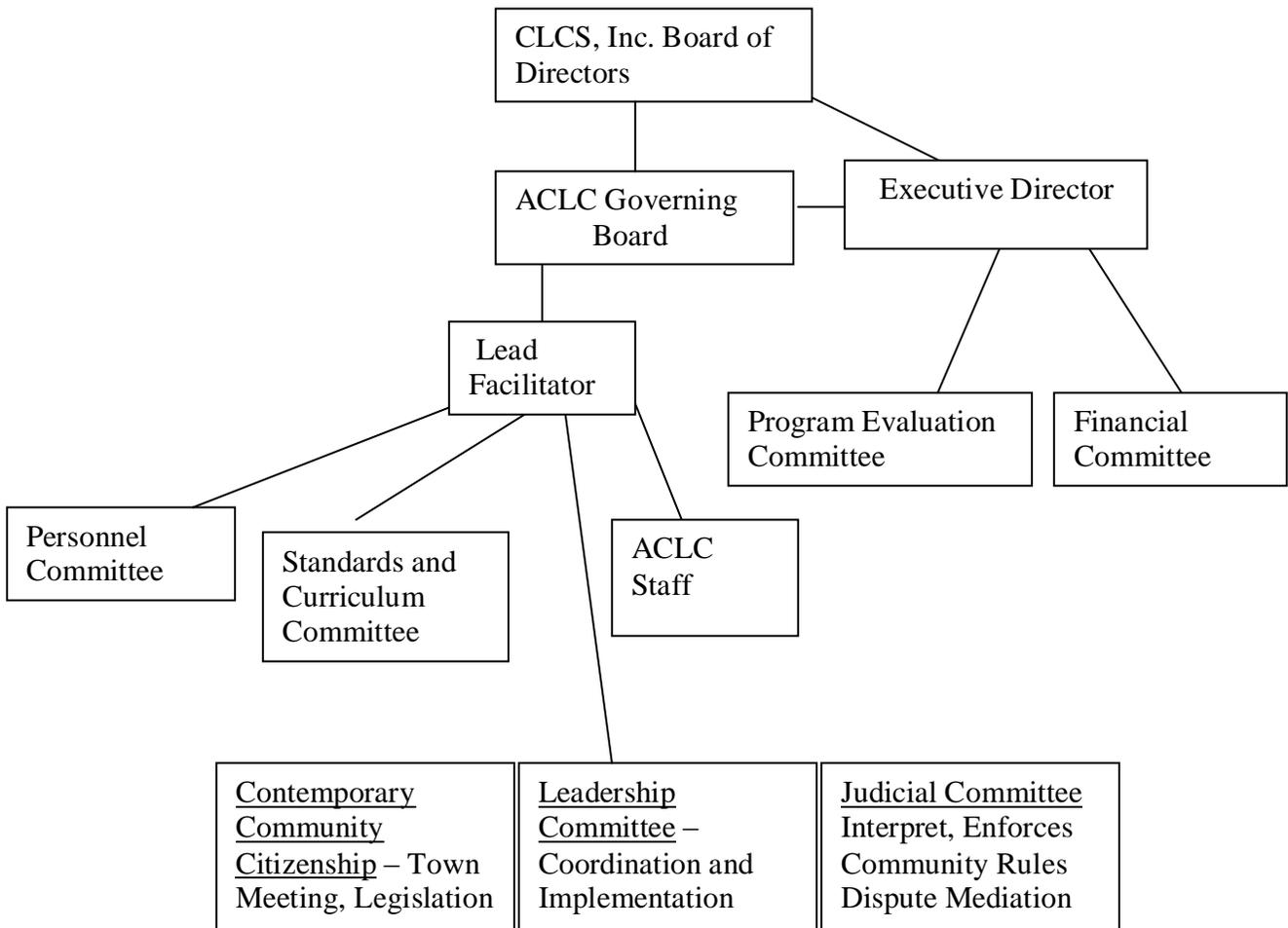
ACLC will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with State law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Element D. Governance Structure

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

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.

ACLCS Charter School Governance Structure



ACLC will comply with the District policy related to charter schools to the extent it aligns with and does not exceed State law applicable to charter schools, as it may be changed from time to time as long as the Charter School has been given written notice of the policy change.

Non Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by a California non-profit public benefit corporation, pursuant to California law upon approval of this charter. The Alameda Community Learning Center charter school is operated by CLCS, Inc., a California non-profit public benefit corporation with 501(c)(3) tax-exempt status that was granted in 2006.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix H, please find the CLCS Corporate Bylaws.

CLCS Board of Directors

The Community Learning Center Schools, Inc. Board of Directors is the senior governing authority for the Alameda Community Learning Center. The CLCS Board of Directors is made up of community business and educational leaders. The CLCS Board of Directors will oversee the work of the ACLC Governing Board. An ACLC Governing Board will be seated according to this charter. CLCS is a “separate legal entity” for the purposes of liability for the debts and obligations of the Charter School. Current CLCS Board of Directors biographies and qualifications are available on our website (www.clcschools.org) along with all board policies related to “Conflict of Interest.”

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the CLCS Board of Directors.

The CLCS Board of Directors has the following responsibilities:

- To ensure alignment of the ACLC with its mission and vision
- To monitor learner performance
- To approve the strategic and long-term plans of the ACLC
- 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 final authority on expulsions, personnel firing decisions, and legal actions.
- To serve as the appeal board for any ACLC Governing Board recommended expulsions.
- To be responsible for any official interactions with AUSD and State, including the approval of funding applications and reports.

- To serve as the employer of all ACLC staff and to approve employee contracts, pay schedules, benefits, and other employee financial transactions.
- To serve as a review board, as approved by board policy, related to employee dismissal.

CLCS has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The ACLC Governing Board

The ACLC 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 ACLC governance as members of the Governing Board and all of the major Governing Board 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 fourteen years at the ACLC.

The ACLC 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 ACLC philosophy that learning is experiential, and incorporates not only the content but the process of the learning environment.

ACLC Governing Board Positions:

Voting Members:

2 Alameda Community Members
 1 Lead Facilitator
 2 Facilitators
 2 Learners
 2 Parents

The ACLC Governing Board acts as a governing body of the ACLC Charter School and is composed of nine voting members. It is charged with development and oversight of policy, budget, organizational development, strategic planning, standards and curriculum, program evaluation, and maintaining the

vision of the ACLC Charter. All of this is reviewed by 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 ACLC 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 staggered two year terms), and two members from the community appointed by the learners and facilitators who are elected to the next year's board.

The CLCS Executive Director attends the ACLC Governing Board meetings and acts as the communications link between the CLCS Board of Directors, the ACLC 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 By-laws adopted by CLCS. The CLCS Board of Directors and the ACLC Governing Board shall conduct its business in compliance with the Brown Act, Public Records Act, and both will follow a Conflict of Interest Policy and their respective 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 ACLC 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 stakeholder 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 ACLC Governing Board will restrict facilitators from voting on any issues related to their compensation or working conditions. This governance system has been in place at the ACLC for over fourteen years, and has worked very well.

The ACLC 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 ACLC Governing Board 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 ACLC Governing Board that 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 ACLC Governing Board Members

Each year the ACLC Lead Facilitator shall convene the ACLC facilitators (in the spring) and have them vote for the facilitator representatives on the governing board. There are no term-limits for facilitators, who may serve on the board as long as they have the annual support of the facilitators.

Each year the ACLC Leadership Facilitator along with the Leadership Class shall convene the ACLC learners (in the spring) and have them vote for the learner representatives on the governing board. 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 new parent representative and 2 community member representatives if there is a vacancy. There are no term limits for community members; they may serve on the board as long as they have the support of the ACLS Governing Board. Parents shall serve staggered 2-year terms.

Governing Board Scope of Authority and Responsibility

The ACLC Governing Board meets monthly or more often as needed, and is charged with overall policy-making affecting all areas of the ACLC Charter School. The CLCS Board delegates authority to the ACLC Governing Board the following matters:

- Graduation Standards, as long as they meet minimum chartering agency standards
- Budget proposals subject to CLCS approval
- Strategic planning for ACLC 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 educational program and school policies. Data will include, but is not limited to, test scores and parent, learner, and facilitator satisfaction surveys.

The Lead Facilitator works with the Leadership class 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 for ACLC Governing Board Members

ACLC will contract with the California Charter Schools Association (“CCSA”), the Charter Schools Development Center (“CSDC”), the National Charter Schools Institute (“NCSI”), or Young, Minney and Corr, LLP to secure appropriate training related to the Brown Act.

ACLC Committees Overseen by Lead Facilitator and CLCS Executive Director

Each year the CLCS Executive Director shall convene and chair an ACLC 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 Executive Director. Each month the Financial Committee shall make a report to the CLCS Board of Directors and ACLC Governing Board and make financial recommendations as necessary. The Executive Director will be responsible for maintaining a purchase order system for all purchases with EdTec, CLCS’s business services management organization. Internal financial controls are well established to ensure adherence to best business practices.

Each year the CLCS Executive Director shall consult with the facilitators and appoint another facilitator to chair the ACLC 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, 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. Under the direction of the Lead Facilitator, the Personnel Committee shall conduct personnel interviews as directed by CLCS Board policy on hiring.

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 Executive Director. The committees make recommendations on policy that are reviewed and approved by the ACLC Governing Board.

Day to Day Operational Governance

The ACLC 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 ACLC Charter School is uniquely constituted to maximize the role of the learners in self-management and governance at the 6-12 level. We deeply involve learners in governance because our school is comprised of learners 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 are parents or educators.

However, because no community has full self-determination and must be subjected to the laws of the broader community – whether that is 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.

Contemporary Community Citizenship (“CCC”)

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

The ACLC CCC meets weekly, and is 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 concerns such as how money is spent for 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 ACLC 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 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 are in the hands of the community of learners. In this way the learners of ACLC 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) 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-led Constitutional Convention, an opportunity for the entire community to review the operations of the year, and make changes to the ACLC Rulebook.

Judicial Committee (Learner Disciplinary Policies)

The Judicial Committee (“JC”) for learners 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. Developed by the ACLC’s CCC during the past nineteen years, the Rule Book, located within the Learner Handbook (Appendix C), serves as a foundational document for ACLC, 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 upon appropriate consequences to specific infractions. The JC also mediates disputes, and assists parties engaged in some type of conflict in finding common ground so that they can move forward in a positive, cooperative manner. This JC function 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 responsibility for self-management clearly with the learners.

Leadership Class

The Leadership course is a class in which learners in grades 7-12 may enroll that takes on the executive functions of the community of learners. The ACLC seeks to have 25-40 learners involved in the Leadership class each year.

This group meets three times each week and works very closely with the Leadership facilitator who is appointed by the ACLC 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-led 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.

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

Decision-making Process

The ACLC 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 By-laws adopted by the CLCS Board of Directors. This procedure can be modified in the future, as determined by the CLCS Board.

Parent Participation

The ACLC 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 (“CCEF”) and the Parent Asset Committee (“PAC”). Parent involvement has long been crucial to the operation of ACLC. In 2001, the ACLC parent community created a 501(c)(3) tax-exempt nonprofit public benefit corporation, the Creative Community Education Foundation, to support the vision of ACLC. The CCEF welcomes parents from ACLC, in its work of supporting and fundraising for ACLC. Parents also serve on the school’s Governing Board, governing committees, the CCEF Board of Directors, and the Parent Asset Committee. PAC was formed as a means of organizing parents to provide leadership for such things as 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 also serve on the WASC Focus on Learning Committees.

Additionally, PAC holds 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 parent-sponsored courses and workshops will be offered after school, such as UC college application workshops, art enrichment programs. Parents will convene regularly in both formal and informal meetings to share information and discuss their learners’ progress toward achieving the ACLC vision.

ACLC acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including ACLC to provide certain information in certain formats in certain ways to the general public and specifically to parents of learners at ACLC and of the District. ACLC further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that ACLC does not have that ACLC needs in order to meet its obligations, the District shall provide the same to ACLC in a reasonably timely manner upon request.

ACLC, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. ACLC acknowledges that it is subject to audit by AUSD. If AUSD seeks an audit of ACLC, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit is specifically requested by the District, and is not otherwise required by ACLC by-laws or charter provisions.

Members of CLCS’s Board of Directors, ACLC’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with applicable Federal and State laws, nonprofit integrity standards and AUSD’s Charter School policies and regulations regarding

ethics and conflicts of interest, so long as such policies and regulations are not in conflict with any then-existing statutes or regulations applicable to charter schools.

CLCS will be solely responsible for the debts and obligations of the Charter School.

Element E. Employment Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

The ACLC charter has a comprehensive plan for faculty recruitment, hiring and retention of highly qualified facilitators with subject area knowledge that will support learner achievement and collaborative learning for all learners. For every facilitator opening at ACLC, we usually have 8 to 10 highly qualified applicants. We believe we are successful because we treat staff professionally, engage them in all aspects of running the school, and generally provide salaries which are generally higher than prevailing facilitator wages in Alameda.

Hiring Plan

CLCS aims to hire a faculty composed of highly qualified, fully credentialed facilitators 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 within the educational community in the Alameda area, including with educators who ACLC believes would be a good match for our program. Patti Wilczek has served as the CLCS Executive Director since July 2013, and has 20 years' experience in education (i.e., teaching and administration). Our ACLC Lead Facilitator since July 2012 is David Hoopes, who comes to ACLC with 17 years' of teaching and administrative experience.

Under the direction of the Lead Facilitator, the Personnel Committee conducts new-hire interviews for any open positions, according to CLCS hiring policy. Facilitators shall be certificated facilitators for the purposes of teaching the core, college preparatory curriculum of the ACLC. The ACLC Personnel Committee also seeks to recruit facilitators that share the values and educational philosophy of the ACLC community. The ACLC Personnel Committee recommends for hire facilitators who meet Elementary and Secondary Education Act requirements, and ACLC makes a commitment to assist non-ESEA compliant facilitators who are not the lead facilitators in any core subject with professional development opportunities to become ESEA compliant. The ACLC Personnel Committee recommends for hire facilitators holding CLAD or SB 395 certification. Again, ACLC commits to assisting non-compliant facilitators with professional development opportunities to become CLAD or SB 395 compliant. The CLCS Executive Director has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors, as needed.

On an annual basis, the facilitators and staff, CLCS Board members, ACLC Governing Board members, parents, and learners are asked to complete evaluation surveys of the ACLC Lead Facilitator. The results of these evaluations are tabulated and reported to the CLCS Board of Directors as part of the Lead Facilitator's annual evaluation.

Teachers / Facilitators

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

ACLCL facilitators are provided with extensive staff development opportunities, and funds are available for facilitators to pursue individual professional development interests, upon request to and approval by the Lead Facilitator. In addition, there will be six (6) full days of professional development for ACLCL facilitators scheduled during 2014-15.

Pursuant to the facilitator qualification requirements under the ESEA, all ACLCL teachers/facilitators teaching core subjects will be “highly qualified” as that term is defined under ESEA, and further defined by California State regulations implementing the ESEA requirements, as applicable to charter schools such as ACLCL. As required by ESEA, ACLCL will notify learners’ parents/guardians if anyone teaching a core subject will not meet these requirements. Applicants for facilitator positions at ACLCL will be evaluated based upon the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each learner.
- Possession of a CLAD credential or a California Commission on Teacher Credentialing equivalent.
- 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 teaching and ensure continuous improvement of learner 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 learner learning.
- Outstanding classroom management skills.
- Belief in our mission that all learners will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the ACLCL team to ensure continuous improvement for learners, staff and ACLCL community as a whole.
- Willingness and ability to work with learners and parents on an ongoing basis to ensure learner success.
- Love of learners, enthusiasm for teaching, the belief that each learner 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.

CLCS 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 learner 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 CLCS's fingerprinting and TB qualifications for employment to ensure the health, and safety of the School's faculty, staff, and learners. 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. CLCS will adhere to applicable California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. CLCS will comply with the provisions of the ESEA 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 Chief Operations Officer 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 a LiveScan fingerprint process. ACLC will pay for such services on behalf of its prospective employees. These services will occur where the LiveScan service is offered.

During the 2013-14 academic year, CLCS certificated and classified employees sought and received recognition to have California Teachers Association (CTA) as their representative in collective bargaining. The group has chosen to call itself Nea ACLC United (NAU). Initial contracts remain in negotiation.

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 Executive Director for hiring facilitators. The Lead Facilitator and Assistant Lead Facilitator will have the responsibility of evaluating the performance of the facilitators, Counselors, and Office and/or School Manager on an annual basis. The CLCS Board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. A task force that includes the Lead Facilitator, Executive Director and representatives from NAU will develop the tool used for evaluation of facilitators once union contracts are ratified. The evaluation tool is to be determined jointly through negotiations or the designated task force. The Executive Director 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 Executive Director, both on a semi-annual basis.

Element F. Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all learners and staff, the Charter School has adopted and implemented full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A comprehensive set of policies are maintained at the Charter School site. ACLC staff will be trained in emergency and first aid response, according to 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.
- Facility 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.

The following is a summary of the health and safety policies of the Charter School:

Behavioral Issues

As has been previously discussed, the ACLC is a self-governing, learner-operated community with respect to learner behavior. In many ways this constitutes a strength that supports learner 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 unsafe situation or emergency. However, the learner community and facilitators have created the ACLC Rule Book and share the responsibility for creating and maintaining a safe community through the Judicial Committee.

The ACLC has 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 the presenting problems, and may be removed from the ACLC community, in accordance with ACLC's suspension and expulsion policy. Learners who are found by the ACLC Judicial Committee to have committed acts calling for a suspension under the terms of the suspension and expulsion policy, will be referred to the Lead Facilitator for possible suspension. For more information on suspension and expulsion policies, the reader is referred Element J of this document. The record of the ACLC Judicial Committee is made available for the Lead Facilitator's use in such cases. As noted previously, no ACLC learner will be privy to any personal or confidential information regarding another ACLC learner.

Facility Safety

The learning community is also partially self-regulating with respect to physical safety issues. The ACLC campus is subject to the regular inspection of the local fire marshal and is maintained in compliance with Education Code and Health and Safety Code. The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School's facilities shall meet State and local building codes, except where exempt. Charter facilities shall meet Federal requirements, including the Americans with Disabilities Act.

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

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 ACLC 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.

ACLC shall occupy facilities that comply with the Asbestos requirement, as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40CFR part 763. AHERA requires that any building leased or acquired to be used as a school or administrative building shall maintain an asbestos management plan.

ACLC has recently secured an 11-year Alternative to Proposition 39 lease agreement with AUSD for the Woodstock Elementary School site. That said, if for any reason, it is deemed necessary prior to the terming out of the lease, for ACLC to relocate to non-District facilities, ACLC will submit a certificate of occupancy and/or other valid documentation to the District verifying that the intended facility in which the School will operate complies with Education Code Section 47610. This will be provided not less than 30 days before the School is scheduled to begin operation in a given year. In the absence of appropriate documentation, ACLC may not commence operations unless the Director of Educational Options and/or the local planning department or equivalent agency makes a determination that an exception is applicable.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Community Risk

Based upon the nature of the educational program at ACLC, learners are engaged in a wide array of activities outside the confines of the physical location of the School. Learners are attending community college, engaging in work-based learning opportunities, meeting with mentors, conducting action research projects in various community settings, taking field trips to museums, courts, governmental offices, and many other locations. In the course of this process, learners are 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 are strictly enforced:

- Facilitators and Leadership carefully screen volunteers and mentors prior to their receiving authorization to engage with learners. Volunteers and mentors who spend time with learners

outside of the direct supervision of a facilitator 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 learners about a particular topic and who are not alone with learners at any time during such a process will be exempted from the screening process.

- Work-based learning opportunities will 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 it is a one-time-only visit in a group setting, supervised by facilitator(s).
- The ACLC Lead Facilitator reviews and approves field trips, learner participation of which must be authorized by parents.

Comprehensive Discrimination and Harassment Policies and Procedures

The Alameda Community Learning Center will abide by State and Federal guidelines regarding sexual harassment.

ACLC learners and staff will be protected from harassment and discrimination (Appendix B) based on all protected classes. ACLC does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

This protection again is guaranteed in the ACLC Rule Book. The fact that these rules have been developed, promulgated and enforced by learner-led committees during the past nineteen years at the ACLC gives us great confidence that they will be enforced effectively for mutual safety in the future. We believe this learner-led approach will make ACLC far safer for learners than the ambient environment of the high school in which enforcement is the responsibility of adults. At ACLC 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 ACLC learners are subjected to the health screening requirements of the State of California. Learners are not admitted to the school without meeting immunization and/or medical screening requirements. ACLC will require learner immunization as a condition of school attendance to the same extent such is applied to pupils attending a non-charter public school. ACLC shall provide screening of learners' vision and hearing, as well as for scoliosis, and shall provide information regarding Type 2 diabetes to the same extent as would be required if the learners attended a non-charter public school.

In addition to these basic requirements, ACLC's learning community is provided with 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 issues.

All ACLC facilities are non-smoking areas, and are and will remain drug-free and alcohol-free.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable State reporting laws, adhering to the same policies and procedures used by the District.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in School.

Blood Borne Pathogens

The Charter School shall meet State and Federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. ACLC's infectious disease control plan is designed to protect employees and learners from possible contagion due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and learners shall follow the latest medical protocols for disinfecting procedures.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade learners, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that learners displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Immunizations

All enrolled learners and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade learners must be immunized with a pertussis (whooping cough) vaccine booster.

Tuberculosis Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with learners as required by Education Code Section 49406.

Criminal Record Check

All ACLC employees, other contracted instructors, and volunteers will be screened, per State and AUSD regulation and procedures as specified in Education Code Section 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. CLCS Executive Director, Patti Wilczek, and/or the CLCS COO, Theresa Quigley, shall check each Livescan report to ensure that ACLC doesn't hire any person who has been convicted of a violent or serious felony. No volunteers will be allowed to serve at the School if they have been convicted of a violent or serious felony. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Other Safety Concerns

The ACLC shall comply with all Federal and State laws regarding food safety and environmental protection.

ACLC's Safety Plan and Disaster Preparedness Plan

Disaster Plan

The intent of this plan is to clarify School procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of learners and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our learners and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Facilitators Will:

1. Give "duck, cover and hold" instructions in event of earthquake.
2. Evacuate building in case of fire or after an earthquake
 - Take emergency folder and duffel bag and evacuate learners to assigned area.
 - Take first aid kit and duffel bag only when evacuating after an earthquake.
 - Hold learners in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
 - Remain with class and report anyone who is missing.
 - Take appropriate first aid action.
 - Refrain from re-entering buildings until deemed safe.
3. Dismiss learners to go home only to parent or responsible adult designated on child's emergency release form. Parent or a responsible adult must sign out their child.

Lead Facilitator Will:

1. In the event of a fire, shut off gas, electricity, and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Set up and coordinate a first aid center.

Lead Facilitator Will:

1. Assign available adults to tasks as needed.
2. Decide if evacuation to a designated shelter is necessary.

School Office Manager Will:

1. If telephones are operable:
 - Notify the police department and/or fire department.
 - Monitor incoming phone calls.
2. Maintain communication with staff and outside agencies.

Special Information for Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the School, as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Learner Release Procedure

1. Go directly to the entrance of the School or evacuation area.
2. Inform facilitator, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child back to Learner Release tables just outside the school entrance to sign a Learner Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing learners, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer Coordinator will give you an assignment. Volunteers should leave children with their classes and not sign learner release form until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the School right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released. The school Lead Facilitator or facilitator in charge will determine the need to leave the building. In the event the building cannot be reoccupied, or if a fire requires evacuation of the School, the learners will be transferred to the nearest available safe shelter. If children are caught in a disaster between home and school, it is recommended that they go immediately to School.

Food and Water

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Facilitators are required to keep a learner roster with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least twice per year with the evacuation of the local fire department.

Bomb Threats

In the case of a bomb threat at the School, the School will be immediately evacuated according to the fire evacuation plan; appropriate emergency personnel will be summoned. Learners and facilitators will not re-enter the building until it has been deemed safe by emergency personnel.

Other Procedures to Ensure the Health and Safety of Learners and Staff

The Alameda Community Learning Center will comply with all health and safety laws and regulations that apply to non-charter public schools as required by charter and State law, including those required by USDA, CAL/OSHA, etc.

CLCS/ACLC will contract with either District or a third party for nursing services for special education learners who require an Individual Health Care Plan ("IHCP"). An IHCP is part of a learner's IEP. The IHCP must be developed when needed, and updated at the beginning of each school year.

The Alameda Community Learning Center shall comply with State and Federal laws regarding environmental protection.

Element G. Method for Achieving Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

ACLC seeks to achieve a racial and ethnic balance that equals or exceeds AUSD's current resident ethnicity percentages.

In order to ensure a fair enrollment policy and a demographically diverse learner body reflective of Alameda Unified's resident diversity, the ACLC 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.

ACLC already regularly implements the following outreach efforts to attract an ethnically diverse group of applicants:

1. Runs newspapers ads in both the Alameda Journal and the Alameda Sun to advertise its information nights in English, Spanish, Tagalog, and Chinese.
2. Conducts yearly parent information nights to answer questions, and inform parents and learners about school openings.
3. Mail enrollment information to all prospective Alameda learners in grades 6-11 using purchased mailing lists.

ACLC representatives will complete as many of the following tasks as feasible prior to holding community recruitment meetings:

1. Run newspapers ads in multiple languages in local newspapers to advertise its information nights.
2. Conduct parent information nights to answer questions and inform parents and learners about the school openings.
3. Hang advertising door hangers on residences.
4. Send ACLC information materials to all Alameda families using USPS resources.
5. Post its information night advertisements in multiple languages throughout diverse neighborhoods in churches, Boys and Girls Clubs, community meeting spaces, shopping malls, etc.
6. ACLC will outreach to community leaders for advice on how to reach all families in Alameda to get them to attend information nights before the random lottery.

ACLC has made progress in reaching its ethnicity goals to equal or exceed the AUSD's resident ethnicity percentages. ACLC has raised its non-Caucasian population from 43% to 57% over the last four years. ACLC seeks AUSD's cooperation to meet these ethnicity goals. ACLC seeks mailing labels and access to elementary schools for information nights so that all members of the Alameda community can now about the opportunities ACLC presents.

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	268		869	825	A	44	Yes
Black or African American	26	No	672	651			
American Indian or Alaska Native	1	No					
Asian	59	Yes	947	931	A	16	Yes
Filipino	10	No		874			
Hispanic or Latino	45	No	802	748			
Native Hawaiian or Pacific Islander	0	No					
White	109	Yes	905	839	A	66	Yes
Two or More Races	18	No	854	845			
Socioeconomically Disadvantaged	67	No	841	796			
English Learners	31	No	909	874			
Students with Disabilities	15	No	608	527			

Element H. Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Alameda Community Learning Center Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against applicants on the basis of the characteristics listed in Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to learners prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. No child selected during the lottery process shall be denied admission because he or she requires special education services.

The ACLC is open to all learners in California who are eligible to be enrolled in grades 6 through 12. ACLC admission requirements are consistent with laws requiring nondiscrimination. The only admission requirements are as follows:

- Apply for admission within the time frames established by the school (ACLC uses AUSD Open Enrollment timelines and process).
- Are not under current expulsion from the Alameda Unified School District or another school district (enrollment of these learners will be considered on a case by case basis).

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Enrollment Form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. If the number of learners requesting admission exceeds the number of spaces currently available for admission, preference will be given to the groups or classes of learners listed below and attendance will be determined by a public random lottery. Existing ACLC learners are exempt from the lottery. In the case of a lottery, the following preferences will be utilized in order of the priority listed below which is consistent with current AUSD district policy regarding enrollment preferences:

1. Children of facilitators, staff members and current CLCS, Nea and ACLC Governing Board Community Members (regardless of their place of residence).
2. Siblings of existing learners in the school who are AUSD residents.
3. Learners applying from within AUSD enrollment boundaries (over out-of-district learners).
4. Siblings of existing learners who are non-residents, if there is space available.

By October 1 of each year, ACLC will notify the District in writing of the application deadline and proposed lottery date. ACLC will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Method for conducting random lottery after application deadline:

- Lottery will take place with authorizing agency compliance officer present.
- Learners who receive preference for admission as siblings or children of staff or Board members will be admitted.
- All applications will then be sorted by grade level.
- Grade level applicants will sorted into two groups: AUSD 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.

ACLC plans to follow the timelines used for open enrollment for AUSD, and plans on conducting any needed lottery on the first business day in March each year.

Element I. Annual, Independent Financial Audits

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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 Executive Director 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 State Controller, the ACOE Superintendent of Schools, and the California Department of Education. The auditor will be hired by CLCS. The audit committee and the Executive Director of CLCS will review any audit exceptions or deficiencies and report to the ACLC Governing Board with recommendations on how to resolve them within thirty (30) days. The ACLC 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 resolved to the satisfaction of the District along with an anticipated timeline for the same.

The audit, and a report on the manner in which exceptions and deficiencies are resolved, will be provided to AUSD within thirty (30) days of the audit's completion. ACLC will then provide the chartering agency with regular updates on progress towards resolving exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Site Visit and District Audit

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

ACLC shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to ACLC. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to ACLC operations is received by the District, the ACLC shall be expected to cooperate with any investigation undertaken by AUSD, at District cost. This obligation for the District to pay for an audit only applies if the audit is specifically requested by the District and is not otherwise required of ACLC by law or charter provisions.

The ACLC Financial Committee will annually develop ACLC's budget and present it to both the ACLC Governing Board and CLCS Board of Directors for approval by June 15. The final, approved budget is then forwarded to the chartering agency financial department. The ACLC Financial Committee monthly monitors the expenditures of the ACLC and reviews budget assumptions, making adjustments as necessary. The ACLC Financial Committee makes monthly reports to the ACLC Governing Board.

Element J. Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all learners at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which learners are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a learner from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for learner 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. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all learners.

Learners and facilitators developed the ACLC Rulebook over a 19-year period, to create a positive school learning culture. The school rules are in the learners' planner that is distributed free to each learner each year. The Learner Handbook, which more extensively covers ACLC procedures, shall be made available to all ACLC families at "Back to School Night" and posted on the ACLC listserv and ACLC website. This Policy and its Procedures clearly defines expected behaviors, and it is printed and distributed as part of the Student & Parent Information Packet that is sent to each learner at the beginning of the school year.

Corporal punishment shall not be used as a disciplinary measure against any learner. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a learner. 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, learners, staff or other persons or to prevent damage to school property.

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

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

A learner identified as an individual with disabilities or for whom the 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 general education learners except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a learner identified as an individual with disabilities or for whom the 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 learner.

In the case of a special education learner, or a learners who receives 504 accommodations, ACLC will ensure that it makes the necessary adjustments to comply with the mandates of State and Federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of learners with disabilities. Prior to recommending expulsion for a Section 504 learner or special education learner, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the learner's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the learner's misconduct was not caused by or had direct and substantial relationship to the learner's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the learner may be expelled.

Judicial Committee

The Judicial Committee is charged with administering the rules of ACLC, 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 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 the ACLC Governing Board for possible expulsion. Expulsion proceedings for ACLC 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 ACLC. 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 ACLC learner will be made privy to any personal or confidential information regarding another ACLC 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 ACLC Rule Book. The Rule Book will be updated and revised by the CCC on a yearly basis. These matters will be decided upon 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 ACLC 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 ACLC has resource specialist available for consultation regarding special classes of learners and their rights. ACLC will use the same procedure for suspension of learners from the program for one to five days, as does AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the learner's side of the suspend-able incident, talks to and meets with parents, and only suspends learners for the offenses that are listed below. The administrative representatives of the ACLC balance 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.

The Charter School Lead Facilitator ensures that learners and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input into discipline policies and procedures. Transfer learners and their parents/guardian are so advised upon enrollment. The notice informs the community that these disciplinary rules and procedures are available upon request at the Charter School office.

A. Grounds for Suspension and Expulsion of Students

A learner may be suspended or expelled for prohibited misconduct if the act is 1) related to School activity, 2) School attendance occurring at ACLC or at any other school, or 3) a ACLC sponsored event. A learner 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

1. **Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) 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.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) 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.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that learner from being a witness and/or retaliating against that learner for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terroristic 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 property, or the personal property of the person threatened or his or her immediate family.
- s) 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.

- t) Caused, attempted to cause, threatened 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.
- u) Intentionally harassed, threatened or intimidated a learner or group of learners to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading learner rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a learner or group of learners which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more learners that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable learner (defined as a learner, including, but is not limited to, a learner with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or learners in fear of harm to that learner’s or those learners’ person or property.
- ii. Causing a reasonable learner to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable learner to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable learner to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that

another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the learner had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the learners had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

- h) 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.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that learner from being a witness and/or retaliating against that learner for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terroristic 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 property, or the personal property of the person threatened or his or her immediate family.

- s) 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.
- t) Caused, attempted to cause, threatened 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.
- u) Intentionally harassed, threatened or intimidated a learner or group of learners to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading learner rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a learner or group of learners which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more learners that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable learner (defined as a learner, including, but is not limited to, a learner with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or learners in fear of harm to that learner's or those learners' person or property.
 - ii. Causing a reasonable learner to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable learner to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable learner to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the learner had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the learners had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Board of Directors that a learner has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the learner shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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 Lead Facilitator or the Lead Facilitator's designee with the learner and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the learner to the Lead Facilitator or designee.

The conference may be omitted if the Lead Facilitator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of learners or school personnel. If a learner is suspended without this conference, both the parent/guardian and learner shall be notified of the learner'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 Charter 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 Lead Facilitator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a learner 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 learner. In addition, the notice may also state the date and time when the learner may return to school. If Charter 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 Lead Facilitator or Lead Facilitator'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 Lead Facilitator 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.

4. Educational alternatives for learners who have been suspended.

Learners who have been suspended may make contact (by email or phone) with their seminar facilitators to get missed assignments that should be turned in immediately at the end of the suspension. Facilitators shall make reasonable effort to provide such assignments so that the academic performance of the learner shall not suffer. It is the learner's and not the facilitator's obligation to initiate this process.

D. Authority to Expel

A learner 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 facilitator of the learner or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any learner found to have committed an expellable offense.

E. Expulsion Procedures

Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Lead Facilitator or designee determines that the learner 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 or not to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under Family Educational Rights and Privacy Act ("FERPA")) unless the learner 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 learner and the learner'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 learner. 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 ACLC's disciplinary rules which relate to the alleged violation;
4. Notification of the learner's or parent/guardian's obligation to provide information about the learner's status at the Charter School to any other school district or school to which the learner seeks enrollment;
5. The opportunity for the learner or the learner'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 learner's behalf including witnesses.

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

ACLC may, upon finding 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 a sworn declaration which shall be examined only by the Charter School 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 learner.

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 entity conducting the expulsion 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 entity 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 entity 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 entity 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 learner 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, Administrative 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 learner, 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 that 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 Administrative Panel decides not to recommend expulsion, the learner shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Lead Facilitator 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 learner or parent/guardian. This notice shall also include the following:

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

The Lead Facilitator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

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

The Executive Director of CLCS or the Lead Facilitator of ACLC will inform in timely way designated Alameda USD staff of the expulsion of any learners from the ACLC. Notification will include the name and last known address of the learner as well as the reason for expulsion. For purposes of enrolling learners who have been expelled from their previous school, the ACLC and AUSD shall be considered separate districts. A learner expelled from the ACLC for any of the offenses listed in subdivision (a) and (C) of Section 48915, shall not be permitted to enroll in any other school district during the period of expulsion unless it is a county community school, juvenile court school or a school district's community day school.

J. Disciplinary Records

The Charter School shall maintain records of all learner suspensions and expulsions at the Charter School. ACLC shall notify the superintendent of AUSD of an expelled learner's name, last known address (if an Alameda resident) and send a copy of learner's cumulative record to the school district.

K. No Right to Appeal

The learner 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

Learners 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Learners who are expelled from the ACLC 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 learner may reapply to ACLC for readmission.

N. Readmission

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

O. Special Procedures for the Consideration of Suspension and Expulsion of Learners 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 learner with a disability or learner who ACLC or SELPA would be deemed to have knowledge that the learner had a disability.

ii. Services During Suspension

Learners suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the learner to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the learner's IEP/504 Plan; 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 learner with a disability because of a violation of a code of learner conduct, ACLC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the learner's file, including the learner's IEP/504 Plan, any facilitator 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 learner'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 ACLC, the parent, and relevant members of the IEP/504 Plan Team determine that either of the above is applicable for the learner, the conduct shall be determined to be a manifestation of the learner's disability.

If ACLC, the parent, and relevant members of the IEP/504 Plan Team make the determination that the conduct was a manifestation of the learner's disability, the IEP/504 Plan Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such learner, provided that ACLC 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 learner already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the learner to the placement from which the s/he was removed, unless the parent and ACLC agree to a change of placement as part of the modification of the behavioral intervention plan.

If ACLC, the parent, and relevant members of the IEP/504 Plan team determine that the behavior was not a manifestation of the learner's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then ACLC may apply the relevant disciplinary procedures to learners with disabilities in the same manner and for the same duration as the procedures would be applied to learners without disabilities.

iv. Due Process Appeals

The parent of a learner 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 learner is substantially likely to result in injury to the learner or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the learner or the manifestation determination has been requested by either the parent or ACLC, the learner 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 ACLC agree otherwise.

v. Special Circumstances

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

The Lead Facilitator or designee may remove a learner 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 learner's disability in cases where a learner :

- 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 learner's IEP/504 Team shall determine the appropriate interim alternative educational setting.

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

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

ACLC shall be deemed to have knowledge that the learner 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 ACLC supervisory or administrative personnel, or to one of the learner's facilitators, that the learner is in need of special education or related services.
- b) The parent has requested an evaluation of the learner.
- c) The learner's facilitator, or other ACLC personnel, has expressed specific concerns about a pattern of behavior demonstrated by the learner, directly to the Director of Special Education or to other ACLC supervisory personnel.

If ACLC knew or should have known the learner had a disability under any of the three (3) circumstances described above, the learner may assert any of the protections available to IDEIA-eligible learners with disabilities, including the right to stay-put.

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

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

The ACLC will include data about suspensions and expulsions in its annual report to the District, as well as in other reports as required by the State.

The ACLC recognizes that it is solely responsible for the administration of learner discipline and shall not require the services of the District's Student Services Department in meeting its obligations under this Element in its charter.

Element K. Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Employees of CLCS who work at ACLC, and who qualify for membership in the State Teachers' Retirement System ("STRS") are covered under that system. Employees of CLCS who qualify for membership in the Public Employees' Retirement System ("PERS") are covered under that system. All employees who are not members of STRS or PERS must contribute to the Federal Social Security System. CLCS informs prospective employees of the retirement system for employees of the charter school, as required by Education Code Section 47611.

CLCS makes all employer contributions as required by STRS/PERS or Federal Social Security. The CLCS Executive Director is responsible for ensuring that appropriate arrangements for coverage are made. CLCS also makes contributions for Workers' Compensation Insurance, Unemployment Insurance and any other payroll obligations of an employer.

Element L. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No learner may be required to attend the Charter School. Learners who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each learner enrolled in the Charter School will be informed on admissions forms that learners have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element M. Employee Return Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by CLCS unless specifically granted by the District through a leave of absence or other agreement. CLCS employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of CLCS will be considered the exclusive employees of CLCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CLCS. Employment by CLCS provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N. Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

The ACLC Governing Board, and CLCS Board or Directors agree to attempt to resolve all disputes between the District and ACLC regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and ACLC, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below. The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“Written Notification”) and to refer the issue to the District Superintendent and Lead Facilitator of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written notification, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Executive Director:

Community Learning Center Schools
1900 Third Street
Alameda, CA 94501

To Director of Student Services

Alameda Unified School District
2060 Challenger Drive
Alameda, California 94501

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact that the responding party believes supports its position. The Written Response may be

tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within sixty (60) days from the date of the Written Notification. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within thirty (30) days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (AAA) to have an arbitrator appointed.

(4) If mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

- Disputes arising from within ACLC, including all disputes among and between learners, staff, parents, volunteers, advisors, partner organizations, and Board members of the School shall be resolved pursuant to policies and processes developed by ACLC. 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 CLCS Executive 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 ACLC Governing Board has requested the AUSD Board of Education to intervene in the dispute.
- Disputes shall first be brought informally to the CLCS Executive Director for resolution.
- The Executive Director shall track all disputes in writing.
- The Executive Director shall facilitate discussion and resolution between all parties involved in the dispute.
- If the issue is not resolved by discussion facilitated by the Executive Director, the matter may be brought before the Board for resolution. The Executive Director shall provide a written summary of the dispute and all attempts at resolution for the Board.
- The decision of the Board shall be final.

Disputes that cannot be resolved informally will be addressed as provided by ACLC’s adopted complaint policies, including, as applicable, the Uniform Complaint Procedure. Through this procedure, disputes that cannot be resolved initially may be referred to the ACLC Governing Board.

Addressing Parent Complaints

ACLCLC has established complaint procedures that address both complaints alleging discrimination or violations of law, and complaints regarding other areas. ACLCLC will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's learner and family handbook and distributed widely.

ACLCLC has designated at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including the investigation of any complaint filed with ACLCLC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ACLCLC notifies all its learners and employees of the name, office address, and telephone number of the designated employee or employees.

ACLCLC has adopted and publishes grievance procedures providing for prompt and equitable resolution of learner and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

ACLCLC has implemented specific and continuing steps to notify applicants for admission and employment, learners and parents of elementary and secondary school learners, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of gender or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Element O. Public School Employer

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

CLCS shall be the deemed the exclusive public school employer of the ACLC employees for the purposes of the Educational Employment Relations Act (“EERA”). CLCS shall comply with the EERA.

Element P - School Closure Procedures

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of ACLC will be documented by official action of the CLCS 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 CLCS Board will promptly notify parents and learners of ACLC, the District, the Alameda County Board of Education, ACLC'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 learners' school districts of residence; and the manner in which parents/guardians may obtain copies of learner records, including specific information on completed courses and credits that meet graduation requirements.

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

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

As applicable, ACLC will provide parents, learners and the District with copies of all appropriate learner records and will otherwise assist learners in transferring to their next school. All transfers of learner records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of POCS learners. All records of ACLC shall be transferred to the District upon ACLC closure. If the District will not or cannot store the records, ACLC shall work with the County Office 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, ACLC will prepare final financial records. ACLC will also have an independent audit completed within six months after closure. ACLC will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the ACLC, 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.

ACLC will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of ACLC, all ACLC's assets, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by learners attending ACLC, remain the sole property of CLCS. Any assets acquired from the District, or District property will be promptly returned upon ACLC's 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.

Upon closure, ACLC shall remain solely responsible for all liabilities arising from the operation of ACLC.

Any remaining assets of the 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 CLCS Board to another charter school, non-profit, or other appropriate entity as directed in the by-laws. Restricted funds shall be returned to their original source. Any net assets remaining shall be distributed in accordance with the articles of incorporation.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Miscellaneous Provisions

(Q-X as designated in AR 042.4(a) of the AUSD BOE)

Term of Charter (Q)

The term of this charter shall be five (5) years from July 1, 2015 until June 30, 2020.

Amendment to the Charter

The CLCS Board may make amendments or changes to this Charter, following two public meetings. All material revisions are subject to approval by the AUSD Board of Education.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

Both CLCS schools are most fortunate to have secured an eleven (11) year, alternative to Prop 39 lease agreement. At the time of this writing, as we settle on to our new campus at the previous Woodstock Elementary School site, ACLC looks forward to continuing to develop its innovative, rigorous program, knowing that the previously looming possibility of facilities vulnerability is no longer a consideration.

Back on the west end of Alameda, ACLC learners and facilitators can take advantage of proximity to the Nea Community Learning Center for facilitator and learner collaboration and resource-sharing. And ACLC is, once again, located in a neighborhood such that we will attract an ethnically and socio-economically diverse population.

Insurance

The ACLC contracts for all of its insurance needs through Charter Safe.

AUSD shall not be required to provide coverage to ACLC. ACLC secures and maintains, at a minimum, insurance as set forth below to protect ACLC from claims that may arise from its operations, and as required by the CLCS lease agreement with AUSD. Secured insurance policies include, but are not necessarily limited to:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect ACLC from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability. . 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 ACLC to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets.

Insurance Certificates

ACLCL 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 ACLCL deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or learner property, for learner accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District, and its purchase shall be the responsibility of ACLCL/CLCS.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The ACLCL contracts with EdTec in Emeryville for business services. The ACLCL will only contract services through AUSD if both parties agree and these relationships shall be spelled out in the Memorandum of Understanding.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

ACLCL is a charter school operated by CLCS, a nonprofit public benefit corporation, 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 CLCS/ACLCL and AUSD. ACLCL is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and learner population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Governing Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for learners, and dispute resolution.

Consultation with Parents and Teachers Regarding Educational Programs

Inherent in the governance of the ACLC 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 ACLC 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, which will gather information regarding staff effectiveness via annual surveys.

Evaluation of the ACLC 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. Results are tabulated by the Program and Performance Evaluation Committee, and presented to the Governing Board.

All meetings of the Governing Board are open to the public, and an annual meeting schedule is published on the website.

ACLC Budget

ACLC employs EdTec, a charter school financial service corporation with more than ten years' experience and 75 charter school clients, to provide financial services for the School. ACLC will use EdTec's financial processes and record keeping system. EdTec works with Executive Director, Patti Wilczek, to develop the ACLC budget. Executive Director, Patti Wilczek, monitors the ACLC budget and submits EdTec financial reports monthly to the ACLC Governing Board, as well as the CLCS Board.

Transportation (S)

ACLC will not provide transportation to and from school for learners, except as required by law for learners with disabilities in accordance with a learner's IEP. If the charter school is required to provide transportation for any learner, ACLC will comply with State and Federal laws governing vehicles, drivers, etc.

Staff Development Procedures and Materials (T)

The Lead Facilitator suggests school-wide staff development for staff. While the specific amount varies by year, in 2014-15 ACLC budgeted just under \$12,000 to provide professional development opportunities for facilitators and staff. All of these dollars are earmarked to support professional growth across the school. Proposals are received and approved by the Lead Facilitator.

Special Assurances (U)

The ACLC charter school is prepared to comply with the Individuals with Disabilities Education Act, Section 504, Americans with Disabilities Act, Title VI, IX, and other federal requirements, including acknowledging that federal laws are not eligible for waivers.

Records of Claims or Lawsuits against the Charter School (V)

As of 12/26/09, in its 14 year history, there are no records of claims of lawsuits against the ACLC charter school.

National School Lunch Program (W)

ACLC is to be part of the National School Lunch Program as an independent charter school. Working with PUC Services to validate learners' Free and Reduced Lunch applications, ACLC provides lunch each day via a contract with Lunch Masters.

Charter Petitions (X)

ACLC and CLCS have not submitted this charter petition to any other authorizing agency. The petitioners currently have no other charter petitions before any other chartering agencies. Currently, CLCS has no other charter petitions before any other authorizing agencies.

ACLC must submit its renewal petition to the Director of Student Services no earlier than 180 days before the charter is due to expire unless otherwise agreed by the Director of Student Services.

The District may revoke ACLC's charter in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

ACLC agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ACLC is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of ACLC.
- The District is authorized to revoke this charter for, among other reasons, the failure of ACLC to meet generally accepted accounting principles, or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit ACLC books, records, data, processes and procedures through the Director of Educational Options or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

A five-year projected budget accompanies this application packet.

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

Federal Funds

To the extent that ACLC is a recipient of Federal funds, including Federal Title I, Part A funds, ACLC has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESEA and other applicable federal grant programs. ACLC agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESEA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESEA include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I learners.
- Develop jointly with, agree upon with, and distribute to parents of participating learner a written parent involvement policy.

ACLC also understands that as part of its oversight of the School, the chartering agency may conduct program review of Federal and State compliance issues.

Indemnification

With respect to its operations under this charter, ACLC 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 ACLC 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 ACLC 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 ACLC, 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 ACLC, its officers, directors and employees.

Conclusion

By approving this charter renewal, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for facilitators; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five (5) year term from July 1, 2015 through June 30, 2020.

Appendix A

ACLCLC Graduation Standards

- I. Meets or Exceeds AUSD / ACLCLC Graduate Profile Outcomes**
(Who I am.)
- II. ACLCLC 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.)

ACLCLC Graduation Standards (6 – 12)

I. Meets or exceeds AUSD / ACLCLC 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 ACLCLC 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 ACLC 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

IV. ACLC 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 “ACLCL 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. ACLC/ 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

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 B

ACLC Discrimination and Harassment Rights / Uniform Complaint 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. Lead Facilitators 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 that 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 Lead Facilitator or designee. If a situation involving harassment is not promptly remedied by the Lead Facilitator or designee, a complaint can be filed with the Executive Director.

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 Lead Facilitator 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 C

Learner and Facilitator Rulebook / Learner Handbook

ALAMEDA COMMUNITY LEARNING CENTER LEARNER HANDBOOK

I. Introduction

The goal of the admissions policy of Alameda Community Learning Center (ACLCL) is to attract, enroll and retain at the ACLCL the broadest spectrum of learners and families representative of the rich diversity existing within Alameda. ACLCL will be nonsectarian in its programs, admissions policies, employment practices and all other operations. ACLCL will not charge tuition and ACLCL will not discriminate in admissions or outreach against any learner on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

II. Admission and Requirements for Admission

The ACLCL is open to any learner in the State of California who meets the admissions requirements described herein. If the number of learners who wish to attend ACLCL exceeds the school's capacity, admission shall be determined by a public random drawing, the process for which is described below.

III. Attendance Policies

A. Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A learner's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the learner's immediate household.
5. Jury duty in the manner provided by law;
6. Participation in religious instruction or exercises in accordance with ACLCL policy:
 - a. In such instances, the learner shall attend at least the minimum school day.
 - b. The learner shall be excused for this purpose on no more than four school days per month.

In addition, a learner's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the ACLC Lead Facilitator or designee shall be required for absences for:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Employment interview or conference.

In addition, if a learner is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours.

B. Method of Verification

When learners who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify learner absences:

1. Written note from parent/guardian, parent representative, or learner if 18 or older;
2. Conversation, in person or by telephone, between the verifying employee and the learner's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of learner;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the learner's home by the verifying employee, or any other reasonable method, which establishes the fact that the learner was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
 - a. When excusing learners for confidential medical services or verifying such appointments, ACLC staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. When a learner has had 14 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Insofar as class participation is an integral part of learners' learning experiences, parents/guardians and learners shall be encouraged to schedule medical appointments during non-school hours.

Learner absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

C. Unexcused Absences/Truancy for Classroom Based Attendance

The Lead Facilitator, or designee, shall implement positive steps to reduce truancy. Learners who are habitual truants or habitually insubordinate or disorderly during attendance at ACLC may be referred to the appropriate law enforcement agency.

IV. 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 ACLC community members and guests must abide by all ACLC rules while on the ACLC campus.

010.2 It is the responsibility of all Community members to help enforce ACLC rules.

010.3 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 badge in their possession.

010.4 ACLC rules 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 any 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, bicycles, etc. in any ACLC area, inside or out, or on any school property is prohibited.

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.

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 badge in their possession. 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 (7:30 am – 4:00 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 Neither Learners nor Facilitators may alter or change another Learner's or Facilitator's work without his or her permission.

200.6 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 ACLC campus.

300.1 No one shall purposely or unintentionally use, damage, steal, sabotage, or destroy personal and/or Community property.

300.2 No Community member or guest shall put their shoes on the chairs with a cloth cover.

300.3 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.

300.4 Learners are not allowed behind Facilitator's desk without the Facilitator's permission.

400 General Rules

400.0 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.

400.1 No one may leave the ACLC during school hours unless they have a signed pass from a staff member or parent permission. Failure to do so is grounds for suspension and/or dismissal.

400.2 All skateboards, scooters, roller blades, bicycles, etc, must be stored in the appropriate place during school hours. (8-4 pm) Skateboards, scooters, roller blades, bicycles, etc., not placed in the appropriate area will be confiscated and referred to the JC for appropriate consequences.

400.3 No learners may park their cars in the school parking lot during the school day..

400.4 Bicycles must be locked outside of the building and not obstruct entrances. No bicycles are allowed in the building.

400.5 The ACLC is a closed campus at lunch for grades 6-8. Learners may not leave campus at any time during school hours without permission.

400.6 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.

500 JC Rules

500.0 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)

500.1 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.

500.2 Failure to comply with Judicial Committee verdicts and sentences may result in suspension and possible expulsion from the ACLC.

500.3 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.

500.4 No one may lie in any Judicial proceeding.

500.5 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.

500.6 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.

500.7 The judicial system and all judicial bodies shall not discriminate against anyone based upon gender, ethnicity, age, social status, sexual orientation, or job description.

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 of the Facilitators and the Leadership class.

1000.1 Food and drink may be consumed in 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 outside area and must be approved by the Facilitators and the Leadership class.

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 groups 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 educational purposes only.

1050.1 Games or chatting (e.g. My Space and message boards) are not allowed on school computer equipment. Limited resources need to be protected for school use.

1050.2 Personal laptop computers may be used for school purposes only.

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 Any person using device that plays prerecorded music or sound must use headphones.

1050.5 If a computer is left unused for more than 5 minutes, a learner or facilitator who needs to use the computer (for school work only) must first save the previous learner's or facilitator's work, and then may use the computer. If they do not save the work for the absent learner or facilitator, or they use the computer for non-school stuff, they may be written up.

1050.6 Learners and Facilitators may not tie up scarce resources with activities that could be carried out in other, more appropriate locations. Negotiations are appropriate for deciding who needs a particular piece of technology equipment. The learner least in need must respectfully 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 ACLC Technology Agreement. Going to a porn site, hate site, or a site with extreme violence is grounds for dismissal from the

ACLC. 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.

1050.11 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. (My Space may not be used as an email provider at school.)

1100 Use of the ACLC Facility

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

1100.1 No furniture may be taken outside the building without facilitator approval.

1100.2 The outside area is open for breaks and eating, but must not be left dirty or messy or it will be closed.

1200 Use of the Outside Area

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. 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.

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

CONSEQUENCES and WORKING GUIDELINES for SENTENCING by JUDICIAL COMMITTEE

OVERARCHING GOALS for JC CONSEQUENCES:

- 1) Fair**
- 2) Gives value back to the community**
- 3) Helps the Learner modify their behavior**

A. Problem-solving prior to referrals...

- 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.

B. ACLC Judicial Consequences

1. In School Consequences (include but are not limited to):

- Apologies
- In school clean up
- Peer counseling
- Posting signs
- Educational projects

Failure to do these consequences in the described time period (violation of rule 500.2) would automatically result in an after school consequence of 30 minutes during the prescribed After School Time Period (3-4 pm) Parents would be notified of mandatory attendance.

2. 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 AUSD program if the learner cannot begin to respect the judicial process of the ACLC community.

3. 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.

V. Learner Complaints

It is the intent of ACLC to integrate conflict resolution skills into the curriculum. In accordance therewith, learners that have complaints against other learners are encouraged to first address the issue with the person directly using the learned conflict resolution skills without the intervention of a school employee. If that does not bring satisfactory resolution, learners shall file a complaint with the ACLC Judicial Committee. If, however, the complaint involves sexual harassment, discrimination or a safety issue, the learner should notify a facilitator immediately. The facilitator or staff member will immediately notify the Lead Facilitator of the complaint.

Learners who have complaints against school personnel or programs may notify a facilitator or the Lead Facilitator. If a facilitator, or any other staff member, is notified of a learner complaint against school personnel or programs, the facilitator shall notify the Lead Facilitator.

Depending upon the nature of a complaint, the learner will be provided information concerning the applicable policy and procedures to be followed. For instance, if the complaint is one of sexual harassment or other discrimination, the learner will be provided with a copy of ACLC's policy against harassment and discrimination and provided a complaint form and apprised of the procedures under the policy.

If ACLC has no specific policy or procedures for the particular complaint, the Lead Facilitator, or his/her designee, will undertake a responsible inquiry into the learner's complaint to ensure it is reasonably and swiftly addressed. When appropriate a written statement of the learner's complaint will be obtained from the learner.

Complainants will be notified that information obtained from the learner and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

The administration will investigate learner complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

VI. ACLC Dress Code

The ACLC Governing Board recognizes the need for learners of ACLC to dress appropriately for school.

General Guidelines: Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to ACLC environment and instructional process. The Governing Board is committed to protecting the health, safety, and welfare of the learners and the Governing Board believes that appropriate dress and grooming contribute to a productive learning environment.

The Governing Board recommends that the dress code should be developed cooperatively, preferably by a committee of learners, facilitators, parents and the Lead Facilitator prior to presenting it to the Governing Board for approval.

Prohibited Conduct and Sanctions

Learners who repeatedly violate ACLC Dress Code may be subject to discipline, including suspension and expulsion from ACLC.

VII. Learner Suspension Policy

The Learner Suspension and Expulsion Policy for Alameda Community Learning Center has been established in order to promote learning and protect the safety and well-being of all learners. When the Policy is violated, it may be necessary to suspend or expel a learner from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all learners. The Policy will be printed and distributed as part of the Learner Handbook and will clearly describe discipline expectations. The Lead Facilitator shall ensure that learners and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the Office Manager's office.

Discipline includes, but is not limited to, advising and counseling learners, conferring with parents/guardians, detention during and after school hours, community service on or off campus, and the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any learner. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a learner. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, learners, staff or other persons or to prevent damage to school property.

A learner identified as an individual with disabilities or for whom ACLC has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") 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 learners except when federal and state law mandates additional or different procedures. ACLC will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a learner identified as an individual with disabilities or for whom ACLC 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 learners.

Suspension

Definition

Suspension is the temporary removal of a learner from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at ACLC where the learner will receive continuing instruction for the length of day prescribed by the Governing Board for learners of the same grade level;
- Referral to a certificated employee designated by the Lead Facilitator to advise learners;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the learner to the Lead Facilitator or designee.

While suspended, the learner may not loiter on or about ACLC grounds at any time, nor attend or participate in any ACLC activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.

ACLC shall consider suspension from ACLC only when other means of correction fail to bring about proper conduct or where the learner's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority

The Lead Facilitator or his/her designee may suspend a learner from class, classes or ACLC for a period not to exceed five days. The Lead Facilitator or his/her designee may extend a learner's suspension pending final decision by the Governing Board of ACLC on a recommendation for expulsion. On a recommendation for expulsion, the Governing Board may suspend a special education learner being considered for expulsion in accordance with the laws relating to expulsion of special education learners.

A learner may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of the Alameda Community Learning Center. A learner may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off ACLC campus
- During, going to or coming from a school sponsored activity

Grounds

Learners may be suspended or expelled for any of the following acts (whether completed, attempted or threatened) when it is determined the learner:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- 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 learner had obtained written permission to possess the item from an authorized certificated school employee, with the Lead Facilitator or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code Sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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 the same as a controlled substance, alcoholic beverage or intoxicant
- Committed robbery or extortion
- Caused damage to school property or private property
- Stole school property or private property
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- 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
- Knowingly received stolen school property or private property
- 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
- Committed a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4

- Harassed, threatened or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that learner from being a witness and/or retaliating against that learner for being a witness
- Made terrorist threats against school officials and/or school property
- Committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed hazing
- Committed vandalism/malicious mischief
- Violated academic ethics
- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- Intentionally harassed, threatened or intimidated a learner or group of learners to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading learner rights by creating an intimidating or hostile educational environment, including any acts via internet, phone, texts or other electronic means.

The above list is not exhaustive and depending upon the offense, a learner may be suspended or expelled for misconduct not specified above.

Procedures Required to Suspend

Step One

The Lead Facilitator or designee shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a learner's attire,³ personal property, vehicle or school property, including books, desks and school lockers, may be searched by the Lead Facilitator or designee who has reasonable suspicion that a learner has violated or is violating the law or the rules of ACLC. Illegally possessed items shall be confiscated and turned over to the police.

Step Two

Unless a learner poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Lead Facilitator or designee and the learner in which the learner shall be orally informed of the reason for the suspension, the evidence against him, and be given the opportunity to present informal proof of his/her side of the story. If the learner poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the learner waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, the Lead Facilitator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the suspension and the reasons therefore. If a learner is suspended without the informal conference, both the learner and the parent/guardian will be notified of a learner's right to return to school for the purpose of a conference.

³ This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the learner.

Step Three

The Lead Facilitator or designee determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The Lead Facilitator or designee fills out a Notice of Suspension Form, a copy of which will be sent to the learner's parent/guardian and to the learner. A copy of this form is also placed in the learner's cumulative file at ACLC. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the learner. In addition, the notice will state the date and time when the learner may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the learner may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if ACLC officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The Lead Facilitator or designee determines whether the offense warrants a police report. The Lead Facilitator or designee will report certain offenses to law enforcement authorities in accordance with Education Code Section 48902.

When the Lead Facilitator or designee releases a minor learner to a peace officer for the purpose of removing the minor from ACLC premises, the Lead Facilitator or designee shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse.

Step Six

The Lead Facilitator or designee may require the learner and his/her parent/guardian to sign a contract that states the conditions that the learner is expected to meet while at ACLC. Copies of the signed contract are kept by ACLC and given to the parent/guardian.

Special Education Learner Suspensions

When suspensions involve special education learners, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for ACLC year). The Lead Facilitator or designee shall notify the learner's special education facilitator when the learner's cumulative days of suspension for that school year reaches eight. That special education facilitator shall promptly notify ACLC Special Education Coordinator of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and relevant members of the learner's IEP Team (as determined by the parent and the LEA).

The learner shall be treated as a general education learner for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the learner's file, including the learner's IEP, any facilitator observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the learner's disability; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team must conduct a functional behavioral assessment, create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the learner will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification

of the behavioral intervention plan. For special education learners, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year. The special education learner may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the learner's disability if the learner: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of ACLC; 2) 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 under the jurisdiction of ACLC; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of ACLC.

Appeal Process

A learner or the learner's parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a learner for his/her ACLC related offenses. Appeals must be made first in writing at ACLC level, and should be directed to the Lead Facilitator within 5 school days of days of ACLC sending the Notice of Suspension Form to the parent/guardian and the learner. The Lead Facilitator will attempt to resolve the appeal with a written response within 10 school days of receiving the written appeal. After appeal at ACLC level, if further appeal is desired, the learner or his/her parent/guardian should appeal in writing to the Governing Board within 5 school days of the date of ACLC level written response and should direct it to the Governing Board for final resolution within 15 school days. If any appeal is denied, the learner, his/her parent/guardian may place a written rebuttal to the action in the learner's file.

VIII. Learner Expulsion Policy

A. Definition

Expulsion means involuntary disenrollment from the charter school.

B. Authority

A learner may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon a recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Panel may recommend expulsion of any learner found to have committed an expellable offense.

C. Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

A learner who has committed one or more of the following acts must be immediately suspended and recommended for expulsion.

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the learner obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the lead facilitator or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery

- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A learner who has committed one of the following acts of misconduct must be recommended for expulsion, unless particular circumstances render it inappropriate.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the learner
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

Under the discretion of the Lead Facilitator or his/her designee, any act that warrants suspension may warrant expulsion. Additionally, a learner may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the learner has repeatedly engaged in the misconduct.

D. Procedures to Expel a Learner

Step One

The Lead Facilitator or designee investigates the incident and determines whether the offense results in a suspension. If so, the Lead Facilitator or designee follows the procedures to suspend the learner as outlined above.

Step Two

Under the discretion of Lead Facilitator, a learner's suspension may be extended pending expulsion. In this case, a meeting is held within 5 school days of the learner's suspension to extend the suspension. The learner and his/her parent/guardian are invited to attend this meeting with the Lead Facilitator or his/her designee. The designees of the Governing Board may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the Lead Facilitator or his/her designee has determined, after the meeting, that the presence of the learner at ACLC would cause a danger to persons or property or a threat of disrupting the instructional process. If the learner has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

ACLC shall send a letter to the learner and parent/guardian regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the learner or his/her parent/guardian.

The letter shall be sent via certified mail to the learner and his/her parent/guardian to the address reflected in the learner's learner file at least 10 calendar days before the date of the hearing. The letter shall notify the learner and parent/guardian when and where the expulsion hearing will take place and the rights of the learner with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of ACLC's disciplinary rules relating to the alleged violation;
- Notification of the learner's or parent/guardian's obligation to provide information about the learner's status at ACLC to any other school district or school to which the learner seeks enrollment;
- The opportunity for the learner or the learner's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the learner's behalf, including witness testimony.

Step Four

The Lead Facilitator shall maintain documents that may be used at the hearing and make them available for review by the learner and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the learner's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by faculty; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before the Governing Board. 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 a complete written transcription of the proceedings can be made.

While the 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 Governing Board to expel must be supported by substantial evidence that the learner committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the Governing Board that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled learner, 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.

Step Six

The decision of the Lead Facilitator shall be in the form of a written recommendation, with findings of fact, to the Governing Board of Directors who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the learner's removal from ACLC for the incident for which the recommendation for expulsion is made. If the Lead Facilitator decides not to recommend expulsion, the learner shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Seven

The Lead Facilitator, or designee, following a decision of the Governing Board of Directors to expel a learner, shall send written notice of the decision to expel, including the Lead Facilitator's findings of fact, to the learner or parent/guardian. The notice shall include the following:

- Notice of the specific offense committed by the learner;
- Notice of the right to appeal the expulsion to the CLCS Governing Board. If that Governing Board does not hear such appeals, the learner may submit a written objection and request for reconsideration to ACLC's Governing Board within 10 days. Decisions of the Governing Board shall be final.
- Notice of the learner's or parent/guardian's obligation to inform any new district in which the learner seeks to enroll of the learner's status within the charter school

Within 30 days of the decision to expel, the Lead Facilitator shall send written notice of the decision to expel to the learner's district of residence, the County Office of Education and the charter granting district (if different than the learner's district of residence). This notice shall include the learner's name and the specific expellable offense committed by the learner.

Step Eight

Expelled learners are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

ACLC shall maintain records of all learner suspensions and expulsions at ACLC site. Such records shall be made available for the Alameda Unified School District's review upon request.

Learners who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Governing Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for

readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the learner may reapply to ACLC for readmission.

The decision to readmit a learner or to admit a previously expelled learner from another school district or charter school shall be in the sole discretion of the Governing Board of Directors or its designee following a meeting with the Lead Facilitator and the learner and parent/guardian to determine whether the learner has successfully completed the rehabilitation plan and to determine whether the learner poses a threat to others or will be disruptive to ACLC environment. The Lead Facilitator shall make a recommendation to the Governing Board of Directors following the meeting regarding his/her determination. The learner's readmission is also contingent upon ACLC's capacity and any other admission requirements in effect at the time the learner seeks admission or readmission.

IX. Freedom of Expression Policy and Procedures

Learners attending ACLC have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Governing Board of ACLC respects learners' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Learner liberties of expression shall be limited only as allowed by law in order to maintain an orderly ACLC environment and to protect the rights, health and safety of all members of the ACLC community.

Freedom of Expression Procedures

Circulation of Petitions and Other Printed Matter

Learners shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before ACLC begins, during the lunch period, and the half hour after ACLC is dismissed.

The manner of distribution shall be such that coercion is not used to induce learners to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the ACLC or on ACLC grounds.

Buttons, Badges and Other Insignia of Symbolic Expression

Learners will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Learners will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite learners so as to create a clear and present danger of the imminent commission of unlawful acts on ACLC premises or of the violation of lawful ACLC regulations or of the substantial disruption of the orderly operation of the ACLC;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present

- danger of imminent commission of unlawful acts on ACLC premises or of the violation of lawful ACLC regulations or of the substantial disruption of the orderly operation of the ACLC;
4. Are distributed in violation of the time, place and manner requirements;
 5. Are in violation of current federal, state and local laws.

Unofficial ACLC Publications

ACLC officials may not ban the distribution of non-ACLC-sponsored publications on ACLC grounds. Writers and editors of unofficial learner publications who violate any state or federal law may be disciplined after distribution. Learners distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite learners to commit unlawful acts on ACLC premises, violate ACLC rules, or substantially disrupt the ACLC's orderly operation will be subject to disciplinary action.

The following points apply to unofficial learner publications:

1. ACLC may disassociate themselves from the material printed inasmuch as it is not an official publication of the ACLC.
2. ACLC officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before ACLC begins, during the lunch period, or the half hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within the ACLC or at entrances.
 - c. Without undue noise.
3. No learner shall use coercion to induce learners or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to learners at a time and place of normal ACLC activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the learner publication in areas of the ACLC which are generally frequented by learners.

ACLC officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.
3. Create regulations that discriminate against non-ACLC-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Other forms of Learner Expression

Forms of learner expression may include, but are not limited to speech, debate, assemblies, posters, bulletin Governing Board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of learner expression are the same. The rights of learners to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of learner expression. No facilitator or administrator shall interfere with such expression on the grounds that the message may be unpopular with learners or faculty.

In conforming to state and federal laws, learner expression must obey copyright laws; for example, learner posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

Distribution of Procedures Governing Learner Rights

Site administrators will distribute copies of this Administrative Procedure to all facilitators who are advisors of learners who produce publications or present public performances. It is the responsibility of the ACLC and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The learner and an ACLC staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the learner, the learner may appeal the decision to the site administrator, and then to the ACLC Lead Facilitator or his/her designee. As a final step, the learner may follow the ACLC’s complaint procedures as outlined in the Learner/Parent/Guardian Handbook.

X. Policy Against Plagiarism and Cheating

Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a learner’s education and character development. The Governing Board expects that learners will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Learners, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive ACLC climate that encourages honesty. Learners found to have committed an act of academic dishonesty shall be subject to discipline, up to and including suspension or expulsion from ACLC.

The Lead Facilitator, or designee, will ensure that each year the Curriculum and Standards Committee establishes an Academic Senate comprised of learners and facilitators to develop standards of academic honesty, create measures for preventing dishonesty, hear cases involving academic dishonesty, and enforce specific consequences for acts of dishonesty.

XI. ACLC LEARNER CONTRACT (LANGUAGE)

(A copy signed by both parent/guardian and learner must remain in file upon enrollment into ACLC)

I UNDERSTAND THE ACLC PHILOSOPHY

- I understand that ACLC pursues the AUSD Benchmarks and Graduate Profile in a different manner than that of a traditional elementary, middle or high school, and that the ACLC graduation requirements exceed those of the AUSD.
- I understand that I will be taught in a variety of methods including direct teaching, interactive computer applications, the Internet, independent reading and shared learning with my peers.
- I understand that this program is a grades 6-12 multi-aged community with shared learning environments that will require my son/daughter to be an independent learner who practices appropriate, respectful work behavior.
- I understand the collaborative and project based nature of the program and come with an eagerness to learn how to work respectfully with learners of different ages, genders, ethnicities.
- I understand that the facilitator's primary role is to facilitate my learning and that I am expected to structure some of my own time and work without constant facilitator direction and supervision.
- I understand the importance of maintaining regular attendance at the Center and that unsatisfactory attendance could lead to my dismissal from the program.

I UNDERSTAND THE ACLC LEARNING EXPECTATIONS

- I understand that I am expected to come to the Center with the desire and motivation to learn and become an active participant in the community
- I understand that in order to be successful at the Center I must make the commitment to work towards becoming:
 - Self-directed
 - Self-motivated
 - Focused on quality
 - An active team participant
 - An effective problem solver
 - An active community member
- I understand that success in the Center comes from taking responsibility for my own actions and learning and not from making excuses or blaming others

I UNDERSTAND THE ACLC JUDICIAL SYSTEM AND TECHNOLOGY AGREEMENTS

- I understand that the rules of the Center will be agreed upon by students at the Center, that I will receive a copy of the rules, and that I will read and abide by these rules. I understand that continued or serious violation of these rules will be grounds for removal from the program.
- I understand that discipline at the Center is handled by a student-elected Judicial Committee that is supervised by a facilitator.
- I agree to abide by all consequences assigned by the Judicial Committee.
- I have read the District Technology Agreement and ACLC Technology Agreement and understand that if I violate any part of either of these agreements it may be grounds for removal from the Center.

XII. ACLC Learner Technology and Internet Use Agreement (Language)

ACLC must have a completed and signed contract on file before providing any student with the privilege of technology access.

Purpose

The Alameda Community Learning Center (ACLC) provides technology, network and Internet services for the specific and limited purpose of achieving the schools goals and accomplishing its educational and organizational objectives. All other activities are prohibited. ACLC technology, network and Internet services remain at all times the property of the ACLC.

Terms & Conditions

Responsibilities

Learners must accept personal responsibility for appropriate use of technology and report any misuse to a facilitator.

Appropriate Conduct

Learners are expected to abide by the generally accepted rules of user etiquette. For example:

- Learners must only access their own user account, email and files
- Be polite and concise. Use appropriate language.
- Use the network in a way that would not disrupt access by others.
- Adhere to copyright and plagiarism laws
- Only use software and electronic resources as allowed
- Use of ACLC technology for sales, advertisements or solicitations is prohibited

Inappropriate Conduct

The following are prohibited:

- Anything prohibited by law, district or school rules
- Using obscene language or intentionally accessing or possessing obscene or pornographic material, as defined in subdivision (a) of Penal Code Section 313.
- Harassing, insulting or attacking others
- Using or distributing another person's password
- Sending or displaying intimidating, offensive, sexually explicit, or hate related material
- Accessing another person's folders, work, or files without their consent
- Possession or use of any tools designed for probing, monitoring, or breaching the security of the network or infecting the network with a virus
- Using the network for non-school related activities such as network games, downloading of music or video files, or serving as a host for such activities
- Using the network for commercial purposes

- Violating copyright laws
- Participating in non-district approved forums, chat rooms, or exchanges
- Activities that would subject the district or the individual to criminal, civil or administrative liability

Privacy & Security

Use of school's technology, networks, and Internet services does not create any expectation of privacy. The school reserves the right to search and/or monitor any information created, accessed, sent, received, and/or stored in any format or on any equipment connected to the district's network. Users may encounter material they interpret as controversial, inappropriate, or offensive. E-mail is not guaranteed to be private. It has the potential to be viewed globally.

Learners will be instructed to take the following precautions:

- Passwords need to be protected at all times.
- Do not disclose confidential information to other individuals.
- Do not reveal any personal information, home address or personal phone numbers on the network.
- Never open, forward, or download any attachments or files that are unknown to you, or that are suspected to contain viruses.

Notify a facilitator if you identify a security problem. Any student identified as a security risk will be immediately denied technology use until the matter is resolved.

Technology Related Theft & Vandalism

Theft is defined as accessing, removing or copying school or another person's personal property. This includes both electronic data and physical property.

Vandalism is defined as any attempt to harm or destroy data of another user, other agencies or networks, or technology equipment. This includes, but is not limited to, the uploading or creation of computer viruses.

Vandalism or theft will result in loss of computer services, disciplinary action, parent conference, police or legal referral.

Disclaimer & Liability

The Alameda Community Learning Center makes no warranties of any kind, whether expressed or implied, for the service it is providing. ACLC will not be responsible for any damages suffered while on their system. These damages include loss of data as a result of delays, non-deliveries, misdirected, or service interruptions caused by the system, power outage, errors or omissions. Use of any information is at your own risk. ACLC specifically denies any responsibility for the accuracy of information obtained through its services.

Appendix D

CLCS Facilitator Effectiveness Measurement System

Community Learning Center Schools, Inc. (CLCS)

CLCS Facilitator Evaluation System



Introduction:

Community Learning Center Schools Inc. (“CLCS”) is committed to developing effective educators. CLCS also believes that all facilitators should be held accountable for the objectives and outcomes they can influence. All CLCS facilitators are expected to actively participate in a process of continuous improvement and reflection by being open to feedback and by using the resources and tools that CLCS provides. The Board subscribes to the development and implementation of a comprehensive model of evaluation for facilitators, which will ensure facilitators’ professional growth and contribute to improved performance.

Purposes of the Facilitator Evaluation System

The primary purpose of the Community Learning Center Schools Facilitator Evaluation System is the improvement and maintenance of quality professional performance, as well as promotion of CLCS, Nea and ACLC missions and goals. Evaluation is both a means and an end. As a means, it is a process of communication, personal support, feedback, adjustment, and growth for both the individual and the organization. As an end, it represents the basis for documenting evidence for retention as well as support for improvement and promotion.

Facilitator Evaluation Implementation

The Facilitator Evaluation System will assess the facilitator’s current level of performance in specific areas: Classroom observation and evaluation using attached rubrics (**70%**), integrating the evaluation of progress made since the last review (as applicable), and re-establishing goals for subsequent evaluations; learner achievement data (**30%**), including state standardized tests (when available), formative assessment data (learner achievement data on curriculum embedded interim benchmark assessments) and evidence that the facilitator uses data to tailor instruction to meet the needs of individual learners. Values obtained in all of these areas will generate a Summary Score that will be a measure of a facilitator’s overall effectiveness.

Classroom Observation and Evaluation Schedule

Timeframe	Facilitator/Lead Facilitator (LF)/Assistant Lead Facilitator (ALF) Activities and Deliverables
Throughout the year	Facilitator collects evidence of student learning and professional activities, and LF conducts informal observations of professional practice
August	Facilitator conducts self-assessment and sets goals for the school year (tool below) LF/ALF and Facilitator review artifacts list and choose items to be used for focused study.
September	LF/ALF sends each Facilitator an evaluation schedule LF/ALF and Facilitator reviews evaluation schedule

October	LF/ALF conducts informal observation(s).
November and December	LF/ALF conducts first formal observation. LF/ALF and Facilitator hold post conference for reflection about first formal observation (tool below)
January and February	LF/ALF and Facilitator review artifacts list. Facilitator conducts self-assessment
March, April and May	LF/ALF conducts second formal observation. LF/ALF and Facilitator hold post conference for reflection about second formal observation LF/ALF completes Summative Evaluation; holds conference with Facilitator
May and June	If appropriate, formulate growth goals for the following year.

Learner Growth Assessments Schedule

Timeframe	Deliverable
September	Baseline achievement levels in core content areas assessed
December	Midway achievement levels in core content areas assessed
April	Concluding achievement levels in core content areas assessed

Classroom Observation and Evaluation Tools

The tools for facilitator classroom evaluation are utilized for the entire academic year and represent a “running record” of all formal and informal observations. In addition, these tools include rubrics that emphasize our focus on the use of research-based instructional strategies, classroom technology integration, and building learners’ background knowledge. The rubrics are organized around six domains: *Planning and Preparation for Learning, Classroom Management, Delivery of Instruction, Monitoring/Assessment and Follow-up, Family and Community Outreach, and Professional Responsibilities.*

Formal Evaluations

Planned, extended observation visits where the lesson plan and expected learning outcomes are submitted to the observer the day previous to the scheduled observation.

Informal Evaluations

Short observation visits that do not require prior submission of lesson plans or scheduling confirmation. May be as short as 5 minutes, but length may vary.

Classroom Observation Rating System: The rubrics use a four-level rating scale:

4 – Highly Effective **3** - Effective **2** – Improvement Necessary **1** – Does Not Meet Standards

The *Effective* level describes solid, expected professional performance; facilitators should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria;

there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no facilitator should be content to remain at this level (although some novices might begin here). Persistent performance at the *Does Not Meet Standards* level is clearly unacceptable and should lead to dismissal if it is not improved immediately.

If a Facilitator’s performance average falls below *Effective* in any domain, the Facilitator will be placed on an Improvement Support Plan (ISP). An ISP is required if any Facilitator receives a “1” in any area of an evaluation domain or a “1 or 2” for an average rating for a domain. Although placement on an Improvement Support Plan generally occurs at evaluation intervals, a Facilitator can be placed on a Improvement Support Plan at any point during the year or any time during the evaluation cycle for any reasonable and just cause.

Improvement Support Plan

If a Facilitator is to be placed on an Improvement Support Plan, the Lead Facilitator will prepare and send the Facilitator a memorandum outlining:

- 1) the areas of concern that need to be addressed,
- 2) any applicable instructions for the facilitator,
- 3) any applicable resources that are available,
- 4) overview of timelines and target dates

The Lead Facilitator will set up a conference to review the Performance Support Plan with the Facilitator. Copies of the Improvement Support Plan will be forwarded to the Executive Director.

Learner Growth Assessment Tools:

Standardized assessments will be used to identify markers for learner growth and to establish baseline and subsequent achievement levels. These assessments include, but may not be limited to, California STAR and CST tests (if available), Common Core State Standards Assessments (when available), internal Benchmarks, Developmental Reading Assessments (DRA), Measures of Academic Progress (MAP), etc.

CLASSROOM EVALUATION RATING DOCUMENTS

FACILITATOR NAME:

SCHOOL:

These domains use a four-level rating scale with the following labels:

4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Does Not Meet Standard

DOMAIN A: Planning and preparation for Learning –See Attached Rubric		<i>Rating:</i>			
		1	2	3	4
Knowledge: students learn.	Is expert in the subject area and up to date on authoritative research on child development and how	1	2	3	4

Date skill observed:					
Standards:	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	1	2	3	4
Date skill observed:					
Units:	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	1	2	3	4
Date skill observed:					
Assessments:	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	1	2	3	4
Date skill observed:					
Lessons:	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	1	2	3	4
Date skill observed:					
Engagement:	Designs highly relevant lessons that will motivate all students and engage them in active learning.	1	2	3	4
Date skill observed:					
Materials:	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	1	2	3	4
Date skill observed:					
Differentiation:	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	1	2	3	4
Date skill observed:					
Environment:	Uses room arrangement, materials, and displays to maximize student learning of all material.	1	2	3	4
Date skill observed:					
Evidence, Examples, Details, Observations, etc. :		Average rating:			

DOMAIN B: Classroom Management –See Attached Rubric		<u>Rating:</u>			
		1	2	3	4
Expectations:	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	1	2	3	4
Date skill observed:					
Relationships:	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	1	2	3	4
Respect:	Wins all students' respect and creates a climate in which disruption of learning is	1	2	3	4

unthinkable. Date skill observed:					
Social- emotional: skills. Date skill observed:	Implements a program that successfully develops positive interactions and social-emotional	1	2	3	4
Routines: Date skill observed:	Successfully inculcates class routines so that students maintain them throughout the year.	1	2	3	4
Responsibility: responsibility. Date skill observed:	Successfully develops students' self-discipline, self-confidence, and a sense of	1	2	3	4
Repertoire: time. Date skill observed:	Has a highly effective discipline repertoire and can capture and hold students' attention any	1	2	3	4
Efficiency: every minute. Date skill observed:	Uses coherence, lesson momentum, and silky- smooth transitions to get the most out of	1	2	3	4
Prevention: bud. Date skill observed:	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the	1	2	3	4
Incentives: Date skill observed:	Classroom is clean, organized and reflects current learning content.	1	2	3	4
Evidence, Examples, Details, Observations, etc:		Average rating:			

DOMAIN C: Delivery of Instruction –See Attached Rubric

Rating:
1 2 3 4

Expectations: the material. Date skill observed:	Exudes high expectations and determination and convinces all students that they will master	1	2	3	4
Mindset: Date skill observed:	Teaches students to be risk- takers, learn from mistakes, and believe that through effective effort, they will get smarter.	1	2	3	4
Goals: exemplars. Date skill observed:	Shows students exactly what’s expected by posting essential questions, goals, rubrics, and	1	2	3	4
Connections: and reading. Date skill observed:	Always grabs students’ interest and makes connections to prior knowledge, experience,	1	2	3	4
Clarity: appropriate language. Date skill observed:	Always presents material clearly and explicitly, with well-chosen examples and vivid and	1	2	3	4
Repertoire: students. Date skill observed:	Orchestrates highly effective strategies, materials, and groupings to involve and motivate	1	2	3	4
Engagement: problem- solvers. Date skill observed:	Gets all students highly involved in focused work in which they are active learners and	1	2	3	4
Differentiation: scaffolding. Date skill observed:	Skillfully meets the learning needs and styles of all students by differentiating and	1	2	3	4
Nimbleness: misunderstandings. Date skill observed:	Defly adapts lessons and units to exploit teachable moments and correct	1	2	3	4
Application: life situations. Date skill observed:	Consistently has students summarize and internalize what they learn and apply it to real-	1	2	3	4

Evidence, Examples, Details, Observations, etc. :

Average rating:

DOMAIN D: Monitoring/Assessment and Follow-up –See Attached Rubric		<u>Rating:</u>				
		1	2	3	4	
Criteria: Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. Date skill observed:		___	1	2	3	4
Diagnosis: Gives students a well- constructed diagnostic assessment up front, and uses the information to fine- tune instruction. Date skill observed:		1	2	3	4	
On-the-Spot: Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. Date skill observed:		1	2	3	4	
Self- Assessment: Has students set ambitious goals, continuously self- assess, and take responsibility for improving performance. Date skill observed:		1	2	3	4	
Recognition: Frequently posts students’ work with rubrics and commentary and uses it to motivate and direct effort. Date skill observed:		1	2	3	4	
Interims: Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. Date skill observed:		1	2	3	4	
Tenacity: Relentlessly follows up with struggling students with personal attention to reach proficiency. Date skill observed:		1	2	3	4	
Support: Makes sure that students who need specialized diagnosis and help receive appropriate services immediately. Date skill observed:		1	2	3	4	
Analysis: Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others. Date skill observed:		1	2	3	4	
Reflection: Works with colleagues to reflect on what worked and what didn't and continuously improves instruction. Date skill observed:		1	2	3	4	

Evidence, Examples, Details, Observations, etc. :

Average rating:

DOMAIN E: Family and Community Outreach –See Attached Rubric		<i>Rating:</i>			
		1	2	3	4
Respect: Shows great sensitivity and respect for family and community culture, values, and beliefs. Date skill observed:		1	2	3	4
Belief: Shows each parent an in- depth knowledge of their child and a strong belief he or she will meet or exceed standards. Date skill observed:		1	2	3	4
Expectations: Gives parents clear, user- friendly learning and behavior expectations and exemplars of proficient work. Date skill observed:		1	2	3	4
Communication: Makes sure parents hear positive news about their children first, and immediately flags any problems. Date skill observed:		1	2	3	4
Involving: Frequently involves parents in supporting and enriching the curriculum as it unfolds. Date skill observed:		1	2	3	4
Homework: Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback. Date skill observed:		1	2	3	4
Responsiveness: Deals immediately and successfully with parent concerns and makes parents feel welcome any time. Date skill observed:		1	2	3	4
Reporting: In student-led conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children’s progress. Date skill observed:		1	2	3	4
Outreach: Is successful in contacting and working with all parents, including those who are hard to reach. Date skill observed:		1	2	3	4

Resources: Successfully enlists classroom volunteers and extra resources from homes and the community.	1	2	3	4
Date skill observed:				
Evidence, Examples, Details, Observations, etc:			Average rating:	

DOMAIN F: Professional Responsibilities –See Attached Rubric		<u>Rating:</u>			
		1	2	3	4
Attendance: Has perfect or near-perfect attendance (98-100%).					
Date skill observed:					
Language: In professional contexts, speaks and writes correctly and eloquently.					
Date skill observed:					
Reliability: Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.					
Date skill observed:					
Professionalism: Presents as a consummate professional and always observes appropriate boundaries.					
Judgment: Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.					
Date skill observed:					
Above-and- beyond: Is an important member of Facilitator teams and committees and frequently attends after-school activities.					
Date skill observed:					
Leadership: Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.					
Date skill observed:					
Openness: Actively seeks out feedback and suggestions and uses them to improve performance.					
Date skill observed:					
Collaboration: Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.					

Date skill observed:	
Growth: Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	1 2 3 4
Date skill observed:	
Evidence, Examples, Details, Observations, etc. :	Average rating:

LEARNER ACHIEVEMENT ASSESSMENT DATA (30%)*:

	CONTENT AREA:	CONTENT AREA:	CONTENT AREA:
BASELINE:	_____	_____	_____
MIDWAY:	_____	_____	_____
CONCLUSION:	_____	_____	_____
GROWTH PERCENTILE:	_____	_____	_____

***ASSESSMENT REPORTS ATTACHED**

DOMAIN SUMMARY (70%)

AVERAGE RATINGS:

DOMAIN A : _____

DOMAIN B: _____

DOMAIN C: _____

DOMAIN D: _____

DOMAIN E: _____

DOMAIN F: _____

SUMMARY AND RECOMMENDATION:

OVERALL EFFECTIVENESS RATING: (CIRCLE ONE)

EXCEPTIONAL/MASTER FACILITATOR

SATISFACTORY

UNSATISFACTORY

FOCUS AREAS OF STRENGTH

FOCUS AREAS FOR GROWTH

RECOMMENDATION FOR NEXT YEAR

--	--

FACILITATOR SIGNATURE

DATE

LEAD FACILITATOR SIGNATURE

DATE

KEY AREAS FOR GROWTH & GOAL SETTING

PAGE 1

Standard/Indicator:	
Goal	
<i>1. What is the specific goal to be reached in this area of growth?</i>	
<i>2. How will you measure the progress and growth in this area?</i>	
<i>3. What support, learning and dispositions will be needed in order to reach the goal?</i>	
<i>4. How long will it take to reach the goal? What/when are the key benchmarks that will show progress?</i>	

Standard/Indicator:	
Goal	
<i>1. What is the specific goal to be reached in this area of growth?</i>	

2. <i>How will you measure the progress and growth in this area?</i>	
3. <i>What support, learning and dispositions will be needed in order to reach the goal?</i>	
4. <i>How long will it take to reach the goal? What/when are the key benchmarks that will show progress?</i>	

FACILITATOR SIGNATURE

DATE

LEAD FACILITATOR SIGNATURE

DATE

KEY AREAS FOR GROWTH & GOAL SETTING

PAGE 2

Standard/Indicator:	
Goal	
1. <i>What is the specific goal to be reached in this area of growth?</i>	
2. <i>How will you measure the progress and growth in this area?</i>	
3. <i>What support, learning and dispositions will be needed in order to reach the goal?</i>	
4. <i>How long will it take to reach the goal? What/when are the key</i>	

<i>benchmarks that will show progress?</i>	
--	--

Standard/Indicator:	
Goal	
1. <i>What is the specific goal to be reached in this area of growth?</i>	
2. <i>How will you measure the progress and growth in this area?</i>	
3. <i>What support, learning and dispositions will be needed in order to reach the goal?</i>	
4. <i>How long will it take to reach the goal? What/when are the key benchmarks that will show progress?</i>	

FACILITATOR SIGNATURE	DATE	LEAD FACILITATOR SIGNATURE
DATE		

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Appendix E – 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.			

ACLCL Learning to Learn Rubric

Learning to Learn Skill: **Reading**

	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.	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.			

ACLC Learning to Learn Rubric

Learning to Learn Skill: **Research**

	Attainment Level	Non-Internet Sources		Internet Sources	
		Demonstrated Behaviors	ACLC Curriculum Challenge	Demonstrated Behaviors	ACLC 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	Has a clear understanding of the need for the research, and knows when the research answer is found and when reasonable		Rapidly uses appropriate sources and search logic. Judges appropriateness of sources. Knows and	

	level	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.		uses copyright and attribution rules in all reports.	
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ACLC Learning to Learn Rubric

Learning to Learn Skill: **Research (Non-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.	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.			
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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.			
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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	(10) The presenter is effective in handling a Question and Answer period following the presentation. (11) Gathering assessment			Skill step 11 focuses on Learning.

level	feedback and learning to continually improve, and to reach Expert status.			
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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.			

ACLCL Learning to Learn Rubric

Learning to Learn Skill: **Personal Visioning**

	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.	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	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			<ul style="list-style-type: none"> • Realistic knowledge of the current state surrounding one’s vision • Begin with the end in mind – articulate

	teaching others.	of what is possible.			a personal vision <ul style="list-style-type: none"> Reach exceeds our grasp
5	PROFICIENT An “expert” in the understanding and practice of the skill. Can teach and consult at a high level	Spends most of the time dealing with important, non-urgent, high impact (Quadrant II) objectives. Plus, demonstrates through actions the full range of effective personal visioning behaviors.			<ul style="list-style-type: none"> Powerful commitment to achieve one’s vision – intrinsic motivation Love of biographies – have “hero” models for living

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	Team member does all of his/her tasks and more. Understands how	Assumes different roles comfortably and is able to teach others		

practice of the skill. Can teach and consult at a high level	everyone's part fits together and helps others to understand overall plan.	how to take on different roles.		
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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.	Actively encourages everyone to share their ideas. Freely shares ideas with group. Encourages others to give constructive	Team member produces high work that demonstrates knowledge and understanding and is	Gets along well with the rest of the team Works to resolve conflicts Is able to anticipate	

Can teach and consult at a high level	feedback and modifies actions accordingly. Able to give and explain constructive feedback and help others to modify their actions accordingly.	virtually error-free. Is able to fully explain work so that other members would understand.	possible conflicts and help team members proactively teach team ways to avoid conflicts	
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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 level	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 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	Regarded as expert by peers and adults with whom he or			

	understanding and practice of the skill. Can teach and consult at a high level.	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.			
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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 on 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 ones 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.

ACLCLearning to Learn Rubric

Learning To Learn Skill: Teaching Others

	Attainment Level	Demonstrated Behaviors	ACLCLCurriculum 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 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: 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 F

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 Community Learning Center graduate.

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 G – Instructional Minutes Calculations

6 –12 Instructional Minutes: 2014 – 2015 School Year

GRADES 6 - 8

Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE	NOTES	
Day Description	M,Tu,Th	W	F	Min				Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes	
Total Number of Days	103	36	32	8	179		179		
Start Time	8:20 AM	8:20 AM	8:20 AM	8:20 AM					
End Time	3:25 PM	1:35 PM	3:05 PM	12:50 PM					
Excess Passing Time Minutes	0	0	0	0	0				
Recess Duration	0	0	0	0	0				
Lunch Duration [Including Passing Time]	40	0	40	0	80				
<hr/>									
Total Number of Hours	7:05	5:15	6:45	4:30	23:35				
Total Daily Number of Minutes	425	315	405	270	1415				
Actual Daily Instructional Minutes	385	315	365	270	1335				
Annual Number of Minutes	39655	11340	11680	2160	64835	52457	12378		

GRADES 9 - 12

Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE	NOTES	
Day Description	M,Tu,Th	W	F	Min				Recesses may not be counted as instructional minutes. Only one passing time is applicable for lunch. Passing time must be equal between all classes. Passing time may not exceed 10 minutes	
Total Number of Days	103	36	32	8	179		179		
Start Time	8:20 AM	8:20 AM	8:20 AM	8:20 AM					
End Time	3:25 PM	1:35 PM	3:05 PM	12:50 PM					
Excess Passing Time Minutes	0	0	0	0	0				
Recess Duration	0	0	0	0	0				
Lunch Duration [Including Passing Time]	40	0	40	0	80				
<hr/>									
Total Number of Hours	7:05	5:15	6:45	4:30	23:35				
Total Daily Number of Minutes	425	315	405	270	1415				
Actual Daily Instructional Minutes	385	315	365	270	1335				
Annual Number of Minutes	39655	11340	11680	2160	64835	62949	1886		

Appendix H

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BYLAWS
OF
COMMUNITY LEARNING CENTER SCHOOLS, INC. (CLCS)
(A California Nonprofit Public Benefit Corporation)
ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Community Learning Center Schools, Inc. (CLCS).

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 500 Pacific Ave., Alameda, CA, 94501. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Alameda Community Learning Center (ALCLC) (“ALCLC Charter School”), the Nea Community Learning Center (Nea) (“Nea Charter School”), and any other charter schools CLCS seeks to open in the future operating in California. In the context of these purposes, 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) 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. 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 distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law

shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter Schools’ Charters. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code Section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state,

territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND LENGTH OF TERMS. The number of Directors shall be no less than 7 and no more than 17, unless changed by amendments to these bylaws. All Directors shall be nominated and elected by the existing Board of Directors. ~~Each Director shall hold office for 3 years~~ Each CLCS board member who remains in good standing shall serve one (1) term consisting of three (3) years (with the exception of learner representatives which shall serve two year terms) and until a successor Director has been nominated and elected with the exception of the ACLC and Nea Lead Facilitators and CLCS Executive Director who shall serve on the board as long as they are employed in those positions. Board members shall serve one term on the CLCS board, except if s/he decides to run for executive office (see below). Board members may not serve more than one three-year term consecutively. Board members wishing to return to office may do so after three (3) full years from their last term. Current learners on the board may serve a three year term or until they graduate. Directors shall be recruited so that as much as is reasonably possible, Directors' terms will be staggered so that approximately 1/3 of the Directors will complete their term every year. The names of Directors and term expiration dates shall be revised yearly at the August meeting and attached and signed by the Secretary as an Exhibit at the end of the bylaws.

[Add Sub-Section] a. Length of Term for Executive Leadership Positions

Board members who seek executive leadership positions (i.e. president, executive vice-president, secretary, treasurer, parliamentarian) may run for office in their 2nd or 3rd year of service of their first term. Should said member be voted to serve in executive office, s/he may extend their term for two (2) more years, not exceeding five (5) consecutive years. Board members who serve a general term as well as an executive term consecutively, may be eligible for consideration of a second full term in two (2) years.

[Add Sub-Section] b. Extended Terms

Should a board member desire to extend her/his term beyond five (5) years, they must be recommended by the BD&R committee and approved by two-thirds of the voting members in good standing.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation 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 Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of

transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

When the Board is scheduled to discuss an issue related to employee performance, employee compensation, legal or other human resource concerns related to an individual or group of individuals employed by CLCS, any CLCS, ACLC or Nea Director that is: (1) a student in one of the schools or (2) a subordinate or peer of that individual or group; must recuse him/herself from the discussion and voting on such an issue. Also, learner members shall not be present or vote on issues related to suspension or expulsion of other learners.

Section 5. NOMINATIONS BY COMMITTEE. The Board President will appoint a committee to interview and nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of Directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

[Add Sub-Section] a. Board Recruitment and Development. The Community Learning Center Schools (CLCS) board engages in strategic thinking as a continuous process that drives organizational effectiveness and success. Ideal board membership thinks intentionally and thoughtfully about its mission, shared values and vision, considering how to operate efficiently and effectively, and achieve sustainability. We seek membership of individuals who possess a wide range of expertise, skills and talent. Prospective members who have experience and training in the educational field is a bonus, but not required. The recruitment of board members to the CLCS Board shall be based on CLCS guiding principles. Prospective board members:

- i. should bring a strong belief in and commitment to the CLCS vision and/or mission of the organization;
- ii. shall be recruited based on the skills and expertise they can bring to support the current strategic plan or current goals of the board;
- iii. should possess the background, education or abilities, skills and experience appropriate to undertake the tasks and duties of the CLCS board;
- iv. shall exhibit high ethical standards and practices, display honesty and integrity in their own behavior, and attempt to ensure that honesty and integrity as a prospective board member;
- v. shall be diverse, representing a cross section to reflect the desired diversity in the board as well as ensure the array of viewpoints that spurs innovation and creativity in board planning and decision-making;
- vi. should demonstrate cultural awareness and competence to ensure recognition, accurate interpretation and respect for diversity; and
- vii. shall be able to provide and hold objective feedback

Additionally, new members are recruited based on the skills and expertise they can bring to support the CLCS strategic plan and/or current goals.

Prospective members may be nominated by current board members who are in good standing, or are current CLCS facilitators.

The CLCS Board shall establish a recruitment time-line and calendar outreach efforts.

[Add Sub-Section]: b. Recruitment and Nomination. The BR&D committee shall implement the outreach and recruitment of new members. At the onset of the outreach and recruitment process the BR&D committee shall have at least three board members in good standing assigned. Prospective board members are invited to have an initial meeting with the chair of the BR&D committee to review expectations of board membership and for the BR&D chair gain insight on a prospective member's interest.

Candidates invited to become members of the CLCS board shall provide the following information for consideration:

- i. resume/CV
- ii. statement of interest

The BR&D committee will review candidate resumes and statements and conduct short in-person interviews with each candidate. Candidates who meet the board qualifications as outlined in this section, shall be advanced in the nomination process.

Advanced candidates may meet with members of an ad-hoc group consisting of interested members of the full board who may host short interviews with candidates. Feedback from the ad-hoc board group shall be forwarded to the full committee.

In addition to meeting Board Members, the BR&D committee shall request that prospective board members visit Nea Community Learning Center (Nea) and the Alameda Community Learning Center (ACLC) sites.

The BR&D committee shall forward the final recommendation(s) list and information packet to the full board for consideration and vote. The recommendation packet shall include resumes/CVs, statements and BR&D committee feedback.

[Add Sub-Section] c: New Director Confirmation and Board Development

Upon board consideration and approval of any prospective candidate, the president of the CLCS board shall send an official congratulatory letter inviting prospective candidates to join the board for one term. Before accepting board membership, nominees shall disclose any roles or relationships they have which would pose a conflict of interest (or appearance of a conflict) with their role as a CLCS board member. The president and the BR&D committee shall determine eligibility.

- i. Orientation: an orientation will be provided to each new board member, which will include:
 - information on current board membership
 - board culture

- governing rules, policies and practices
- overview of programs, school sites and budgets
- a board mentor: each new board member shall be paired with a current board member who will mentor the new member during the first three (3) months of service; and, the board mentor(s) will be selected by the BR&D committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for Director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the members, at any meeting of members at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

[Add Sub-Section] a. Leave of absence. Board members in good standing wishing to take a leave of absence must make a request to the Board President, which shall be presented as an agenda item at the next board meeting. A simple majority shall be required to approve a leave of absence.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the Board President, the Secretary, or to the CLCS Executive Director. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 10. REMOVAL OF DIRECTORS. Any Director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (a) the unanimous consent of the Directors then in office, (b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining Director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any

place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet in August for the purpose of organization, appointment of new Directors, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, shall be held monthly and a year long calendar shall be approved. (with the exception that there will be no regular July meeting) At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the CLCS Executive Director, the CLCS Board President, or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Director at the Director’s address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation’s records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. **QUORUM.** A majority of the voting Directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Voting Directors may not vote by proxy.

Section 19. **TELECONFERENCE MEETINGS.** Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. **ADJOURNMENT.** A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. **COMPENSATION AND REIMBURSEMENT.** Directors may receive such compensation, if any, for their services as Directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. **CREATION AND POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that

location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

of two or more voting Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

**ARTICLE VIII
OFFICERS OF THE CORPORATION**

Section 1. **OFFICES HELD.** The officers of this corporation shall be a Board President, an Executive Vice President, a Secretary, a Board Treasurer, and a Parliamentarian. The corporation, at the Board's direction, may also have one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Board Treasurer may serve concurrently as the Board President.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Board President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **BOARD PRESIDENT.** The Board President shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the absence of the Board President, the CLCS Executive Director or the Board Treasurer shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 6. **VICE-PRESIDENTS.** If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 7. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 8. BOARD TREASURER. The Board Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Board Treasurer shall send or cause to be given to Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Board Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Board Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require. If required by the Board, the Board Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Board Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors have a material financial interest) unless all of the following apply:

- a. The Director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The Director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a

more advantageous arrangement with reasonable effort under the circumstance

- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the CLCS Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g. restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the corporation shall, within 180 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any Director or officer of the corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the ACLC, Nea or other Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Community Learning Center Schools, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on March 3, 2009; and that these bylaws have been amended on August 23, 2012.

Executed on August 29, 2013 at Alameda, California.

Jim Nations, Secretary

Exhibit A
Directors as of August 2013

The Board of Directors as of September 1, 2013 shall be as follows:

NAME	EXPIRATION OF TERM
Paul K. Bentz	July 31, 2014
Maafi Gueye	As long as Lead Facilitator
Joan Uhler	July 31, 2014
Jennifer Rice	July 31, 2014
David Teeters	July 31, 2014
Robert Cassard	July 31, 2014
Hameed Abassi	July 31, 2014
Nzingha Dugas	July 31, 2014
Camila Guiza-Chavez	July 31, 2014
David Hoopes	As long as Lead Facilitator
Sam Felsing	July 31, 2015
Jim Nations	July 31, 2015
Patti Wilczek	As long as Executive Director

Secretary _____ Date: _____

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Appendix I

Financial Impact Statement

Alameda Community Learning Center (ACLC) 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 Alameda 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 Alameda Community Learning Center Charter School or any related agreements or memoranda of understanding.

The Alameda 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 Executive 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 school intends to seek the support of AUSD in securing facilities according to the provisions of Education Code Section 47614 and related regulations. At this time, the school’s developers estimate that the school will need classroom and related support facilities to accommodate approximately 300 in-district learners in 2010-11 and 350 in-district learners in 2011-12 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 Alameda 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 384 learners in grades 6-12 in the school year 2014-15 and 390 learners in the school year 2011-12.
- ✓ The students will be absent from school an average 5 percent of school days,
- ✓ The school will be funded pursuant to the Local Control Funding Formula system at rates estimated by the California Charter Schools Association (CCSA),
And,
- ✓ The school will qualify for funds based upon the state's Local Control Funding Formula.

Appendix J

CLCS/ACLIC/Nea Fiscal Policies

CLCS / ACLC / Nea Fiscal Policies and Procedures: Revised June 2014

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NOTE: The following sections on fiscal policies are numbered by page, not by policy.

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Fiscal Policies

Summary Quick Reference Table:

Area	Policy	Comment
Budget Calendar	<p>March / April: Budget Plan from respective Fin. Comm.</p> <p>By June 15: Deadline for Nea/ACLC Board Budget Approval, June 30, Deadline for CLCS Board Budget Approval</p> <p>July 1: Start of Fiscal Year</p> <p>Sept: Update Budgets if needed for actual enrollment</p> <p>Sept / Oct: CLCS Board approves prior fiscal yr audit.</p> <p>Monthly: Actual and Forecast report to CLCS board</p>	
Purchasing	<p>Executive Director (ED), Lead Facilitator (LF), or Office Manager approve up to \$500</p> <p>Executive Director and Respective Lead Facilitator approve up to \$10,000</p> <p>CLCS Board Approval Contracts over \$10,000</p> <p>Competitive Bids required over \$10,000</p>	
Bus. Service Contact	<p>EdTec: edtec.com 510.663.3500</p> <p>Peter Laub, SVP; peter@edtec.com x 314</p>	
CLCS Finance Committee	<p>Patti Wilczek, Executive Director</p> <p>Jennifer Afdahl jen.afdahl@gmail.com</p> <p>Hameed Abbasi jaabbasi7@gmail.com</p>	

A. Budget Development and Oversight Calendar and Responsibilities

The CLCS / ACLC / Nea Community Learning Center Charter Schools will develop and monitor their budgets in accord with the annual budget development and monitoring calendar as specified below.

January – February

- The Finance Committee of ACLC/Nea works with Executive Director and EdTec to review Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the schools' upcoming fiscal year (July 1-June 30).
- The Executive Director and EdTec working with the CLCS **Finance Committee** to prepare a set of proposed budget development principles for the ACLC/Nea Governing Boards and ACLC/Nea Finance Committees.
- Develop rough planning budgets for upcoming fiscal year, including projected enrollment and any proposed staffing changes. [Executive Director, EdTec]
- Develop three-year budget projections in accord with each school's established strategic and growth plans. [Executive Director, EdTec in conjunction with CLCS Finance Committee]
- Ongoing monitoring and revision of current year budgets by Executive Director, EdTec and ACLC/Nea Finance Committees.

March – April

- The Executive Director and EdTec, working in conjunction with the ACLC/Nea finance committees prepare formal budgets plan for upcoming fiscal year. The plan is reviewed by the ACLC / Nea Governing Boards.
- Ongoing monitoring and revision of current year budgets. [Executive Director, EdTec]
- The CLCS Finance Committee solicits bids for the annual audit and selects an auditor.

May – June

- Executive Director and EdTec review revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tune the upcoming fiscal year budgets to accommodate any changes. These budgets will include monthly cash flow projections. The ACLC and Nea Finance Committees review and finalize the proposed budgets for the upcoming fiscal year and take them to the ACLC/Nea and CLCS Boards for approval.
- The ACLC/Nea Boards and CLCS Board review and formally adopt budgets for upcoming fiscal year before June 30. Copies of the final budget are provided to the charter-granting agency.

- Ongoing monitoring and revision of current year budgets. [Executive Director, EdTec]

July – August

- Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit. [Executive Director, EdTec]
- Budgets are reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. Copies of the revised final budgets are provided to the charter-granting agency by the deadline in December. [Executive Director, EdTec and Finance Committees]
- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the CLCS Finance Committee. [Auditor, Staff as requested by the Auditor, CLCS Finance Committee]

September – December

- At the end of the first full week of school, the Executive Director and EdTec review the Charter School's actual attendance figures and notify the CLCS and ACLC/Nea Boards if actual attendance is below budget projections. If needed, the schools' budgets are again revised to match likely revenues. [Executive Director, EdTec, Finance Committee, ACLC/Nea and CLCS Boards]
- The **Finance** Committee of the CLCS Board reviews a copy of the audit. Executive Director, EdTec, and Finance Committee address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to charter-granting agency. [Finance Committee, CLCS Board, Executive Director, EdTec]
- The Executive Director and EdTec review current year actual versus budgeted revenues and expenditures monthly and reports to the Finance Committee. The CLCS Board approves any needed changes to the annual budgets. [Finance Committee, Executive Director, EdTec]
- Ongoing monitoring and revision of current year budgets. [Finance Committees, Executive Director, EdTec]

B. Controls, Budget, and Fiscal Management

The ACLC/Nea Community Learning Center Charter Schools will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the board-adopted budgets, (2) the schools' funds are managed and held in a manner that provides a high degree of protection of the schools' assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties

The ACLC/Nea Community Learning Center Charter Schools will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of professional consulting services in total annual amounts greater than \$10,000. Proposed expenditures greater than \$500 and under \$10,000 must be approved by the Executive Director and the respective Lead Facilitator. In such a case where the Executive Director and/or Lead Facilitator is incapacitated, unable, or unwilling to approve such expenditures, the CLCS Board President and/or the CLCS Board Treasurer may do so. Those providing approval will review the proposed expenditure to determine whether it is consistent with Board adopted budget and sign the check request and purchase order forms. If the Board President and/or Treasurer approves expenditures, these will be reported back to the full CLCS Board at the next regular meeting.

Proposed expenditures of \$500 or less must be approved by the Executive Director, Lead Facilitator or Office Manager.

All transactions will be posted in an electronic general ledger. The transactions will be posted on the ledger by EdTec. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

Budget Transfers

The Executive Director may transfer up to \$5,000 from one unrestricted budget item to another without CLCS Board approval, but shall notify the CLCS Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

The ACLC/Nea Community Learning Center Charter Schools will maintain their accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money

Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. The General Checking Accounts shall be the primary account for the schools' needs. Authorized signatories to this account shall be the Executive Director, respective Lead Facilitator and CLCS Board Treasurer. Checks above \$1,000 and under \$10,000, and checks payable to an authorized signer, must be signed by two authorized people. Checks above \$10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above \$10,000 from this account shall be the Executive Director and CLCS Board Treasurer.

EdTec will reconcile the schools' ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Executive Director and Finance Committees of the Boards will regularly review these statements. All funds received shall be deposited or transferred into the schools' accounts at the earliest possible convenience and in no event later than 48 hours after receipt. A revolving cash fund, not to exceed \$2,000 (\$100 may be petty cash) may be established with an appropriate ledger to be reconciled monthly by EdTec. {See below for more expansive verbiage.}

Petty Cash Checking Accounts – Account Setup and Maintenance:

The Petty Cash Checking Accounts, one for ACLC and one for Nea, shall have a minimum balance of \$1,000 and a maximum balance of \$2,000. Each Account shall be funded from the school's business General Checking Account as necessary. A simple ledger shall be maintained by the Executive Director for review by the EdTec who shall reconcile the Account monthly. Replenishment of the Petty Cash Checking Account shall occur through the normal accounts payable process (see EdTec accounts payable policies and procedures set forth separately). No deposits, other than Accounts Payable replenishments, shall be made into the Petty Cash Checking Account. All cash and checks shall be deposited into each of the General Checking Accounts. Check writing requires signatures from one of the following people: CLCS Executive Director or ACLC/Nea Lead Facilitator

Petty Cash – Purpose and Usage:

The purpose of the Petty Cash Checking Accounts is for payment of incidental expenses when there is insufficient time for processing through the General Checking Account. Examples of proper expenses include, but are not limited to, pizzas for teachers doing curriculum work, last minute field trip expenses, and emergency plumbing repairs. Petty cash shall not be used for teacher expense reimbursement. The Executive Director and respective Lead Facilitator shall have access to petty cash not to exceed \$2,000. Both the Executive Director's and the respective Lead Facilitator's authorizations are required for disbursements greater than \$500. The Office Manager shall have access to petty cash not to exceed \$500. Such funds shall be used at the discretion of the Executive Director, subject to Board oversight and consistent with the approved budget and School rules and regulations. The Executive Director, respective Lead Facilitator and respective Office Manager must obtain each other's authorization on petty cash checks made payable to their names. Use of petty cash shall require original receipts for all purchases.

Purchasing Procedures

All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. Any exception to this process must be agreed to by the CLCS Board and must be based on a reasonable request. The Executive Director and CLCS Board shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three vendors were contacted and such documentation shall be maintained for three years. All purchases in excess of \$10,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services.

Contracts:

Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the CLCS Board for approval prior to signing. Length of contracts shall be at the discretion of the CLCS Board. In general, contracts exceeding \$10,000 shall be let after a bidding process of sufficient duration to ensure competition. However, the Executive Director may make a finding to the CLCS Board for sole sourcing a contract exceeding \$10,000; in this case, the CLCS Board may approve the contract in arrears at the time of contract execution. The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor. Bid tabulations shall be presented to the CLCS Board along with a recommendation for action. The CLCS Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

Commitments and Purchase Orders:

Purchase orders of \$500 or less must be approved by one of the following authorized positions: Executive Director, Lead Facilitator or Office Manager. Purchase orders greater than \$500 and under \$10,000 must be approved by both of the following authorized positions: Executive Director and the respective Lead Facilitator. Purchase orders of \$10,000 or more must be approved by the Executive Director and the CLCS Board Treasurer.

Invoices:

Invoices for \$500 or less must be approved by one of the following authorized positions: Executive Director, respective Lead Facilitator or respective Office Manager. Invoices greater than \$500 and under \$10,000 must be approved by both of the following authorized positions: Executive Director and respective Lead Facilitator. In such a case where the Executive Director and/or Lead Facilitator is incapacitated, unable, or unwilling to approve such invoices, the CLCS Board President and/or the CLCS Board Treasurer may do so. Those providing invoice approval will review the proposed invoice to determine whether it is consistent with Board adopted budget, and provide approval accordingly. If the Board President and/or Treasurer approves

invoices, these will be reported back to the full CLCS Board at the next regular meeting.

Invoices for \$10,000 or more must be approved by the Executive Director and the CLCS Board Treasurer. At the beginning of the school year the Executive Director and the CLCS Board Treasurer may authorize recurring invoices over \$10,000 monthly for the entire school year if they are for health care benefits payments.

Accounts Payable:

The school shall abide by EdTec accounts payable policies and procedures set forth separately.

Credit and Debit Card Usage:

Only the Executive Director and respective Lead Facilitators shall be authorized to use a School credit card for School purchases, which shall be made only in accordance with these policies.

Employee Reimbursements:

Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard IRS guidelines for the Bay Area. Under no circumstances shall alcohol be reimbursed.

Travel Policies:

All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for pre-approved business related travel. In addition, parking fees and tolls paid are reimbursable if supported by receipts.

All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

Personal Use of School Funds:

Use of school funds for personal use is absolutely prohibited. Violation of this policy shall result in discipline up to and including dismissal of employment or removal from the CLCS, Nea or ACLC Board.

Record Keeping

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the schools.

Property Inventory

The Executive Director shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$500. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the schools' assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the CLCS Board.

All non-consumable school property lent to students shall be returned to the schools no later than 5 working days after end of the school year.

Any excess or surplus property owned by the schools may be sold or auctioned by the Executive Director provided the Executive Director engages in due diligence to maximize the value of the sale or auction to the schools. The sale or auction of property owned by the schools with a fair market value in excess of \$1,000 shall be approved in advance by the CLCS Board. Any items purchased with Federal funds will only be sold in accordance with Federal policies.

Payroll Services

Payroll New Employees:

Requests for new employees shall be initiated by the Executive Director and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the respective school before any employee may start work.

Employees shall accrue vacation and sick leave time based on the personnel policy of the respective school.

Timekeeping (for hourly staff):

The Executive Director shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.

Authorized timesheet calculations shall be forwarded to EdTec according to EdTec policies and procedures set forth separately. Payroll processing and payment shall take place according to EdTec policies and procedures set forth separately.

Payroll Requests:

The Executive Director or designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Executive Director and EdTec will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, health co-payments, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Personnel File

Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, and an accounting of the use of sick leave.

Independent Payroll Contractors:

ACLC/Nea will contract with the County Office of Education or a reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The respective school shall only engage independent contractors if all of the following practices are met:

The expense is within the approved budget or separately authorized by the CLCS Board.
The contractor provides proof of adequate insurance.
IRS rules are followed regarding classification of staff as contractors versus employees; and
The work is done under contract.

Attendance Accounting

The Executive Director will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at each school and engaged in the activities required of them by the school. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the respective school.
- Each school's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.

- Attendance will be tracked in a computerized Student Information System (SIS), but a certificated teacher will sign and file hard copy attendance reports at least weekly.
- If offered by ACLC or Nea, independent study must be pre-arranged by the student's adult guardian and the respective school and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

Annual Financial Audit

Any persons with expenditure authorization or recording responsibilities within the schools may not serve on the finance committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of schools' financial statements, (2) an audit of the schools' attendance accounting and revenue claims practices, and (3) an audit of the schools' internal controls practices. If either school receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The Audit shall be completed, reviewed by the CLCS Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

Revenue and Expense Allocation and Treasury Management Among CLCS Schools

The CLCS board shall oversee policies regarding the allocation of revenues and expenses between CLCS schools. Current policies include:

- Revenues related to ADA shall be allocated to the schools according to ADA and then current ADA funding rates. This is expected to account for the large majority of revenues.
- Staff and other costs incurred at a single school shall be allocated to that school. This is expected to account for the large majority of expenses.
- CLCS Revenue not designated by the funding agency or the donor to a particular school shall be accounted for as CLCS revenue.
- CLCS staff expenses (in FY 12-13, the Executive Director and ED Admin Assistant) not incurred at a single school shall be allocated proportionally based upon public revenues.
- Treasury shall be managed to earn interest on surplus cash and reduce borrowing to avoid interest expense. Within the first fiscal year, the board shall direct EdTec to review a reasonable allocation of interest earned and expense to each school.

Capitalization and Depreciation

Each school will capitalize and depreciate all assets costing \$5,000 or more. All other assets are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

C. Negotiating Funding Entitlements

The Executive Director and EdTec shall prepare a set of negotiating principles for CLCS Board approval prior to engaging in negotiations over funding entitlements with the charter granting agency and state. The Executive Director and EdTec will take lead responsibility for negotiating all revenue arrangements with the charter granting agency and appropriate state education agency staff. These arrangements will be documented in appropriate and detailed Memoranda of Understanding for approval by the Board.

D. Required Budget and Other Fiscal Reports

The CLCS Board shall review monthly financial statements (cash flow, and profit & loss) at monthly CLCS Board meetings. The ACLC/Nea Boards shall also review and approve the monthly check registers from the General Checking Accounts. EdTec will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the schools' charters. These include, but are not limited to, attendance reports, enrollment and other data reports required by CALPADS, and other related data.

E. Property and Liability Insurance

The Executive Director shall ensure that the schools retain appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the schools' Property Inventory and consumables. Premises and CLCS/ACLC/Nea Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence. The school's Executive Director and other staff who manage funds shall be placed under a fidelity bond.

F. Board Compensation

CLCS Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Expenses for travel necessary to attending board meetings and meetings of board committees need not be approved in advance by the respective board. All other expenses shall be approved in advance by the respective board. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

ACLCS and Nea Facilitator Board members serving on the ACLCS and Nea Governing Boards are compensated with a \$2000 yearly stipend for their work. All other ACLCS and Nea Board members shall serve without compensation.

G. Authority to Enter Into Contracts and Agreements

Except as otherwise provided in these policies, the Executive Director may enter into contracts and agreements not to exceed \$5,000 without CLCS Board approval, provided funds sufficient for the contract or agreement are authorized and available within the respective school's board-adopted budget. Contracts and agreements in excess of \$5,000 must be submitted for CLCS Board approval and may be executed by the Executive Director or other person specifically designated by the CLCS Board after the CLCS Board has duly approved the contract or agreement.

H. Conflict of Interest

Any Nea/ACLCS/CLCS Board member with a financial interest in a matter presented to their respective board shall fully disclose such interest prior to board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The CLCS/ACLCS/Nea Boards have developed a comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act.

I. Fundraising, Grant Solicitation, and Donation Recognition

All fundraising or grant solicitation activities on behalf of each school must be approved in advance by their respective ACLCS or Nea Boards. The ACLCS/Nea Boards shall be

informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The ACLC/Nea boards shall be notified no later than the next regular ACLC/Nea board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Adapted with permission from *California Charter School Finance, Revised 2003 Edition*.

J. Board Spending Policy

The CLCS Board President and CLCS Board Treasurer may approve expenditures from the CLCS Board funds up to \$100. per expenditure individually, and \$250. per expenditure with both President and Treasurer. In no event shall expenditures approved under this section exceed \$300. per fiscal quarter. All expenditures are to be reported in the CLCS Board meeting following expenditure of funds. All expenditures exceeding these limits must be approved by the CLCS Board prior to expending funds.

Appendix K

ACLC's Local Control Accountability Plan

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Alameda Community Learning Center

Contact: David Hoopes, Lead Facilitator, David.hoopes@alamedaclc.org, Phone: 510-995-4300

LCAP Year: 2013-14

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The LCAP template for Charter Schools was first shared with Lead Facilitators by Patti Wilczek upon its release. Lead Facilitators attended the CCSA Conference in San Jose on LCAP. Ed Tech presented our financials to the CLCS Board in December and has been critical in developing a budget based in increased LCFF funding. Their Support office leadership provided us an LCAP template and support Power points in March in March of, 2014 and we received feedback from our Boards in April on the proposed goals, metrics, and activities.</p> <p>ACLC average assuming 12% Financially Limited and unduplicated EL or Foster Youth. 20% Supplemental funding for English Learners, Foster Youth and Limited Income ACLC will not qualify for concentrated funding for schools above 50% of learners with Limited Income or English Learners</p> <p>ACLC projected funding increases are estimated to be as follows - ACLC = 12% Limited Income (53 learners).</p>	

In General:

This template was circulated to the faculty and parent members of the school community for their feedback. A representative sample of the student body was also asked for their input to the guiding questions. All of their responses are incorporated.

Faculty:

For this iteration, the faculty was separated into their departmental groups to read over the WASC goals set last year. Prior to that facilitators looked at STAR results and have been discussing learners of concern all year. At a later meeting, they reviewed and discussed the changes, improvements and noted the differences they had seen in the school since 2010, collectively. These thoughts, ideas, and findings were compiled and provided to the school administration to incorporate their ideas.

Learners:

Leadership consisting of all grades (7-12) met with both a Lead Facilitator and facilitator member in attendance to discuss the facilities, academics, and school behavior plan and provide their input in line with LCAP guiding questions. Their input and views were also provided to the school leadership.

Parents:

The Parent Action Committee met to discuss the LCAP ideas proposed by facilitators. They also contributed changes, the improvements they have seen in the school, and provided their input on whether the school has made progress on goals. The LCAP guidelines were provided to the same members for their review and input. Those answers were given to the administration for incorporation into the final report.

Board: The ACLC site school board has also reviewed all stake holders responses and feedback to parent surveys, and they have also contributed by providing feedback at the learner, parent and facilitator level.

The Lead Facilitator has communicated with the board members through to inform them of the initiation, progress and all other developments of the LCAP phase by phase in due time. This report is overlapping with our recent WASC report and provides a clear picture of the whole process and timelines.

Moreover, all phases and progress was discussed and deliberated in Board meetings:

LCAP Timeline:

April:

ACLC Board April 9th– Presentation on LCAP and Feedback on timeline

Learners: -Leadership in the next 2-4 weeks for presentation and Goal brainstorming

Parents: -PAC April 21st presentation and feedback

Facilitators: - Professional Development -April 23rd

May:

ACLC Board May 7th–Review and provide feedback on second draft and additional data

Learners: -Leadership feedback on draft

Parents: -PAC April Feedback on draft

Facilitators: - Professional Development May 28th

June:

ACLC Board June 4th -Action Item to approve.	
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Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goal #1 Improve school culture for targeted groups by increasing the proportion of engaged learners in our inclusive model.			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Equity and fairness in the Judicial Committee process as seen in JC referrals and identified in parent feedback	We will increase the effectiveness of our Judicial Committee for all learners.	African American, ELL and Low Income Learners	Alameda Community Learning Center	JC Log analysis and Learner Led JC Report to ACLC Board Reports Administration Annual reflection and data discipline data review	Establish a baseline for repeat JC offences Establish a baseline for suspension rates of AA, FY and ELL Learners	Decrease by 5% number of repeat JC offences 5% drop in suspension rates	Additional Decrease by 5% number of repeat JC offences Additional 5% drop in suspension rates	School climate Pupil achievement Pupil engagement
Increase emotional and academic support for learners	Increased access to academic counseling, peer mediation and emotional counseling	African American, Hispanic, Asian, ELL and Low Income Learners	Alameda Community Learning Center	Learner and Parent surveys Counselor logs Additional Psychological and counseling	Establish a baseline for # of college meetings for LI, FY, ELL learners Establish a baseline for FY, ELL and LI learners meeting with college counselor Establish Emotional Support Groups amongst FY, LI and ELL learners	Increase the response to for LI, FY, ELL learners from 14-15 Increase the number of learners participating in college counseling meetings Increase Emotional Support Groups amongst FY, LI and ELL learners	Increase the response to for LI, FY, ELL learners from 15-16 Increase the number of learners participating in college counseling meetings Increase Emotional Support Groups amongst FY, LI and ELL learners	School climate Pupil achievement Pupil engagement Other pupil outcomes Parent involvement

Identified Need and Metric <i>(What needs have been identified and what metrics are used to measure progress?)</i>	Goal #2 Develop a comprehensive professional development plan to enable facilitators to better serve all learners.			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <i>(Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u>; each goal may be linked to more than one priority if appropriate.)</i>
	Description of Goal	Applicable Pupil Subgroup(s) <i>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</i>	School(s) Affected <i>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</i>		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<i>The academic achievement gap as identified in STAR</i>	Create individual Professional Development plans and instructional goals based on the needs of all learners (Foster Youth, ELL, LI).	<i>ELL and Low Income Learners</i>	<i>Alameda Community Learning Center</i>	<i>Professional Development Goals for facilitators and Lead Facilitator</i> <i>Schoolwide Professional Development Goal</i> <i>SRI for all learners at ACLC</i>	<i>Facilitators and Lead facilitator will create ongoing goals for traditionally underperforming groups.</i> <i>ACLCL Professional Development school wide goal will incorporate the needs of traditionally underserved groups</i> <i>Establish a baseline SRI for all learners</i> <i>Improve from the Core proficiency baselines as measured by</i>	<i>Facilitators and Lead Facilitator will create ongoing goals for traditionally underperforming groups.</i> <i>ACLCL Professional Development school wide goal will incorporate the needs of traditionally underserved groups</i> <i>FY, ELL and LI learners will improve from the baseline SRI set in 14-15</i> <i>Improve from the Core proficiency determined using 2014-2015 baseline</i>	<i>Facilitators will create ongoing goals for traditionally underperforming groups.</i> <i>ACLCL Professional Development school wide goal will incorporate the needs of traditionally underserved groups</i> <i>FY, ELL and LI learners will improve from the baseline SRI set in 15-16</i> <i>Improve from the Core proficiency determined using 2015-2016</i>	Basic Course access Pupil achievement Implementation of State Standards Other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goal#3 Increase academic achievement for Foster Youth, ELL and Low Income learners.			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Achievement gap identified in GPA and STAR data	Increase academic achievement for Foster Youth, ELL and Low Income learners	ELL and Low Income Learners	Alameda Community Learning Center	Increase direct support for ELL Learners with ELD and Intervention facilitator Graduation rates Academic support will be held every Tuesday and Thursday to support struggling learners	Establish a baseline of time and support learners at ACLC need Establish graduation rates for ELL, LI and FY at ACLC Facilitators will work in small groups to support student who need additional support	Increase support for ELL learners based on 14-15 analysis Increase graduation rates for ELL, LI and FY based on 2014-15 baseline Facilitators will work in small groups to support student who need additional support	Increase support for ELL learners based on 15-16 analysis Increase graduation rates for ELL, LI and FY based on 2015-16 rates Facilitators will work in small groups to support student who need additional support	Course access Pupil achievement Pupil engagement Other pupil outcomes
Parents, Learners and facilitators have identified a clear need to hire and credentialed facilitator	Develop a system for correlating quarter and semester grades with list of at-risk learners/unmotivated learners scoring FBB, BB, and B, and/or gpa of less than 2.0	African American, ELL and Low Income Learners	Alameda Community Learning Center	Work with power school and illuminate to evaluate data from semester grades. Professional Development minutes during Learners of concern conversations	Establish a criteria for identifying learners with low CST results or benchmark results PD notes will reflect Intervention Specialist will lead biweekly discussion about learners of concern	Improve systems for identifying learners with SRI or math benchmark results PD notes will reflect Intervention Specialist will lead biweekly discussion about learners of concern	Improve systems for identifying learners with SRI or math benchmark results PD notes will reflect Intervention Specialist will lead biweekly discussion about learners of concern	Pupil achievement Pupil engagement Implementation of State Standards Other pupil outcomes Parent involvement
WASG visiting committee identified a clear need for additional Data need to	Develop data driven systems to correlate SSTs with At-risk learner list and learners whose gpa is below 2.0	African American, ELL and Low Income Learners	Alameda Community Learning Center	SST log, Intervention and 504 logs	504, SST and Intervention Google doc baseline Develop 504	504, SST and Intervention Google doc Utilize baseline	504, SST and Intervention Google doc Utilize baseline	Course access School climate Pupil achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goal#4 Develop Interdisciplinary projects and methods of to measure the effectiveness of project based learning with Foster Youth, ELL and Low Income learners			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Identified as a WASC goal to increase engagement and deeper learning at ACLC	Develop Interdisciplinary projects and methods to measure the effectiveness of project based learning with Foster Youth, ELL and Low Income learners	ELL and Low Income Learners	Alameda Community Learning Center	Develop and refine the Project Planning tool Adopt project tools and best practices to create successful projects	Establish a baseline for actual co-curricular projects in classes across the school PD Agendas will reflect presentation of best projects for facilitators and share milestones and assessments in professional development	Increase the project offered at ACLC from the 14-15 baseline PD Agendas will reflect presentation of best projects for facilitators and share milestones and assessments in professional development	Increase the project offered at ACLC from the 15-16 baseline PD Agendas will reflect presentation of best projects for facilitators and share milestones and assessments in professional development	Pupil engagement Implementation of State Standards Other pupil outcomes
Identified as a WASC goal to increase engagement and deeper learning at ACLC	Create an engaging education model through Project Based Learning. Incorporate standards from more than one discipline in one project per class.	ELL and Low Income Learners	Alameda Community Learning Center	One project per class will incorporate concepts from additional classes	Establish a baseline for actual co-curricular projects in classes across the school PAGE 212	Increase the co-curricular projects offered at ACLC from the 14-15 baseline	Increase the co-curricular projects offered at ACLC from the 15-16 baseline	Course access School climate Pupil achievement Pupil engagement Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goal#5 Improve achievement for those who fail to progress in math or who enter math courses with low skills.			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Gap in achievement with STAR results	Identify learners who have low entry-level skills with intake assessments	ELL and Low Income Learners	Alameda Community Learning Center	Analyze tractable systems (CPM Math, SRI, and NWEA) to assess core skill levels for math learners	Establish a baseline for intake / initial assessments for ACLC math classes	Increase from the baseline for returning students	Increase from the baseline for returning students	Course access Pupil achievement Implementation of State Standards Other pupil outcomes
CELDT Data and achievement gap indicated in STAR results	Provide direct support to learners in math during the school day.	ELL and Low Income Learners	Alameda Community Learning Center	One newly qualified facilitator who can support ELL learners in math.	Establish a baseline of support our ELL facilitator can provide.	Increase ELL support in math based on 2014-15 baseline	Increase ELL support in math based on 2015-16 baseline	Course access School climate Pupil achievement Pupil engagement Parent involvement
Math intervention and remediation of classes	Research and implement technology-based resources such as CPM and NWEA. Provide other remediation opportunities like Aleks or BYU classes	All learners, ELL and Low Income Learners	Alameda Community Learning Center	NWEA results CPM results Math intervention after school Track and provide opportunities for learners to remediate classes if they fail.	Review NWEA and CPM results for intake math placements Track MAS attendance after school Track and provide opportunities for learners and parents a chance to remediate classes if	Review NWEA and CPM results for intake math placements Improve MAS attendance after school based on 14-15 results Track and provide opportunities for learners to remediate classes if they fail.	Review NWEA and CPM results for intake math placements Improve MAS attendance after school based on 15-16 results Track and provide opportunities for learners to remediate classes if they fail.	Course access School climate Pupil achievement Implementation of State Standards Parent involvement

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

<p>Goal #1</p> <p>Improve school culture by increasing the proportion of engaged learners in our democratic model.</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p>	<p>Our Judicial Committee will track JC Logs and analyze trends in equity amongst FY ELL and LI learners</p> <p>Lead Facilitator will conduct Annual reflections on discipline including (suspensions, detentions, expulsions, discipline contracts) FY, LI, and ELL learner results will be highlighted and evaluated</p> <p>Program Evaluation Committee will conduct Learner and Parent surveys to measure engagement from stakeholders</p> <p>College Counseling will log meetings to ensure equity in college counseling for FY, ELL and LI learners</p> <p>School Counselor will log meetings to ensure equity in scheduling counseling for FY ELL and LI learners</p>	<p>ACLC / School-wide</p>	<p>JC report to ACLC Board</p> <p>Discipline report for WASC and 180 degrees end year report</p> <p>Program Evaluation Committee survey and end of year presentation to ACL Board</p> <p>WASC reflection on progress to goals</p> <p>WASC reflection on progress to goals</p> <p>Finance</p>	<p><u>Action:</u> JC clerks trained by JC facilitator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Service:</u> <u>Expenditure:</u> Funding of a 4K stipend for JC Facilitator</p> <p><u>Action:</u> Data shared with <u>Service:</u> stakeholders to inform best practices <u>Expenditure:</u> None</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> Staff informed on engagement <u>Expenditure:</u> None</p> <p><u>Action:</u> <u>Service:</u> Learner empowerment on college and future <u>Expenditure:</u> \$6K in payroll college Councilor</p> <p><u>Action:</u> Additional academic counseling <u>Service:</u> Guidance for family and learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p>	<p><u>Action:</u> JC clerks trained by JC facilitator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> Funding of a 4K stipend for JC Facilitator</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> <u>Expenditure:</u> None</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> <u>Expenditure:</u></p> <p><u>Action:</u> <u>Service:</u> Learner empowerment on college and future <u>Expenditure:</u> \$6K in payroll college Councilor</p> <p><u>Action:</u> Additional academic counseling <u>Service:</u> Guidance for family and learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p>	<p><u>Action:</u> JC clerks trained by JC facilitator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> Funding of a 4K stipend for JC Facilitator</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> <u>Expenditure:</u> No additional <u>Expenditure:</u> None</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> <u>Expenditure:</u> None</p> <p><u>Action:</u> <u>Service:</u> Learner empowerment on college and future <u>Expenditure:</u> \$6K in payroll college Councilor</p> <p><u>Action:</u> Additional academic counseling <u>Service:</u> Guidance for family and learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p>
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		<p>ACLC will increase by .2 FTE psychological counseling to ensure general ed learners have effective support for FY ELL and LI learners</p> <p>ACLC will improve upon the Black Student Union to started last year to increase learner engagement and improve parent participation</p>		<p>Committee Budget to be passed at CLCS Board meeting</p> <p>WASC reflection on progress to goals</p>	<p><u>Action:</u> Psyc counseling <u>Service:</u> Guidance and academic evaluations of learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p> <p><u>Action:</u> Develop BSU <u>Service:</u> community engagement <u>Expenditure:</u> No expenditures</p>	<p><u>Action:</u> Psyc counseling <u>Service:</u> Guidance and academic evaluations of learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p> <p><u>Action:</u> Develop BSU <u>Service:</u> community engagement <u>Expenditure:</u> No expenditures</p>	<p><u>Action:</u> Psyc counseling <u>Service:</u> Guidance and academic evaluations of learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p> <p><u>Action:</u> Develop BSU <u>Service:</u> community engagement <u>Expenditure:</u> No expenditures</p>
<p>Goal #2 Develop a comprehensive professional development plan to enable facilitators to better serve all learners.</p>	<p>Basic</p> <p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p> <p>Other pupil outcomes</p> <p>Parent involvement</p>	<p>Facilitators and Lead facilitator will create ongoing goals for supporting traditionally underperforming groups.</p> <p>ACLC will provide Professional Development plan will include a school wide goal will incorporate the needs of FY ELL and LI learners</p>	<p>ACLC / School-wide</p>	<p>Review of professional Development Goals by Lead facilitator. Reported to ACLC Board in Lead Facilitator Report</p> <p>Review of schoolwide Professional development goal to ACLC Board</p>	<p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p> <p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p>	<p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p> <p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p>	<p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p> <p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p>

		<p>ACLC will establish a baseline SRI or lexile score for all learners.</p> <p>ACLC will establish Core proficiency baselines as measured by GPA to identify learners who need counseling and interventions</p> <p>ACLC facilitators will conduct 3-4 data analysis sessions specific focus on supporting ELL, LI and other underserved groups Trained ELD facilitator</p> <p>ACLC will Invite Buck Institute to ensure Project Based Learning is inclusive and supportive of traditionally underserved groups like ELL, LI and FY.</p> <p>ACLC will work with Illuminate training for data</p>	<p>Reported to the Curriculum Committee and WASC end year progress report</p> <p>Presented at Staff meeting for Data Reflection and Analysis</p> <p>Update to WASC end year progress and in Professional Development</p> <p>Approved in Financial Committee, presented in professional development, presented in WASC Committee</p> <p>Approved by staff, presented in</p>	<p><u>Action: Assessment and data analysis</u> <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> 2K for sight license of assessment tool</p> <p><u>Action:</u> Create data tracking document from transcripts <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> \$500 Power school consulting</p> <p><u>Action:</u> Data tracking in inform interventions and instruction <u>Service:</u> Improved targeted instruction <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Professional development <u>Service:</u> Learner support and scaffolds for projects <u>Expenditure:</u> 5K from profession development budget</p> <p><u>Action:</u> Professional Development <u>Service:</u> Learner support and</p>	<p><u>Action: Assessment and data analysis</u> <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> 2K for sight license of assessment tool</p> <p><u>Action:</u> Evaluate data tracking document from transcripts <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> no expenditure</p> <p><u>Action:</u> Data tracking in inform interventions and instruction <u>Service:</u> Improved targeted instruction <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Professional development <u>Service:</u> Learner support and scaffolds for projects <u>Expenditure:</u> 5K from profession development budget</p> <p><u>Action:</u> Professional Development <u>Service:</u> Learner support</p>	<p><u>Action: Assessment and data analysis</u> <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> 2K for sight license of assessment tool</p> <p><u>Action:</u> Create data tracking document from transcripts <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> no expenditure</p> <p><u>Action:</u> Data tracking in inform interventions and instruction <u>Service:</u> Improved targeted instruction <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Professional development <u>Service:</u> Learner support and scaffolds for projects <u>Expenditure:</u> 5K from profession development budget</p> <p><u>Action:</u> Professional Development <u>Service:</u> Learner support</p>
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		<p>and assessment of benchmarks to support a data driven instructional practices</p> <p>ACLC will invite the East Bay Writers Project to lead work on writing across the curriculum and how to specifically support LI, FY and ELL learners.</p> <p>ACLC will establish a baseline for facilitator survey Facilitator surveys to determine engagement and effectiveness of our instructional program.</p> <p>ACLC facilitators will hold biweekly meetings to discuss learners of concern. Those meetings will be facilitated by ELD facilitator and Intervention specialist.</p>		<p>professional development, presented in WASC Committee</p> <p>Approved by staff, presented in professional development, presented in WASC Committee</p> <p>Presented at Staff meeting for Data Reflection and Analysis</p> <p>Presented at Staff meeting and reflected in minutes for Data Reflection and Analysis</p>	<p>scaffolds for projects <u>Expenditure:</u> 3K for training on assessment and data analysis</p> <p><u>Action:</u> Professional Development <u>Service:</u> Improved learner strategies and supports in writing <u>Expenditure:</u> 2K for workshops</p> <p><u>Action:</u> establishing data baseline <u>Service:</u> Improved data analysis for instruction and differentiation <u>Expenditure:</u> no expenditures</p> <p><u>Action:</u> Professional Development <u>Service:</u> interventional and differentiation <u>Expenditure:</u> no additional expenditure</p>	<p>and scaffolds for projects <u>Expenditure:</u> 3K for training on assessment and data analysis</p> <p><u>Action:</u> Professional Development <u>Service:</u> Improved learner strategies and supports in writing <u>Expenditure:</u> 2K for workshops</p> <p><u>Action:</u> establishing data baseline <u>Service:</u> Improved data analysis for instruction and differentiation <u>Expenditure:</u> no expenditures</p> <p><u>Action:</u> Professional Development <u>Service:</u> interventional and differentiation <u>Expenditure:</u> no additional expenditure</p>	<p>and scaffolds for projects <u>Expenditure:</u> 3K for training on assessment and data analysis</p> <p><u>Action:</u> Professional Development <u>Service:</u> Improved learner strategies and supports in writing <u>Expenditure:</u> 2K for workshops</p> <p><u>Action:</u> establishing data baseline <u>Service:</u> Improved data analysis for instruction and differentiation <u>Expenditure:</u> no expenditures</p> <p><u>Action:</u> Professional Development <u>Service:</u> interventional and differentiation <u>Expenditure:</u> no additional expenditure</p>
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<p>Goal#3 Increase academic achievement for Foster Youth, ELL and Low Income learners.</p>	<p>Pupil achievement Pupil engagement Implementation of State Standards Other pupil outcomes Parent involvement</p>	<p>ACLC will increase direct support for ELL Learners by ELD and Intervention Assistant Lead Facilitator</p> <p>ACLC will work with power school and illuminate to evaluate data from semester grades to identify college readiness and spark other interventions if necessary</p> <p>ACLC Intervention Specialist will lead biweekly discussion about learners of concern to determine how to best serve these learners.</p>	<p>ACLC / School-wide</p>	<p>Approved by ACLC board in personnel section of budget</p> <p>Illuminate will be contracted to present to ACLC staff in professional development. They will provide support for creating benchmarks and evaluating data.</p> <p>Facilitator PD survey will reflect meetings are purposeful and support intervention efforts across the school.</p>	<p><u>Action:</u> Hiring <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 25K in salary</p> <p><u>Action:</u> Contract with Illuminate and Power school <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 3 k for Illuminate training</p> <p><u>Action:</u> Professional Development <u>Service:</u> plan interventions for struggling learners <u>Expenditure:</u> no additional expenditure</p>	<p><u>Action:</u> Hiring <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 25K in salary :</p> <p><u>Action:</u> Contract with Illuminate and Power school <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 3 k for Illuminate training</p> <p><u>Action:</u> Professional Development <u>Service:</u> planned interventions for struggling learners <u>Expenditure:</u> no additional expenditure</p>	<p><u>Action:</u> Hiring <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 25K in salary</p> <p><u>Action:</u> Contract with Illuminate and Power school <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 3 k for Illuminate training</p> <p><u>Action:</u> Professional Development <u>Service:</u> planned interventions for struggling learners <u>Expenditure:</u> no additional expenditure</p>

		<p>ACLC facilitators will work in small groups during after school academic support to directly help student who need additional help (ELL, LI and FY)</p> <p>ACLC will add an Assistant Lead Facilitator who will increase to number of SST meetings we hold for learners who need academic support</p>		<p>Reported in GPA of analysis for ACLC Board.</p> <p>Reported in ACLC Budget and to ACLC facilitators in learner of concern discussions</p>	<p><u>Action:</u> direct learner support <u>Service:</u> learner tutoring and guidance <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Hiring <u>Service:</u> Intervention, discipline and professional development <u>Expenditure:</u> 75K in salary</p>	<p><u>Action:</u> direct learner support <u>Service:</u> learner tutoring and guidance <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Hiring <u>Service:</u> Intervention, discipline and professional development <u>Expenditure:</u> 75K in salary</p>	<p><u>Action:</u> direct learner support <u>Service:</u> learner tutoring and guidance <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Hiring <u>Service:</u> Intervention, discipline and professional development <u>Expenditure:</u> 75K in salary</p>
<p>Goal#4 Develop Interdisciplinary projects and methods of to measure the effectiveness of project based learning with Foster Youth, ELL and Low Income learners</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards Standards</p> <p>Other pupil outcomes</p>	<p>ACLC will incorporate and refine the Project Planning tool from the Buck Institute the equip learners for succeed in project work.</p> <p>ACLC will adopt project tools and best practices to facilitate the FY, LI and ELL learners at ACLC</p> <p>ACLC Facilitators will collaborate to adopt one project per class that incorporate</p>	<p>ACLC / School-wide</p>	<p>Reported in the annual WASC report</p> <p>Approved and adopted in professional development and incorporated into the WASC report</p> <p>Published on Website and reported in</p>	<p><u>Action:</u> Professional Development <u>Service:</u> Improved project scaffolds and supports <u>Expenditure:</u> 5K professional development</p> <p><u>Action:</u> Professional development <u>Service:</u> improved projects <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement</p>	<p><u>Action:</u> Professional Development <u>Service:</u> Improved project scaffolds and supports <u>Expenditure:</u> 5K professional development</p> <p><u>Action:</u> Professional development <u>Service:</u> improved projects <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement</p>	<p><u>Action:</u> Professional Development <u>Service:</u> Improved project scaffolds and supports <u>Expenditure:</u> 5K professional development</p> <p><u>Action:</u> Professional development <u>Service:</u> improved projects <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement</p>

		concepts from additional classes. Those projects will be updated on the project planner.		WASC report	<u>Expenditure:</u> no additional expenditure	<u>Expenditure:</u> no additional expenditure	<u>Expenditure:</u> no additional expenditure
Goal#5 Improve achievement for those who fail to progress in math or who enter math courses with low skills.	Course access School climate Pupil achievement Implementation of State Standards Parent involvement	Our ELD facilitators will assess each ELL using CELDT to ensure that are identified and properly scheduled ACLC will assess each learners reading mathematical competency to properly support and challenge ELL, FY, and FY. ACLC will assess each learner using College Repertory Math assessment test to place learners in middle school math ACLC will track and provide remediation for learners who fail classes to ensure they are college ready	ACLC / School-wide	Reported in CELDT and to the facilitator's during data tracking. Also in the annual WASC report Reported to the facilitator's during data tracking. Also in the annual WASC report Reported to the facilitator's during data tracking. Also in the annual WASC report Update to WASC end year progress and in Professional Development	<u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement <u>Expenditure:</u> no additional expenditure <u>Action:</u> Assess learners <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> no additional expenditure <u>Action:</u> Math assessments <u>Service:</u> improved ability to support individual learners <u>Expenditure:</u> 2k for assessment and supporting CPM materials <u>Action:</u> course remediation <u>Service:</u> learner access to remediation <u>Expenditure:</u> 5K for remediation classes	<u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement <u>Expenditure:</u> no additional expenditure <u>Action:</u> Assess learners <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> no additional expenditure <u>Action:</u> Math assessments <u>Service:</u> improved ability to support individual learners <u>Expenditure:</u> 2k for assessment and supporting CPM materials <u>Action:</u> course remediation <u>Service:</u> learner access to remediation <u>Expenditure:</u> 5K for remediation classes	<u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement <u>Expenditure:</u> no additional expenditure <u>Action:</u> Assess learners <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> no additional expenditure <u>Action:</u> Math assessments <u>Service:</u> improved ability to support individual learners <u>Expenditure:</u> 2k for assessment and supporting CPM materials <u>Action:</u> course remediation <u>Service:</u> learner access to remediation <u>Expenditure:</u> 5K for remediation classes

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
Goal #1 Improve school culture by increasing the proportion of engaged learners in our democratic model.	Course access School climate Pupil achievement Pupil engagement Implementation of State Standards	Our Judicial Committee will track JC Logs and analyze trends in equity amongst FY ELL and LI learners Lead Facilitator will conduct Annual reflections on discipline including (suspensions, detentions, expulsions, discipline contracts) FY, LI, and ELL learner results will be highlighted and evaluated Program Evaluation Committee will conduct Learner and Parent surveys to measure engagement from stakeholders	School-wide	JC report to ACLC Board Discipline report for WASC and 180 degrees end year report Program Evaluation Committee survey and end of year presentation to ACL Board	<i>Low income allocation to school = 52K</i>	<i>Low income allocation to school will increase based on state rollout of LCFF</i>	<i>Low income allocation to school will increase based on state rollout of LCFF</i>

		<p>College Counseling will log meetings to ensure equity in college counseling for FY, ELL and LI learners</p> <p>School Counselor will log meetings to ensure equity in scheduling counseling for FY ELL and LI learners</p> <p>ACLC will increase by .2 FTE psychological counseling to ensure general-ed learners have effective support for FY ELL and LI learners</p> <p>ACLC will improve upon the Black Student Union to started last year to increase learner engagement and improve parent participation</p>		<p>WASC reflection on progress to goals</p> <p>WASC reflection on progress to goals</p> <p>Finance Committee Budget to be passed at CLCS Board meeting</p> <p>WASC reflection on progress to goals</p>			
<p>Goal #2 Develop a comprehensive professional development plan to enable facilitators to better serve all learners.</p>	<p>Basic</p> <p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p>	<p>Facilitators and Lead facilitator will create ongoing goals for supporting traditionally underperforming groups.</p> <p>ACLC will provide Professional Development plan will include a school wide goal will incorporate the needs of FY ELL and LI learners</p> <p>ACLC will establish a</p>	School-wide	<p>Review of professional Development Goals by Lead facilitator. Reported to ACLC Board in Lead Facilitator Report</p> <p>Review of school wide Professional development goal to ACLC Board</p> <p>Reported to the Curriculum</p>			

	<p>Other pupil outcomes</p> <p>Parent involvement</p>	<p>baseline SRI or score for all learners.</p> <p>ACLCL will establish Core proficiency baselines as measured by GPA to identify learners who need counseling and interventions</p> <p>ACLCL facilitators will conduct 3-4 data analysis sessions specific focus on supporting ELL, LI and other underserved groups Trained ELD facilitator</p> <p>ACLCL will Invite Buck Institute to ensure Project Based Learning is inclusive and supportive of traditionally underserved groups like ELL, LI and FY.</p> <p>ACLCL will work with Illuminate training for data and assessment of benchmarks to support a data driven instructional practices</p> <p>ACLCL will invite the East Bay Writers Project to lead work</p>		<p>Committee and WASC end year progress report</p> <p>Presented at Staff meeting for Data Reflection and Analysis</p> <p>Update to WASC end year progress and in Professional Development</p> <p>Approved in Financial Committee, presented in professional development, presented in WASC Committee</p> <p>Approved by staff, presented in professional development, presented in WASC Committee</p> <p>Approved by staff, presented in professional</p>			
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		<p>on writing across the curriculum and how to specifically support LI, FY and ELL learners.</p> <p>ACLCL will establish a baseline for facilitator survey Facilitator surveys to determine engagement and effectiveness of our instructional program.</p> <p>ACLCL facilitators will hold biweekly meetings to discuss learners of concern. Those meetings will be facilitated by ELD facilitator and Intervention specialist.</p>		<p>development, presented in WASC Committee</p> <p>Presented at Staff meeting for Data Reflection and Analysis</p> <p>Presented at Staff meeting and reflected in minutes for Data Reflection and Analysis</p>			
<p>Goal#3 Increase academic achievement for Foster Youth, ELL and Low Income learners Explore possible alternative graduation paths for learners who do not meet UC or State University requirements.</p>	<p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p> <p>Other pupil outcomes</p> <p>Parent involvement</p>	<p>ACLCL will increase direct support for ELL Learners by ELD and Intervention Assistant Lead Facilitator</p> <p>ACLCL will work with power school and illuminate to evaluate data from semester grades to identify college readiness and spark other interventions if necessary</p> <p>ACLCL Intervention Specialist will lead biweekly discussion about learners of concern to determine how to best serve</p>	School-wide	<p>Approved by ACLCL board in personnel section of budget</p> <p>Illuminate will be contracted to present to ACLCL staff in professional development. They will provide support for creating benchmarks and evaluating data.</p> <p>Facilitator PD survey will reflect meetings are purposeful and</p>			

		<p>these learners.</p> <p>ACLC facilitators will work in small groups during after school academic support to directly help student who need additional help (ELL, LI and FY)</p> <p>ACLC will add an Assistant Lead Facilitator who will increase to number of SST meetings we hold for learners who need academic support</p>		<p>support intervention efforts across the school.</p> <p>Reported in GPA of analysis for ACLC Board.</p> <p>Reported in ACLC Budget and to ACLC facilitators in learner of concern discussions</p>			
<p>Goal#4 Develop Interdisciplinary projects and methods of to measure the effectiveness of project based learning with Foster Youth, ELL and Low Income learners</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementati on of State Standards Standards</p> <p>Other pupil outcomes</p>	<p>ACLC will incorporate and refine the Project Planning tool from the Buck Institute for equip learners for succeed in project work.</p> <p>ACLC will adopt project tools and best practices to facilitate the FY, LI and ELL learners at ACLC</p> <p>ACLC Facilitators will collaborate to adopt one project per class that incorporate concepts from additional classes. Those projects will be updated on the</p>	School-wide	<p>Reported in the annual WASC report</p> <p>Approved and adopted in professional development and incorporated into the WASC report</p> <p>Published on Website and reported in WASC report</p>			

		project planner.					
Goal#5 Improve achievement for those who fail to progress in math or who enter math courses with low skills.	Course access School climate Pupil achievement Implementation of State Standards Parent involvement	Our ELD facilitators will assess each ELL using CELDT to ensure that are identified and properly scheduled ACLCL will assess each learners reading mathematical competency to properly support and challenge ELL, FY, and FY. ACLCL will assess each learner using College Repertory Math assessment test to place learners in middle school math ACLCL will track and provide remediation for learners who fail classes to ensure they are college ready	School-wide	Reported in CELDT and to the facilitator's during data tracking. Also in the annual WASC report Reported to the facilitator's during data tracking. Also in the annual WASC report Reported to the facilitator's during data tracking. Also in the annual WASC report Update to WASC end year progress and in Professional Development		Additional math facilitator = 55K	

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration

funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Approximately 52K in concentrated LCFF funds are estimated to come to ACLC in the coming year. This amount Expressed as a percentage of the 14-15 LCFF funding in pupil funds is 1.8% - 2.3%. This is the % by which services for high need pupils must be increased or improved as compared to services provided to all pupils in 14-15. Approximately 43k-54k of LCFF supplemental and concentration grant funds were budgeted to our LEA for expenditures such as custodians, plant managers, counselors, and translation services. These dollars were apportioned based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. School staff and the ACLC Boards have alligned their support for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

As mentioned in section 3, these funds were allocated to schools that have low income learner and English Learner populations. Schools like ACLC will receive a portion of LCFF supplemental funds and will now be able to increase services to ELL, FY and LI learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Appendix L
Charter Renewal Petition Signatures

Petition for Renewal of the (6-12) ACLC 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 renewal of the charter for Alameda Community Learning Center charter school. The Alameda charter school agrees to operate the 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 charter school and have read the charter petition.**

By the Lead Petitioner:

Name (please print)	Signature	Date
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The petitioners authorize the the CLCS Executive Director Patti Wilczek to negotiate any amendments to the attached charter necessary to secure approval by the AUSD Board of Education.

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