

BOARD OF EDUCATION AGENDA

REGULAR MEETING
February 10, 2026 - 5:30 PM

Alameda City Hall - Council Chambers

2263 Santa Clara Avenue
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.

Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).

Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7187 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.

Non Agenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

A. CALL TO ORDER

1. Call to Order - Closed Session - 5:30 PM - Board President Ryan LaLonde Will Call the Meeting to Order in Council Chambers in Alameda City Hall (2263 Santa Clara Avenue).
2. Public Comment on Closed Session Topics: The Board will hear public comments on Closed Session agenda items. The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes for Closed Session Items.
3. Board Member's Request to Attend and Participate in Meeting Remotely (5 Mins/Action)
4. Recess to Closed Session - Board Members will meet privately in Conference Room 361 in City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Labor Negotiators – (Govt. Code, §54957.6, subd. (a))
Agency designated representative: Timothy Erwin, Assistant Superintendent, Human Resources:

Employee organizations: Alameda Education Association (AEA), California School Employees Association Chapter 27 (CSEA 27), California School Employees Association Chapter 860 (CSEA 860) and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented.

5. *****

Reconvene to Public Session - 6:30 PM - Council Chambers

Alameda Unified School District encourages public participation in person or remotely.

In Person Participation

Meeting locations are listed at the top of the agenda.

A speaker slip must be submitted to speak on any item in person.

Remote Participation via Zoom on a Computer/Smart Phone/Device

Ensure you are using the most current version of the Zoom app or an updated web browser. Certain functionality may be disabled if the app or browser are not updated.

Register using the link below. Click "raise hand" when you wish to speak on an item and click "unmute" once you have been called to speak.

Remote Participation via Standard Telephone Call

Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.

**Join Public Board Meeting at 6:30pm
(Zoom format)**

Zoom Registration Link:

https://alamedaca-gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw

For Telephone Participants:

Zoom Phone Number: 669-900-9128

Zoom Meeting ID: 892 1582 9256

6. Reconvene to Open Session - 6:30 PM - City Council Chambers - Board President Ryan LaLonde will reconvene to Open Session.
7. Pledge of Allegiance - AUSD Student will lead the Pledge of Allegiance
8. Roll Call/Introduction of Board Members and Staff
9. Closed Session Action Report

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. APPROVAL OF MINUTES

1. Minutes from the January 27, 2026 Regular Board of Education Meeting will be considered (5 Mins/Action)

D. COMMUNICATIONS

1. Celebrating Black History Month During the Season for Non-Violence (5 Mins/Action)
2. Public Comments - This public comment period is for items not listed on the agenda but that are under the Board's jurisdiction. Members of the public can join the meeting in person or from their computer, tablet or smartphone. Please submit a speaker slip (in person) or use the "raise your hand" feature (Zoom). Once public comments begin, additional speaker slips and raised hands will not be accepted. The Board may limit this Public Comment period to 20 minutes, with any additional comments being taken after the General Business agenda is complete. If we experience technical difficulties or if there is a disruption, the Board may discontinue online public comments at any time. If a member of the public is unable to join the meeting, they may send their comments to: klonergan@alamedaunified.org.
3. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
4. Report from Employee Organizations - Representatives from the District's employee organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860) (5 Mins Each/Information).
5. PTA Council Report - Representatives from the District's PTA Council group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)
6. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items.
7. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.
8. Student Board Members' Report - Student Board Members may make announcements or provide information to the Board and the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
4. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
5. Resolution No. 2025-2026.34 Criteria to Determine the Order of Layoff Among Certificated Employees with the Same First Date of Paid Service

F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General

Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

1. 2025-2026 Mid-Year Local Control and Accountability Plan (LCAP) Report (20 Mins/Information)
2. Presentation of Alameda Community Learning Center's (ACLC) Materials Revision Request and AUSD's Review Process and Criteria (20 Mins/Information)

G. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Recess to Closed Session - Board Members will meet privately for Closed Session in Conference Room 361 in City Hall. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Item Type: Closed Session

Background: Recess to Closed Session - Board Members will meet privately in Conference Room 361 in City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Labor Negotiators – (Govt. Code, §54957.6, subd. (a))
Agency designated representative: Timothy Erwin, Assistant Superintendent,
Human Resources:

Employee organizations: Alameda Education Association (AEA),
California School Employees Association Chapter 27 (CSEA 27),
California School Employees Association Chapter 860 (CSEA 860)
and Executive Cabinet/Administrative and
Supervisory/Confidential/Licensed/Unrepresented.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Minutes from the January 27, 2026 Regular Board of Education Meeting will be considered (5 Mins/Action)

Item Type: Action

Background: Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings:
In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

Minutes coming to the Board for approval are:

- January 27, 2026 Regular Board Meeting

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Celebrating Black History Month During the Season for Non-Violence (5 Mins/Action)

Item Type: Action

Background: The story of Black History Month begins in 1915, half a century after the Thirteenth Amendment abolished slavery in the United States.

That September, the Harvard-trained historian Carter G. Woodson and the prominent minister Jesse E. Moorland founded the Association for the Study of Negro Life and History (ASNLH), an organization dedicated to researching and promoting achievements by Black Americans and other peoples of African descent.

Known today as the Association for the Study of African American Life and History (ASALH), the group sponsored a national Negro History week in 1926, choosing the second week of February to coincide with the birthdays of Abraham Lincoln and Frederick Douglass. The event inspired schools and communities nationwide to organize local celebrations, establish history clubs and host performances and lectures.

In the decades that followed, mayors of cities across the country began issuing yearly proclamations recognizing "Negro History Week." By the late 1960s, thanks in part to the civil rights movement and a growing awareness of Black identity, "Negro History Week" had evolved into Black History Month on many college campuses.

President Gerald Ford officially recognized Black History Month in 1976, calling upon the public to “seize the opportunity to honor the too-often neglected accomplishments of Black Americans in every area of endeavor throughout our history.”

Today, Black History Month is a time to honor the contributions and legacy of African Americans across U.S. history and society—from activists and civil rights pioneers such as Harriet Tubman, Sojourner Truth, Marcus Garvey, Martin Luther King Jr., Malcolm X and Rosa Parks to leaders in industry, politics, science, culture and more.

AUSD LCAP Goals: 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

Description	Upload Date	Type
□ Proclamation: Black History Month	2/4/2026	Backup Material

PROCLAMATION
Black History Month
February 2026

WHEREAS, Black History Month is celebrated each February and originated with the Association for the Study of Negro Life and History, founded in 1915 by Dr. Carter G. Woodson, who later initiated “Negro History Week” in 1926; and

WHEREAS, the month of February was selected partially because of the birthday of abolitionist Frederick Douglass; and

WHEREAS, African people have lived in the place called Alameda since at least 1860; and

WHEREAS, African American families like the Hacketts, Sloans, Clintons, Kimbroughs, and many more have lived in Alameda since the turn of the 20th century, including African people from Cape Verde and throughout the African Diaspora; and

WHEREAS, African Americans have formed and participated in multiple civic, civil, and human rights groups, such as the Alameda Colored Women’s Civic Study Club; Alameda County NAACP; the Alameda Civil Rights Congress; Alameda City NAACP; the Black Student Unions of Alameda High School, Encinal High School, and the College of Alameda; the Buena Vista Community Association; the Coalition of Alamedans for Racial Equality (CARE); and Renewed HOPE; and

WHEREAS, African Americans have organized to practice varied faith traditions, including the Estuary Community Church, Bethel Missionary Baptist Church, Isle of the Patmos Church, Islamic Center of Alameda, Love Fellowship, Chosen Vessels, and the Rehoboth Christian Fellowship; and

WHEREAS, numerous African Americans have engaged civically, and in particular as both elected and appointed officials in the City, including: CW Moore, social service and human relations commissioner; Clarence Gilmore, Clayton Guyton, housing commissioners; Beresford Bingham, the first African American School Board member; Ardella Dailey, the first African American Superintendent and first African American female School Board member; Albert Dewitt, the first African American City Council member; and Marie Gilmore, Alameda’s first African American female City Council member and first African American Mayor; and

WHEREAS, the 2026 Black History Month theme adopted by the Association for the Study of African American Life and History is "*A Century of Black History Commemorations*;"

THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education proclaims February 2026 as Black History Month.

PASSED AND ADOPTED this 10th day of February, 2026.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Certificated Personnel Actions

Item Type: Consent

Background: *NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.*

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2024-2025 budget.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Classified Personnel Actions

Item Type: Consent

Background: *NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.*

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2025-2026 budget.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)

Item Type: Consent

Background: In November 2014, Alameda voters approved Facilities Bond Measure I, and in June 2022, they approved Facilities Bond Measure B.

According to the bond schedules, various contracts will be presented to the Board for approval. These contracts may include construction bid contracts, addenda to architectural services agreements, specialist and consultant agreements, and more. To streamline this process, staff has established a standing board item to separately track and manage contracts related to Measure I and Measure B, distinct from other district contracts.

1. (Fund 21, Measure B) Amendment No. 3 to PSA Panaguiton for Wood Middle School

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

	Description	Upload Date	Type
□	Amendment No. 3 to PSA_Panaguiton_Wood MS	2/4/2026	Backup Material



AMENDMENT NO. 3 to Professional Services Agreement

Dated February 14, 2024

This Amendment is entered into on February 10, 2026, between the Alameda Unified School District (AUSD) and Panaguiton Construction Inspection LLC. (CONTRACTOR). District entered into a PSA with CONTRACTOR for DSA construction inspection services for the Wood Middle School New Construction Measure B project, and the parties agree to amend that Agreement as follows:

1. Services

The Year 2 of 2 project end date of 2/13/26, shall be extended to 12/31/26 to include all project close-out services.

2. Compensation

No change to original PSA: \$150/hour with a total NTE \$248,400.00

3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

- ☐ There are no previous amendments to this Agreement.
☒ This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)
1	1/14/2025	The original PSA end date of 1/30/2025, extended to 2/13/2025.	\$0.00
2	1/28/2025	Year 2 of 2 project term is from 2/14/2025 to 2/13/2026.	\$0.00

"DISTRICT"

By: _____

Name: Ryan LaLonde

Title: President, Board of Education

"CONTRACTOR"

By: Romer B Panaguiton 012326

Name: Romer Panaguiton

Title: Project Inspector

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies

Item Type: Consent

Background: Each year, Alameda Unified School District's Special Education Department executes a Nonpublic, Nonsectarian School/Agency Services Master Contract "Master Contract" with Non-Public Schools and Non-Public Agencies to support Special Education students. Through the year, Individual Service Agreements (ISAs) are entered into under the terms and conditions of the Master Contracts which allocate funds for services required to provide support to individual student needs in accordance with the Individuals with Disabilities in Education Act (IDEA).

Below are details of ISAs executed and attached to this agenda item.

1. (Fund 01) Individual Services Agreement between AUSD and Kyle Assessments for a total of \$3,100.00. (upload pending signature)
2. (Fund 01) Individual Services Agreement between AUSD and Kyle Assessments for a total of \$3,100.00. (upload pending signature)
3. (Fund 01) Individual Services Agreement between AUSD and Kyle Assessments for a total of \$3,100.00. (upload pending signature)
4. (Fund 01) Individual Services Agreement between AUSD and Kyle Assessments for a total of \$3,500.00. (upload pending signature)
5. (Fund 01) Individual Services Agreement between AUSD and SPG Therapy & Education CANCELED effective 12.31.25 due to changes in staffing.
6. (Fund 01) Individual Services Agreement between AUSD and Sunbelt Staffing for a total of \$51,111.06. (upload pending signature)
7. (Fund 01) Individual Services Agreement between AUSD and The Phillips Academy for a total of \$45,189.00.
8. (Fund 01) Individual Services Agreement between AUSD and The Phillips Academy for a total of \$42,251.00.

ISAs uploaded to this item have been redacted to maintain student confidentiality.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By:

Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
▣ ISA_SPG_Marshal_CANCELED	2/3/2026	Backup Material
▣ ISA_The Phillips Academy_1	2/3/2026	Backup Material
▣ ISA_The Phillips Academy_2	2/3/2026	Backup Material

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/7/25, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/30/26 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) SPG Therapy & Education, PC
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2021 Ygnacio Valley Road, C-103 Walnut Creek, CA 94598
Jorge Wahner, Sr. Director jwahner@alamedaunified.org Emily Langworth, Contracts/Billing elangworth@alamedaunified.org	(Rep/Contact) (309) 221-1377
[REDACTED]	(CDE Cert #) 31479
[REDACTED]	(Title of Position(s)) Speech Pathologist
Parent/Guardian Last, First Name:	(Name(s) of Individual Assigned) Jordan Marshall

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)	1	155	42	6510
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)				
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other				

TOTAL ESTIMATED COSTS NOT TO EXCEED \$ 6,510.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

SPG Therapy & Education, PC

ALAMEDA UNIFIED SCHOOL DISTRICT

(Name of Nonpublic Agency)

Susan Stark

Digitally signed by Susan Stark
Date: 2025.07.10 11:35:26 -07'00'

7/3/25

(Signature)

(Date)

Susan Stark - M.S.,CCC-SLP

(Name and Title)


Kirsten Zazo (07/10/2025 12:01 PDT)

07/10/2025

(Signature)

(Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

**(CONTRACTS EXCEEDING \$114,500 ARE NOT
APPROVED NOR AUTHORIZED TO BEGIN WITHOUT
SIGNATURE OF THE BOARD PRESIDENT)**

President, Board of Education
Alameda Unified School District

(Date)

LEA: Alameda Unified
School District

**INDIVIDUAL SERVICE AGREEMENT FOR
NONPUBLIC SCHOOL SERVICES**
EC. Sections 56365 et seq.

This agreement is effective on **January 8, 2026** or the date student begins attending a nonpublic school, if after the date identified, and terminates at **5:00 P.M. on June 30, 2026**, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency	Alameda Unified School District	Nonpublic School	The Phillips Academy
LEA/Case Manager	Jorge Wahner	Email	jwahner@alamedaunified.org
Pupil Name			
Address			
DOB			
Parent/Guar.			
Address			

Agreement Terms:

1. Nonpublic School: The average number of minutes in the instructional day will be:	360 during the regular school year (RSY)
	240 during the extended school year (ESY)
2. Nonpublic School: The number of school days in the calendar of the school year are:	98 during the regular school year (RSY)
	0 during the extended school year (ESY)
3. Educational services as specified in the IEP shall be provided by the Contractor and paid at the rates specified below.	

Daily Rate **\$322.00**

A. Inclusive and/or Basic Education Program Rate (applies to nonpublic schools only):

Estimated Number of Days - Regular SY	98	days x	daily rate	\$322.00	Projected Basic Ed. Costs RSY	\$31,556.00
Estimated Number of Days - Extended SY	0	days x	daily rate	\$322.00	Projected Basic Ed. Costs ESY	\$0.00
Total Estimated Basic Education Costs (regular school year and extended school year)						\$31,556.00

B. Related Services

Service	Provider	RSY & ESY	Cost per Hour	Individual	Frequency	Group	Frequency	Consult	Frequency	Total
415 Language and speech	NPS	RSY + ESY	\$113.00	30	mins/weekly	30	mins/weekly	300	mins/year	\$3,051.00
				0	mins/weekly	0	mins/weekly	mins/year		
		Total Cost								\$3,051.00
450 Occupational therapy	NPS	RSY + ESY	\$113.00	30	mins/weekly	30	mins/weekly	300	mins/year	\$2,938.00
				0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		Total Cost								\$2,938.00
510 Individual counseling	NPS	RSY + ESY	\$182.00	60	mins/weekly	0	mins/weekly	0	mins/mo/year	\$3,822.00
				0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		Total Cost								\$3,822.00
515 Counseling and guidance	NPS	RSY + ESY	\$182.00	60	mins/weekly	0	mins/weekly	0	mins/mo/year	\$3,822.00
				0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		Total Cost								\$3,822.00
Total Estimated Maximum Basic Education Costs :										\$31,556.00
Total Related Services Costs:										\$13,633.00
Total Estimated Maximum Basic Education and Related Services Costs :										\$45,189.00

4. Other Provisions/Attachments:

5. Progress Reporting Requirements:

Quarterly Monthly Other (please specify):

x

The parties hereto have executed this Individual Services Agreement by and through their duly authorize agents or representatives as set forth below.

Contractor

The Phillips Academy

LEA

Alameda Unified School District

Name of Nonpublic School/Agency

DocuSigned by:

Esther Cohen

1/21/2026

Signature

Dr. Esther Cohen, Executive Director

Name and Title

Name of LEA

Kirsten Zazo

01/30/2026

Signature

Date

Kirsten Zazo, Assistant Superintendent of Education Services

Signature

Date

President, Board of Education, Alameda Unified School District

(CONTRACTS EXCEEDING \$114,800 ARE NOT AUTHORIZED
WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

LEA: Alameda Unified
School District

**INDIVIDUAL SERVICE AGREEMENT FOR
NONPUBLIC SCHOOL SERVICES**
EC. Sections 56365 et seq.

This agreement is effective on **January 8, 2026** or the date student begins attending a nonpublic school, if after the date identified, and terminates at 5:00 P.M. on **June 30, 2026**, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency	Alameda Unified School District	Nonpublic School	The Phillips Academy
LEA/Case Manager	Jorge Wahner	Email	jwahner@alamedaunified.org
Pupil Name			
Address			
DOB			
Parent/Guar.			
Address			

Agreement Terms:

1. Nonpublic School: The average number of minutes in the instructional day will be:	360 during the regular school year (RSY)
	240 during the extended school year (ESY)
2. Nonpublic School: The number of school days in the calendar of the school year are:	98 during the regular school year (RSY)
	0 during the extended school year (ESY)

3. Educational services as specified in the IEP shall be provided by the Contractor and paid at the rates specified below.

Daily Rate **\$322.00**

A. Inclusive and/or Basic Education Program Rate (applies to nonpublic schools only):

Estimated Number of Days - Regular SY	98	days x	daily rate	\$322.00	Projected Basic Ed. Costs RSY	\$31,556.00
Estimated Number of Days - Extended SY	0	days x	daily rate	\$322.00	Projected Basic Ed. Costs ESY	\$0.00
Total Estimated Basic Education Costs (regular school year and extended school year)						\$31,556.00

B. Related Services

Service	Provider	RSY & ESY	Cost per Hour	Individual	Frequency	Group	Frequency	Consult	Frequency	Total
415 Language and speech	NPS	RSY + ESY	\$113.00	30	mins/weekly	30	mins/weekly	300	mins/year	\$3,051.00
				0	mins/weekly	0	mins/weekly		mins/year	
		Total Cost						\$3,051.00		
	NPS	RSY + ESY		0	mins/weekly	0	mins/weekly	0	mins/year	\$0.00
				0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		Total Cost						\$0.00		
510 Individual counseling	NPS	RSY + ESY	\$182.00	60	mins/weekly	0	mins/weekly	60	mins/mo/year	\$7,644.00
				0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		Total Cost						\$7,644.00		
	NPS				mins/weekly	0	mins/weekly	0	mins/mo/year	\$0.00
				0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		Total Cost						\$0.00		
Total Estimated Maximum Basic Education Costs :										\$31,556.00
Total Related Services Costs:										\$10,695.00
Total Estimated Maximum Basic Education and Related Services Costs :										\$42,251.00

4. Other Provisions/Attachments:

5. Progress Reporting Requirements:

Quarterly Monthly Other (please specify):

x

The parties hereto have executed this Individual Services Agreement by and through their duly authorize agents or representatives as set forth below.

Contractor

The Phillips Academy

LEA

Alameda Unified School District

Name of Nonpublic School/Agency

DocuSigned by:

Esther Cohen

1/22/2026

Signature

Esther Cohen

Date

Executive Director

Name and Title

Name of LEA

Kirsten Zazo

01/30/2026

Signature

Kirsten Zazo, Assistant Superintendent of Education Services

Signature

President, Board of Education, Alameda Unified School District

Date

(CONTRACTS EXCEEDING \$114,600 ARE NOT AUTHORIZED
WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2025-2026.34 Criteria to Determine the Order of Layoff Among Certificated Employees with the Same First Date of Paid Service

Item Type: Consent

Background: The Board of Education finds that to effectively implement a reduction in particular kinds of service, pursuant to Education Code Section 44955, the District must establish objective criteria to determine the order of layoff for employees who first rendered service to the District on the same date. The Board shall establish criteria for determining certificated employees who have the same date of paid service in a probationary position based solely on the needs of the District and the students thereof.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
□ Resolution to Determine Tie Breaking Criteria	2/4/2026	Resolution Letter

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

February 10, 2026

Resolution No. 2025-2026.34

**Resolution Establishing Criteria to Determine the Order of Layoff Among
Certificated Employees with the Same First Date of Paid Service**

WHEREAS, Education Code section 44955 permits the Governing Board to release or discontinue particular kinds of services; and

WHEREAS, the order of layoff is generally based on the date a teacher first rendered paid service in a probationary position; and

WHEREAS, among employees who first rendered paid service to the District on the same date, the law requires that the Governing Board shall determine the order of layoff solely on the basis of the needs of the District and its students;

NOW, BE IT RESOLVED, that as between employees who first rendered paid service in a probationary position on the same date, the needs of the District and its students will be best served by using the following criteria to establish order of layoff applied in priority order as follows:

1. Credential

Those certificated employees with multiple credentials types shall be ranked above those certificated employees with a single credential type. Added authorizations (e.g. subject matter authorizations, supplementary authorizations, autism authorization, etc.) are not considered credential types.

2. Authorization to Provide Instruction to English Learners

If the first criterion fails to break the tie, those certificated employees with a Certificate of Cross-Cultural Language and Academic Development (CLAD), Bilingual Cross-Cultural and Academic Development (BCLAD), California Teacher of English Learners, or other equivalent English Learner authorization shall be ranked above those without such authorization or those on an emergency permit.

3. Credential Status In Areas of Assignment

If the first two criteria fail to break the tie, those certificated employees who possess a clear credential authorizing service in the subject matter to which they will be assigned shall be ranked above those possessing a preliminary credential in the subject matter to which they will be assigned.

4. Advanced Degree

If the first three criteria fail to break the tie, those certificated employees with an advanced degree shall be ranked above those without an advanced degree.

5. Years of Overall Teaching Experience

If the first four criteria fail to break the tie, those certificated employees with the most years of total teaching experience in a public or private school shall be ranked above those with fewer years of total teaching experience.

6. Drawing Lots

If the first five criteria fail to break the tie, the District shall break any remaining ties by drawing lots.

PASSED AND ADOPTED by the following called vote this 10th day of February 2026.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: 2025-2026 Mid-Year Local Control and Accountability Plan (LCAP) Report
(20 Mins/Information)

Item Type: Information

Background: The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

2025-26 is year two of the LCAP. Tonight's presentation will give the Board and the community a mid-year update on how the LCAP work is progressing as well as fulfill the requirements put forth in CA Ed Code 520626 (A)(B).

(A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district.

(B) The report shall include both of the following:

(i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan.

(ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Tonight's presentation also includes results from the 2025 CA Dashboard. Sr. Manager of Data, Assessment, and Research will provide the Board with a breakdown of these results.

AUSD LCAP Goals: 2a. Support all students in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): n/a

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest

academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
▢	Presetaion: 2025-26 Mid-Year LCAP Report_2.10.26	2/5/2026	Presentation

2025-26 Mid-Year Local Control and Accountability Plan (LCAP) Report

Kirsten Zazo, Assistant Superintendent of Educational Services

Eric Leung, Compliance Coordinator

Lindsey Jenkins-Stark, Senior Manager of Data, Assessment, and Research

February 10, 2026

Outcomes

- ❖ Provide the board and public with an update on the progress of the actions in our LCAP and the resources assigned to them and the process by which we reflect on this progress internally and with stakeholders.
- ❖ Identify next steps and support given our progress.

Background & Objectives

EDC 520626 6(A)(B)



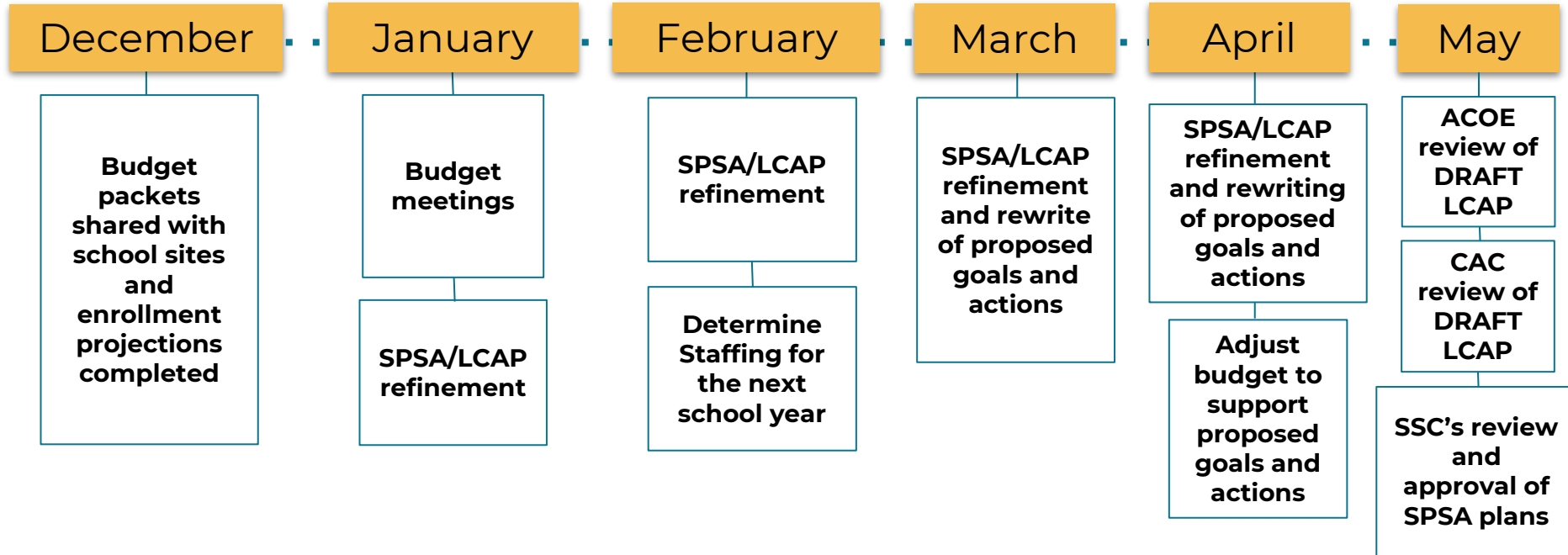
(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district.

(B) The report shall include both of the following:

- (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan.
- (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW



State Accountability Model for California

California's Eight State Priorities

1

Basic Services

- Rate of teacher misassignments
- Access to standards-aligned materials
- Facilities in good repair

2

Implementation of State Standards

- Academic content
- Performance standards

3

Parental Involvement

- Efforts to seek parental input in decision making
- Promotion of parent participation

4

Pupil Achievement

- Standardized test scores
- Advanced placement test pass rates
- English learning proficiency and reclassification rates
- Evidence of college and career readiness

5

Pupil Engagement

- Attendance rates
- Middle & high school dropout rates
- Graduation rates
- Chronic absenteeism rates

6

School Climate

- Suspension rates
- Expulsion rates
- Sense of safety and connectedness (school climate surveys)

7

Course Access

- Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education

8

Other Pupil Outcomes

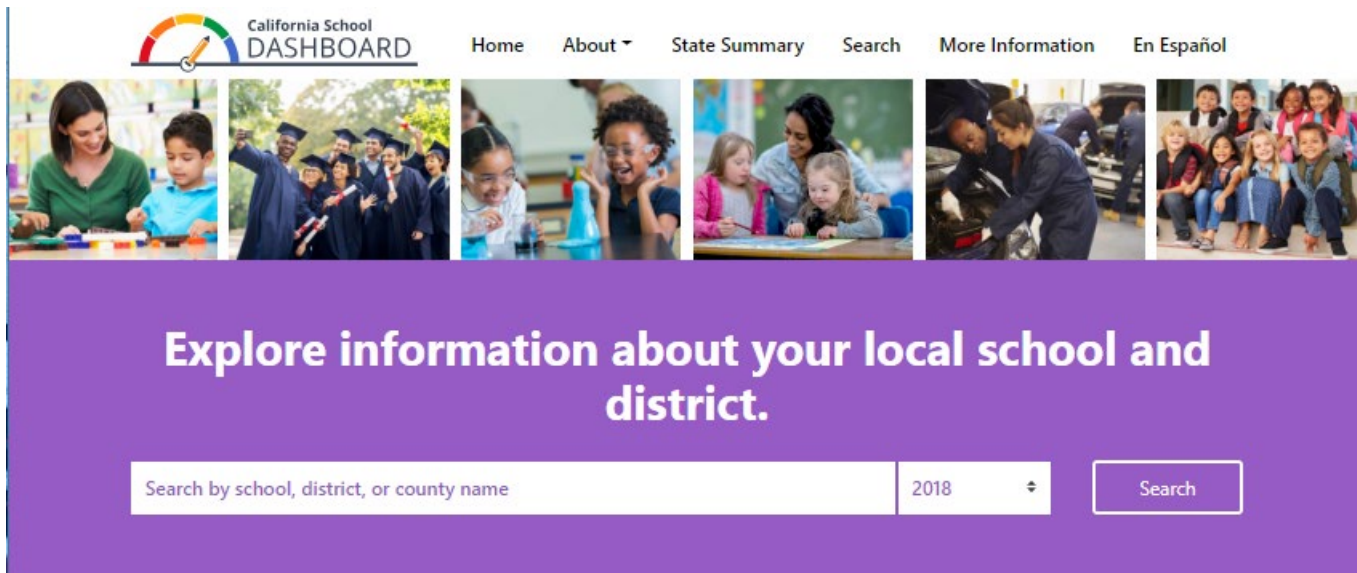
- Pupil outcomes in broad course of study

Source: California Department of Education, State Priority Related Resources. <https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>.

What is the California School Dashboard?

The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success.

<https://www.caschooldashboard.org/>



Values and Limitations of the CA Dashboard*

Value	Limitations
<ul style="list-style-type: none">• Uses performance from multiple measures to determine support for schools and districts• Helps educators and policy makers identify trends and allocate resources• Can be a tool to expose opportunity gaps and direct resources to underserved communities• Provides a uniform measure to compare student performance across sites and districts	<ul style="list-style-type: none">• Cannot help identify root causes• “post-mortem” or satellite data, does not help with immediate action• Measuring improvement in academics compares school test results from year to year instead of tracking individual students’ growth in scores.• Only two years are included in the measurement of change• No summary ranking to clearly understand how schools and districts are doing• No ratings for groups with n size <30 students• Difficult to compare schools/districts with similar characteristics

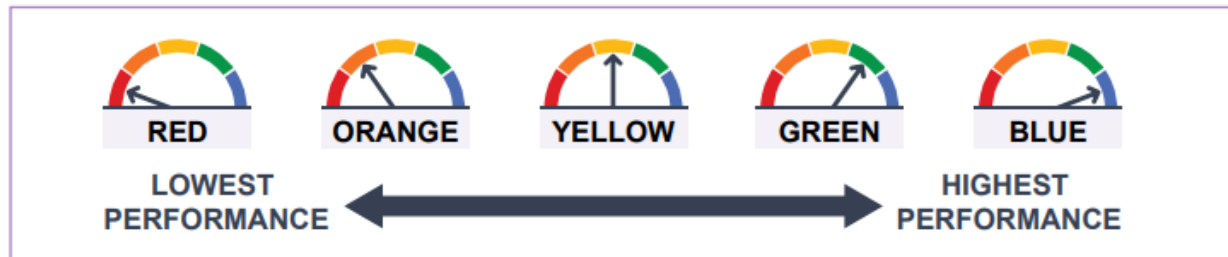
*[Bellweather](#), [EdTrust West](#), [Fordham](#)

How is Performance Determined?

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Performance in a given indicator is determined by a **combination** of status **and** change using indicator-specific rubrics

Example: a district with a status of 'Medium' that Increased its performance would have a performance rating of **green**



Performance Across Indicators by Student Group

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	N/A	Yellow	Green	Green	Green	Green	Green	Green
English Learners	Green	Yellow	Green	Green	Orange	Yellow	Yellow	Green
Long-Term English Learners	Green	Orange	Yellow	Green	Red	Orange	Red	Green
Foster Youth	N/A	Red	Yellow	N/A	--	--	--	N/A
Homeless	N/A	Red	Orange	--	Red	Red	Red	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	Green	Orange	Yellow	Yellow	Yellow
Students with Disabilities	N/A	Orange	Green	Yellow	Yellow	Yellow	Orange	Orange
Black or African American	N/A	Orange	Orange	Blue	Orange	Yellow	Yellow	Green
American Indian or Alaska Native	N/A	--	--	--	--	--	--	--
Asian	N/A	Green	Green	Green	Blue	Blue	Blue	Blue
Filipino	N/A	Green	Yellow	Blue	Blue	Blue	Green	Yellow
Hispanic or Latino	N/A	Yellow	Yellow	Green	Green	Yellow	Yellow	Yellow
Native Hawaiian or Pacific Islander	N/A	--	Green	--	--	--	--	--
White	N/A	Green	Green	Green	Blue	Blue	Blue	Green
Two or More Races	N/A	Green	Green	Yellow	Blue	Green	Blue	Yellow

Goal Analysis Prompts

1

Implementation Story

Describe how your all of your actions were implemented, noting key differences, successes and challenges experienced.

- Highlight **what actually happened** with transparency for your educational partners
- **Genuine reflection**

2

Financial Story

Explain material differences between budgeted and actual expenditures.

- Usually noting key **differences of +/- 10%**
- Connect financial changes to the implementation changes noted in prompt #1

3

Impact Story

Evaluate how effective actions were in making progress towards the goal, using data as evidence.

- Did any of it actually **work**?
- The **data tells the story!**
- It is either **effective or ineffective**

4

The Next Chapter

Describe changes to goals, metrics, or actions for the coming year based on your analysis.

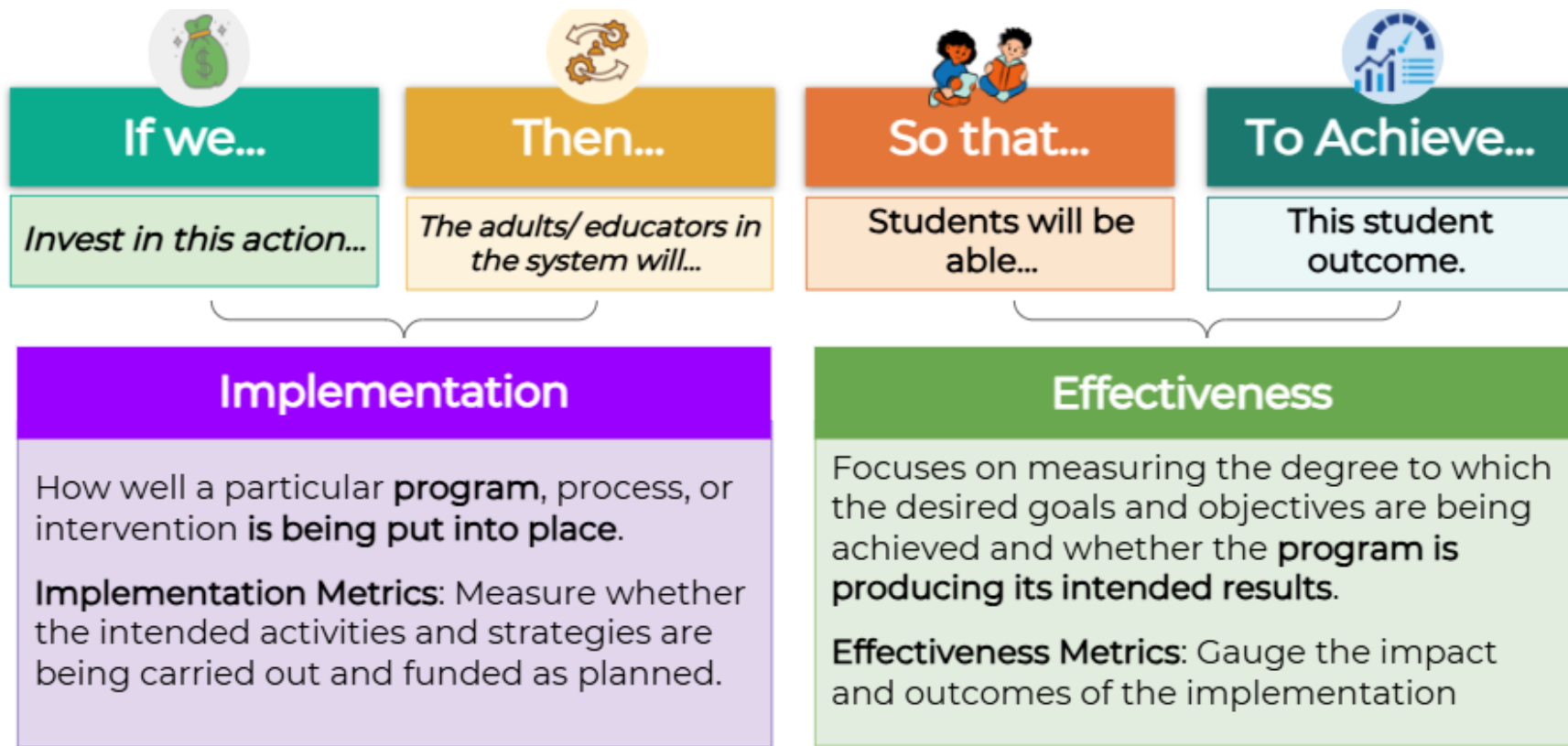
- So what's the **plan for next year**?
- **Continuous Improvement Thinking**
- **Budget Reductions** needed?

Description


Analysis

Decision-Making

Implementation vs. Effectiveness



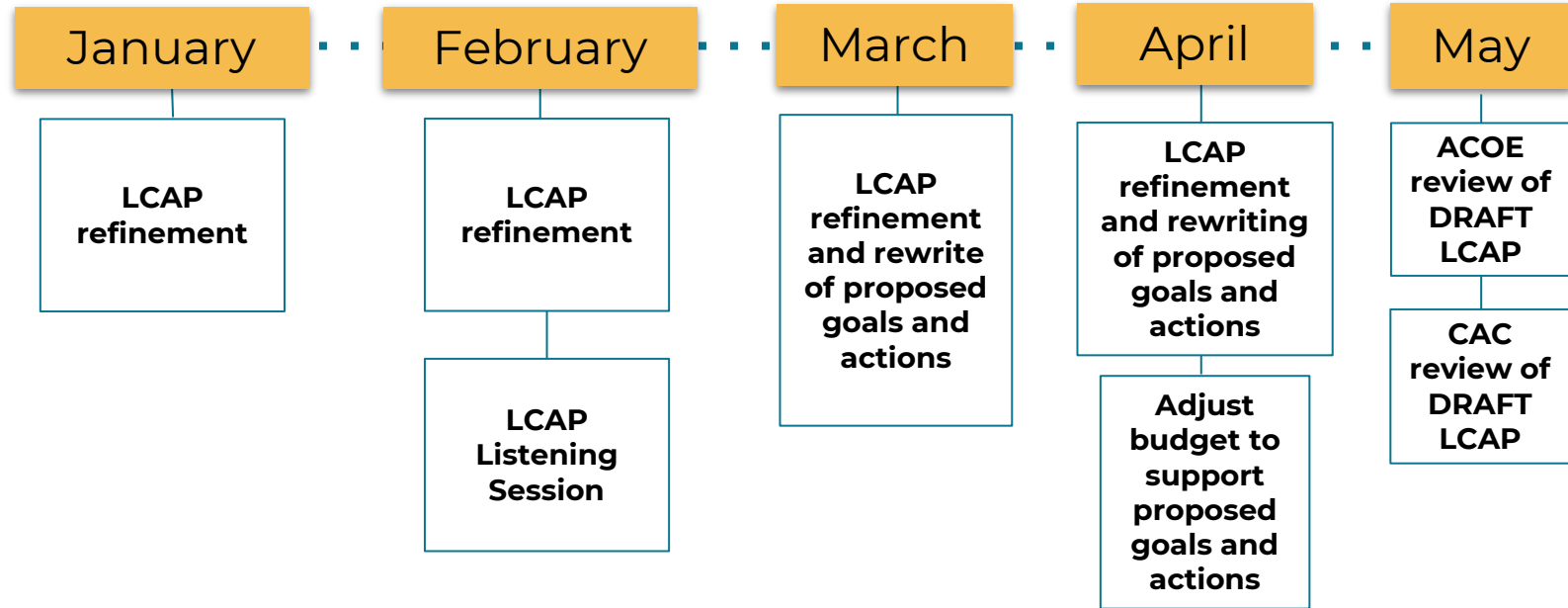
24-27 LCAP Education Services Tracker

		C	D
		 ALAMEDA UNIFIED SCHOOL DISTRICT Excellence & Equity For All Students	
Action #	Title	Description	Total Funds
1.1	Assessing Students Accurately and Elementary Report Card Revision	<ul style="list-style-type: none">• Ensure grading policies and practices are constructive, researched-based and student-centered.• Continue monthly meetings with the Grading For Equity Assessing Students Accurately) Workgroup• Provide Professional Development for all secondary staff on the technical implementation Equitable grading practices (ie setting up gradebooks)• Contract with Crescendo Education Group to build teacher capacity in understanding the pillars of equitable grading practices. (Accuracy, Bias resistant, motivation).• Continue to explore board Board Policies that promote equitable grading practices.• Provide Secondary teachers time and space to develop agreements on the following: Equitable Grading Practices including extra credit, retake redos, and grading individual work not group work. AUSD TK-3 Report Cards	\$40,000.00
<div><div>+</div><div>≡</div><div>Goal 1 ▾</div><div>Goal 2 ▾</div><div>Goal 3 ▾</div><div>Actions by Owner ▾</div><div>1.1 ▾</div><div>1.2 ▾</div><div>1.3 ▾</div><div>1.4 ▾</div><div>1.5 ▾</div><div>1.6 ▾</div><div>1.7 ▾</div></div>			

24-27 LCAP Education Services Tracker, cont...

Theory of Action	If we focus on the four pillars of Assessing Student Accurately, implement equitable grading practices district wide, change our policy on grading practices, and empower our school leaders to provide support and accountability around grading, then the adults in our system will grade students with accuracy, and in turn, students will be better positioned to master academic standards.	Links to Data	2024-25 Progress Monitoring
What shifts will be made this year and why?	Assessing Student Accurately disrupts the legacy practices of grading that sort students and replaces AUSD grading with practices that are predictable and consistent across classrooms and content areas. Teachers will adopt equitable grading practices that are mathematically accurate, non-biased, and intrinsically accurate aimed at mastery of the content. Our results will be grading based on standards, engaging curriculum through practices that are transparent and accurate for teachers, students, and all stakeholders	High School Graduation Rates High School Dropout Rates A-G Completion Math & ELA SBAC Science CAST Math & ELA Early Assessment AI Summaries of Responses on PD Exit Tickets Aug/Oct 2024	<ul style="list-style-type: none"> • August 12 th PD for sites to customize and deliver new Board policy of Minimum Grading and moving towards SBG with gradebook templates with Minimum grading locked in; final marks (grade ranges) locked in • Oct 14th PD at AHS for deeper data gathering on GFE tenets; for discussions on learning goals and standards for course-alike groups; and for exploring grade impacts of weighting by points, categories and formative and summative assessments. • January 31st PD on Site, Discipline, and District policies that impact grading and attitudes toward grading--Aligning Late work policies to disciplines and constructing District Academic Integrity policies for Middle and High Schools • Scheduling Course Standard Workgroups for selected 9-12 content disciplines to meet to discuss Common Reporting Standards. • Schedule ASA/GFE workgroup meetings for the year • Continue work of ASA tenets of no extra credit, retakes and redos, group work beginning with AI summaries of responses gathered in Forms used at exit tickets at the 3 PD sessions in August, October, and January of 2024-2025.
January Reflection			
In 2023-2024 K, 1, 2 teachers met to revise the K-2 report cards. As a team they worked to align the report card to the standards, changed the language used in the report card to be more family-friendly and asset-based. In addition, an online family guide was created to give families resources and guidance on how to help their child with each domain from the report card. Teacher guides were also created to make scoring/grading the report cards more accessible.			2024-25 High Impact Actions
In 2024-2025, there will have been 3 PD sessions on Assessing Students Accurately at which teachers have focused on 1) Training to use gradebook templates with locked features in Minimum Grading and Final Marks; 2) Piloting Rubric gradebooks; 3) Focusing on indentifying Common Reporting Standards; 3) Reflecting on how weighting is inconsistent, driven by weighted categories, variable points per assignment, and weight proportions for Formative and Summative assessments; and 4) Examining current practices for dealing with late work and academic integrity issues and constructing policies with a lens on equitable grading practices.			August PD on Standards-based grading, and Formative/Summative and/or GFE tenets--no extra credit

LCAP Educational Services Tracker Process



Mid-Year Outcome Data: Goal 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year 2 Outcome Data	Desired Outcome for 2026-2027
1.1	ELA SBAC*	ELA 22-23 Actual: All +32.83 EL -109.49 SED -11.16 SWD -85.59 HY -72.35 AA --25.56 A +45.79 FIL +4.88 H/L -3.15 PI -27.65 Multi +48.49 White +50.02	2023-24 Actual: All +34.52 EL -119.09 SED -6.3 SWD -77.57 HY -102.91 AA -50.89 A +51.64 FIL +19.76 H/L -7.52 PI -31.85 Multi +50.6 White +55.7		ELA 24-25 Actual: All +40.5 EL -23.7 SED -5.3 SWD - -67.4 HY -127.1 AA -49.6 A +54.4 FIL +35.9 H/L -1 PI * Multi +58.1 White +61.2	2026-27 Target: All +35 EL -85 SED +1 SWD -75 HY -65 AA +1 A +46 FIL +10 H/L +10 PI +1 Multi +50 White +50

Reporting Mid-Year Expenditure - Goal 1

Goal	Action	Goal Title	Budgeted Amount (Revised Amount)	Expenditures 7-1- 2025 to 1-31-2026
1	1	Equitable Grading	\$ 40,000.00	\$5,684.60
1	2	Literacy Framework development and professional learning	\$120,948.00 (\$191,370.00)	\$48,636.47
1	3	Mathematics coaching and Professional Learning	\$ 329,403.00 (\$333,194.00)	\$177,527.82
1	4	Professional Learning and Coaching	\$877,564.00 (\$890,773.00)	\$479,307.14
1	5	Teacher Leader Development and collaboration	\$ 230,000.00	\$113,782.41
1	6	Retain High Quality Staff	\$ 1,000,000.00	\$500,010.00

How to Measure Effectiveness

Step 1: Determine if progress was made towards target LCAP metric



Review Progress

Compare current data (Year 2 Outcome) with the Baseline data

Where did we start and where are we now?



Compare to Target

Compare actual progress to target goals

Are we on track?



Deeper Analysis

Disaggregate data by student groups.

Are the achievement gaps closing for most vulnerable student groups?

Support: Differentiated Assistance

How does a district qualify for DA support?

The **same student group** must meet the criteria in **two different priority areas**:

Priority 4

Pupil Achievement

ELA and Math

*Red/Red or
Red/Orange on the
ELA and
Mathematics*

OR

ELPI

*Red on the English
Learner Progress
Indicator*

**Long Term
English
Learners Only**

ELPI

*Red or Orange on
the English Learner
Progress Indicator*

Priority 5

Pupil Engagement

Chronic Absenteeism

*Red on the Chronic
Absenteeism Indicator*

OR

Graduation

*Red on the
Graduation Rate
Indicator*

Priority 6

School Climate

Suspension

*Red on the
Suspension Rate
Indicator*

Priority 8

*Broad Course of
Study*

College/ Career Readiness

*Red on the
College/Career Indicator*

AUSD Differentiated Assistance 2025-26

Qualifying District	Priority 4: Pupil Achievement		Priority 5: Pupil Engagement		Priority 6: School Climate	Priority 8: Outcomes in a Broad Course of Study
	ELA/Math	ELPI	Chronic Absenteeism	Graduation	Suspension	College/Career
Alameda	Homeless		Homeless			
Castro Valley	Homeless		Homeless		Homeless	
Dublin		LTEL	LTEL			
Emery	SWD		SWD		SWD	
Fremont	Homeless		Homeless, LTEL		LTEL	
Hayward	Foster	LTEL	Foster	LTEL	Foster	
Livermore			Foster, LTEL		Foster, LTEL	
New Haven	Homeless		Homeless		Homeless	
Newark	EL, Homeless, SWD		EL, Homeless, SWD			EL
Oakland	EL, Hispanic, Pacific Islander		Pacific Islander	EL, Foster, Hispanic	Foster	
Pleasanton	Homeless				Homeless	
San Lorenzo			Homeless			Homeless

AUSD Differentiated Assistance History

- **2020 & 2021:** Suspended due to COVID 19
- **2022:** AUSD is identified for Differentiated Assistance based on the performance of Homeless Students (restart Year 1 due to COVID 19).
- **2023:** *AUSD no longer qualifies for Differentiated Assistance*
- **2024:** *AUSD qualifies for Differentiated Assistance based on the performance of Long Term English Learners (LTEL)*
- **2025:** *The state changes the criteria for LTEL, AUSD no longer qualifies. AUSD qualifies for Differentiated Assistance based on the performance of homeless students)*

AUSD Differentiated Assistance: LTEL



LTEL eligibility for Priority 4 will be based only on **Red or Orange** on the **English Learner Progress Indicator (ELPI)**



Priority 4 determinations for LTELs **will no longer include ELA and Math** indicators.



LTELs still need to qualify for two or more priority areas to be eligible for DA.

Priority 4 Differentiated Assistance Eligibility

**All Student Groups
Except LTELs**

Priority 4
Pupil Achievement

ELA and Math
*Red/Red or Red/Orange on
the ELA and Mathematics
Academic Indicators*

OR

ELPI
Red on ELPI

Only for LTELs

Priority 4
Pupil Achievement

ELPI
*Red or Orange on
ELPI*

Community Advisory Role



Provide input as a representative group of stakeholders to inform the District's goals, actions, and services as articulated in districtwide plans such as the Strategic Plan, and the Local Control Accountability Plan (LCAP).

Community Advisory Schedule

Dates of Community Advisory Meetings

- **12/16/25** Training on LCAP
- **1/20/26** LCAP Focal Areas & Data
- **3/17/26** Highlighting the Work District/School - Literacy and Inclusion*
- **4/21/26** Highlighting the Work District/School - Focal Student Approach and Math and Common Assessments*
- **5/19/26** LCAP Adjustments*
- **6/2/26** Final LCAP
- *Tentative Focuses

For updated information please visit our website for LCAP. We look forward to partnering together!

Next Steps

- ❖ Action Owners are currently reflecting on midyear progress through data and finance record
- ❖ Identify next steps and support given our progress.
- ❖ LCAP Roundtable / High School Listening Sessions
- ❖ Community Survey on the LCAP

2025-26 LCAP Mid-Year Update

Board Discussion

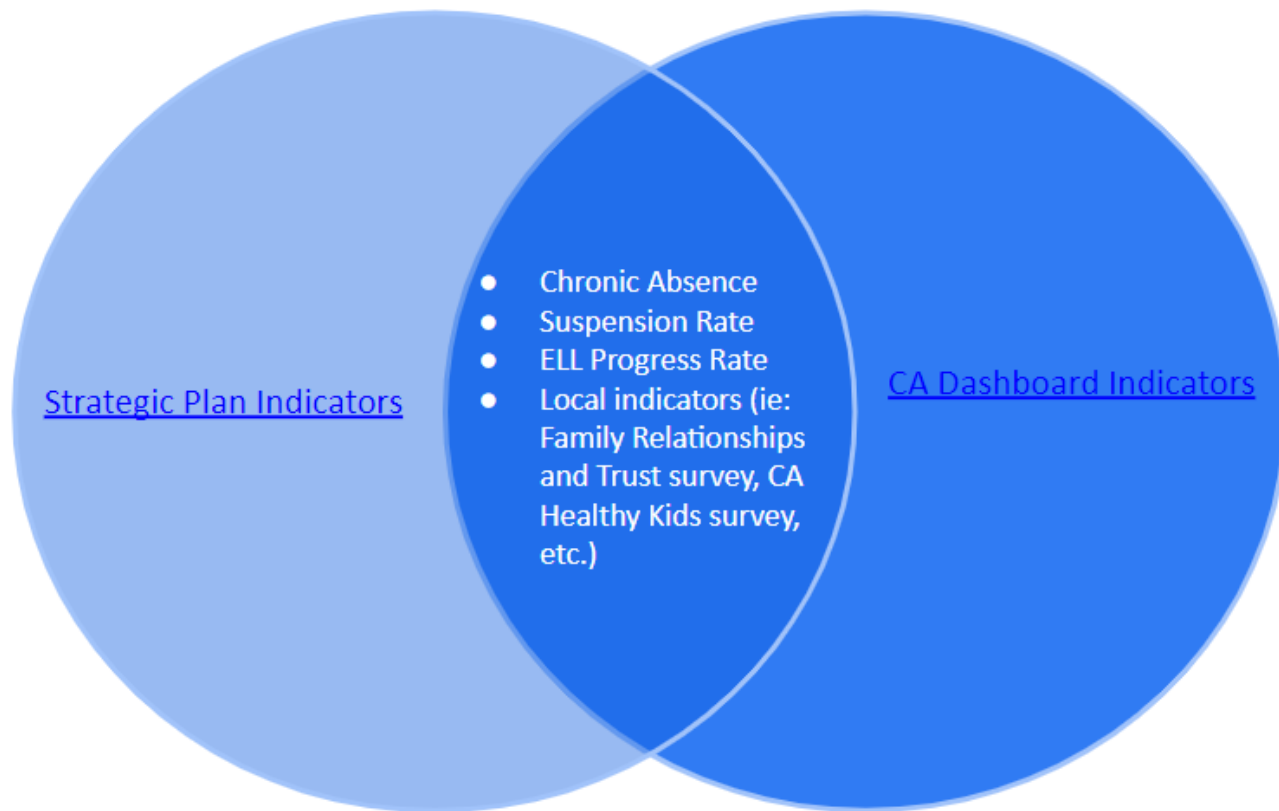
2025-26 LCAP Mid-Year Update

Additional Material

2025-26 LCAP Mid-Year Update

❖ [LCAP Midyear Data 2025-26 \(PDF\)](#)

Strategic Plan Indicators and CA Dashboard Indicators



Reporting Mid-Year Outcome Data

Metric #	Metric	Availability
1.1	ELA SBAC*	Y
1.2	High School Graduation Rate*	Y
1.3	Math SBAC*	Y
1.4	Math Early Assessment Program *	Y
1.5	ELA Early Assessment Program	Y
1.6	CA Standards Aligned Classroom Tasks - Percentage of classroom tasks that are standards aligned on walkthrough tool	N
1.7	PLC Leader impact survey % of positive responses of the PLC leader survey	N
1.8	AUSD Teacher impact survey % of positive responses on the teacher survey	N
1.9	ESN class walkthrough rubric 3x	N
1.10	UC 'a-g' Completion: Percentage of graduating seniors completing UC 'a-g' requirements	Y
1.11	Career Pathway Enrollment: Percentage of high school students enrolled in CTE pathway coursework	Y
1.12	Career Pathway Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway	Y
1.13	Career Pathway AND UC 'a-g' Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway AND UC 'a-g' requirements	Y
1.14	Advanced Placement (AP) Exam Pass Rate: Percentage of AP Exams taken with a score of 3 or more	Y
1.15	Advanced Placement (AP) Enrollment: Percentage of students (Grades 10-12) enrolling in at least 1 AP course	Y

Reporting Mid-Year Outcome Data, cont...

Metric #	Metric	Availability
1.16	College/Career Readiness: Percentage of high school graduates who placed in the 'prepared' level for the C/C indicator on the California Dashboard	Y
1.17	Credentialing: % of teachers fully credentialed and highly qualified	N
1.18	English Learner (EL) Authorization: % of teachers qualified to teach ELs	N
1.19	Assignment: % of teachers appropriately assigned	N
1.20	English Learner Reclassification Rate: % of ELs reclassifying to Fluent English Proficient (FEP)	Y
1.21	Annual growth target for English Language Proficiency Assessment for California (ELPAC) - Should be changed to Percent of students increasing one or more ELPI levels or maintaining the ELP criterion (6 levels)	Y
1.22	English Language Development (ELD) Standards Implementation: % of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD Standards	N
1.23	Designated ELD instruction with fidelity to district model and aligned to ELD Standards	N
1.24	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	Y
1.25	Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	Y
1.26	Student performance on statewide standardized assessments (CAST)	Y
1.27	Extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas required for Grades 1-6 (per Ed. Code 51210) and Grades 7-12 (per Ed. Code 51220(a) to (i)), as applicable	N

Reporting Mid-Year Outcome Data, cont...

Metric #	Metric	Availability
2.1	Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	N
2.2	Post IEP Survey - % Positive responses on Post IEP Survey	N
2.3	Chronic Absenteeism	Y
2.4	Suspension Rate	Y
2.5	Expulsion Rate	Y
2.6	Average Daily Attendance Percentage	Y
2.7	Tiered Fidelity Inventory: District wide % scoring 2 at each level	N
2.8	Data from CHKS Gender Identity & Sexual Orientation module	N
2.9	CHKS Student Safety Question by Grade/Grade Level*	N
2.10	Student outcomes, if available, in the subject areas described for Grades 1-6 (per Ed. Code 51210) and Grades 7-12 (per Ed.Code 51220(a) to (i)), as applicable	N

Reporting Mid-Year Outcome Data, cont...

Metric #	Metric	Availability
3.1	Percentage of non LTEL English Learners who are at risk of becoming LTELs (% of English Learners who are in their 5th year of English Learner status)	Y
3.2	English Learner Access to Common Core State Standards (CCSS): % of non-newcomer ELs accessing CCSS in setting with English-only peers	N
3.3	Percent of students referred for a Special Education assessment who eligible for Special Education vs. those who are referred for a Special Education assessment and aren't eligible.	N
3.4	Middle School drop out rate	Y
3.5	High School dropout rate	Y
3.6	Recorded interventions with goals and progress monitoring	N
3.7	Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	N
3.8	High School Graduation Rate by subgroups: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M	Y
3.9	Chronic Absenteeism	Y
3.10	Suspension Rate	Y
3.11	Students accessing individual mental health counseling district-wide	N
3.12	Students accessing group mental health services	N

Reporting Mid-Year Expenditure - Goal 1

Goal	Action	Goal Title	Budgeted Amount (Revised Amount)	Expenditures 7-1- 2025 to 1-31-2026
1	1	Equitable Grading	\$ 40,000.00	\$5,684.60
1	2	Literacy Framework development and professional learning	\$120,948.00 (\$191,370.00)	\$48,636.47
1	3	Mathematics coaching and Professional Learning	\$ 329,403.00 (\$333,194.00)	\$177,527.82
1	4	Professional Learning and Coaching	\$877,564.00 (\$890,773.00)	\$479,307.14
1	5	Teacher Leader Development and collaboration	\$ 230,000.00	\$113,782.41
1	6	Retain High Quality Staff	\$ 1,000,000.00	\$500,010.00

Reporting Mid-Year Expenditure - Goal 1, cont...

Goal	Action	Action Title/ Description	Budgeted Amount (Revised Amount)	Expenditures 7-1-2025 to 1-31-2026
1	7	Differentiated Professional Learning	\$ 383,349.00	\$191,670.00
1	8	Site SPSA Goals and Actions targeted support	\$ 319,700.00	\$118,716.05
1	9	Strategic Scheduling	\$ 165,156.00 (\$171,035.00)	\$93,291.82
1	10	Improve outcomes in ELA and Mathematics for Students with Disabilities	\$ 201,998.00 (\$243,572.18)	\$105,072.97
1	11	Increase the learning rigor and engagement of students in ESN classes.	\$ 311,157.00 (\$164,672.00)	\$89,571.18
1	12	Data Driven Decision Making and Cycles of Continuous Improvement	\$ 264,448.00 (\$263,351.00)	\$149,775.48

Reporting Mid-Year Expenditure - Goal 1, cont...

Goal	Action	Action Title/ Description	Budgeted Amount (Revised Amount)	Expenditures 7-1-2025 to 1- 31-2026
1	13	Coordination and Support of English Language Learners	\$ 174,716.00	\$101,915.45
1	14	Inclusion for Students with Disabilities	\$ 64,873.00 (\$65,625.00)	\$35,397.82

Reporting Mid-Year Expenditure - Goal 2

Goal	Action	Action Title/ Description	Budgeted Amount (Revised Amount)	Expenditures 7-1-2025 to 1-31-2026
2	1	Culturally Responsive Family Engagement	\$ 135,505.00 (\$134,732.00)	\$59,882.74
2	2	Best Practices Family and School Partnering	\$ 61,737.00 (\$62,043.00)	\$33,668.52
2	3	School Culture	\$ 158,140.00 (\$158,183.00)	\$66,747.33

Reporting Mid-Year Expenditure - Goal 3

Goal	Action	Action Title/ Description	Budgeted Amount (Revised Amount)	Expenditures 7- 1-2025 to 1-31- 2026
3	1	Targeted Intervention	\$ 1,552,086.00 (\$1,776,245.00)	\$954,037.58
3	2	Increased FTE to Support English Language Learners	\$ 415,915.00 (\$415,292.00)	\$226,804.57
3	3	Expanded Mental Health Services*	\$ 1,420,327.00 (\$1,280,582.00)	\$503,298.72
3	4	Equity and Inclusion*	\$ 934,118.00 (\$941,202.00)	\$503,298.72
3	5	Mentoring and Advising	\$ 818,156.00 (\$888,323.00)	\$476,032.07

Reporting Mid-Year Expenditure - Goal 4

Goal	Action	Action Title/ Description	Budgeted Amount (Revised Amount)	Expenditures 7- 1-2025 to 1-31- 2026
4	1	Equity Multiplier Focus Goal – Graduation Rate and College/Career Readiness	\$ 104,243.00 (\$143,208.00)	\$76,611.49

What's New in the CA Dashboard?

Important Changes for 2025 Dashboard (Released on November 13, 2025)



Science Indicator

Now includes Status, Change, Performance Colors, and participation rate penalty



Growth Data

Reports performance categories and year-to-year change



College/ Career Indicator (CCI)

AP course completion with a C- or better as additional criterion



Teacher Assignment Data

Added as a Dashboard card for LEAs and schools

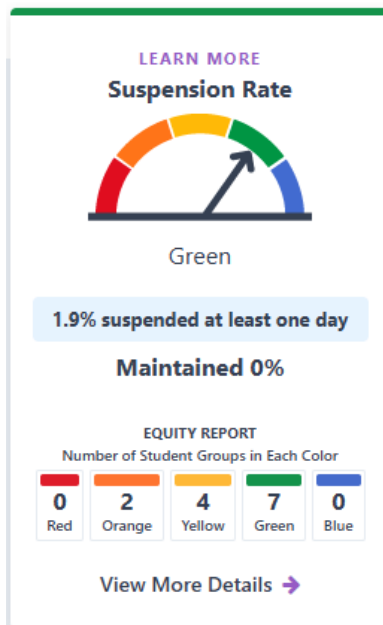


Long Term English Learners (LTEL)

Differentiated Assistance Criteria is modified

Suspension Rate

The percent of students who were suspended for at least one full day during the school year



LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 2.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.3 p.pts to 2.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.2 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.3 p.pts to 1.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 2.0 p.pts or more)</i>
VERY LOW <i>1.0% or less in Current Year</i>	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW <i>1.1% to 2.5% in Current Year</i>	Orange (None)	Yellow <ul style="list-style-type: none"> Filipino 	Green <ul style="list-style-type: none"> All Students (District Placement) Asian White Two or More Races 	Green (None)	Blue (None)
MEDIUM <i>2.6% to 4.5% in Current Year</i>	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> Hispanic or Latino 	Green <ul style="list-style-type: none"> English Learners Socioeconomically Disadvantaged Students with Disabilities Native Hawaiian or Pacific Islander 	Green (None)
HIGH <i>4.6% to 8.0% in Current Year</i>	Red (None)	Orange <ul style="list-style-type: none"> Homeless 	Orange <ul style="list-style-type: none"> Black or African American 	Yellow <ul style="list-style-type: none"> Long-Term English Learners Foster Youth 	Yellow (None)
VERY HIGH <i>8.1% or greater in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Chronic Absenteeism

The percent of students who were absent for 10 percent or more of the total instructional school days

LEARN MORE Chronic Absenteeism



Yellow

10.3% chronically absent

Declined 2% ↕

EQUITY REPORT

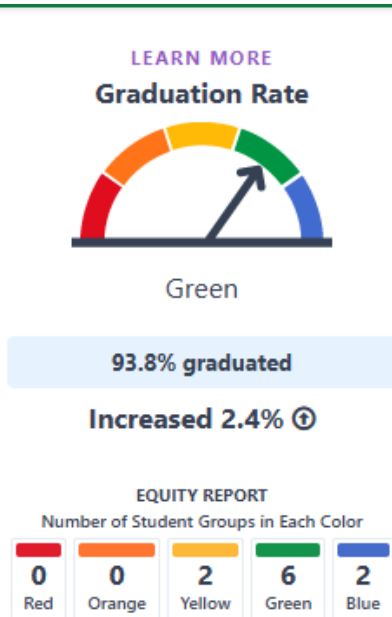
Number of Student Groups in Each Color



LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 3.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i>
VERY LOW <i>2.5% or less in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW <i>2.6% to 5.0% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>5.1% to 10.0% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green <ul style="list-style-type: none"> Asian Hispanic Two or More Races 	Green <ul style="list-style-type: none"> White
HIGH <i>10.1% to 20.0% in Current Year</i>	Red (None)	Orange <ul style="list-style-type: none"> Long-Term English Learners 	Orange (None)	Yellow <ul style="list-style-type: none"> All Students (District Placement) English Learners Socioeconomically Disadvantaged Hispanic or Latino 	Yellow (None)
VERY HIGH <i>20.1% or greater in Current Year</i>	Red (None)	Red <ul style="list-style-type: none"> Foster Youth Homeless 	Red (None)	Orange <ul style="list-style-type: none"> Students with Disabilities Black or African American 	Yellow (None)

Graduation Rate*

The percent of students who received a diploma at the end of grade twelve

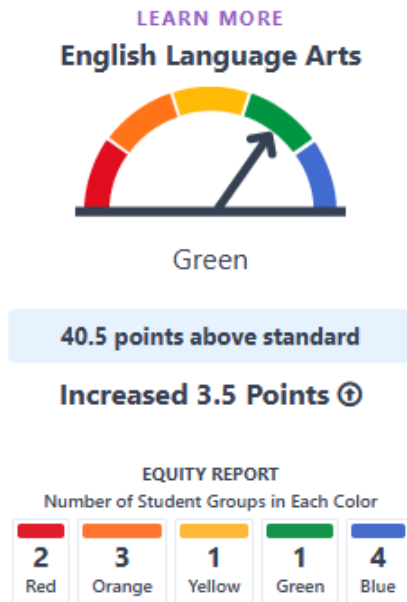


LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 5.1 p.pts or more)</i>	DECLINED <i>from Prior Year (by 1.0 p.pts to 5.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.9 p.pts or fewer)</i>	INCREASED <i>from Prior Year (by 1.0 p.pts to 4.9 p.pts)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 5.0 p.pts or more)</i>
VERY HIGH (HIGHEST STATUS) <i>95.0% or greater in Current Year</i>	Gray (N/A)	Blue (None)	Blue (None)	Blue <ul style="list-style-type: none"> Black or African American Filipino 	Blue (None)
HIGH <i>90.5% to 94.9% in Current Year</i>	Orange (None)	Yellow (None)	Green <ul style="list-style-type: none"> Asian White 	Green <ul style="list-style-type: none"> All Students (District Placement) Long-Term English Learners Socioeconomically Disadvantaged Hispanic or Latino 	Blue (None)
MEDIUM <i>80.0% to 90.4% in Current Year</i>	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> Two or More Races 	Green <ul style="list-style-type: none"> English Learners 	Green (None)
LOW <i>68.0% to 79.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> Students with Disabilities 	Yellow (None)
VERY LOW (LOWEST STATUS) <i>67.9% or less in Current Year</i>	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

*Most, if not all of the change in Graduation Rate is due to a data submission timeline issue and coding errors that occurred last year

English Language Arts*

The average distance from meeting the standard on the ELA State Assessment (SBAC or CAA)

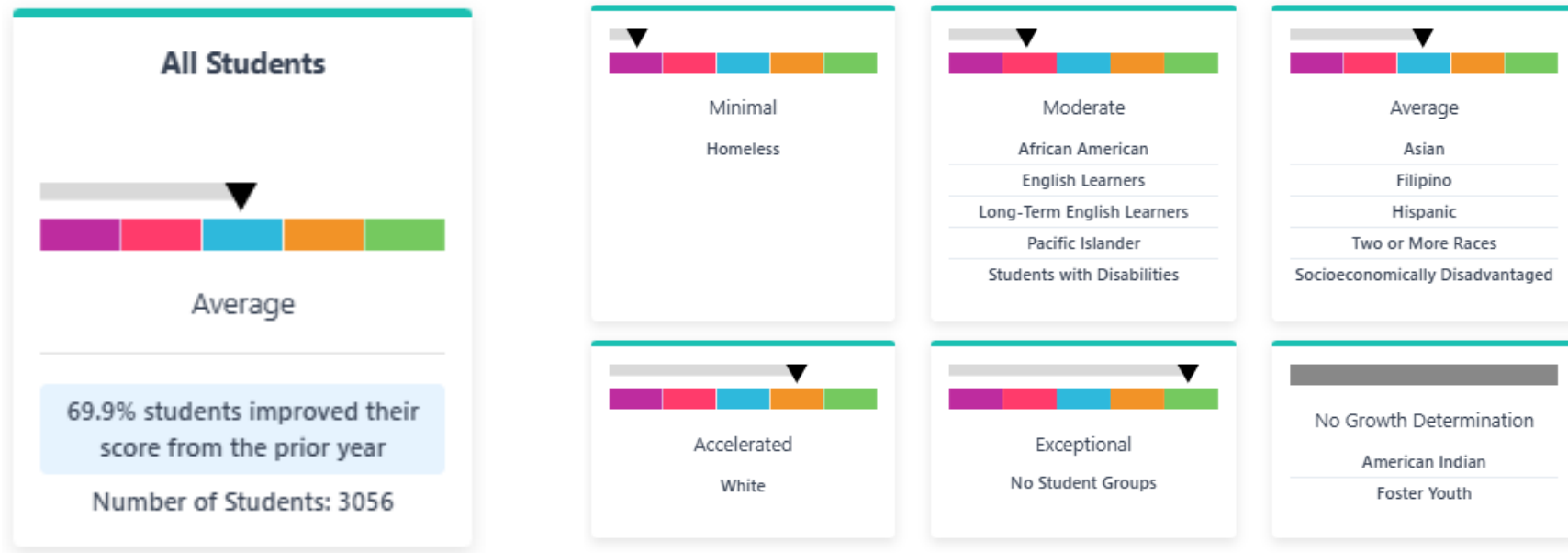


LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+45.0 points or more Current Year</i>	Green (None)	Green (None)	Blue • Asian	Blue • White • Two or More Races	Blue (None)
HIGH <i>+10.0 to +44.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green • All Students (District Placement)	Blue • Filipino
MEDIUM <i>-5.0 to +9.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green • Hispanic or Latino	Green (None)
LOW <i>-5.1 to -70.0 points in Current Year</i>	Orange (None)	Orange (None)	Orange • English Learners • Socioeconomically Disadvantaged • Black or African American	Yellow • Students with Disabilities	Yellow (None)
VERY LOW (LOWEST STATUS) <i>-70.1 points or lower in Current Year</i>	Red • Homeless	Red • Long-Term English Learners	Red (None)	Orange (None)	Orange (None)

*A more in-depth analysis of the State Assessments was presented to the public at the October 28th, 2025 board meeting.

2025 AUSD Dashboard Results ELA

Growth data measures the year-to-year improvement in students' assessment scores in grades 4-8. It does not include the alternate assessment or control for student group



Math*

The average distance from meeting the standard on the Math State Assessment (SBAC or CAA)

LEARN MORE
Mathematics



Green

18.8 points above standard

Increased 9.1 Points ⓘ

EQUITY REPORT

Number of Student Groups in Each Color



LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+35.0 points or more in Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue <ul style="list-style-type: none"> Asian White 	Blue (None)
HIGH <i>0.0 to +34.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green <ul style="list-style-type: none"> All Students (District Placement) Two or More Races 	Blue <ul style="list-style-type: none"> Filipino
MEDIUM <i>-0.1 to -25.0 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>-25.1 to -95.0 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> English Learners Socioeconomically Disadvantaged Students with Disabilities Black or African American Hispanic or Latino 	Yellow (None)
VERY LOW (LOWEST STATUS) <i>-95.1 points or fewer in Current Year</i>	Red (None)	Red <ul style="list-style-type: none"> Homeless 	Red (None)	Orange <ul style="list-style-type: none"> Long-Term English Learners 	Orange (None)

College and Career Indicator

LEARN MORE
College/Career



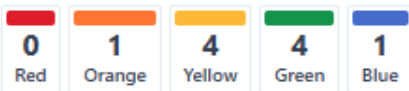
Green

Prepared 66.8%

Maintained -1.4%

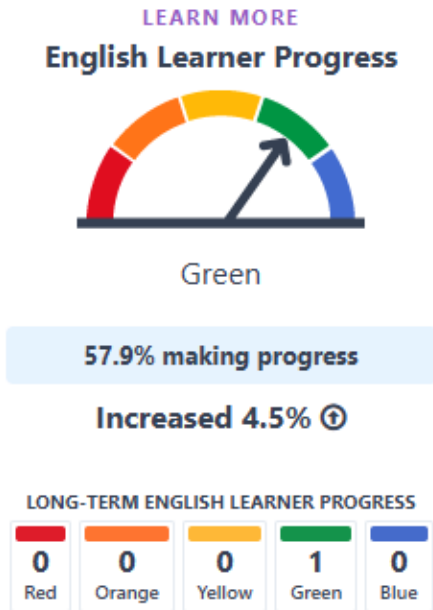
EQUITY REPORT

Number of Student Groups in Each Color



LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
VERY HIGH <i>70.0% or greater in Current Year</i>	Yellow (None)	Green • White	Blue • Asian	Blue (None)	Blue (None)
HIGH <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow • Filipino • Two or More Races	Green • All Students (District Placement)	Green (None)	Blue (None)
MEDIUM <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow • Socioeconomically Disadvantaged • Hispanic or Latino	Green • English Learners • Long-Term English Learners • Black or African American	Green (None)
LOW <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange • Students with Disabilities	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

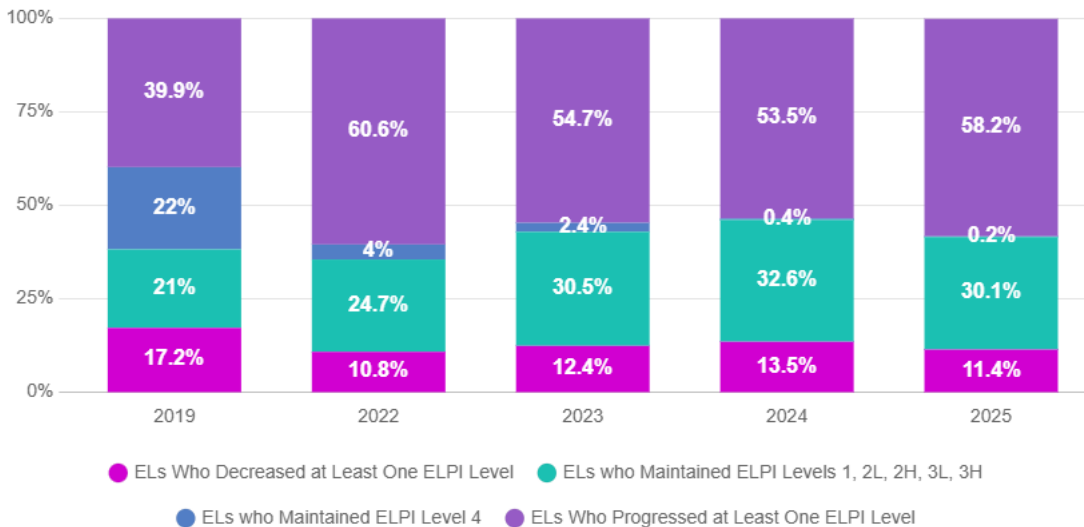
English Learner Progress



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Science (Informational Purposes)

All Students

All Students State



Green

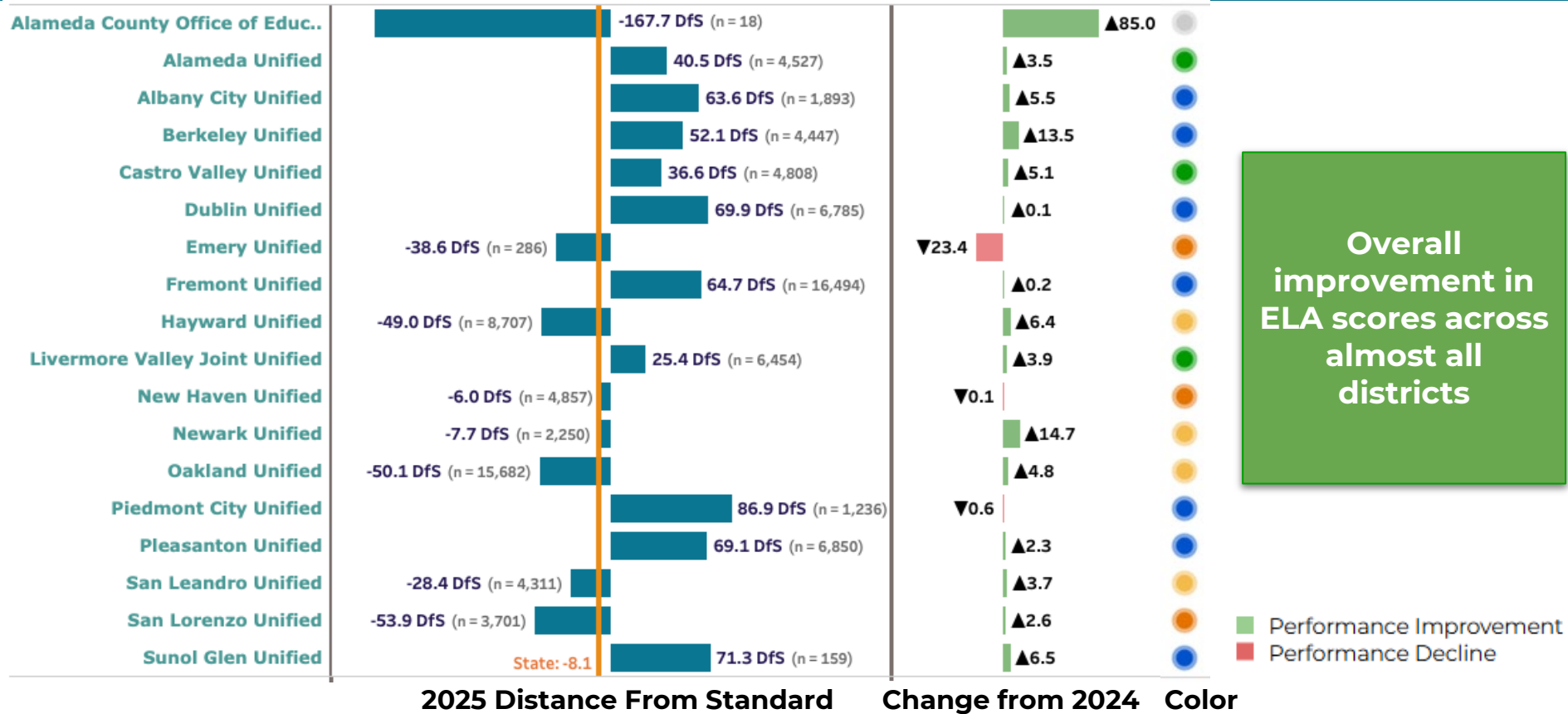
63.9 science points

Maintained 1.2 Points

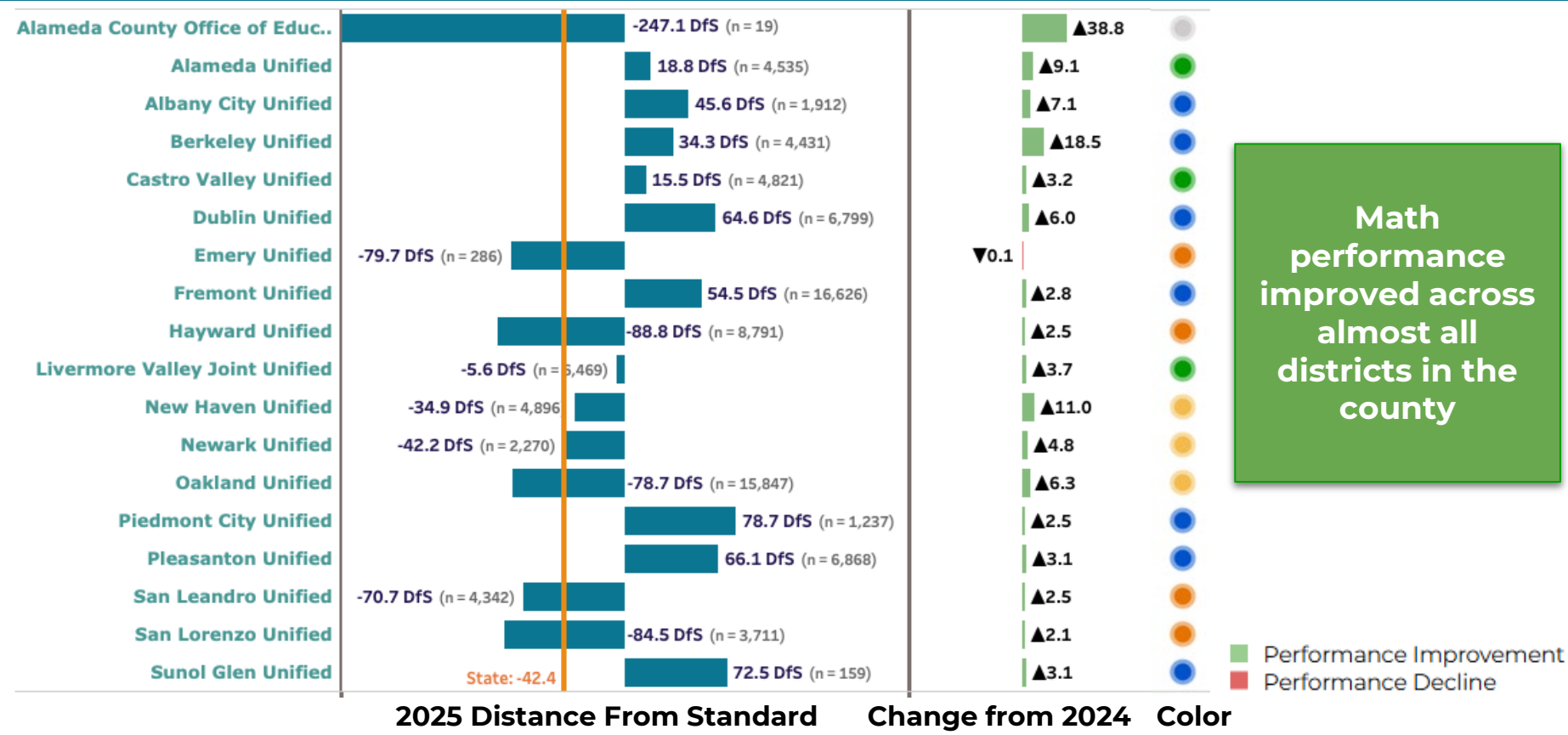
Number of Students: 2,024

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 5.1 science points or more)</i>	DECLINED <i>from Prior Year (by 2.0 to 5.0 science points)</i>	MAINTAINED <i>from Prior Year (declined or increased by 1.9 science points or fewer)</i>	INCREASED <i>from Prior Year (by 2.0 to 4.9 science points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 5.0 science points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+65.0 points or more in Current Year</i>	Green (None)	Green (None)	Blue <ul style="list-style-type: none"> White 	Blue <ul style="list-style-type: none"> Asian Two or More Races 	Blue (None)
HIGH <i>+55.0 to +64.9 points in Current Year</i>	Green (None)	Green (None)	Green <ul style="list-style-type: none"> All Students (District Placement) 	Green <ul style="list-style-type: none"> Filipino 	Blue (None)
MEDIUM <i>+45.0 to +54.9 in Current Year</i>	Yellow (None)	Yellow (None)	Yellow <ul style="list-style-type: none"> English Learners Socioeconomically Disadvantaged Black or African American Hispanic or Latino 	Green (None)	Green (None)
LOW <i>+35.0 to +44.9 points in Current Year</i>	Orange (None)	Orange (None)	Orange <ul style="list-style-type: none"> Students with Disabilities 	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) <i>+34.9 points or fewer in Current Year</i>	Red (None)	Red <ul style="list-style-type: none"> Long-Term English Learners Homeless 	Red (None)	Orange (None)	Orange (None)

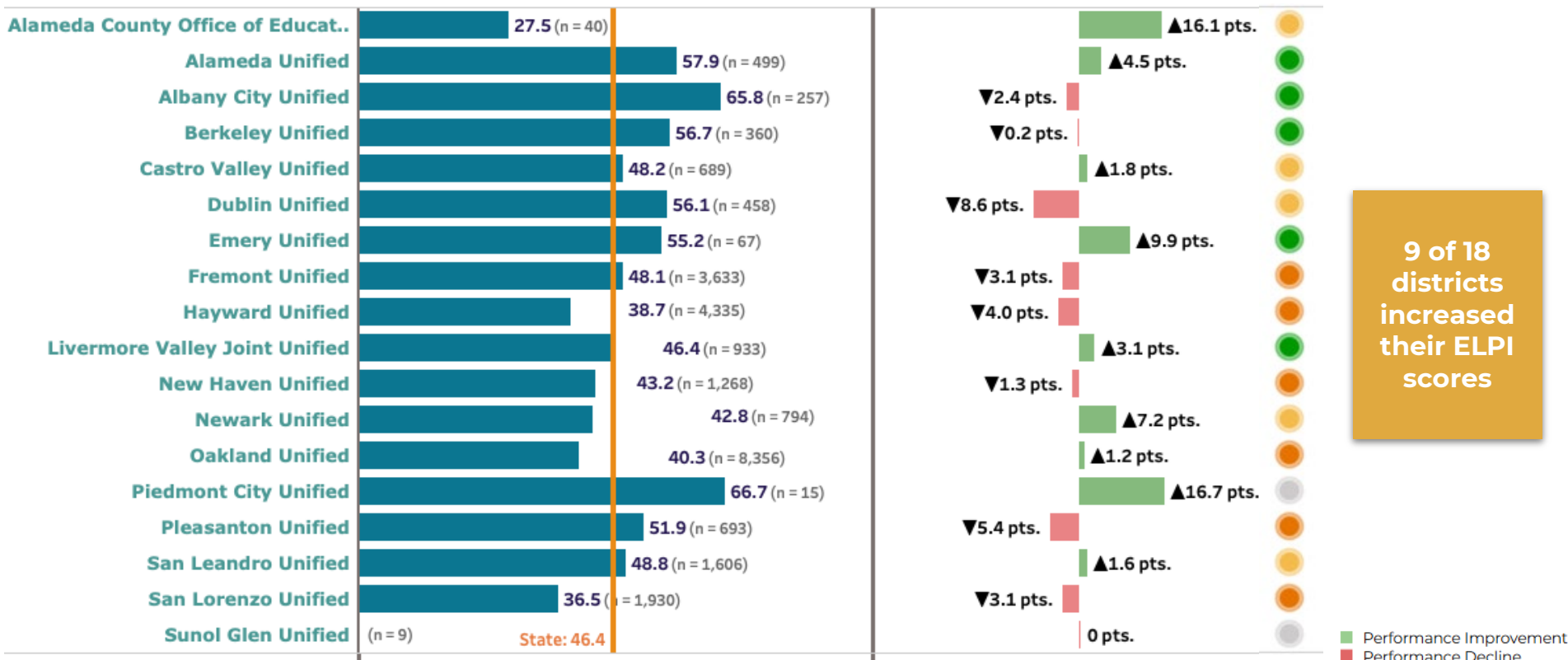
2025 Academic Performance (ELA): Status and Change



2025 Academic Performance (Math): Status and Change



2025 ELPI: Status and Change

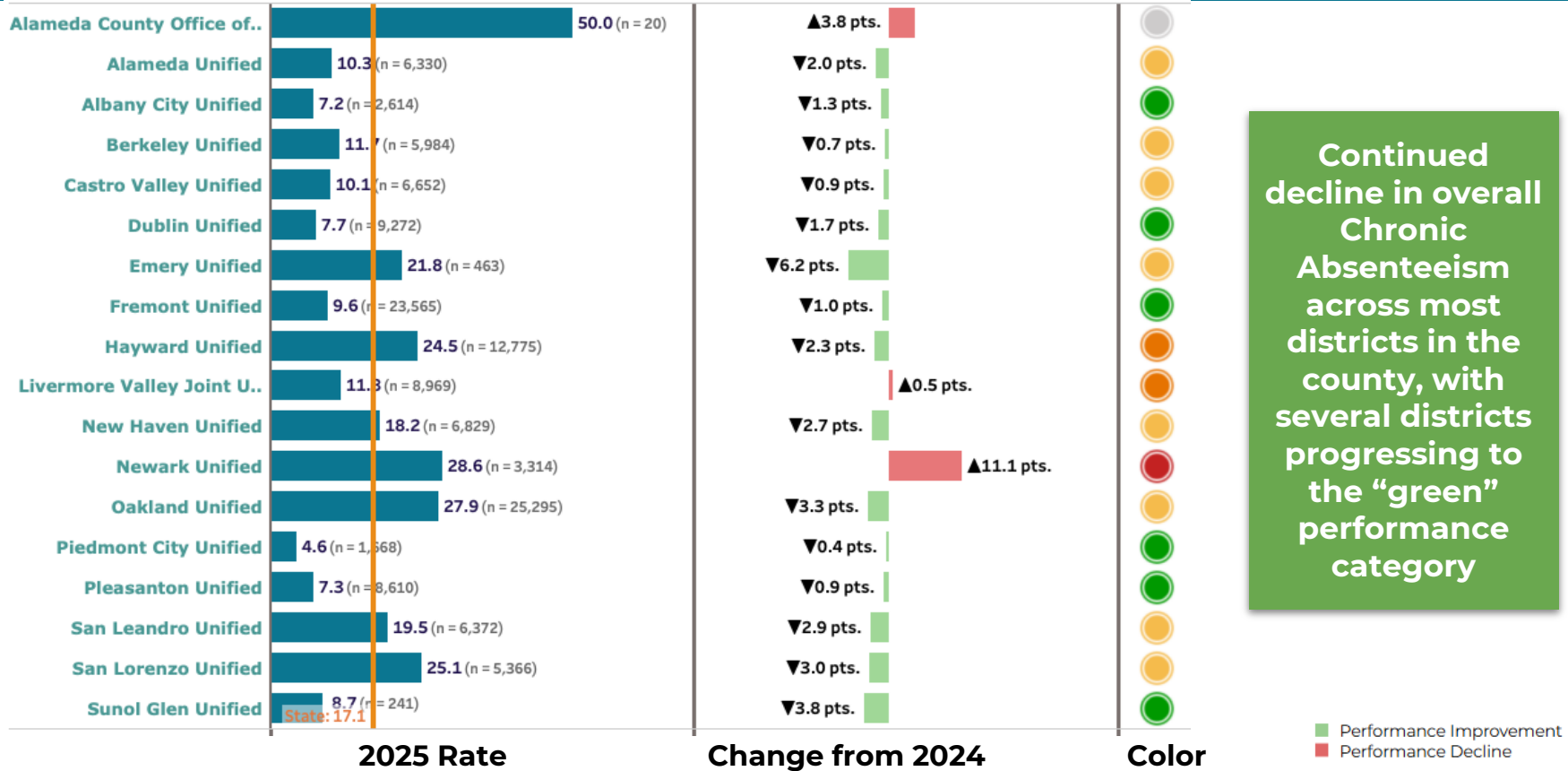


2025 Percent Making Progress

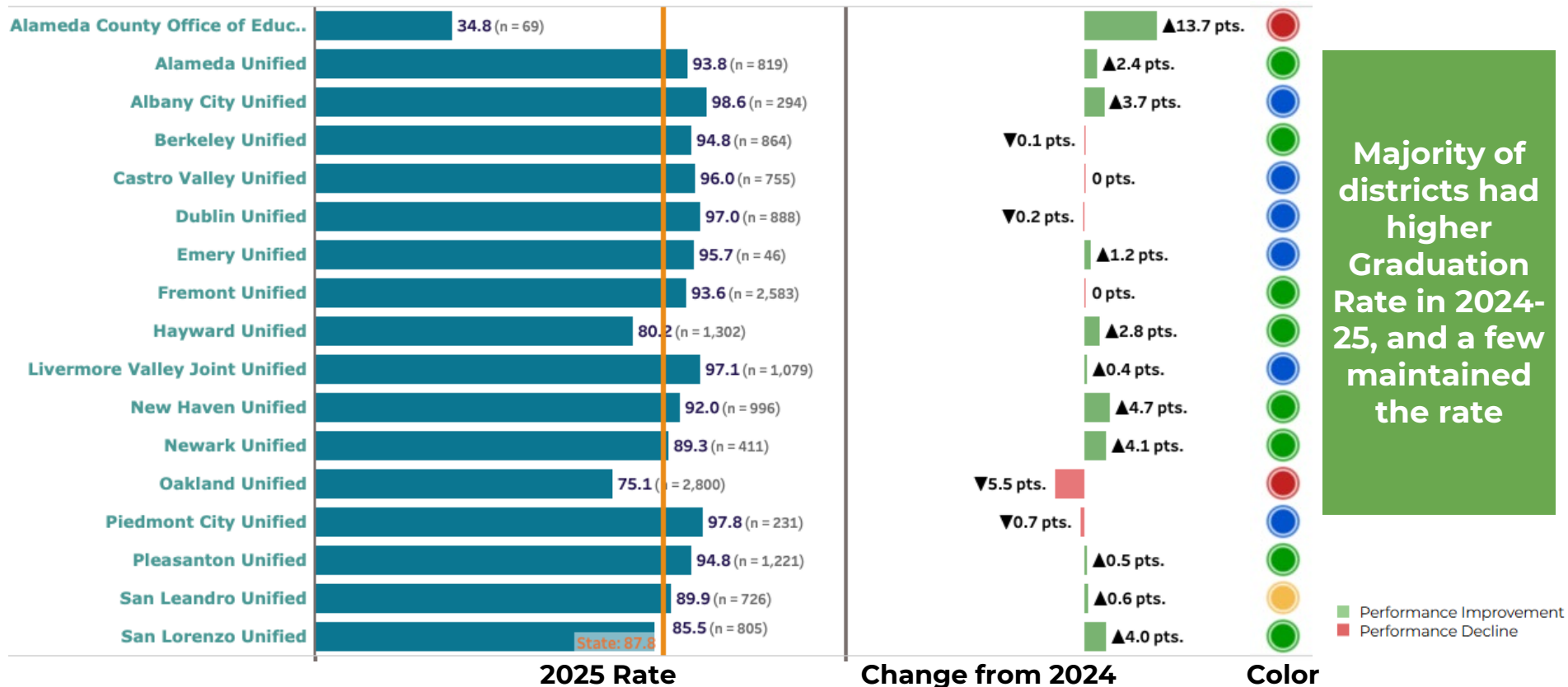
Change from 2024

Color

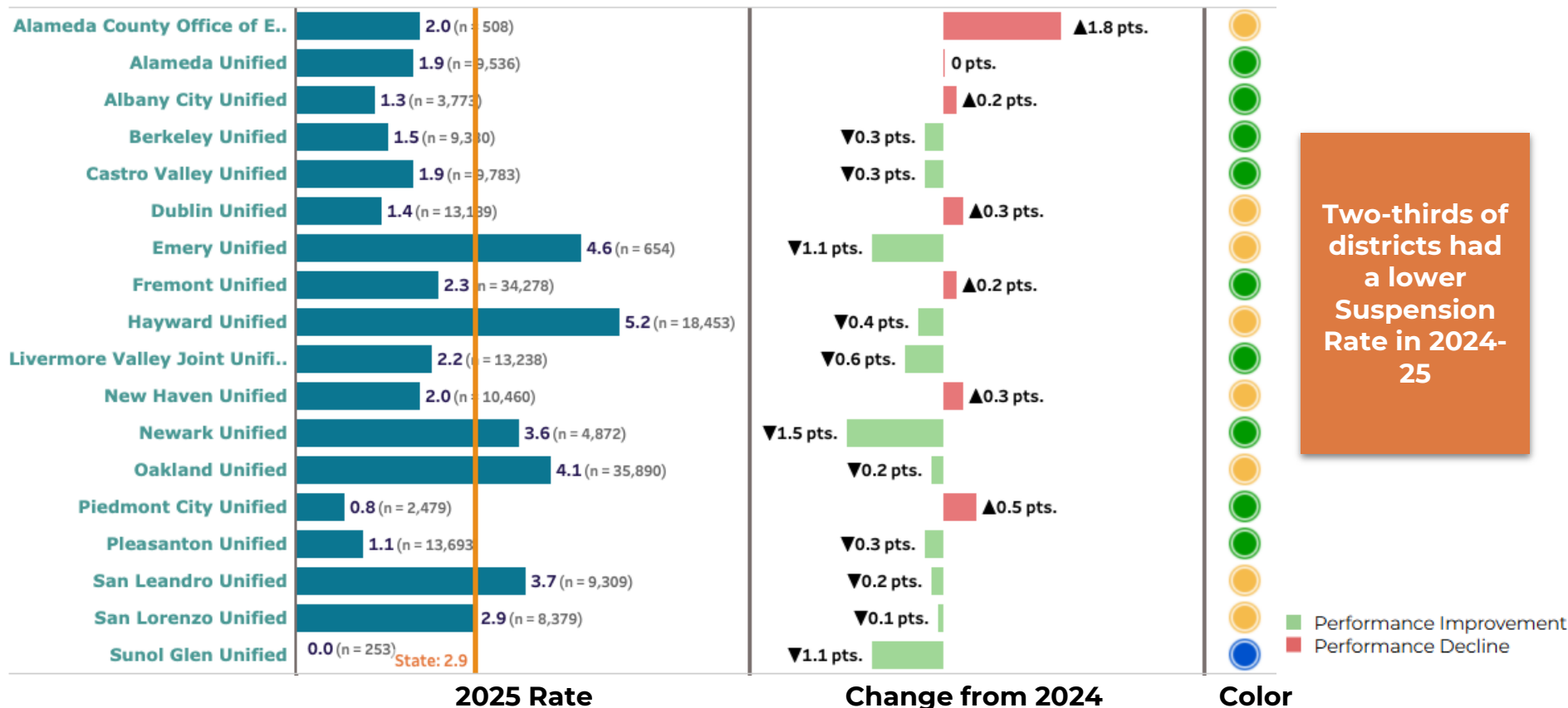
2025 Chronic Absenteeism Rate: Status and Change



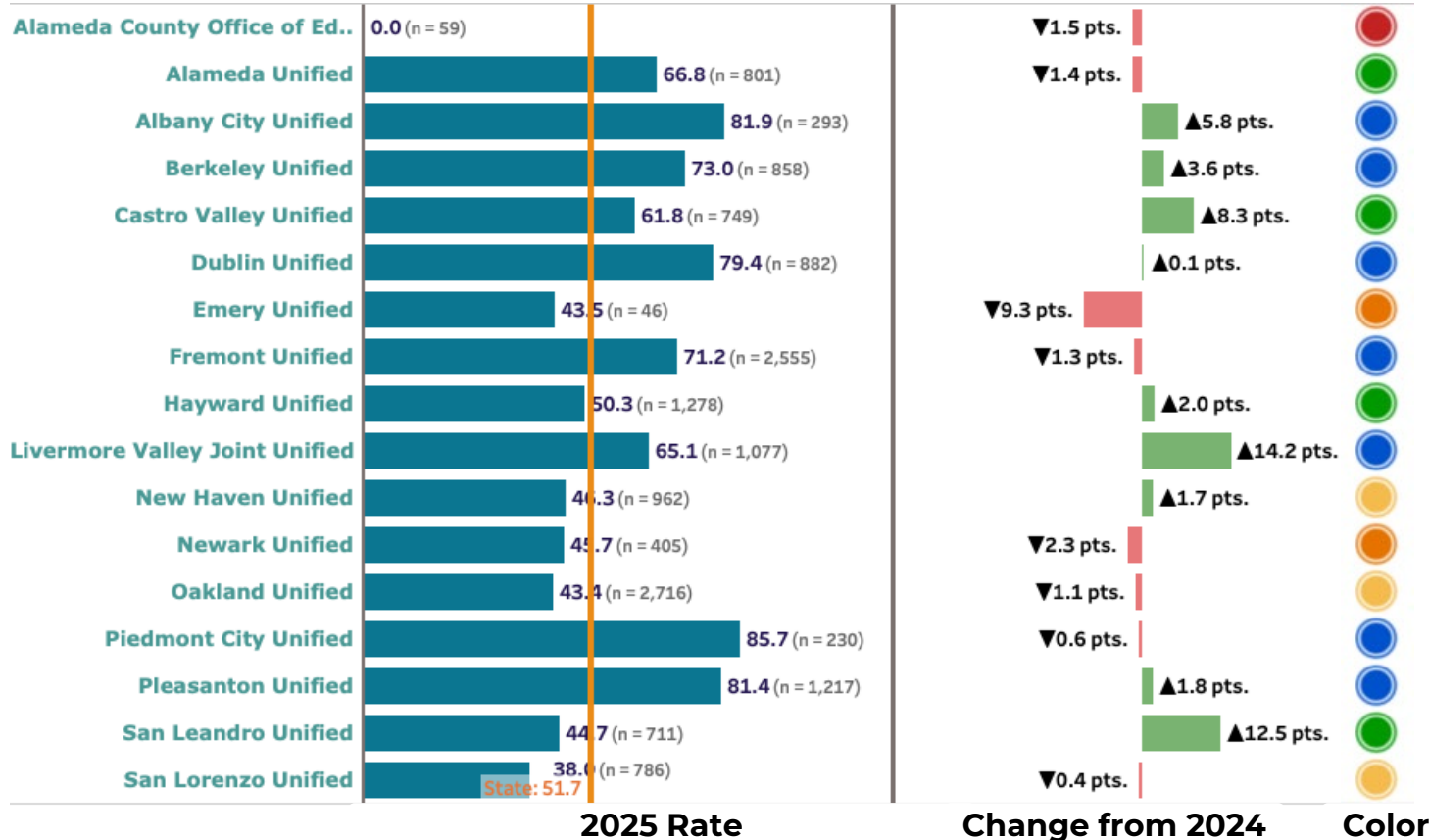
2025 Graduation Rate: Status and Change



2025 Suspension Rate: Status and Change



2025 College/Career Indicator: Status and Change



Half of the districts in the county had a higher percentage of students who were college or career prepared*

**Note that with modifications to CCI, the 2024 rate was re-calculated to determine "Change"*

Appendix I: Resources

- [Flyers for Parents \(and Those New to the Dashboard\)](#)
- [Flyers for Educators](#)
- [On-Demand Recordings and Notetaking Guide](#)
- [Talking Points](#)
- [Additional Resources](#)
- [2024 Suspension Rate Indicator Detailed Data](#)
- [2024 Chronic Absenteeism Indicator Detailed Data](#)
- [2024 Graduation Rate Indicator Detailed Data](#)
- [2024 English Language Arts Indicator Detailed Data](#)
- [2024 Math Indicator Detailed Data](#)
- [English Learner Progress Indicator Detailed Data](#)
- [College/Career Indicator Detailed Data](#)

Appendix II: How is Race/Ethnicity Determined?

What is the federal requirement for collecting data on race and ethnicity?

A two-part question must be used to collect data about students' or staff members' race and ethnicity.

- The first part should consist of a question about the respondent's ethnicity:
 - Hispanic or Latino
 - Not Hispanic or Latino
- The second part asks respondents to select one or more races from the following categories:
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White

In addition, [California Government Code \(GC\) Section 8310.5](#) requires the detailed collection of Asian and Pacific Islander sub-populations.

Data Reporting

What do we do about students or staff members who are already in our student information system whose race or ethnicity is stored as “Declined to State” or “Unknown”?

The federal guidelines assume that the process for identifying students and staff remains unchanged; that is, the race and ethnicity for all students and staff are identified, preferably by self-identification. The CDE will implement a default designation in federal reports that will be applied to records without valid race designations. To prevent such default designations for missing information in student and staff records, LEAs may want to re-survey students or staff for whom the data are missing.

[back to top](#)

I have aggregate reports that I need to send off for other state and federal programs. How do I aggregate the data according to the new categories?

Aggregation will not be an issue with CALPADS reporting, because LEAs will report student level data to CALPADS. LEAs may have specialized programs, however, where they may be required to submit aggregate reports that include student or staff demographic data. Race and ethnicity data should be aggregated into the following seven categories for federal education program reporting:

- Hispanic/Latino of any race;

Only for individuals who are non-Hispanic/Latino:

- American Indian or Alaska Native,
- Asian,
- Black or African American,
- Native Hawaiian or Other Pacific Islander,
- White

For any individuals who identify themselves as not Hispanic and identify themselves by more than one race, they should be reported as:

- Two or more races

Please contact your CDE program representative to confirm specific state program reporting instructions.

For additional information: <https://www.cde.ca.gov/ds/sp/cl/refaq.asp#q1>

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Presentation of Alameda Community Learning Center's (ACLC) Materials Revision Request and AUSD's Review Process and Criteria (20 Mins/Information)

Item Type: Information

Background: On January 27, 2026, Alameda Community Learning Center submitted a Request for Material Revision to the Alameda Unified School District (AUSD).

Community Learning Center Schools (CLCS) currently operates two charter schools; Alameda Community Learning Center (ACLC) and New Community Learning Center (Nea). CLCS intends to change the grade span at ACLC from 6-12 to 9-12 commencing with the 2026-27 school year.

Tonight, Alameda Community Learning Center staff will make a presentation to the Board of Education in support of their Material Revision Request. The Board will also be informed of AUSD's material revision review process and criteria.

On March 10, 2026, AUSD staff will bring back to the Board of Education their findings and recommendations from the conducted review. Upon arriving at a satisfactory outcome, staff will seek Board approval by presenting a resolution on March 24, 2026.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
▣	ACLC Material Revision Cover Letter and Request	2/3/2026	Backup Material
▣	ACLC Material Revision_Redline	2/3/2026	Backup Material
▣	Presentation_ACLC Material Revision	2/3/2026	Backup Material
▣	Presentation_AUSD's Review Process and Criteria	2/3/2026	Backup Material
▣	AUSD's Charter School Material Revision Handbook	2/3/2026	Backup Material

January 27, 2026

Via Email

Board of Education and Superintendent Scuderi
Alameda Unified School District
2060 Challenger Drive
Alameda, CA 94501

Subject: Material Revision to Alameda Community Learning Center's Charter Petition

Hello Trustees and Superintendent Scuderi,

The Alameda Community Learning Center is requesting the Board of Education's approval of a material revision to ACLC's charter petition. This cover letter summarizes the accompanying charter petition material revision. ACLC is very appreciative of the Alameda Unified School District's support and consideration of this material revision. Your staff have indicated that we will present the material revision to you at your February 10, 2026, Board Meeting and we look forward to answering any questions you or the District's staff may have.

The principal change to ACLC's charter petition is a change in the grade levels served. The District's Board of Education also authorizes the Nea Community Learning Center charter petition, and both ACLC and Nea are operated by Community Learning Center Schools, Inc., and co-located at 1900 Third Street, Alameda. ACLC is currently approved to serve students in grades 6-12 and Nea is approved to serve students in grades TK-8. CLCS would like to eliminate the duplication in grade levels served by the two charter schools so this material revision proposes to update ACLC's charter petition to serve grades 9-12. If approved, Nea would continue to serve grades TK-8 while ACLC focused on grades 9-12 and Nea 8th graders would be given priority enrollment for ACLC 9th grade.

Accompanying materials explain the impacts to ACLC's multi-year budget if this grade level change is approved. To summarize, serving fewer grade levels would reduce ACLC's revenue, but resulting savings from staffing reductions would exceed the lost revenue. ACLC anticipates a small operating deficit in the 2026/2027 school year but will still have a very healthy 25% reserve and ACLC will return to budget surpluses in subsequent years. Next year's operating deficit would not be worsened by the proposed grade level change.

An enrollment preference for Nea 8th graders seeking to enroll in ACLC for 9th grade will not negatively impact the diversity of ACLC’s student body. The demographics of each school’s student body have typically been very similar while Nea has historically enrolled more students from within the District’s boundaries than ACLC. Based on enrollment trends, we anticipate that this enrollment preference could negligibly change ACLC’s demographics while leading to more in-District enrollment, or it could possibly lead to increased enrollment of Hispanic students and increased in-District enrollment. Additionally, this is a legally permissible enrollment preference. While ACLC is not participating in the charter school facility grant program, if it were then ACLC would be legally required to adopt this enrollment preference. (*See* Title 20, U.S.C. sec. 7221i (2)(H)(ii) which defines “charter school” to limit grant funding to schools with automatic enrollment for students of an affiliated charter school in the immediately preceding grade level.) Finally, current ACLC 6th and 7th graders will be offered enrollment in Nea, and this enrollment preference will ensure that these students will be able to return to ACLC once they reach 9th grade.

As required by Education Code section 47607(b), the material revision also includes changes to reflect new requirements of charter schools enacted into law after the ACLC charter petition was last renewed in 2019.

Below is a summary of the changes in the proposed material revision. Page numbers refer to the redlined Word copy. Page numbers will be slightly different when viewing the “clean” PDF copy.

Section/Page #	Summary/Purpose of Changes
Throughout	Updates to reflect non-substantive changes in Education Code section 47605, including renumbering of Education Code section 47605’s subdivisions.
Throughout	Updates to reflect future operation serving grades 9-12 instead of grades 6-12. Grade 6-8 references in 2019’s renewal data were not updated. 2019 renewal data will be replaced in the future when ACLC seeks petition renewal.
Affirmations/Assurances Page 7	Former Element O (Who is the exclusive public employer?) was one of the required “reasonably comprehensive descriptions” under Ed. Code section 47605(c)(5). Now it is a standalone ground for denial as section 47605(c)(6). Element O’s content was moved from later in the petition to the affirmations/assurances section.
Affirmations/Assurances Page 8	Additions to align with new legal requirements regarding admission, enrollment, and disenrollment of students.

Element A Pages 11, 14, 20, 23	<u>Educational Program</u> Updated and expanded to align with new legal requirements found in Education Code Section 47605(c)(5)(G). Updated to align with serving grades 9-12 by removing references to grades 6-8 and associated courses.
Element F Pages 60-65	<u>Procedures to Ensure the Health and Safety of Pupils and Staff</u> Updates to align with new legal requirements and to clarify relationship and authority between advisory bodies and the CLCS governing board in student disciplinary matters.
Element G Pages 68-70	<u>Method for Achieving Racial and Ethnic Balance</u> Updates to align with new legal requirements.
Element H Page 71-72	<u>Admission Requirements</u> Updates to reflect changes in age requirement for transitional kindergarten enrollment. Addition to give enrollment preference to affiliated charter school Nea 8 th graders applying to enter ACLC for 9 th grade.
Element J Pages 82-93	<u>Disciplinary, Suspension, Expulsion Procedures</u> Updates to align with new legal requirements.
Elements O and P Page 106	<u>Employee Representation / School Closure Procedures</u> As noted above, the contents of the old Element O were moved to the assurances/affirmations to reflect a reorganization within Ed. Code section 47605. The old Element P is now Element O.

Pursuant to your Charter Schools Material Revision Handbook, we have consulted with Assistant Superintendent Kristen Zazo before submitting this material revision. Additionally, the CLCS, Inc. Board of Directors (which is ACLC's governing board) authorized me to submit this material revision at the Board of Director's January 15, 2026, Board Meeting. If requested, we can provide our board meeting minutes which will be approved on February 12, 2026.

Accompanying this cover letter are:

- Alameda Community Learning Center's proposed materially revised charter petition (bookmarked PDF).
- A Microsoft Word "redline" comparison of the proposed materially revised charter petition to the operative 2019-approved ACLC charter petition.
- Budget narrative and updated MYP.
- Proposed slides for ACLC's presentation to the Board of Education at its February 10, 2026, Board Meeting

We certify that this material revision is complete. Should you have any further questions or concerns, please do not hesitate to reach out to me.

Sincerely,

A handwritten signature in cursive script, appearing to read "A. Moore", positioned above a horizontal line.

Annalisa Moore, Executive Director of CLCS, Inc.

CC: Assistant Superintendent Zazo

ACLC

ALAMEDA
COMMUNITY
LEARNING
CENTER



Charter Renewal Petition for

Community Learning Center Schools, Inc. (CLCS)
a Non-profit Public Benefit Corporation

to

Alameda Unified School District

for the Operation of the

Alameda Community Learning Center (ACLC)

September 24, 2019

Material Revision Submitted - January 27, 2026

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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 the Charter Schools Act.

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

California Charter Schools Act

In accordance with California Charter Schools Act, the Community Learning Center Schools, Inc., (hereafter referred to as “CLCS”), a 501c(3) tax exempt non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education (hereafter referred to as “AUSD ”¹ or the “District”) 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 achievement.

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

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

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

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

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

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

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes

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

written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

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

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

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

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

(5) The petition does not contain reasonably comprehensive descriptions of all of the following: Ed. Code § 47605(b).

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

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

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

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

CLCS seeks to renew the Alameda Community Learning Center (“ACLC”) 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 18 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 pupils who are identified as academically low achieving.

(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 18 years (13 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.

(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 teachers at every level of the

decision making and creates opportunities for teachers to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: The school will continue to create expanded choices in the type of educational opportunities that are available within the AUSD 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: Being a charter school, ACLC is held accountable to the public via its chartering agency using a performance-based accountability system.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools: The school will continue to provide vigorous competition within the public school system to stimulate improvements in all public schools.

AFFIRMATIONS/ASSURANCES

If awarded a charter renewal, the Alameda Community Learning Center operated by Community Learning Center Schools:

- 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)]
- Shall be deemed the exclusive public school employer of the employees of the *Alameda Community Learning Center* for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)] Under the EERA, CLCS employees shall have the right to form a collective bargaining unit and join a union of their choice and to negotiate directly with CLCS. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative.
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- 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(e)(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(e)(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(e)(2)(B and C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- Shall not discourage a student from enrolling or seeking to enroll in the *Alameda Community Learning Center* for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii): disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students' nationality, race, ethnicity, or sexual orientation.
- Shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment.
- Shall not encourage a student attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(B)(2)(iii) (see characteristics listed above). This shall not apply to actions taken by *Alameda Community Charter School* pursuant to the expulsion or disenrollment procedures described in this Petition and accompanying policies which comply with the requirements of Education Code Section 47605(c)(5)(J).
- Shall post CDE's model Charter School Compliant Notice on its internet website and shall provide a parent or guardian, or a student if the student is 18 years of age or older, a copy of this notice whenever (1) a parent, guardian, or student inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(e)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the *Alameda Community Learning Center* including but not limited to:
 - The *Alameda Community Learning Center* shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The *Alameda Community Learning Center* shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The *Alameda Community Learning Center* shall comply with any jurisdictional limitations to locations of its facilities.
 - The *Alameda Community Learning Center* shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The *Alameda Community Learning Center* shall comply with all applicable portions of the Every Student Succeeds Act.
 - The *Alameda Community Learning Center* shall comply with the Public Records Act.

- The *Alameda Community Learning Center* shall comply with the Family Educational Rights and Privacy Act.
- The *Alameda Community Learning Center* shall comply with the Ralph M. Brown Act.
- The *Alameda Community Learning Center* shall meet or exceed the legally required minimum of school days.

ELEMENT A: 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(c)(5)(A)(i).

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(c)(5)(A)(ii).

Community Learning Center Schools, Inc., (“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 (“ACLC” or the “charter school”), a 9 - 12 program located on the same campus as its sister school, Nea Community Learning Center, in the City of Alameda. For the 2017-18 school year, ACLC received all blue and green color rankings on the California School Dashboard and has met all measured standards. ACLC has demonstrated consistency in its educational program and student learning outcomes for the life of its charter. In 2007, ACLC was awarded the “California Distinguished School” award. ACLC is the first charter school in Alameda County to earn this award. ACLC is Western Association of Schools and Colleges (“WASC”) accredited through 2023.

This charter renewal petitions is for the continued operation of a 9 -12 school through 2024. ACLC currently serves 351 Learners and will serve to its agreed upon capacity based on the Facilities Use Agreement with Alameda Unified School District (AUSD). ACLC has, and will continue to, identify students who are interested in an alternative educational experience that encourages educational equity, experiential and collaborative learning, and a technology-rich environment to educate. ACLC serves Alameda residents and residents of neighboring communities. An enrollment preference is given to AUSD residents as is required by law. The school seeks a diverse population of Learners that roughly represents the diversity of AUSD, including a balance of the characteristics described in Education Code Section 47605(c)(5)(G) which is reflective of the general population residing within AUSD’s boundaries. The program enrolls Learners from all geographic areas of Alameda and surrounding communities in grades 9-12.

The ACLC Mission

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

ACLC's Educational Model & Instructional Delivery

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 that supports 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 state standards 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 will be on a first name basis, in respect for the equity of their various roles within the community.

The ACLC will continue to provide a rigorous, relevant, culturally sensitive, accessible education program for all students (including high and low achievers, English Learners, and students 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 will continue to use the researched-based, proven instructional model which has been in existence for 18 years

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 its educational practices for two days in the spring of 2006 and confirmed its educational practices.) This same educational program has achieved all blue and green rankings, demonstrating that its curriculum is aligned with California standards and produces results.

Modes and Methods of Instruction

The ACLC aligns its courses to meet all California course and grade level standards. ACLC uses standards-aligned course descriptions for grades 9-12. (See 9-12 ACLC Curriculum Guide, an additional document that is submitted along with the charter petition for samples.)

At the ACLC, Learners are prepared to be successful citizens for the 21st Century by becoming self-motivated, competent and self-directed lifelong Learners. They 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 teacher. Only when the Learner eagerly reaches forward for knowledge, insight, and wisdom does real learning occur.
- Collaboration and teamwork is the environment of the successful organizational culture.
- Technology is the toolkit of the information age. To be literate in the 21st Century Learners must have access to and be proficient in the use of state-of-the-art technology.
- In order to pursue active learning, Learners must have the flexibility to work as teams, move outside the "box" of the school facility (both physically and

electronically), and engage in inquiry that is both “free” and subjected to critical evaluation by peers and adults who are highly proficient in their fields.

- Multi-age grouping supports a Learner’s knowledge acquisition through natural scaffolding, allowing them to move quickly in areas of talent, and more slowly and with more individual support in areas that are more difficult.
- Learning is made relevant and engages the Learner through purposeful work.

This educational model has been in action with a group of Learners in grades 9-12 at the current ACLC for nineteen years. Visitors to ACLC start by entering the community room, an essential component of our educational program. They see 80-100 Learners (30% of Learners in the school) of mixed ages working either independently or in teams during their scheduled project time within the school day. In this technology rich space with over 60 Internet-accessible individual computers, self-directed Learners perform research for projects, access online language programs and learn foreign languages (via the Rosetta Stone software program), improve their math skills with the Carnegie online math program, communicate with Facilitators and other Learners via email, write essays and research papers, use spreadsheets to analyze data, and create electronic music and digital art and video. These learning activities happen within a modern workplace setting where the Learners are free to move about and interact with each other and Facilitators in a very personal way. All Learners and Facilitators are on a first name basis and everyone in the school knows everyone else. Visitors also see Facilitators and paraprofessionals tutoring individuals and groups of Learners, as well as many small Learner study groups where Learners teach each other and work on team projects for their seminars. Learners might be working on building roller coasters for a physics seminar, creating element brochures for a chemistry class, creating power point presentations for a social studies class, or word processing English essays.

Beyond the community room, the school’s six classrooms are home to our academic seminars. In the 9-12 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.

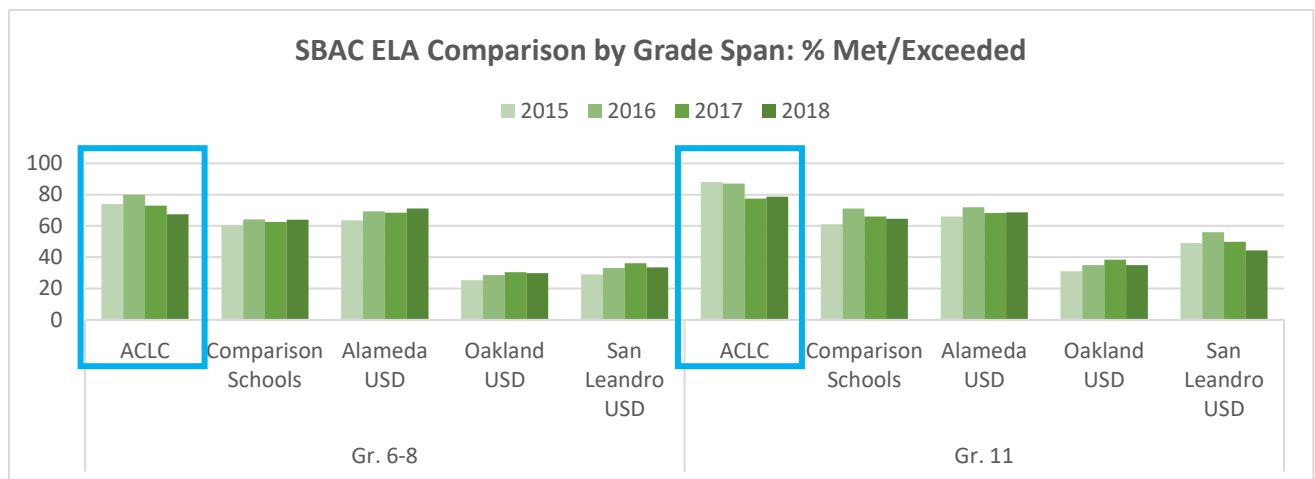
- In the science classrooms, Facilitators deliver direct instruction on the science curriculum, oversee traditional science laboratory activities, or prepare Learners for a group or individual project to be done during their project time.
- In our math seminars, Facilitators use a combination of direct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

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

ACLC’s Student Achievement Overview Since Renewal

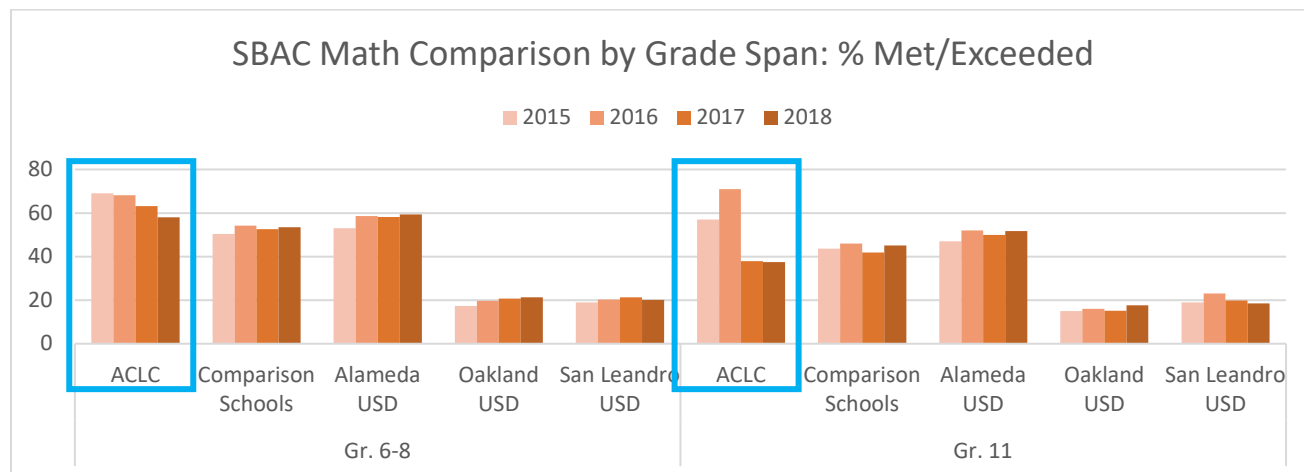
Alameda Community Learning Center has performed very well on the Smarter Balanced tests compared to demographically similar schools in Alameda and Oakland Unified and neighboring districts. ACLC has a broad comparison set because it spans both middle and high school grades (6-12) and it draws students from multiple school districts, with two-thirds coming from Alameda Unified, 20% from Oakland Unified, and 7% from San Leandro.

In English language arts (ELA), ACLC has outperformed all comparison sets for both middle school and high school grades. Although performance has dipped a little in the last two years, ACLC still outperformed its comparison schools in 2018, with 67% of 6th-8th graders meeting or exceeding the standard (compared to 64% at comparison schools) and 79% of 11th graders meeting or exceeding the standard (compared to 65%).

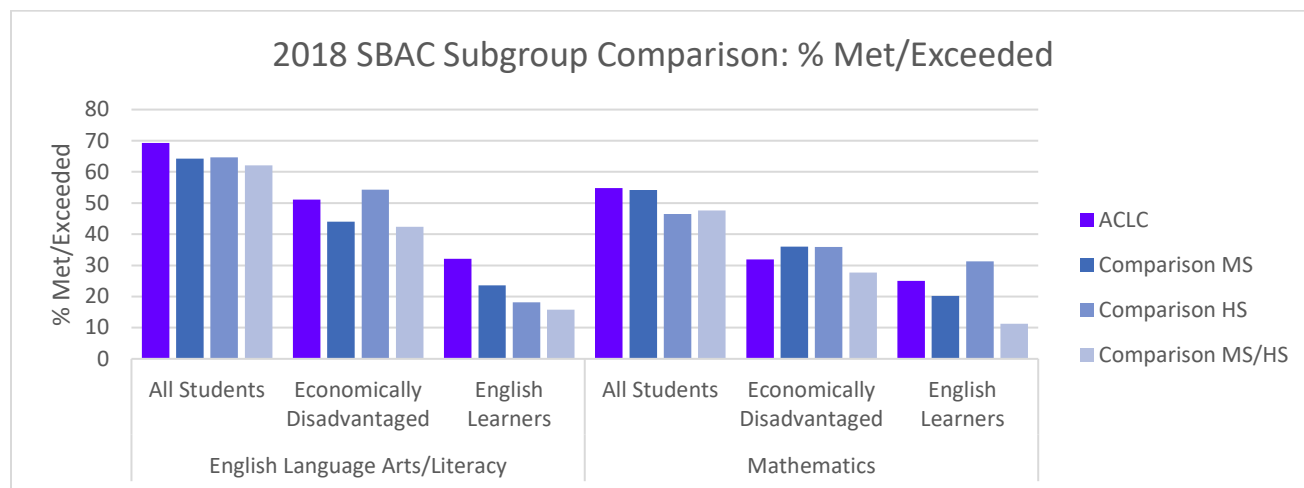


The Math performance of ACLC middle schoolers also surpasses that of the comparison sets. ACLC’s four-year average for grades 6-8 is 65% meeting or exceeding the standard, compared to only 53% for their comparison schools. Math performance in 11th grade has

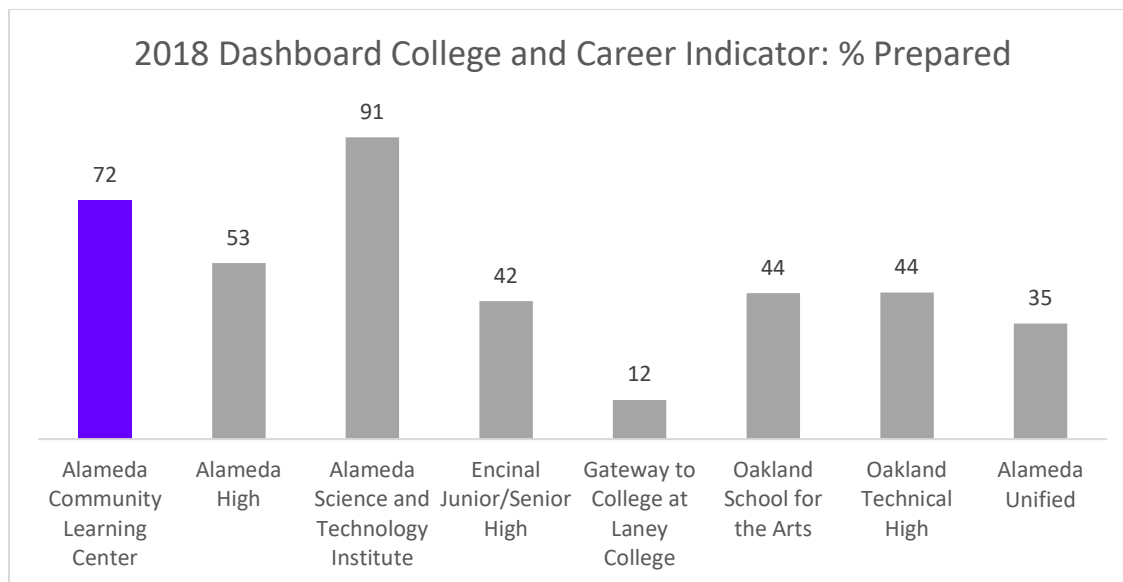
fluctuated over the last four years, and is an area of focus for ACLC, but its four-year average (53%) also exceeds that of its comparison schools (44%).



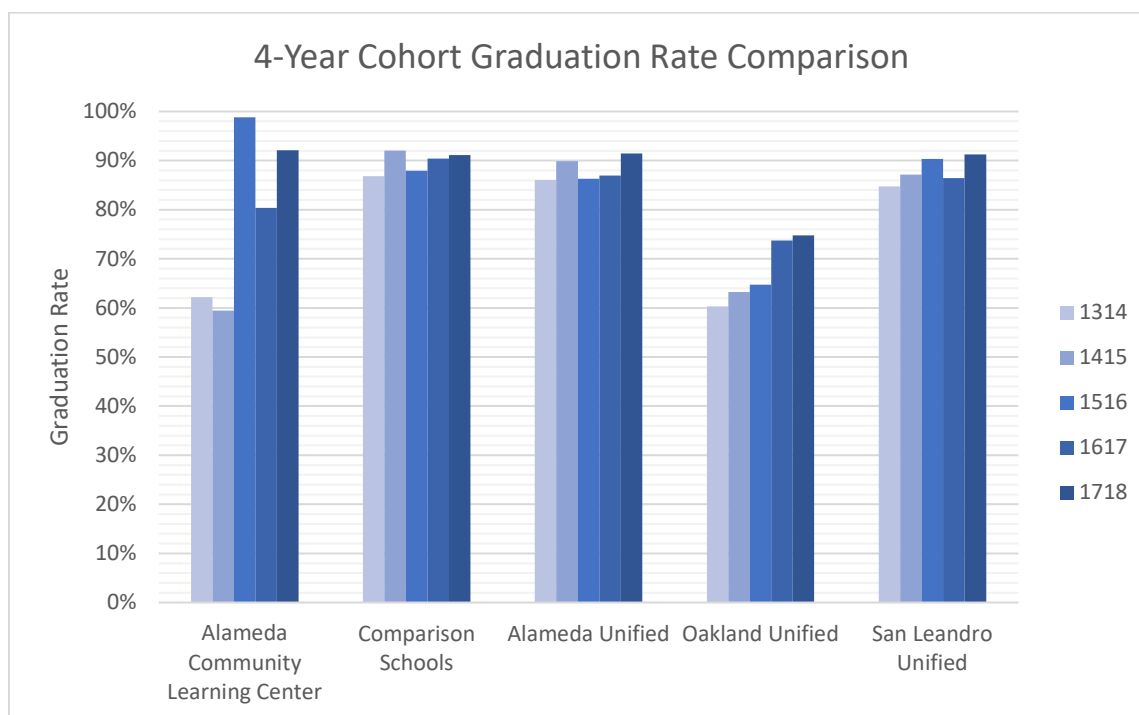
ACLC subgroups have also performed well compared to demographically similar middle and high schools in Alameda and Oakland Unified. In 2018, ACLC's economically disadvantaged students outperformed the comparison middle and 6-12 schools in ELA and English learners surpassed comparison middle, high and 6-12 schools by 8 to 16 percentage points. English learners also surpassed the comparison middle and 6-12 schools in math.



Since ACLC spans grades six through twelve, high school measures of performance beyond state tests are also a focus. These include the college and career indicator on the CA School Dashboard and the four-year cohort graduation rate. In 2018, 72% of graduating seniors were considered prepared for college and career. Only one school out of the seven demographically similar comparison high schools in Alameda or Oakland Unified exceeded ACLC on the percentage of students deemed prepared for college and career.

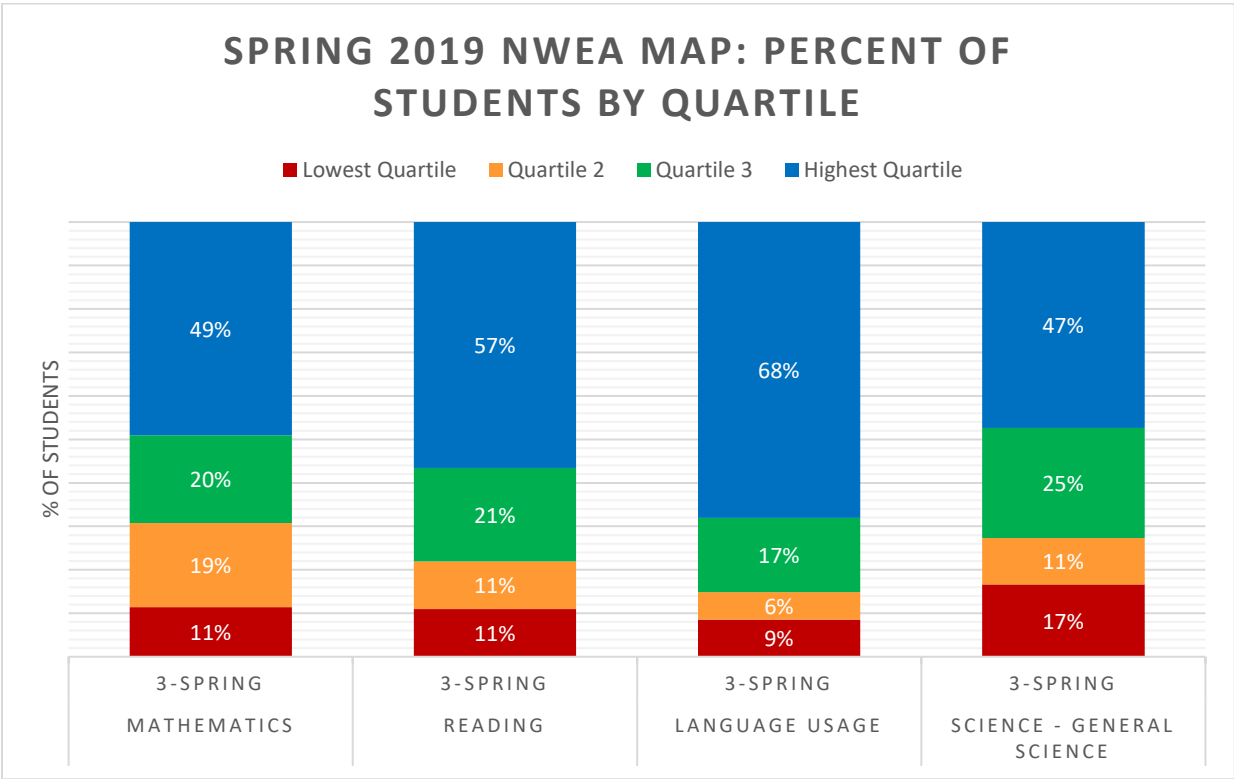


ACLC has also significantly increased its four-year cohort graduation rate over the last five years, from 62% in 2013-14 to 92% in 2017-18. In 2017-18, ACLC's graduation rate of 92% was higher than all comparison sets.

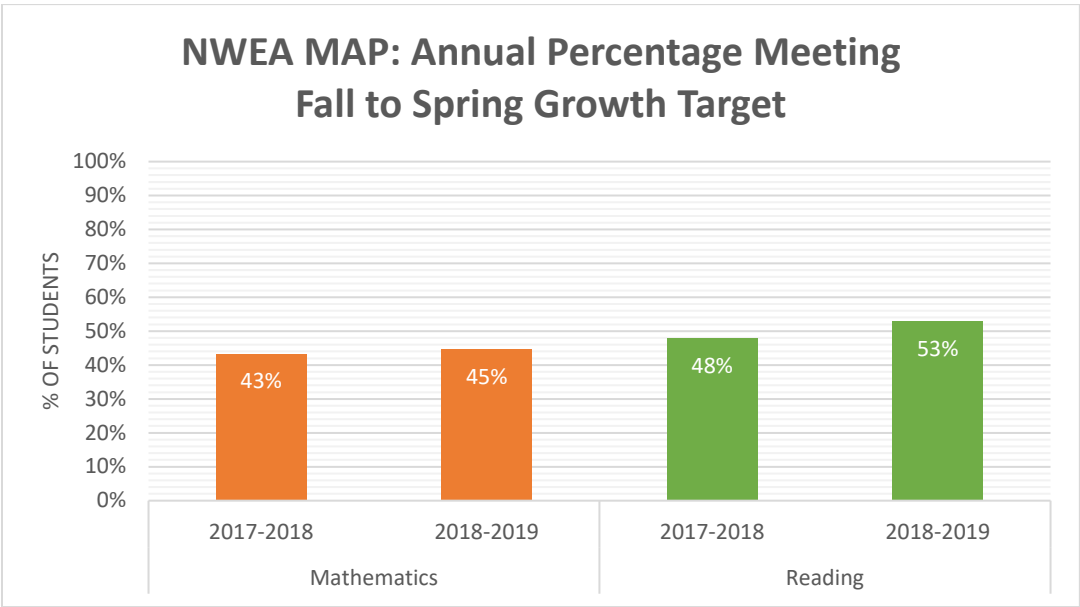


In addition to state measures of progress, ACLC implemented NWEA Measures of Academic Progress (MAP) in 2017-18, a norm-referenced test for ongoing growth monitoring throughout the school year. All grade levels are MAP tested three times a year in math, and select grade levels are tested two to three times a year in reading, language usage and general science. Across subject areas, the majority of students are performing at or above

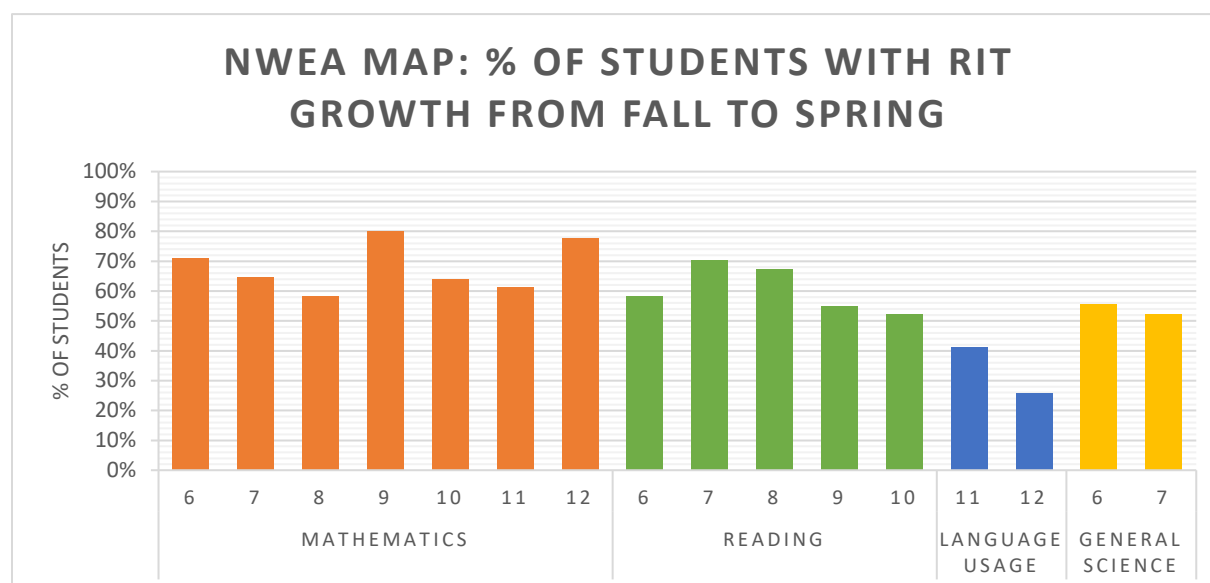
the 50th percentile on national norms – 69% of students in math, 78% in reading, 85% in language usage and 72% in science.



NWEA MAP is an adaptive test that sets growth goals for students based on their starting level. ACLC has seen an increase in the percentage of students meeting or exceeding their annual growth targets in math and reading, and we hope to continue that growth each year.



Since not all subjects and grade levels receive a growth target, ACLC also reviews the percentage of students making scale score (RIT) growth from fall to spring in each subject area. On average in 2018-19, 59% of students improved their RIT score from fall to spring across subjects, but a larger percentage of students showed growth in math (66%) and reading (61%).



ACLC will continue to strive towards improving student performance in all subjects and grade levels by targeting assistance throughout the school year. Our focus on data-driven instruction will support ACLC in its efforts to continue to outperform comparison schools on state measures.

This 6-12 school system has been in place and working successfully for over nineteen years in our current ACLC program.

Curriculum Vision

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

ACLC provides a **balanced curriculum** - not only concerned with *what* we teach, but *how* we teach children.

- Powerful teaching is **responsive teaching** that is based on the learning styles and cultural backgrounds of the Learners.
- We use **evidence-based instruction**

- Reading, writing, and thinking are demonstrated for the Learners so they have explicit models to follow
- Learners have the independence to select reading material at their level and are able to engage in self-selected writing topics
- We will employ the reading/writing connection to improve comprehension
- Learners will write for real audiences and purposes
- Reading and writing will not be limited as a subject, but used across content area subjects as well

ACLC provides **broadened literacy instruction** to include not only conventional reading and writing, but digital, visual, and critical literacy. We believe for a child to be successful in the 21st century, she must know how to use these literacy skills successfully.

- We use an inquiry-based approach to learning science and social studies.
- We offer **expanded** uses of **assessment**:
 - We use traditional measurement tools for accountability
 - We use data that derives from an observational context to evaluating the Learners' individual process and products.

In addition to the core curriculum, all Learners receive a rich curriculum in developmentally appropriate "Learning-to-Learn" skills that has been created by the current school. (Rubrics for assessing these skills are located in Appendix F.) 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 9-12 have access to electives in art, creative writing, digital video, electronic music, and Spanish. Through the use of innovative programs such as Learning Management Systems and UC-approved online courses, ACLC offers Honors and other electives.

Broad overall program goals

The most comprehensive and individualized goals are that all Learners in the ACLC meet the Graduate Profile and ACLC Graduation Requirements which 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 their worth and efficacy. An example of a current Graduate Profile and Graduation requirements is in Appendix A and G.

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, the ACLC has implemented strategies to produce effective lifelong Learners and has looked at research in socio-psycholinguistic learning, education, brain development, organizational development, and community development to determine best practices. This information has been distilled from the book *Learning-to-Learn: A Conceptual Framework for the School of the Future*, from which the following paragraph is taken:

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

To this end 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 9-12).
- 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 who are experiencing difficulty achieving mastery may take longer than usual to complete specific subject matter. To the greatest extent possible, these Learners are supported and encouraged by peers and Facilitators. Learning differences are universal, and all ACLC participants are aware 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 (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.

- The 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 the Learning-to-Learn skills to other Learners and their families, as well as 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 utilize a standardized format to assess the effectiveness of the Family Conferences regarding content, presentation, and original thought.

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

Curriculum Description

The AUSD/ACLC Graduate Profile (Appendix G) and the ACLC Graduation Standards 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 9 -12 curriculum binder provides the grade level and course level details of the ACLC academic curriculum.

ACLC Graduation Requirements, Grades 9 -12

Coursework required for graduation is aligned to California 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 Planner, which is provided to all Learners. All ACLC graduates will have met all state standards and completed a course load that is aligned with admission requirements of the University of California.

Coursework, Grades 9 -12

Courses in mathematics that are taught by Facilitators include: Pre-Algebra, Algebra (in one or two years), Geometry, Algebra II and Pre-Calculus. Learners have the opportunity to take statistics and/or Calculus through the College of Alameda.

In grade 9, Language Arts is combined with Current Life and Media Studies; grades 10 and 11 are multi-age courses that alternate on a two-year cycle; and a combined English/Senior Seminar course is taken in grade 12.

In grades 10 and 11, Learners take Modern World History and U.S. History, followed by Government and Economics at grade 12.

For Science the course offerings include technology and robotics programs. 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 State Standards aligned course descriptions developed by the ACLC. (See ACLC 9-12 Curriculum Binder.)

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

With the support of an ACLC Facilitator, older, experienced Learners may help design and facilitate courses. For example, the ACLC’s 9-12 program has recently created a course in Educational Leadership that trains Learners to act as tutors in Nea Community Learning Center’s 6-8 programs. These Learners also run Learner study hall tutorials for the general Learner community.

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

School Year and School Day, Grades 9-12

For the 2019-2020 school year, ACLC will have 180 instructional days with a total of 65,160 instructional minutes in grades 6-12. (See Appendix H for instructional minutes calculations.) If the calendar is changed by the ACLC Governing Board because of state budget changes, all state minimum attendance requirements will be met for any revisions.

In addition, the ACLC will be open from 7:30 a.m. to 4:00 p.m. Monday through Thursday to allow Learners additional time to study, access technology, and 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 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 Students

ACLC will seek renewal of its WASC accreditation in 2023. ACLC courses are approved by the University of California 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 also ensures that ACLC courses are fully transferable to other high schools. The ACLC has a complete binder of UC approved course descriptions which is available in the school office and distributed to students. The current 6-12 model has produced the following results: 90% of all ACLC graduates (class of 2018) now attend a four year college or university. Students from the graduating class of 2018 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 are also students of renowned private colleges such as Stanford University, MIT, The Claremont McKenna Colleges, Brown University, Smith College, Harvard University, Oberlin College, Georgetown, Barnard, Bates, Dartmouth College, University of Pennsylvania, and the University of Massachusetts. In its 19-year history.

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 annual “Mandatory Parent Orientation” meeting, during individual counseling sessions with the ACLC counselor, and in our course description binders.

Serving Students with Disabilities

ACLC shall comply with all applicable State and Federal Laws and use federal dollars appropriately in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

For purposes of special education, ACLC is its own LEA pursuant to Education Code Section 47641(a) and is a member of the El Dorado County Charter School 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; and utilizes appropriate SELPA forms.

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

- A. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;

- B. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates;
- C. Organize and administer the activities of the IEP Teams, including the selection of the LEA staff and who will serve as members of the IEP Team in conformance with 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 student enrollment, program expenditures, and program evaluation;

- N. Designate a person to represent the LEA on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
- O. Designate a representative for the LEA to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
- P. Receive special education funding from the El Dorado County SELPA in accordance with the Charter Consortium Allocation and Budget Plan.

Additional Assurances Regarding Special Education Services

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

1. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy that a free appropriate public education is available to all children attending the ACLC starting with grade 9 and extending to age 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Plan (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.

2. FULL EDUCATIONAL OPPORTUNITY

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

4. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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

5. LEAST RESTRICTIVE ENVIRONMENT

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

6. PROCEDURAL SAFEGUARDS

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

7. ANNUAL/TRIENNIAL REASSESSMENT

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

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

8. CONFIDENTIALITY

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

9. PART C, TRANSITION

It shall be the policy of ACLC that children participating in Early Intervention Programs, (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs. (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 children 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 children with disabilities voluntarily enrolled in private school by their parents.

11. COMPLIANCE ASSURANCES

It shall be the policy of ACLC that the local plan shall 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 children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

16. PERFORMANCE GOALS & INDICATORS

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

18. SUPPLEMENTATION OF STATE/FEDERAL FUNDS

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

20. PUBLIC PARTICIPATION

It shall be the policy of 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.

Section 504 of the Rehabilitation Act

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

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

A 504 team will be assembled by the Lead Facilitator and counselor and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as

to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

Identification and Instructional Strategies for Special Populations

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

The Charter School will comply with SELPA protocol as to the deletion of duties between the SELPA and the local school site in providing special education instruction and related services to identified pupils. The Charter School will request an annual meeting between the Charter School and the SELPA to review special education policies, procedures, protocols, and forms of the SELPA and SELPA protocol, to ensure that the Charter School and the SELPA have an ongoing mutual understanding of legal and SELPA protocol and will facilitate ongoing compliance.

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

Special needs Learners will be supported by a Resource Specialist(s) in addition to the services listed in their IEPs. This specialist and a full-time counselor will meet for one hour weekly with all ACLC Facilitators to consider ways to address Learner needs. All Facilitators will participate in the creation and implementation of IEP and Section 504 plans and there will be an ongoing effort to find new ways to carry out specialized learning plans to meet individual needs. Learners with IEPs receive appropriate accommodations and modifications in formal and informal testing situations as well as in the completion of daily class work. The Resource Specialist(s) and the Counselor will be fully integrated Facilitators in the community.

Weekly Facilitator meetings also serve as Student Study Team meetings, which consider Facilitator referrals for Learners in needs of additional support. The 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 is then designed to make full use of each Learner’s strengths and support growth in areas of weakness. Each young person learns differently and ACLC supports that reality.

ACLC Special Education Overview

- All Learners at ACLC 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.
- Referrals for assessment for special education services are generated by Facilitators, Student Study Teams and parents. Assessments are conducted within the legal timeframe. ACLC collaborates with El Dorado County Charter School SELPA School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our Learners.
- ACLC uses 21st century educational technology, providing more access to learning opportunities for Learners with disabilities, i.g. online learning, computer assisted learning, independent learning programs, peer tutoring, project-based learning

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

Starred (*) sections are federally and/or state mandated duties. 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 (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.*
- Administer standardized academic achievement tests, interpreting results to determine Learners' strengths and areas of need for initial assessments and triennial assessments.*
- Provide alternative accommodations and/or modifications to Learners with disabilities for assignments and testing in the general education curriculum.*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.*
- Collaborate with parents, Learners, Facilitators, advocates and specialists to develop and implement Individual Education Plans for Learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for Learners with disabilities.*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.*
- Administer State testing (STAR and CAHSEE) to Learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*

- Report to site administrator (ACLC Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter SELPA general and special education programs on behalf of Learners with disabilities.*
- Increase access to the educational system for parents and Learners with disabilities by providing resources for advocacy within the educational system and community and providing information and referrals to support Learners' success.*

Curriculum Accommodations and Modifications

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEPs including informing general educators about the effect of disabilities on access to education and the educational needs of Learners with disabilities.*
- Teach or co-teach Humanities Lab or Learning Lab in coordination with 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 educators 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 (see BICM certification).
- Advocate for Learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at ACLC and other proceedings within the AUD.*
- Coordinate Manifestation Determinations for Learners with disabilities who reach a critical level of disciplinary interventions at NCLC.*

Collaboration with and Referral to Outside Agencies

- Assist Learners with disabilities in accessing community resources for education such as El Dorado County Charter SELPA alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.*
- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for Learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUD to outside agencies that provide auxiliary services to Learners with

disabilities (County mental health agencies, Regional Services, County social services agencies).*

Professional Development

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

Paraprofessional Supervision

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

English Language Learners

ACLC meets all applicable legal requirements for English Language (EL) Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

EL Learners receive placement and ongoing assessment. EL Learners 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 EL Learners to meet their unique needs; in many cases, this includes such accommodations as 1-to-1 reading support or working with a Learner to create an assessment that demonstrates his/her content knowledge in a manner that isn't inhibited by language gaps. We firmly believe that this targeted assistance, as well as the language-rich environment of the ACLC (unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) is a key factor in most EL Learners being re-designated R-FEP by the time they graduate.

EL Learners in the ACLC community are supported not only by the availability of traditional language development classes, but by the self-directed, hands-on approach of our program, which is accessible to all learning modalities. Within all seminars, learning is “sheltered” to enable every Learner to access information and formulate new knowledge based on prior learning and experience.

The needs of English Learners are identified by ACLC using the same methods employed by the AUSD. Upon enrollment in the ACLC, parents of the child are given the Home Language Survey. If a language other than English was noted on the Home Language Survey or enrollment forms, ACLC is required to assess the English and primary language proficiency of the child using the ELPAC within 30 days of enrollment.² Depending upon the ELPAC level, Learners are appropriately placed. These students will also be administered a primary language assessment in their native language within 90 days of enrollment.

ELs will be placed in classrooms with students of similar proficiency levels and/or in SDAIE or ELD Cluster classrooms, receiving instruction utilizing sheltered methodologies, strategies, and techniques in all of their academic areas throughout the course of the day to assist in ensuring that any existing academic deficits are addressed. In addition, ELs will receive differentiated English Language Development instruction from the Facilitator(s) based on their own English Language Proficiency Level for 30 to 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 the ACLC.

ELs whose ELPAC Proficiency Level is Minimally Developed, Somewhat Developed, or Moderately Developed will be placed in a Grade 9 -12 SEI: English Language Development, Sheltered English, and Sheltered Content Area Classes. Structured English Immersion (SEI) provides instruction in English and includes a sequential ELD program including language arts and sheltered English content with primary language support as needed. Learners are held to the state ELD standards as they progress toward mastery of the grade level standards. These courses will be available for ACLC Learners at ACLC. Content area classes at ACLC are taught by qualified SDAIE Facilitators who use strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Learners whose ELPAC Level is Well Developed will be placed in a Grade 9 -12 ELM: English mainstream classes with daily differentiated English Language Development

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 ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

instruction until redesignation as Fluent English Proficient. English Language Mainstream (ELM) provides instruction in English and is based on grade-level state standards. Learners will continue to receive additional and appropriate instruction in English Language Development (ELD) at 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 the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

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

Homeless & Foster Youth

ACLC complies with the McKinney Vento Homeless Assistance Act in ensuring that students identified as homeless have equal access to education as their peers and offer additional resources and connections to services to support their families.

ACLC complies with the California Education Code regarding serving foster youth and ensuring their access to education and services to support them.

High Achieving Learners

The ACLC is an ideal environment for 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 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 9 -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 access to similar programs of the ACLC such as Stanford's Summer College Program, UC Berkeley's Young Entrepreneurs at Haas, and The National Book Awards Summer Writing Program. Due to its close proximity, older Learners are encouraged to take additional evening and summer electives not provided by the ACLC at the College of Alameda.

Strategies for Low Achieving Learners

All Learners at Nea 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. At Nea, all support systems are aligned with the purpose of systemically intervening as necessary on a case-by-case basis. In Fall 2016, Nea began the use of a Google form in order to track data more consistently. In Fall 2017, the Counseling revamped the process for tracking data to be more effective based off of feedback from the year prior. Facilitators and staff will track all data longitudinally in the same form to monitor the effectiveness of each intervention and inform our practice to help all Learners be successful. Each intervention stage runs for 8 weeks in order to give time for the intervention to be effective. In the event that a Facilitator feels that a Learner's case is extraordinary and needs to be fast-tracked to Safety Net Cycle 2, administration will be consulted and direct staff to the appropriate next step for that Learner.

TIER ONE

Class Interventions

When Facilitators recognize when Learners are off track academically or behaviorally, they implement class interventions and try to support the Learners' success. Facilitators will partner with parents/guardians, review the Learner's cumulative file, and consult previous Facilitators to discover strategies that have been successful. Facilitators will also review the Roster of Support located in the Counseling Folder. The Roster of Support allows Facilitators to see if there have already been interventions in place or what level of support the Learner is at (i.e. Safety Net, 504, IEP). The MTSS folder also has historical data from previous year's support as well as Lower Village 504 and Upper Village 504 accommodation lists by Learner. If a Learner already has existing supports, Facilitators will review them and be sure to implement as appropriate. If a Learner has had no supports at Nea or supports listed in their cumulative file, Facilitators will communicate with the Learner's family to determine if outside supports or prior supports were recommended/implemented but not listed in the cumulative file.

Safety Net

If a Learner is not successful after the implementation of class interventions, the Facilitator will meet with the Learner's grade level team and form a Safety Net. In the Safety Net meeting, Facilitators list and discuss interventions and strategies that have been used and have been successful. Facilitators will work as a team to brainstorm the causes of the Learner's challenges and identify set interventions that they will try moving forward. Each Department Lead tracks data in the Safety Net form located in the MTSS Counseling Folder for their Village. Facilitators will then observe the Learner and report progress every 8 weeks.

In 8 weeks, Facilitators will fill out the form again and then meet again to review how effective their Safety Net was at catching the Learner. After reviewing the data, if the Learner has had adequate progress, they will continue their interventions and monitor.

If the Learner has not had adequate progress, the Facilitators will adjust intervention strategies and implement for 8 weeks. Department Leads will then document the Safety Net 1 progress and new interventions in Safety Net Cycle 2.

TIER TWO

Intervention Team

The Intervention Team (IT) consists of the Lead Facilitators, Counselors, and Dean. IT meets bi-weekly to support Learners by reviewing the Intervention Team Referral Form and using a menu of support options based on the level of need. Learners will continue to receive support from Facilitators in addition to the support from IT. One team member will be the point-person for tracking the progress of Learners who have been referred. Notes will be taken in the same form as the Safety Net notes.

If the Learner has seen adequate progress in Cycle 2, staff and IT will continue to monitor as needed. In the event that there is inadequate progress, IT will then call for a Learner Support Team (LST) Meeting.

Learner Support Team Meeting I

When a Learner is referred to an LST, the school counselor will then schedule a meeting with the Learner, the Learner's parent/guardian, Facilitators, and the school counselor. Prior to the meeting, the school counselor will request Facilitators/relevant staff provide notes if that staff cannot attend an LST. The data that has been collected from the beginning of the MTSS process will inform the direction of the LST meeting. The purpose of the LST is to come up with interventions that the LST participants feel will be most impactful for the Learner. The LST Notes will be taken and stored by the school counselor. The notes shall include a review of the Learner's strengths, areas for growth, relevant background, intervention strategies that have been attempted, brainstorming possible interventions, and an action plan. The school counselor will then schedule a follow-up LST Meeting to review progress in 6-8 weeks.

Learner Support Team Meeting II

The school counselor will facilitate a follow-up LST Meeting to review progress. Prior to meeting, Facilitators and relevant staff will track their progress and report their results in the meeting. The school counselor will review the data and request an administrator or SPED staff to attend the scheduled meeting, if needed. The school counselor will confirm the scheduled meeting with members of the LST.

If the Learner has seen adequate progress in 6-8 weeks, the LST will continue to monitor as needed. In the event that there is inadequate progress, the LST (including administration) will implement alternative interventions that have not been tried for the Learner. Administration and the LST may decide the Learner should be recommended for a 504 Accommodation Plan or special education assessment.

TIER THREE

Learners requiring Tier 3 support have exhausted all other options and need to have a more in depth form of support.

504 Accommodation Plan

In the event that a Learner has a diagnosed or presenting disability, they may receive a 504 Accommodation Plan to ensure they are successful. Learners who do not qualify for Special Education but have a need for accommodations may also receive a 504 depending on the results of the assessment. The school counselor will review the recommendations and implement a plan to effectively support the Learner as appropriate.

The U.S. Department of Education website describes a 504 as follows:

Section 504 provides that: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

504 Accommodation Plans at Nea will adapt as necessary to support Learner success. Facilitators will update the 18-19 MTSS Data Tracker roughly every month.

Special Education Initial

If a Learner does not have a diagnosed mental health or medical disability, the LST may decide to pursue a special education (SPED) assessment to determine if a Learner has a qualifying need for SPED services. If this is the case, the school counselor will schedule a separate meeting with the grade level team, parent, education specialists, and administration. Prior to meeting, the school counselor will review all of the data and LST notes with the school psychologist, education specialists and Director of Special Education. If an Assessment Plan is signed, the SPED team will assess within 60 days and develop an Individualized Education Plan if the Learner qualifies.

Intervention Team consisting of Administration, Counseling staff, Dean of Students, and Resource Specialists and ELD coordinator when appropriate meet bi-weekly. In these meetings, the team focuses on Learners who have been referred by Facilitators based on assessments and/or observations through the proper MTSS form. Concerns are discussed and appropriate interventions are put into place as appropriate. Often, Learners are referred to the Intervention Team because the Facilitator suspects learning, language, emotional issues, or attendance concerns may be resulting in underachievement. The team uses both quantitative (e.g., academic grades, classroom assessments, standardized testing data, academic transcripts) and anecdotal data to establish an educational plan to help the Learner achieve proficiency. In some cases, placement in support classes such as Reading Lab and Math Lab is recommended to help a Learner improve his/her skills. While attending these classes, regular assessment of learning within the support class, MAP assessment scores, as well as improved classroom grades are used to determine if the support should be continued or modified.

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

Nea's combination of Project-Based Learning, differentiated instruction, unique course offering, and multi-tiered systems of support have proven effective at making progress toward closing the achievement gap and equipping a group of Learners with the academic skills and emotional tools to be meaningful contributors to their communities and successful in the 21st Century.

ELEMENT B: MEASURABLE PUPIL 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 subgroups of pupils served by the charter school, as that term is defined in Education Code Section 52052(a) . 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(c)(5)(B).

ACLC has measurable outcomes for all Learners including high and low achievers, special education, and English Learners that are aligned to State priorities.

ACLC Learners shall demonstrate throughout the year that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. These goals are consistent with California state standards and all UC approved ACLC courses. ACLC also has WASC accreditation. All ACLC Learners will fully participate in California's statewide standardized testing system. All ACLC graduates shall meet the AUSD graduation standards and exceed those standards by meeting all of the UC a-g requirements.

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

Content Area	Goals/Outcomes
Schoolwide	<p>Goal: ACLC Learners and their parents will express significant satisfaction with their educational experiences.</p> <p>Goal: ACLC will meet a majority of its annual growth and performance targets.</p> <p>Goal: Annually, ACLC will have a smaller achievement gap than is characteristic of the district as a whole as measured by standardized testing and longitudinal students of Learner cohorts.</p> <p>Goal: ACLC Learners will make yearly improvement on California standardized testing requirements for a majority of subgroups.</p> <p>Goal: ACLC will meet or exceed at 93 % student attendance rate.</p>
College/Career Ready	<p>Goal: ACLC Learners will demonstrate achievement of the Graduate Profile as measured by Senior Electronic Portfolios that are assessed by the ACLC Governing Board (a requirement for receiving an ACLC diploma).</p>

	<p>Goal: ACLC Learners shall meet the UC a-g requirements as part of the ACLC Graduation Standards.</p> <p>Goal: ACLC Learners shall meet the ACLC standard of having a 2.0 cumulative GPA for graduation.</p>
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Goals Aligned to State Priorities

Pursuant to Education Code Section 47605(c)(5)(B), the following is a description of ACLC's outcomes that align with the State priorities and ACLC's goals and actions to achieve the State priorities.

Goal 1: Ensure that students demonstrate academic growth and proficiencies so they leave ready for college/career. [State Priorities #2, #4, #7, #8]

- Continued implementation through professional learning aligned with schoolwide initiatives
- Continued implementation through professional learning aligned with schoolwide initiatives to support differentiation for students at-risk
- Implement academic interventions for students who need additional support, with emphasis on long-term English Learners, Foster & Homeless Youth, and students of low socioeconomic status
- Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework
- Provide targeted Special Education supports to include: Common Assessment Process including release time, calibration, refinement and data analysis.
- Continue to offer and ensure enrollment in a broad course of study

Goal 2: Align students learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment. [State Priority #1]

- Provide teacher professional development and collaboration aligned with WASC and schoolwide goals
- Identify and prioritize and purchase instructional material needs
- Inventory, track, and upgrade existing technology hardware and software
- Create and implement professional development pathways to enhance and advance technology use via training and support for all staff
- Provide professional development and training for counselors regarding college and career readiness and four-year plans
- Implement custodial cleaning standards
- Provide targeted instructional supports, programs, and professional development

Goal 3: Engage parents, staff, and community to promote unique educational opportunities for students. [State Priorities #3, #5, #6]

- Maintain high attendance rates and low chronic absenteeism rates
- Maintain low suspension rates
- Maintain low middle and high school drop-out rates
- Maintain high graduation rates
- Maintain 4-year plans for every high school student
- Continue parent education workshops and information sessions
- Increase translation services
- Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness
- Maximize site communication tools
- Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs
- Increase student engagement, positive student behavior, citizenship, and school climate

Local Control Accountability Plan (LCAP)

ACLC's 2019-2020 LCAP can be found in the Appendices.

ELEMENT C: METHODS OF MEASURING PUPIL OUTCOMES

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured." Education Code Section 47605(c)(5)(C).

Assessment Tools

At ACLC we use multiple measures to assess Learner's level of conceptual understanding, content knowledge and acquisition of new skills. We provide opportunities for authentic assessment where students are able to demonstrate competency across subject areas. By engaging students in formative, on-going, and summative assessments, Facilitators are able to use assessment data to inform instruction, determine Learner's gaps in understanding, identify the most effective methods of instructional delivery, and make course corrections where needed.

Through the methods listed below, we provide Learners, Facilitators, and families with a comprehensive view of student achievement. ACLC's Curriculum and Assessment Lead and School Counselor are responsible for administering State-required assessments.

What We're Measuring	Assessment Tools
Proficiency in English Language Arts, Mathematics, History / Social Science, Science	CAASPP (annual) ELPAC (annual, where necessary) Standards-based benchmark assessments using curriculum aligned to the California History-Social Science Framework CAST Standards-based benchmark assessments using curriculum aligned to the Next Generation Science Standards Framework Internal formative and summative assessments Course grades Senior Electronic Portfolios Senior Project
Growth in Social-Emotional Intelligence	Internal formative and summative assessments Senior Electronic Portfolios Senior Project
Growth in Physical Fitness	California Physical Fitness Test (PFT) in grade 9 Student performance tasks Teacher observation Course grades
Growth in Proficiency Levels for Majority of Subgroups	CAASPP (annual) ELPAC (annual, where necessary) Course grades
Achievement of the Graduate Profile for Learners in Grades 9 -12	Senior Electronic Portfolios Performance Rubric Course Grades

Learners in Grades 9-12 Meet a-g Requirements	Twice-yearly evaluation of Learner transcripts by school counselor Course Grades
Majority of Annual Growth & Performance Targets are Met	California School Dashboard School Accountability Report Card

Assessment Practices

ACLC's assessment practices purposefully include a variety of measures to ensure there are assessments appropriate for the various grade levels, subject areas, skills, knowledge, and/or personal qualities being assessed. Baseline and summative assessments are used to assess Learner mastery of content at the beginning of the year, Learner growth in content mastery over the course of the year, and at intervals throughout the year, providing both criterion-based and growth-based data on learning.

Coursework required for graduation is aligned to Common Core Standards. The Graduate Profile, along with the Learning-to-Learn skills and specific ACLC requirements (Senior Electronic Portfolio, Senior Project, Community Service) demonstrate skills gained over the course of the Learner's educational journey.

Additionally, we believe that the semi-annual Learner Led Conference for all Learners is a critically important strategy to ensure that Learners are accountable to their families, to the Facilitators, and to the entire learning community. The Learner Led Conference provides an opportunity for Learners to demonstrate their progress in practicing the Learning-to-Learn Skills through an authentic assessment measure which changes regularly and is created using the input of Facilitators and the ACLC Leadership class. This balancing of high expectations, public display of meaningful work, and the opportunity to showcase talents in multiple modalities that best suit the learning style of the individual is a powerful incentive to Learners to optimally develop their skills.

The ACLC will maintain a higher standard for Learner mastery than does the AUSD, requiring Learners to earn a minimum grade point average of 2.0 for graduation (9-12) or the equivalent demonstration of knowledge in order to achieve attainment of the standards and Learner outcomes. Learners will receive progress reports in all grades every 4-5 weeks, similar to AUSD reporting systems. Learners will receive traditional A-F grades at the end of each semester for grades 9-12.

Forms of Assessment

Initial Assessments

Initial assessment of students who are Alameda residents enrolling in the school for the first time can be done by using the AUSD Measures System. (ACLC will seek this information from AUSD.) Measures within an electronic database provide multiple

measures to cross-reference, including classroom grades, standardized testing, district assessments, basic reading inventories, and individual writing assessments. Students from outside the AUSD will have their cumulative files reviewed by our counselor.

Baseline

Baseline assessments are used at the beginning of the school year to gauge the Learner's level of master, from which point the Facilitator can appropriately plan instructional delivery. In addition all are given MAP Assessment (Measures of Academic Progress) three times a year in the Fall, Winter and Spring.

Formative

ACLC uses a variety of formative assessment strategies to measure student mastery in the core area of mathematics, reading, writing, science, and social students/history. Assessments may take the form of traditional pencil and paper assessments, and individual, small group, or whole class performance tasks. These assessments are to be Facilitator-generated and administered with the intent of collecting achievement data to inform best approaches to teaching and learning.

Uses of Assessment Data

Maximizing Growth for Learners, Facilitators, and ACLC

The goal of ACLC's assessment strategies are to maximize progress toward goals for each Learner. To that end, we collect and analyze data in order to inform our instructional practices. We disseminate data to empower Learners, families, and our community. Together, Facilitators, families, Learners and community members work to use the data to improve our school, classrooms, and instructional approaches with the end goal of increasing student achievement levels.

At the school level, we use the data to:

- Identify areas of overall strength and the practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge, to evaluate action steps, to evaluate needed staff professional development support and accountability.
- Set school goals and achievement targets and identify actions for achieving those goals.

At the classroom level, we use data to:

- Identify areas of individual strengths and areas for growth in a Facilitator's practice, to leverage strengths and support areas for growth.
- Identify areas of content and skills for the whole class, which require acceleration or intervention.
- Identify areas of content and skills for small groups of students, which require acceleration or intervention to support them.

At the Learner level, we use data to:

- Identify areas of individual strengths and areas for growth in a Learner's learning, to leverage strengths and support areas for growth.
- Inform the development of goals for each Learner, made in agreement with families during the Learner-Led Conference.

To support data practices, ACLC uses student information management system PowerSchool to house assessment data. We use this system to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, the board of directors, parents, Learners, and AUSD.

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 continually engage in identifying, creating and implementing new accountability measures. ACLC shares accountability information with the school community, larger community and charter authorizer via the following methods:

Reporting Data to Families

ACLC strives to be in a partnership with families, working together to maximize the learning trajectory of their children. To support this partnership, a combination of formal and informal reporting takes place to ensure families have open access to information and data on their child's development. Reports are user-friendly and written feedback is provided and translate into languages other than English as needed. Informal reporting to families is on-going through such methods as phone calls, texts, written notes, emails and face-to-face conversations and meetings. Formal reporting to families includes regular reports of student academic progress, assessment results, and annual Student-Led Conferences. Annually, ACLC reviews data from the California School Dashboard with families.

Local Control Accountability Plan (LCAP)

The multiple forms of data collected are used in the aggregate by ACLC to assess progress toward the goals outlined in Elements A and B. In acknowledgement of Education Code Section 47606.5, on or before July 1 of each year ACLC produces a Local Control Accountability Plan (LCAP), which will update the goals and annual actions to achieve the goals identified in Element B of this petition regarding State Priorities, using the LCAP template adopted by the State Board of Education. ACLC submits the LCAP to AUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

ACLC uses the data from each academic year to produce a School Accountability Report Card (SARC). Student achievement data is disaggregated annually to clearly identify the academic performance of students by subgroups (e.g. ethnicity, gender, English Learners, socioeconomically disadvantaged, students with disabilities, etc.). This report includes required school data for our authorizing agency, parents, the board, and the community at large.

California School Dashboard

The Dashboard is a report card for local schools and districts that takes a more holistic look at the many performance areas that are key to preparing students for college and career after high school. This accountability systems puts equity at the center of assessing local schools and districts and provides greater transparency for parents and the community. ACLC used the data in the California School Dashboard to assess its performance and improves its practices.

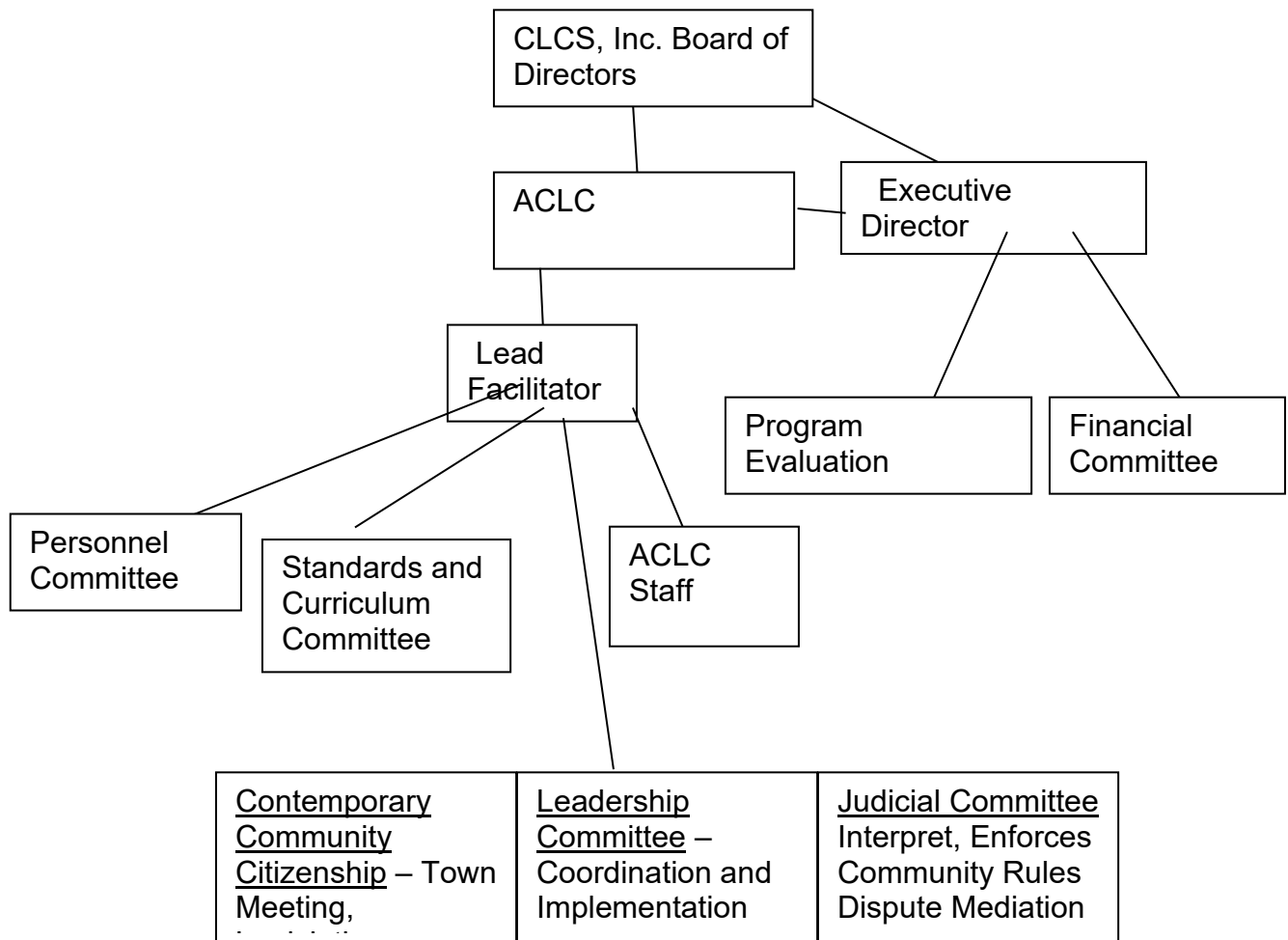
Additionally, ACLC will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

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(C)(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.

ACLC 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 the 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.

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 has the following responsibilities:

- To ensure alignment of the ACLC with its mission and vision
- To monitor student 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.

The Alameda Community Learning Center charter school shall be operated by CLCS, Inc., a California non-profit public benefit corporation with 501(c)3 status that was granted in 2006. The CLCS Board of Directors' biographies are listed in Appendix O and the Articles of Incorporation are attached in Appendix N. 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 School Site Council. The school is operated as an independent charter school and is directly funded. 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".

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

The ACLC School Site Council

The ACLC School Site Council 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 school-site council, and all of the major committees (i.e., Finance, Personnel, Curriculum, Assessment and Accountability and School Culture).

ACLC School Site Council

Members

2 Alameda Community Members
4 Facilitators (including the ACLC Lead Facilitators)
2 Learners
2 Parents

ACLC's School Site Council acts as an advisory Board to Alameda Community Learning Center. It is charged with development and oversight of policy, budget recommendation, organizational development, strategic planning, curriculum, program evaluation, and maintaining ACLC's vision and mission. All of this is reviewed and subject to CLCS Board of Directors' approval. The School Site Council is comprised of four Facilitators (the two Lead Facilitators and two other Facilitators determined by the Lead Facilitator staff), two elected Learners from the whole 9-12 body of Learners (serving one-year terms), two parents who are selected to the following year's Council, and serve alternating two year terms. Two members from the community, who each serve two-year terms (with the possibility of renewal). The CLCS Executive Director attends the meetings and acts as the communications link between the CLCS Board of Directors, the ACLC School Site Council, and the AUSD Board of Education.

The ACLC School Site Council is carefully designed to empower all stakeholders, parents, Learners, Facilitators, and community members, such that no individual group can create policy for the school without other groups supporting the policy.

ACLC promotes effective communication between parents and the Facilitators, Lead Facilitator, and counselors by involving parents at all levels of the school's governance. Two parent representatives serve on the ACLC School Site Council, which is responsible for all major policy decisions related to the school. Parents also serve on the Financial, Assessment and Accountability, Curriculum, and Personnel Committees.

School Site Council Scope of Responsibility

The School Site Council meets monthly, or more often as needed, and is charged with overall policy-making affecting all areas of Alameda Community Learning Center. The CLCS Board delegates to the School Site Council decisions related to the following issues:

- Graduation Standards, as long as they meet minimum AUSD 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 respective stakeholder groups on major school policies and make recommendations to the CLCS Board based on the best interest of the school. The School Site Council uses school data to establish, evaluate, and improve the educational program and school policies. Data includes, but is not limited to, test scores and parent, Learner, and Facilitator satisfaction surveys.

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

ACLC Committees Overseen by Lead Facilitator and CLCS Executive Director

Financial Committee

Each year the CLCS Executive Director convenes and chairs an ACLC Financial Committee whose membership is constructed to include parents, Facilitators and Learners. The committee works to develop the budget, monitor the budget and monitor other financial activities under the direction of the Executive Director. Each month the Financial Committee makes a report to the CLCS Board of Directors and ACLC School Site Council, making financial recommendations as necessary. The Executive Director is responsible for setting up a purchase order system for all purchases with EdTec, ACLC's business services management organization. Internal financial controls are well-established.

Program Evaluation Committee

Each year the CLCS Executive Director consults with the Facilitators and appoints another Facilitator to chair the ACLC Program Evaluation Committee and supervise their work. The Program Evaluation committee membership is constructed so that there are parent, Learner, and Facilitator representatives. The committee works to develop the Annual Report, WASC accreditation report, and conduct the annual parent and Learner surveys. Each month the Program Evaluation Committee makes a report to the Governing Board and make recommendations as necessary.

Personnel Committee

Each year the Lead Facilitator convenes and chairs a Personnel Committee whose membership is constructed so that there are parent, Learner, and Facilitator representatives. The committee conducts the annual Learner survey to evaluate staff and this information is considered during yearly Facilitator evaluations. Under the direction of the Lead Facilitator, the Personnel Committee conducts personnel interviews as directed by CLCS Board policy on hiring. Under the direction of the Lead Facilitator, the Personnel Committee carries out the personnel evaluation agreement.

Curriculum and Standards Committee

Each year the Lead Facilitator consults with the Facilitators and appoints another Facilitator to chair the Curriculum and Standards Committee and supervises its work. The Curriculum and Standards Committee membership is constructed so that there are parent, Learner, and Facilitator representatives. The committee collects and documents all course outlines for compliance with California State University standards and UC a-g requirements. They also do appropriate WASC work and evaluate new courses before being submitted to the board for approval. Each month the Curriculum and Standards Committee makes 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 School Site Council.

Contemporary Community Citizenship (CCC)

The CCC is comprised of the entire community of Learners. The CCC elects the two Learners to the ACLC School Site Council. 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 issues such as how money is spent in the educational program. In addition to these communication and process issues, the CCC is responsible for legislative action – that is, for making, discussing and voting on formal proposals that relate to the daily operations of the school. This includes the creation and amendment of the Rule Book – that is, the document which clarifies the rules and code of conduct for the entire ACLC Charter School community, including Learners, Facilitators, parents, and community visitors. Many of these actions may be within the purview of the CCC and will not require any review or approval by the School Site Council. 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 is 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, etc.) that are within the purview of the learning community. The CCC also conducts annual surveys that evaluate the Facilitators, the academic program, the Leadership Committee and the operation of the school and makes recommendations for change in operational practices. The CCC is the focus for the annual Learner Convention, an opportunity for the entire community to review the operations of the year and make changes to the ACLC Rulebook.

Judicial Committee (Learner Disciplinary Policies)

The Judicial Committee (JC) for students in grades 9-12 is comprised of five Learners who are elected by the Learners and one Facilitator elected by his/her peers. They meet four times each week to consider issues related to infringement of rules codified in the Rule Book. The Rule Book has been developed by the ACLC's CCC during the past fourteen years and will serve as the foundation document for ACLC, to be revised and updated on a regular basis by the ACLC CCC (base document, ACLC rulebook, included in Appendix D). The Judicial Committee is responsible for enforcing the rules of the school by hearing cases submitted by Learners and Facilitators and deciding on appropriate consequences to specific actions. The JC also mediates disputes and assists parties who are engaged in some type of conflict to find common ground so that they can move forward in a cooperative manner. This role is particularly important since, generally, after some form of dispute the parties will remain in the same learning community and will interact regularly in some way.

The JC is a particularly important part of the governance of the school since it places the responsibility for self-management clearly with the Learners.

Leadership Committee

The Leadership Committee is a class in which students in grades 9-12 may enroll that takes on the executive functions of the community of Learners. The ACLC will seek to have 25-40 of our Learners involved in the Leadership Committee.

This group will meet three times each week and work very closely with the leadership Facilitator who is appointed by the 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 Convention. Many functions such as coordinating field trips, CCC meetings, notification of scheduling changes, and other facilitative and communication roles are best accomplished by Leadership because they provide opportunities for students to engage in self-management and organization of their own learning community.

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

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 9-12 level. We deeply involve Learners in governance because our school is comprised of students who reach that time in their lives when self-determination within a guiding system of law and community relationships is much more important to learn than a system that is devised and imposed by adults – whether they be parents or educators.

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

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 Bylaws adopted by the CLCS Governing Board. This procedure can be modified in the future as determined by the CLCS Governing Board.

Parent Participation

The 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 and the Parent Asset Committee. Parent involvement will be crucial to the operation of ACLC. In 2001, the ACLC parent community created a 501(c)(3), the Creative Community Education Foundation (CCEF), to support the vision of ACLC. The CCEF will welcome parents from ACLC and work to support and fundraise for ACLC. Also, parents will serve on the school's Governing Board, governing committees, the CCEF Board of Directors, and the Parent Asset Committee (PAC). A new PAC will be formed specifically for ACLC to organize the parents to provide leadership for lunch programs, new parent mentoring, volunteer tutoring, planning the graduation event, support for sports teams and other extra curricular activities and field trip programs. Parents will also serve on the WASC Focus on Learning Committees.

Additionally, the school will hold an annual Parent Convention to solicit parent voice and input. Families of experienced Learners at ACLC will offer mentoring to new Learner families and a variety of parent taught or sponsored courses and workshops will be offered after school, such as UC college application workshops, art enrichment programs, etc.

Parents will also assist in lunchtime supervision so that the ACLC community room may remain open throughout the day.

Parents will convene regularly in both formal and informal meetings to share information and discuss their Learners' progress toward achieving the 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 students 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 requested is specifically requested by the District and is not otherwise required to be completed by ACLC by law or charter provisions.

Members of ACLC's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with 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 applicable statutes or regulations applicable to charter schools.

ACLC and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

ACLC has a comprehensive plan for faculty recruitment, hiring and retention of highly qualified teachers with subject area knowledge that will support Learner achievement and collaborative learning for all Learners.

Hiring Plan

ACLC has hired 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 include two full-time counselors, part-time reading intervention specialist, contracted school psychologist, and 3 resource specialists. In addition to attracting talented personnel in the immediate Alameda area, ACLC contacts regional graduate schools of education (e.g., UC Berkeley, Mills College, CSUEB) to publicize ACLC among new and experienced educators. We also seek staff through teacher recruitment fairs, EdJoin, through our website, and by advertising to teachers in neighboring communities.

Under the direction of the Lead Facilitator, the ACLC Personnel Committee conducts personnel interviews according to the CLCS Board hiring policy. Facilitators are certificated teachers for the purposes of teaching the core, college preparatory curriculum of 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 California state teaching requirements and are profession-ready. The CLCS Executive Director has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors as needed.

Community Learning Center Schools, Inc., including Alameda and Nea Community Learning Centers, is a union organization.

Community Learning Center Schools, Inc. (CLCS) is an equal opportunity employer. CLCS prohibits discrimination against and harassment of any employee or any applicant for employment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law. All personnel who are responsible for hiring and promoting employees and for the development and implementation of CLCS programs or activities are charged to support this effort and to respond promptly and appropriately to any concerns that are brought to their attention.

Teachers / Facilitators

CLCS employs Facilitator staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These Facilitators teach the "core" academic and college preparatory classes of mathematics, language arts,

science, history /social studies. These Facilitators are responsible for overseeing the Learners' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

The school provides access to new Facilitator support towards obtaining professional clear credentials, if necessary. The Chief Operating Officer is responsible for handling credential checking and other personnel matters. No other charter school staff (e.g., counselors, librarians, administrators, and others) are required to hold credentials.

All employees are subject to state and federal employment laws. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an EL Authorization/CLAD Certificate.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the ACLC team to ensure continuous improvement for students, staff and ACLC community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.
- 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 student work assignments without the approval of a teacher/Facilitator unless they are instructing non-core or non-college preparatory courses and activities.

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 pupils. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CLCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designee 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 a check through such services as a LiveScan fingerprint process. CLCS will pay for LiveScan services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Lead Facilitators have the authority to recruit and interview candidates along with the Personnel Committee members, and make recommendations to the Executive Director for hiring Facilitators, according to CLCS Board Policy. The Lead Facilitators have the responsibility for evaluating the performance of Facilitators, counselors, and office manager on a yearly basis. The Executive Director and the CLCS Governing Board has the right, if they so choose, to review these performance evaluations before they are delivered to the staff members. The criteria by which to judge the performance of these employees is negotiated and authorized by CLCS and the Nea and Alameda Union (NAU). The Executive Director creates the job descriptions and conducts the performance reviews of the Lead Facilitators. The CLCS Governing Board creates the job description and reviews the performance of the Executive Director, both on a year-end basis.

ELEMENT F: PROCEDURES TO ENSURE THE HEALTH AND SAFETY OF PUPILS AND STAFF

Governing Law: "The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. " Education Code Section 47605(c)(5)(F).

The ACLC has its own Safety Plan for fire, earthquake, and harmful intruders (lockdown drills). ACLC staff receive training on emergency and first aid response as per the state standards and training programs.

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

- Behavioral rules, compliance and enforcement procedures.
- 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 Chief Operating Officer of CLCS conducts criminal background checks on employee candidates, as required by Education Code 44830.1 and 45122.1, and ensures that ACLC does not hire any person who has been convicted of a violent or serious felony.
- There are health checks for all employees pursuant to state law and district personnel policies, where applicable, such as TB.
- ACLC's facilities meet state and local building codes, except where exempt
- ACLC's facilities meet federal requirements, including the Americans with Disabilities Act.
- ACLC complies with all state and federal laws regarding food safety and environmental protection.

- ACLC complies with all state and federal laws designed to protect children, including but not limited to, the proper administration of medication to students in schools and the reporting of child abuse.
- ACLC screens Learners' vision and hearing, and for scoliosis to the same extent as would be required of the pupils attended a non-charter public school.

Behavioral Issues

ACLC is a self-governing, Learner-operated community with respect to Learner behavior. In many ways this constitutes a strength that supports student safety since the Learners establish the rules of the community and are therefore very conscious of the impact of their behavior on the entire community. While ACLC incorporates learner participation and restorative practices in behavioral management processes, the Governing Board and designated school administrators and lead facilitators retain ultimate authority and responsibility for ensuring learner safety, compliance with law and enforcement of school policies.

ACLC follows the AUSD behavior matrix as its tiered discipline system. In addition, ACLC has fully adopted both restorative justice and PBIS (positive behavior intervention support) programs in order to better serve the needs of Learners. This has resulted in a large shift in the types of conversation amongst Learners/Facilitators/Administration/Parents and the way in which consequences are decided and carried out. This shift emphasizes Learners reflecting on their action, and provides the structure for Learners to assess how their action(s) caused harm, jeopardized the needs of the school community, and how all invested parties can work together to address and repair what has been harmed. This process allows for open dialogue, transparent accountability, opportunity for growth, and the process is collaborative; that is, even the "offender" is an equal participant in this process, an equal stakeholder, this person is not ostracized or merely received top-down consequences.

Facilities 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.

ACLC shall provide facilities documentation and access for inspection as reasonably requested by AUSD in connection with oversight and renewal.

Beyond these basic safeguards, the internal furnishings, equipment and risk management is the responsibility of the entire learning community as represented by the CCC and, ultimately, the Governing Board. Learners and Facilitators are responsible for identifying any obstacles or other risk factors that should be addressed to reduce hazardous

conditions in the learning environment. Leadership is then responsible to ensure that corrective measures are implemented in a timely manner to mitigate risks.

ACLC occupies 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 that is to be used as a school or administrative building shall maintain an asbestos management plan.

If ACLC moves or expands to another facility during the term of this charter, ACLC shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ACLC shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Director of Educational Options and/or the local planning department or equivalent agency.

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

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

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

- ACLC shall maintain written risk assessment and parental consent procedures for off-site and work-based learning activities which shall be available to AUSD upon request.
- Volunteers and mentors will be carefully screened by the Facilitators and Leadership prior to being authorized for student engagement. (See Criminal Record Check procedures below.) Volunteers and mentors who spend time with students outside of the direct supervision of a teacher will be fingerprinted and will go through a formal screening process. However, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic and who are not alone with students at any time during such a process will be exempted from this screening process.

- Work-based learning opportunities will also be carefully reviewed to ensure that Learners will be safe. Parent permission is required before Learners are allowed to engage in off-site contact with adults unless this is a one-time only visit that is done in a group and supervised by Facilitators.
- Field trips will be reviewed by the ACLC Lead Facilitator for approval. Participation in field trips must be authorized by parents.

Sexual Harassment and Discrimination

The Alameda Community Learning Center abides by state and federal guidelines regarding sexual harassment.

ACLC Learners and staff are protected from harassment and discrimination (Appendix B) based on all protected classes. ACLC shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). This protection again is guaranteed in the ACLC Rule Book. (Appendix C). The fact that these rules have been developed, promulgated and enforced by Learner-led committees during the past fourteen 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 the ACLC by far safer for students 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.

Complaints related to discrimination, harassment, intimidation or bullying shall be investigated and resolved with Uniform Complaint Procedures (UCP) or Title IX requirements as applicable.

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 or screening requirements. ACLC requires immunization of Learners as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

ACLC provides for the screening of Learners' vision and hearing and the screening of Learners 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, the learning community provides health information that relates to issues of adolescent health such as drug and alcohol use, tobacco

use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other issues.

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

The examination of faculty, staff, and volunteers for tuberculosis as described in Education Code Section 49406 will take place regularly as per state law.

Role of Staff as Mandated Child Abuse Reporters

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

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. ACLC's policy related to the administration of prescription medication, including insulin shots, has been provided as ACLC's "Administration of Medications, Emergencies and Head Lice Policy."

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. The Board has established a written infectious control plan designed to protect employees and students from possible infection 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 students shall follow the latest medical protocol for disinfecting procedures.

Criminal Record Check

All ACLC employees, including staff, contracted service providers, and volunteers with direct and non-direct pupil contact, shall comply with all criminal background check requirements applicable to charter schools under the Education Code, including but not limited to Sections 44237, 44830.1, 45122.1, and applicable DOJ/FBI fingerprinting requirements. Criminal background review responsibilities shall be carried out by designated administrative personnel in accordance with governing board policy. No one who has been convicted of a violent or serious felony will be employed by ACLC or allowed to volunteer at ACLC.

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. Child must be signed out by parent or a responsible adult.

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 the 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 once 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 Pupils and Staff

The Alameda Community Learning Center complies 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 charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).

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

Consistent with state and federal law, ACLC does not establish racial or ethnic quotas, targets, or preferences. ACLC seeks to achieve a diverse Learner body through broad, inclusive and nondiscriminatory outreach and a random public lottery. The purpose of ACLC's outreach activities is to ensure that all eligible Learners and families residing within the District have equitable access to information about ACLC and the opportunity to participate in the admissions lottery.

ACLC regularly conducts the following outreach to attract an ethnically diverse group of applicants:

1. Run several newspapers ads in both the Alameda Journal and the Alameda Sun to advertise its information nights in English, Spanish, Tagalog, and Chinese.
2. Conducted parent information nights to answer questions and inform parents and Learners about school openings.
3. Mailed its enrollment information to all prospective Learners in grades 6-11 using district-provided mailing lists.

ACLC representatives will yearly do the following 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 district-provided mailing lists.
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 seek out community leaders to get advice on how to reach all families in Alameda to get them to attend information nights before the random lottery.

ACLC monitors enrollment data and outreach effectiveness annually to ensure that its admission practices remain open, equitable, and accessible to all Learners residing within the District. If outreach efforts do not result in broad participation from families across the District, ACLC will review and adjust its outreach strategies to improve awareness and accessibility.

ELEMENT H: ADMISSION REQUIREMENTS

Governing Law: "Admission policies and procedures, consistent with subdivision (e)." Education Code Section 47605(c)(5)(H).

Statement of Nondiscrimination Acceptance Policy:

The Alameda Community Learning Center charter school does not discriminate against applicants on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). No child selected during the lottery process shall be denied admission because they require special education services.

To be considered for admission to the Community Learning Center Schools, Inc schools including Alameda Community Learning Center (ALCLC) and Nea Community Learning Center (Nea), interested applicants:

- Must apply for admission within the time frames established by the school
- May not be under current expulsion from AUSD or another school district
- May not be currently placed in school as a consequence of disciplinary action

To attend ALCLC or Nea, Learners must:

- Be fully immunized in accordance with California law.
- Present the appropriate health exam record per California code.
- Homeless students and foster youth are exempt from documentation requirements.
- Not exceed 19 years of age, unless Learner was continuously enrolled in public school prior to age 19, and/or the Learner is being served by an IEP.
- Be five (5) years of age on or before September 1 to enter kindergarten.
- Be four (4) years of age on or before September 1 to enter transitional kindergarten.

The Priority Application period shall open each school year as determined by CLCS Admissions Department (Admissions@clcschools.org). Applicants that apply between the dates set by CLCS Admissions Department (Admissions@clcschools.org) shall participate in a lottery according to the admission priorities outlined above.

If there are more applicants than spots available, a lottery shall be conducted under the supervision of an AUSD compliance officer, and held on a previously announced date in February.

Admission priorities for the lottery and waitlist thereafter are established as follows:

1. Existing Learners shall be exempt;
2. Applicants who are existing 8th grade learners enrolled at Nea Community Learning Center and are applying for 9th grade at ACLC;
3. Applicants who are currently enrolled in or who reside in the elementary, middle, or high school of the local District in which CLCS schools are located for the purposes of the Charter School Facility Grant Program.
4. Applicants that are children of CLCS employees and current CLCS Board, Nea and ACLC Site Council members, regardless of residence;
5. Applicants that are siblings of Learners currently attending the school and are residents of the District ;
6. Applicants that are residents of the District;
7. Applicants that are siblings of Learners currently attending the school and are not residents of the District ;
8. Applicants residing outside the District.

In accordance with Education Code Section 49011, admission priorities/preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Applicants after January 31 will be added to the appropriate grade level and resident/non-resident waitlists in the order in which they applied, according to the admission priorities outlined above.

After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application

The lottery shall be designed and conducted as follows:

- Children applying during the priority enrollment period as set by CLCS Admissions Department (Admissions@clcschools.org) shall be included in the lottery.
- Whether done manually or by computer, the lottery shall be designed with priorities in the order outlined above.
- Applicants shall be ranked in the lottery according to the priorities in the order outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.

- Openings by grade level shall be filled according to lottery outcomes, going in numerical order from first to last.
- In the case of a family with twins or triplets, if one sibling is accepted in the lottery or subsequently, the remaining sibling (s) (twin, triplet) will also be offered admission at the same time if space is available in the class.
- Those applying after the Priority enrollment period shall be added to the waitlist according to the priorities outlined above, and in the order in which their application was submitted
- Openings by grade level will be offered as space permits.
- Wait lists for each grade level will be maintained until May 1 of the current school year. After that date, interested students must contact the school for admission decisions.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application.
- Interested Learners must re-apply each year so grade level waitlists are renewed yearly.

Upon enrollment , the following information must be submitted:

- Proof of identity and guardianship
- Proof of immunization or exception, according to state of California law
- Home language survey
- A completed Emergency Medical Information form
- Proof of minimum age requirements
- Proof of residency information
- Signed permission for the release of previous school records
- All other required enrollment documents
- Homeless students and foster youth are exempt from documentation requirements

Enrollment Procedures:

- Failure to comply with the procedures outlined below will result in revocation of admission/disenrollment.
- An admitted Learner will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

To be eligible to attend, Learners must meet the following requirements:

- Recommended that a parent/guardian must have attended a pre-admission meeting and/or school tour
- Enrollment registration and documentation must be completed by required deadlines as set by CLCS Admissions Department (Admissions@clcschools.org). If not completed within the allotted timeframe or the Learner may be withdrawn.
- Homeless students and foster youth are exempt from documentation requirements.

The Admissions and Enrollment Process:

- The School will determine class size/configuration for each school year.
- The School will actively recruit interested families through marketing and public relations efforts.
- The School will hold one or more informational open houses and school tours, of which attendance at one is mandatory for admission.
- The School will maintain a specified open enrollment period so applicants have an equal opportunity for participation in the lottery.
- Applicants completing an application within the open enrollment period shall participate in the lottery.
- Applicants shall be ranked in the lottery according to the priorities outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Applicants selected in the lottery shall be eligible for offers.
- Applicants not selected in the lottery shall be placed on a waitlist in the order determined via lottery.
- Current Learners will be solicited for intention to return the following year.
- Board members and staff will be solicited for the intention to apply for admission for their children
- The School will determine the number of returning Learners per grade.
- The School will determine the number of new Learner openings per grade.
- Openings by grade level will be filled according to lottery outcomes, with offers being made in numerical order from first to last.
- Those completing applications after the lottery will be added to the waitlist according to the admission priorities outlined above, and in the order in which their application was received.
- A Learner cannot concurrently hold a seat in more than one CLCS School. If a Learner is accepted/registered in one school and offered admission to the other, one enrollment must be withdrawn or declined.

- If an existing CLCS school Learner accepts admission to another CLCS school they must immediately notify the current school and complete a withdrawal form. The withdraw form may be post-dated to the last day of the current school year.
- Enrollment registration must be completed by required deadlines as set by CLCS Admissions. If not completed within the allotted timeframe Learner will be withdrawn.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application
- Wait lists for each grade level will be maintained until May 1 of the current year. After that date, interested students must contact the school for admission decisions.
- New waitlists will be created every school year with a new round of applications and lottery activities.
- When offered a spot from the waitlist, families must accept or decline within the time frame specified by the Admissions Director.
- Spots offered in the initial round after the lottery will be given a 7-day period in which to accept or decline those offers. Spots offered after the initial round of the lottery will be given a time frame as determined by CLCS Admissions. If no response to offer by the time frame specified the offer will be rescinded.
- Spots offered after the initial lottery offering period will have a time frame specified by the Admissions Director to accept or decline that offer, no more than two weeks and no less than 24 hours.
- Declining a spot may result in the applicant being removed from waitlist.
- Failure to respond to an offer within the specified amount of time may result in an offer being rescinded.
- Failure of a Learner (new or existing) to attend classes for the first 3 days of the school year may result in withdrawal, unless the school is previously notified of absence.
- CLCS has the right to rescind or withdraw any offer or enrollment if the policies or procedures set forth are not followed or if the application information submitted is found to be false or incorrect.

ELEMENT I: ANNUAL, INDEPENDENT FINANCIAL AUDITS AND INSURANCE

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(c)(5)(I).

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

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

The 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 California Controller, the ACOE Superintendent of Schools, State Board of Education, 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 School Site Council with recommendations on how to resolve them within 30 days. The ACLC School Site Council will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this Charter.

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

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

ACLC will abide by the required timelines for the budget:

- On or before July 1st, a preliminary budget
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st

- On or before September 15th, a final unaudited financial report for the prior full fiscal year

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

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.

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 the Director of Educational Options, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ACLC by law or charter provisions.

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

CLCS/ACLC shall employ EdTec to provide ACLC business services.

EdTec shall keep track of financial data and compile information in prescribed formats needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the board by September 15 of each year. ACLC shall submit quarterly financial reports to AUSD and the county superintendent of schools as required by AB 1137.

Insurance

The ACLC intends to contract for all of its insurance needs through the California Charter School Association's JPA.

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

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect ACLC from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the AUSD and the AUSD Board of Education as additional insureds.
3. Fidelity Bond coverage shall be maintained by ACLC to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Insurance Certificates

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

Indemnification

With respect to its operations under this charter, 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.

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 No Child Left Behind Act 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 No Child Left Behind Act 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 NCLB include, but are not 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 students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

ACLC also understands that as part of its oversight of the school, the Director of Educational Options may conduct program review of federal and state compliance issues.

ELEMENT J: DISCIPLINARY, SUSPENSION, EXPULSION PROCEDURES

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

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. Any emergency suspension shall be imposed only as permitted by Education Code Sections 48900-48915 and shall comply with all required procedural safeguards.

Nothing in this section limits the authority of the Charter School administration or Governing Board to impose discipline, including suspension or expulsion, as required by law to protect pupil safety and ensure due process.

The ACLC Rulebook has been developed over a 19- year period by Learners and Facilitators to create a positive school learning culture. The school rules are in the Learner planner which 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. (See Appendix C)

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 School Site Council for possible expulsion from the ACLC. 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 ("JC"). 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 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 will have an approved resource specialist available for consultation on special classes of students and their rights. ACLC will use the same procedure for suspension of Learners from the program for 1-5 days as does the AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the Learner's side of the suspendable incident, talks to and meets with parents, and only suspends Learners for the offenses that are listed as legal below. The administrative representatives of the ACLC balance the Learners' rights to due process with the responsibility to maintain a safe learning environment. Suspension reports will be cataloged as part of our annual report.

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

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

Grounds for Suspension and Expulsion of Students

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

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

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

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

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

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

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

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

In the case of a special education student, or a student 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 Act of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, 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 child'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 student's misconduct was not caused by or had direct and substantial relationship to the child'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 student may be expelled.

A. Grounds for Suspension and Expulsion of Students

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

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

B. Enumerated Offenses

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

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

10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Consistent with Education Code Section 48900(k), no pupil may be suspended for this act.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or reinitiating into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that

person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including but not limited to, bullying by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Expulsion for willful defiance shall be imposed only as permitted by Education Code Section 48900(k) as amended, and only after other means of correction have been attempted except in cases involving an emergency situation.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. ACLC shall utilize alternatives to suspension to the extent permitted by law, including restorative practices, interventions, counseling, and behavioral supports prior to imposing suspension for nonviolent misconduct.

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 student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Lead Facilitator. 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 students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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

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

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

E. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

No student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder.

In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the

hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

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

I. Written Notice to Expel

The student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

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 student or parent/guardian. This notice shall also include the following:

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

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

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

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 student 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 pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final. This provision does not limit any rights afforded under state or federal law, including due process rights and the rights of students with documented disabilities to seek review through the Office of Administrative Hearings.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

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

- i. Notification of SELPA
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability
- ii. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- iii. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a

code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:
 - c) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - d) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - e) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes

that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

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

v. Special Circumstances

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

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

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

vi. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

The ACLC will include data on 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 student 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: MANNER OF RETIREMENT COVERAGE FOR STAFF

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(c)(5)(K).

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

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

An account of costs related to all of these benefits is contained in the ACLC Financial Plan created by EdTec.

ELEMENT L: PUBLIC SCHOOL 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(c)(5)(L).

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

ELEMENT M: RIGHTS OF RETURN FOR CHARTER EMPLOYEES

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(c)(5)(M).

AUSD employees who accept employment with CLCS at ACLC shall have no return rights to AUSD and are expected to resign their tenured positions at AUSD prior to the start of their employment with CLCS at ACLC. ACLC Facilitators and staff will sign contracts to work for CLCS at ACLC and will be made aware of their necessity to resign from AUSD when they are offered contracts with CLCS to work at ACLC.

CLCS/ACLC sample Employee Handbook and sample contracts are located in Appendix O.

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(c)(5)(N).

The staff and School Site Council members of ACLC 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.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. 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 Charter School, c/o School Director:
Alameda Community Learning Center
1900 3rd Street
Alameda, CA 94501

To Director of Student Services:
Alameda Unified School District
2200 Central Ave, Ste. B
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 which 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 5:00p.m., 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 mediation. 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 60 days from the date of the Issue Conference. 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 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 the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

Internal Disputes

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

When the operations of ACLC give rise to disputes or complaints other than between ACLC and AUSD, ACLC will seek a mutually-satisfactory resolution, employing a process that includes: defining the problem, identifying interests, gathering facts and evaluation options for resolution. Complaints will be addressed first at the source of the problem and referred

to the appropriate level of school management. Complaints will be resolved within a reasonable time. Disputes that cannot be resolved informally will be addressed as provided by ACLC's adopted complaint policy, which will be consistent with California's Uniform Complaint Procedure (California Code of Regulations, Title 5, Sections 4600 – 4671). Through this procedure, disputes that cannot be resolved initially may be referred to the ACLC Governing Board.

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

Oversight and Revocation

Any communication from the AUSD Board of Education should be directed to the ACLC Governing Board. AUSD may inspect or observe any part of the charter school at any time. With only occasional exceptions, AUSD will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. If the AUSD Board of Education believes it has cause to revoke this charter, it will follow the process set forth in Education Code Section 47607. ACLC agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

Addressing Parent Complaints

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

The complaint procedures will include the 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 will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

ACLC will designate 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 any investigation of any complaint filed with ACLC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ACLC will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

ACLC will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

ACLC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, 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 sex 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.

Renewal

The process for any renewal will be governed by and will conform to timelines and processes set forth in AUSD Board Policy and Administrative Regulations.

ELEMENT O: 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(c)(5)(0).

Closure of ACLC will be documented by official action of the CLCS Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Governing Board will promptly notify parents and students of 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 pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

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

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

As soon as reasonably practical, 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 Charter School and will be provided to the District promptly upon its completion. The

final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

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

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 5 years from July 1, 2019 until June 30, 2024.

Amendment to the Charter

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

Facilities to be used by the ACLC Charter School

ACLC is located in a suitable facility that currently under a long-term lease agreement. ACLC desires to remain in its current facilities for, at minimum, the length of its charter renewal term.

Manner in which administrative services will be provided

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

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

ACLC 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/ACLC and AUSD.

The ACLC will be operated by CLCS, a California non-profit public benefit corporation with IRS 501(c)(3) tax exempt status. As such, the school's founders presume that AUSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604I. In the event that AUSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, AUSD may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors, and Governing Board members, and, where appropriate AUSD personnel.

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 that will gather information by Learner surveys on staff effectiveness annually.

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. This information will be tabulated by the Program and Performance Evaluation Committee and by Leadership, and it will be presented to the Governing Board as an annual report.

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

ACLC Budget

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

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

Chartering Authority, Reasonable Efforts to Accommodate Growth of the Charter

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

No employee of AUSD shall be required to be employed at the charter school

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

No student of the AUSD shall be required to attend the charter school

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

School Calendar and Instructional Minutes (R)

ACLC will consider using the AUSD school calendar for 2010-11 when and if it is adopted by AUSD. Once AUSD has adopted its calendar, the ACLC Governing Board shall determine the ACLC calendar. ACLC's school calendar shall comply with all state requirements regarding the number of days and instructional minutes. A sample instruction minutes calculation is attached in Appendix H that was used at ACLC for the 2009-10 school year.

Transportation (S)

The ACLC does not intend to provide transportation of Learners unless required to do so by law for a special education situation. 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 shall suggest school wide staff development for staff and make recommendation to the ACLC Governing Board for approval. Currently, each ACLC Facilitator is allotted \$400 per year to seek out professional development opportunities that are specific for their curricular expertise. Proposals are 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)

If ACLC remains on the Encinal campus, ACLC wishes that its Learners who qualify be able to participate in the National School Lunch Program through the EHS food services program. If ACLC is to locate on its own campus, ACLC will apply to be part of the National School Lunch Program as an independent charter school. If ACLC's application is approved, and if ACLC decides to participate in the National School Program and have a lunch program (neither or which are required by charter or state law), ACLC will develop approved accounting practices as required by the National School Lunch Program for reimbursement.

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.

Other Issues:

The District may charge for the actual costs of supervisorial oversight of ACLC not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if ACLC is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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

The District may revoke the charter of ACLC 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

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LEARNING
CENTER



ACLC

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Charter Renewal Petition for

Community Learning Center Schools, Inc. (CLCS)
a Non-profit Public Benefit Corporation

to

Alameda Unified School District

for the Operation of the

Alameda Community Learning Center (ACLC)

September 24, 2019

Material Revision Submitted - January 27, 2026

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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 the Charter Schools Act.

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

California Charter Schools Act

In accordance with California Charter Schools Act, the Community Learning Center Schools, Inc., (hereafter referred to as “CLCS”), a 501c(3) tax exempt non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education (hereafter referred to as “AUSD”¹ or the “District”) 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 achievement.

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

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

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

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

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

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

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes

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

written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

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

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

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

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

(5) The petition does not contain reasonably comprehensive descriptions of all of the following: Ed. Code § 47605(b).

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

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

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

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

CLCS seeks to renew the Alameda Community Learning Center (“ACLC”) 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 18 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 pupils who are identified as academically low achieving.

(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 18 years (13 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.

(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 teachers at every level of the

decision making and creates opportunities for teachers to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: The school will continue to create expanded choices in the type of educational opportunities that are available within the AUSD 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: Being a charter school, ACLC is held accountable to the public via its chartering agency using a performance-based accountability system.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools: The school will continue to provide vigorous competition within the public school system to stimulate improvements in all public schools.

AFFIRMATIONS/ASSURANCES

If awarded a charter renewal, the Alameda Community Learning Center operated by Community Learning Center Schools:

- 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)]
- Shall be deemed the exclusive public school employer of the employees of the *Alameda Community Learning Center* for purposes of the Educational Employment Relations Act. [Ref. ~~Education Code Section 47605 (b)(5)(O)~~ Education Code Section 47605 (c) (6)]] Under the EERA, CLCS employees shall have the right to form a collective bargaining unit and join a union of their choice and to negotiate directly with CLCS. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative.
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(~~de~~) (1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(~~de~~) (1)]
- 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~~ e)(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~~ e)(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~~ e)(2)(B and C). [Ref. Education Code Section 47605(d)(2)(A)-(~~B~~ C)]

- Shall not discourage a student from enrolling or seeking to enroll in the Alameda Community Learning Center for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii): disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students' nationality, race, ethnicity, or sexual orientation.
- Shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment.
- Shall not encourage a student attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(B)(2)(iii) (see characteristics listed above). This shall not apply to actions taken by Alameda Community Charter School pursuant to the expulsion or disenrollment procedures described in this Petition and accompanying policies which comply with the requirements of Education Code Section 47605(c)(5)(J).
- Shall post CDE's model Charter School Compliant Notice on its internet website and shall provide a parent or guardian, or a student if the student is 18 years of age or older, a copy of this notice whenever (1) a parent, guardian, or student inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(~~d~~ e)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(~~1~~)(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(~~de~~)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the *Alameda Community Learning Center* including but not limited to:
 - The *Alameda Community Learning Center* shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The *Alameda Community Learning Center* shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The *Alameda Community Learning Center* shall comply with any jurisdictional limitations to locations of its facilities.
 - The *Alameda Community Learning Center* shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The *Alameda Community Learning Center* shall comply with all applicable portions of the Every Student Succeeds Act.
 - The *Alameda Community Learning Center* shall comply with the Public Records Act.

- The *Alameda Community Learning Center* shall comply with the Family Educational Rights and Privacy Act.
- The *Alameda Community Learning Center* shall comply with the Ralph M. Brown Act.
- The *Alameda Community Learning Center* shall meet or exceed the legally required minimum of school days.

~~ELEMENT A: EDUCATIONAL PROGRAM~~

ELEMENT A: 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~~ ~~c~~)(5)(A)(i).

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~~~~c~~)(5)(A)(ii).

Community Learning Center Schools, Inc., ("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 ("ALCLC" or the "charter school"), a ~~6~~9-12 program located on the same campus as its sister school, Nea Community Learning Center, in the City of Alameda. For the 2017-18 school year, ACLC received all blue and green color rankings on the California School Dashboard and has met all measured standards. ACLC has demonstrated consistency in its educational program and student learning outcomes for the life of its charter. In 2007, ACLC was awarded the "California Distinguished School" award. ACLC is the first charter school in Alameda County to earn this award. ACLC is Western Association of Schools and Colleges ("WASC") accredited through 2023.

This charter renewal petitions is for the continued operation of a ~~6~~9 -12 school through 2024. ACLC currently serves 351 Learners and will serve to its agreed upon capacity based on the Facilities Use Agreement with Alameda Unified School District (AUSD). ACLC has, and will continue to, identify students who are interested in an alternative educational experience that encourages educational equity, experiential and collaborative learning, and a technology-rich environment to educate. ACLC serves Alameda residents and residents of neighboring communities. An enrollment preference is given to AUSD residents as is required by law. The school seeks a diverse population of Learners that roughly represents the ~~ethnic and socioeconomic diversity of AUSD.~~ diversity of AUSD, including a balance of the characteristics described in Education Code Section 47605(c)(5)(G) which is reflective of the general population residing within AUSD's boundaries. The program enrolls Learners from all geographic areas of Alameda and surrounding communities in grades ~~6~~9-12.

The ACLC Mission

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

ACLC's Educational Model & Instructional Delivery

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 that supports 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 state standards 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 will be on a first name basis, in respect for the equity of their various roles within the community.

The ACLC will continue to provide a rigorous, relevant, culturally sensitive, accessible education program for all students (including high and low achievers, English Learners, and students 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 will continue to use the researched-based, proven instructional model which has been in existence for 18 years

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 its educational practices for two days in the spring of 2006 and confirmed its educational practices.) This same educational program has achieved all blue and green rankings, demonstrating that its curriculum is aligned with California standards and produces results.

Modes and Methods of Instruction

The ACLC aligns its courses to meet all California course and grade level standards. The ACLC uses standards-aligned course descriptions for grades 6-12. (See 6-12 ACLC Curriculum Guide, an additional document that is submitted along with the charter petition for samples.)

At the ACLC, Learners are prepared to be successful citizens for the 21st Century by becoming self-motivated, competent and self-directed lifelong Learners. They 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 teacher. Only when the Learner eagerly reaches forward for knowledge, insight, and wisdom does real learning occur.
- Collaboration and teamwork is the environment of the successful organizational culture.
- Technology is the toolkit of the information age. To be literate in the 21st Century Learners must have access to and be proficient in the use of state-of-the-art technology.
- In order to pursue active learning, Learners must have the flexibility to work as teams, move outside the "box" of the school facility (both physically and

electronically), and engage in inquiry that is both “free” and subjected to critical evaluation by peers and adults who are highly proficient in their fields.

- Multi-age grouping supports a Learner’s knowledge acquisition through natural scaffolding, allowing them to move quickly in areas of talent, and more slowly and with more individual support in areas that are more difficult.
- Learning is made relevant and engages the Learner through purposeful work.

This educational model has been in action with a group of Learners in grades 6 9-12 at the current ACLC for nineteen years. Visitors to ~~the~~ ACLC start by entering the community room, an essential component of our educational program. They see 80-100 Learners (30% of Learners in the school) of mixed ages working either independently or in teams during their scheduled project time within the school day. In this technology rich space with over 60 Internet-accessible individual computers, self-directed Learners perform research for projects, access online language programs and learn foreign languages (via the Rosetta Stone software program), improve their math skills with the Carnegie online math program, communicate with Facilitators and other Learners via email, write essays and research papers, use spreadsheets to analyze data, and create electronic music and digital art and video. These learning activities happen within a modern workplace setting where the Learners are free to move about and interact with each other and Facilitators in a very personal way. All Learners and Facilitators are on a first name basis and everyone in the school knows everyone else. Visitors also see Facilitators and paraprofessionals tutoring individuals and groups of Learners, as well as many small Learner study groups where Learners teach each other and work on team projects for their seminars. Learners might be working on building roller coasters for a physics seminar, creating element brochures for a chemistry class, creating power point presentations for a social studies class, or word processing English essays.

Beyond the community room, the school’s six classrooms are home to our academic seminars. In the 6 9-12 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.

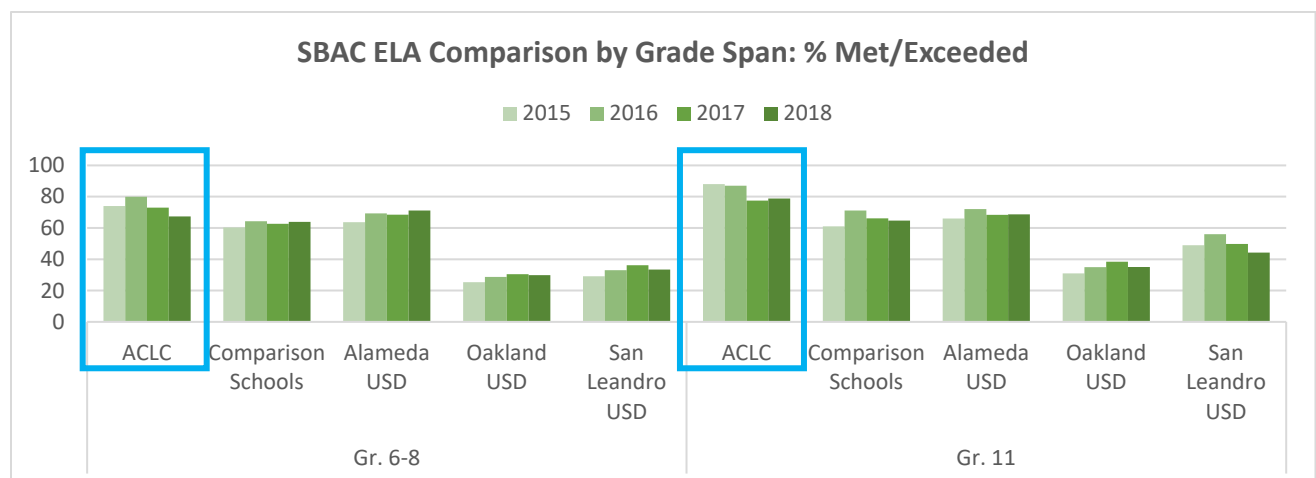
- In the science classrooms, Facilitators deliver direct instruction on the science curriculum, oversee traditional science laboratory activities, or prepare Learners for a group or individual project to be done during their project time.
- In our math seminars, Facilitators use a combination of direct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

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

ACLC’s Student Achievement Overview Since Renewal

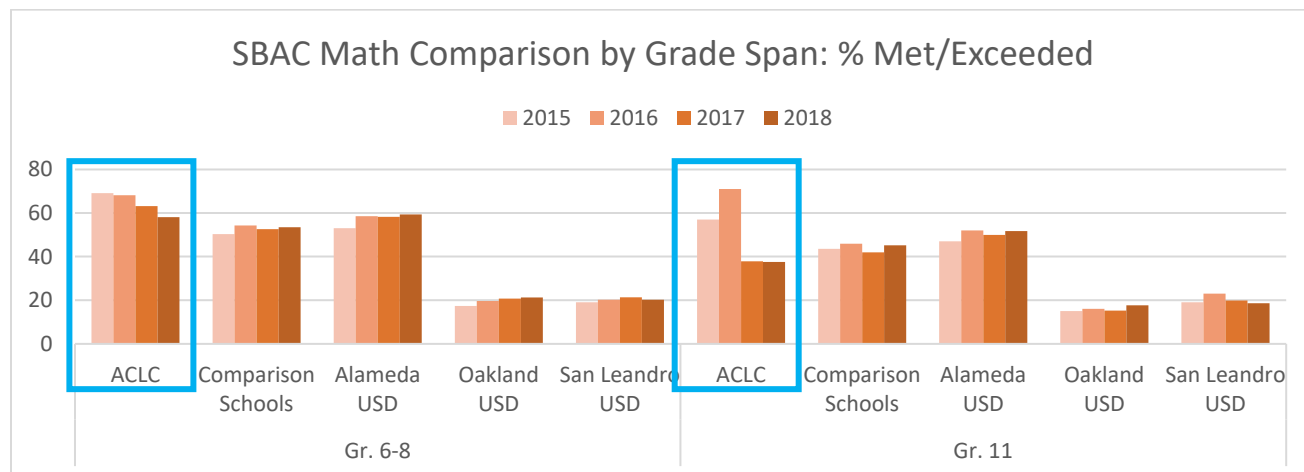
Alameda Community Learning Center has performed very well on the Smarter Balanced tests compared to demographically similar schools in Alameda and Oakland Unified and neighboring districts. ACLC has a broad comparison set because it spans both middle and high school grades (6-12) and it draws students from multiple school districts, with two-thirds coming from Alameda Unified, 20% from Oakland Unified, and 7% from San Leandro.

In English language arts (ELA), ACLC has outperformed all comparison sets for both middle school and high school grades. Although performance has dipped a little in the last two years, ACLC still outperformed its comparison schools in 2018, with 67% of 6th-8th graders meeting or exceeding the standard (compared to 64% at comparison schools) and 79% of 11th graders meeting or exceeding the standard (compared to 65%).

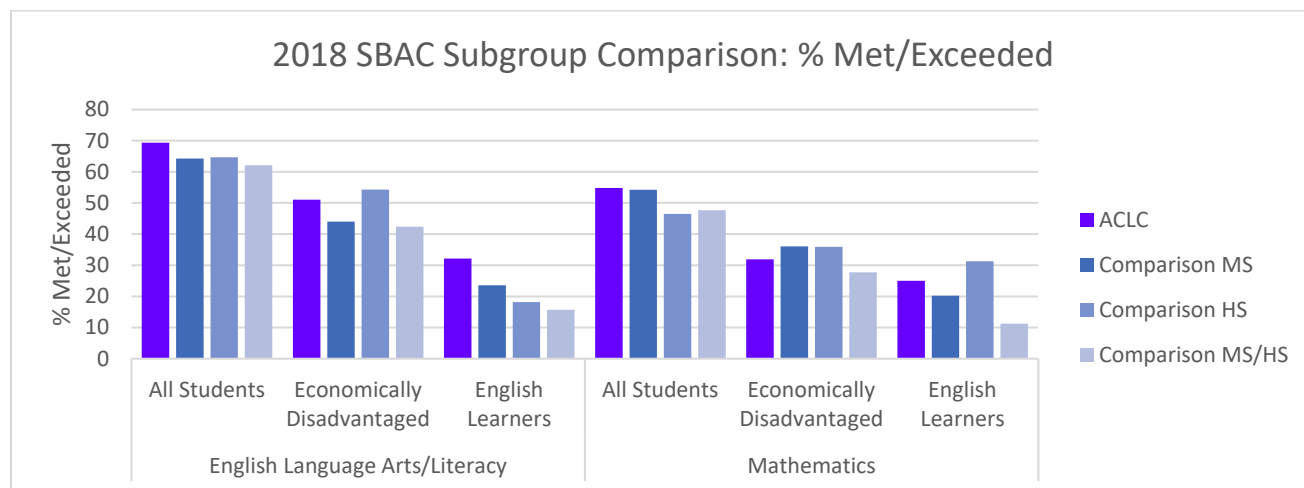


The Math performance of ACLC middle schoolers also surpasses that of the comparison sets. ACLC’s four-year average for grades 6-8 is 65% meeting or exceeding the standard, compared to only 53% for their comparison schools. Math performance in 11th grade has

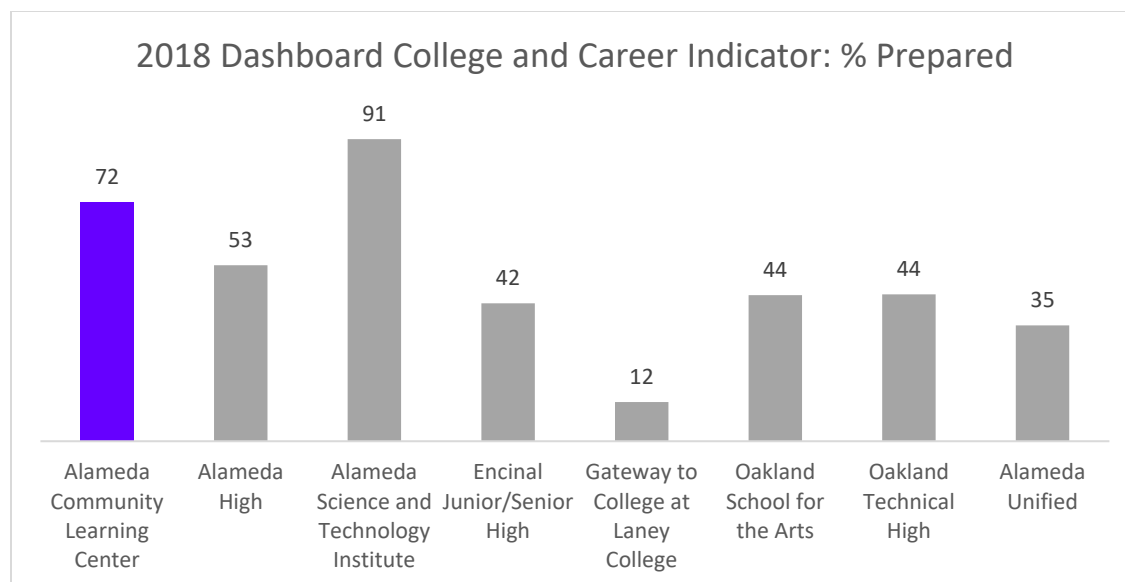
fluctuated over the last four years, and is an area of focus for ACLC, but its four-year average (53%) also exceeds that of its comparison schools (44%).



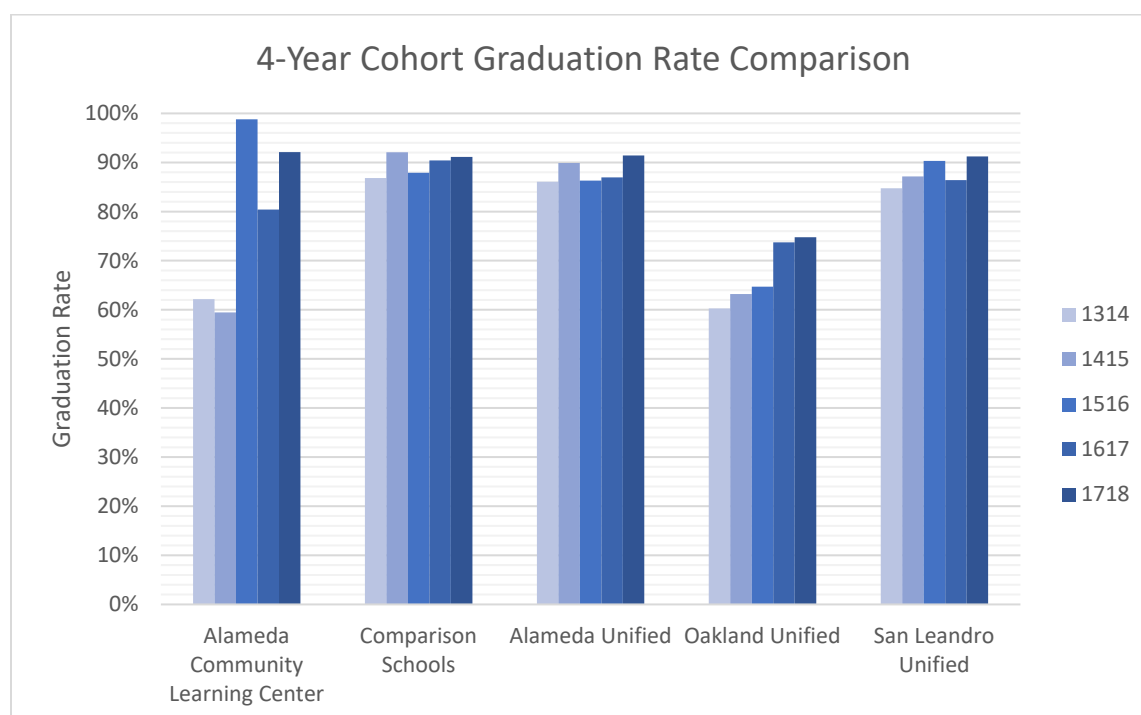
ACLC subgroups have also performed well compared to demographically similar middle and high schools in Alameda and Oakland Unified. In 2018, ACLC's economically disadvantaged students outperformed the comparison middle and 6-12 schools in ELA and English learners surpassed comparison middle, high and 6-12 schools by 8 to 16 percentage points. English learners also surpassed the comparison middle and 6-12 schools in math.



Since ACLC spans grades six through twelve, high school measures of performance beyond state tests are also a focus. These include the college and career indicator on the CA School Dashboard and the four-year cohort graduation rate. In 2018, 72% of graduating seniors were considered prepared for college and career. Only one school out of the seven demographically similar comparison high schools in Alameda or Oakland Unified exceeded ACLC on the percentage of students deemed prepared for college and career.

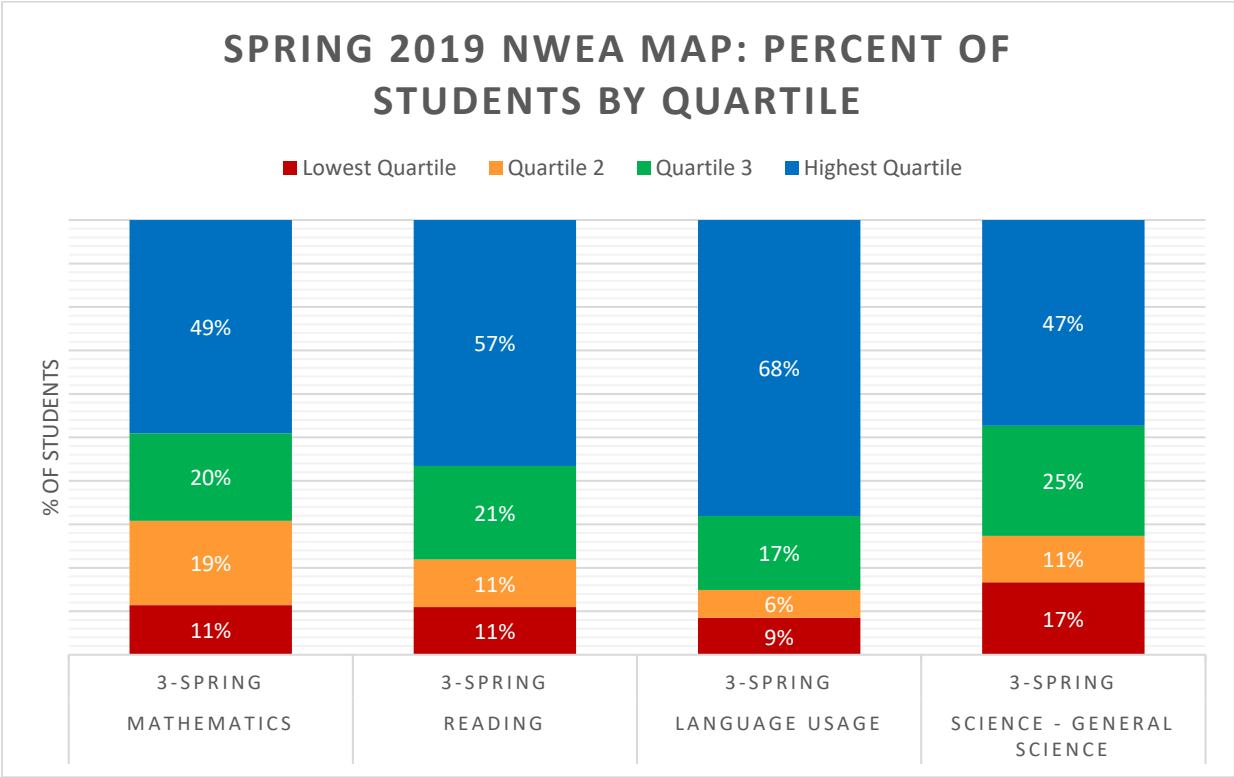


ACLC has also significantly increased its four-year cohort graduation rate over the last five years, from 62% in 2013-14 to 92% in 2017-18. In 2017-18, ACLC's graduation rate of 92% was higher than all comparison sets.

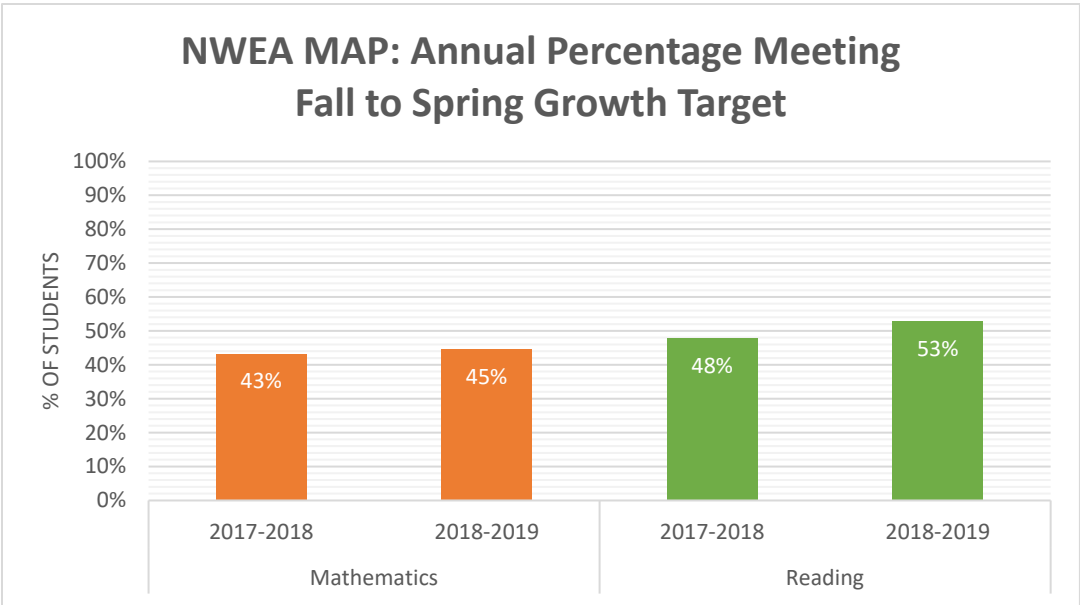


In addition to state measures of progress, ACLC implemented NWEA Measures of Academic Progress (MAP) in 2017-18, a norm-referenced test for ongoing growth monitoring throughout the school year. All grade levels are MAP tested three times a year in math, and select grade levels are tested two to three times a year in reading, language usage and general science. Across subject areas, the majority of students are performing at or above

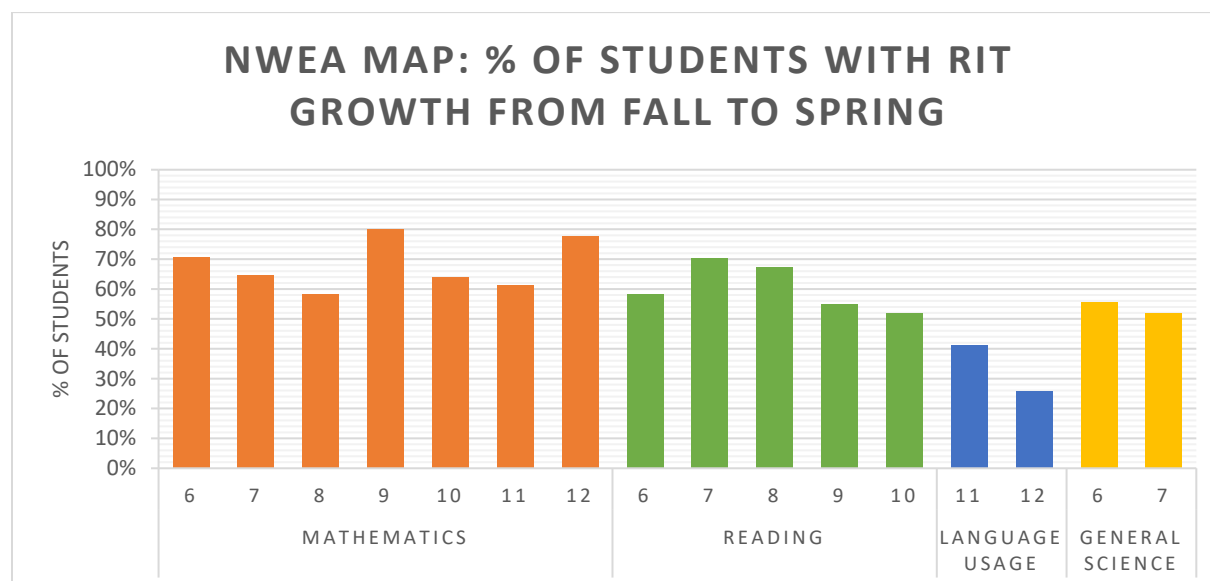
the 50th percentile on national norms – 69% of students in math, 78% in reading, 85% in language usage and 72% in science.



NWEA MAP is an adaptive test that sets growth goals for students based on their starting level. ACLC has seen an increase in the percentage of students meeting or exceeding their annual growth targets in math and reading, and we hope to continue that growth each year.



Since not all subjects and grade levels receive a growth target, ACLC also reviews the percentage of students making scale score (RIT) growth from fall to spring in each subject area. On average in 2018-19, 59% of students improved their RIT score from fall to spring across subjects, but a larger percentage of students showed growth in math (66%) and reading (61%).



ACLC will continue to strive towards improving student performance in all subjects and grade levels by targeting assistance throughout the school year. Our focus on data-driven instruction will support ACLC in its efforts to continue to outperform comparison schools on state measures.

This 6-12 school system has been in place and working successfully for over nineteen years in our current ACLC program.

Curriculum Vision

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

ACLC provides a **balanced curriculum** - not only concerned with *what* we teach, but *how* we teach children.

- Powerful teaching is **responsive teaching** that is based on the learning styles and cultural backgrounds of the Learners.
- We use **evidence-based instruction**

- Reading, writing, and thinking are demonstrated for the Learners so they have explicit models to follow
- Learners have the independence to select reading material at their level and are able to engage in self-selected writing topics
- We will employ the reading/writing connection to improve comprehension
- Learners will write for real audiences and purposes
- Reading and writing will not be limited as a subject, but used across content area subjects as well

ACLC provides **broadened literacy instruction** to include not only conventional reading and writing, but digital, visual, and critical literacy. We believe for a child to be successful in the 21st century, she must know how to use these literacy skills successfully.

- We use an inquiry-based approach to learning science and social studies.
- We offer **expanded** uses of **assessment**:
 - We use traditional measurement tools for accountability
 - We use data that derives from an observational context to evaluating the Learners' individual process and products.

In addition to the core curriculum, all Learners receive a rich curriculum in developmentally appropriate "Learning-to-Learn" skills that has been created by the current school. (Rubrics for assessing these skills are located in Appendix F.) 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 6-8 also receive semester seminars in Visual Communications, Electronic Music, Digital Video Studio, Builder's Workshop and Lego Robotics and Creative Writing.~~

Learners in grades 9-12 have access to electives in art, creative writing, digital video, electronic music, and Spanish. Through the use of innovative programs such as Learning Management Systems and UC-approved online courses, ACLC offers Honors and other electives.

Broad overall program goals

The most comprehensive and individualized goals are that all Learners in the ACLC meet the Graduate Profile and ACLC Graduation Requirements which 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 their worth and efficacy. An example of a current Graduate Profile and Graduation requirements is in Appendix A and G.

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, the ACLC has implemented strategies to produce effective lifelong Learners and has looked at research in socio-psycholinguistic learning, education, brain development, organizational development, and community development to determine best practices. This information has been distilled from the book *Learning-to-Learn: A Conceptual Framework for the School of the Future*, from which the following paragraph is taken:

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

To this end 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~~ 9-12).
- 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 who are experiencing difficulty achieving mastery may take longer than usual to complete specific subject matter. To the greatest extent possible, these Learners are supported and encouraged by peers and Facilitators. Learning differences are universal, and all ACLC participants are aware 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 (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.
- The 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 the Learning-to-Learn skills to other Learners and their families, as well as 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 utilize a standardized format to assess the effectiveness of the Family Conferences regarding content, presentation, and original thought.

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

Curriculum Description

The AUSD/ACLC Graduate Profile (Appendix G) and the ACLC Graduation Standards 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 69 -12 curriculum binder provides the grade level and course level details of the ACLC academic curriculum.

ACLC Graduation Requirements, Grades 69 -12

Coursework required for graduation is aligned to California 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 Planner, which is provided to all Learners. All ACLC graduates will have met all state standards and completed a course load that is aligned with admission requirements of the University of California.

Coursework, Grades ~~6~~ 9 -12

Courses in mathematics that are taught by Facilitators include: ~~6th grade math,~~ Pre-Algebra, Algebra (in one or two years), Geometry, Algebra II and Pre-Calculus. Learners have the opportunity to take statistics and/or Calculus through the College of Alameda.

~~Courses in English/Language Arts and U.S./World History are integrated as a course called Humanities and taught as a two-year cycle for grades 7 and 8.~~ In grade 9, Language Arts is combined with Current Life and Media Studies; grades 10 and 11 are multi-age courses that alternate on a two-year cycle; and a combined English/Senior Seminar course is taken in grade 12.

In grades 10 and 11, Learners take Modern World History and U.S. History, followed by Government and Economics at grade 12.

For Science the course offerings include ~~grade 6-8 Earth, Physical, and Life Science programs in addition to~~ technology and robotics programs. As part of the 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 State Standards aligned course descriptions developed by the ACLC. (See ACLC ~~6~~ 9-12 Curriculum Binder.)

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

With the support of an ACLC Facilitator, older, experienced Learners may help design and facilitate courses. For example, the ACLC’s ~~6~~ 9-12 program has recently created a course in Educational Leadership that trains Learners to act as tutors in ~~our~~ Nea Community Learning Center’s 6-8 programs. These Learners also run Learner study hall tutorials for the general Learner community.

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

School Year and School Day, Grades ~~6~~ 9-12

For the 2019-2020 school year, ACLC will have 180 instructional days with a total of 65,160 instructional minutes in grades 6-12. (See Appendix H for instructional minutes calculations.) If the calendar is changed by the ACLC Governing Board because of state budget changes, all state minimum attendance requirements will be met for any revisions.

In addition, the ACLC will be open from 7:30 a.m. to 4:00 p.m. Monday through Thursday to allow Learners additional time to study, access technology, and 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 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 Students

ACLC will seek renewal of its WASC accreditation in 2023. ACLC courses are approved by the University of California 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 also ensures that ACLC courses are fully transferable to other high schools. The ACLC has a complete binder of UC approved course descriptions which is available in the school office and distributed to students. The current 6-12 model has produced the following results: 90% of all ACLC graduates (class of 2018) now attend a four year college or university. Students from the graduating class of 2018 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 are also students of renowned private colleges such as Stanford University, MIT, The Claremont McKenna Colleges, Brown University, Smith College, Harvard University, Oberlin College, Georgetown, Barnard, Bates, Dartmouth College, University of Pennsylvania, and the University of Massachusetts. In its 19-year history.

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 annual “Mandatory Parent Orientation” meeting, during individual counseling sessions with the ACLC counselor, and in our course description binders.

Serving Students with Disabilities

ACLC shall comply with all applicable State and Federal Laws and use federal dollars appropriately in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

For purposes of special education, ACLC is its own LEA pursuant to Education Code Section 47641(a) and is a member of the El Dorado County Charter School 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; and utilizes appropriate SELPA forms.

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

- A. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- B. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates;
- C. Organize and administer the activities of the IEP Teams, including the selection of the LEA staff and who will serve as members of the IEP Team in conformance with 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 student enrollment, program expenditures, and program evaluation;
- N. Designate a person to represent the LEA on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
- O. Designate a representative for the LEA to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
- P. Receive special education funding from the El Dorado County SELPA in accordance with the Charter Consortium Allocation and Budget Plan.

ASSURANCES*Additional Assurances Regarding Special Education Services*

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

1. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy that a free appropriate public education is available to all children attending the ACLC starting with grade ~~6~~⁹ and extending to age 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Plan (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.

2. FULL EDUCATIONAL OPPORTUNITY

It shall be the policy of ACLC that all pupils 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 children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and

who are in need of special education and related services are identified, located and evaluated.

4. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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

5. LEAST RESTRICTIVE ENVIRONMENT

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

6. PROCEDURAL SAFEGUARDS

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

7. ANNUAL/TRIENNIAL REASSESSMENT

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

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

8. CONFIDENTIALITY

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

9. PART C, TRANSITION

It shall be the policy of ACLC that children participating in Early Intervention Programs, (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs. (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 children 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 children with disabilities voluntarily enrolled in private school by their parents.

11. COMPLIANCE ASSURANCES

It shall be the policy of ACLC that the local plan shall 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 children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

16. PERFORMANCE GOALS & INDICATORS

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

18. SUPPLEMENTATION OF STATE/FEDERAL FUNDS

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

20. PUBLIC PARTICIPATION

It shall be the policy of 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.

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

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

Identification and Instructional Strategies for Special Populations

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

The Charter School will comply with SELPA protocol as to the deletion of duties between the SELPA and the local school site in providing special education instruction and related services to identified pupils. The Charter School will request an annual meeting between the Charter School and the SELPA to review special education policies, procedures, protocols, and forms of the SELPA and SELPA protocol, to ensure that the Charter School and the SELPA have an ongoing mutual understanding of legal and SELPA protocol and will facilitate ongoing compliance.

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

Special needs Learners will be supported by a Resource Specialist(s) in addition to the services listed in their IEPs. This specialist and a full-time counselor will meet for one hour weekly with all ACLC Facilitators to consider ways to address Learner needs. All Facilitators will participate in the creation and implementation of IEP and Section 504 plans and there will be an ongoing effort to find new ways to carry out specialized learning plans to meet individual needs. Learners with IEPs receive appropriate accommodations and modifications in formal and informal testing situations as well as in the completion of daily class work. The Resource Specialist(s) and the Counselor will be fully integrated Facilitators in the community.

Weekly Facilitator meetings also serve as Student Study Team meetings, which consider Facilitator referrals for Learners in needs of additional support. The 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 is then designed to make full use of each Learner's strengths and support growth in areas of weakness. Each young person learns differently and ACLC supports that reality.

ACLC Special Education Overview

- All Learners at ACLC 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.
- Referrals for assessment for special education services are generated by Facilitators, Student Study Teams and parents. Assessments are conducted within the legal timeframe. ACLC collaborates with El Dorado County Charter School SELPA School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our Learners.
- ACLC uses 21st century educational technology, providing more access to learning opportunities for Learners with disabilities, i.g. online learning, computer assisted learning, independent learning programs, peer tutoring, project-based learning

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

Starred (*) sections are federally and/or state mandated duties. 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 (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.*
- Administer standardized academic achievement tests, interpreting results to determine Learners' strengths and areas of need for initial assessments and triennial assessments.*
- Provide alternative accommodations and/or modifications to Learners with disabilities for assignments and testing in the general education curriculum.*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.*
- Collaborate with parents, Learners, Facilitators, advocates and specialists to develop and implement Individual Education Plans for Learners with disabilities

- including the development and improvement of accommodations/modifications to create greater access to education for Learners with disabilities.*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.*
 - Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.*
 - Administer State testing (STAR and CAHSEE) to Learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*
 - Report to site administrator (ACLC Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter SELPA general and special education programs on behalf of Learners with disabilities.*
 - Increase access to the educational system for parents and Learners with disabilities by providing resources for advocacy within the educational system and community and providing information and referrals to support Learners' success.*

Curriculum Accommodations and Modifications

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEPs including informing general educators about the effect of disabilities on access to education and the educational needs of Learners with disabilities.*
- Teach or co-teach Humanities Lab or Learning Lab in coordination with 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 educators 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 (see BICM certification).
- 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 NCLC.*

Collaboration with and Referral to Outside Agencies

- Assist Learners with disabilities in accessing community resources for education such as El Dorado County Charter SELPA alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.*
- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for Learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to Learners with disabilities (County mental health agencies, Regional Services, County social services agencies).*

Professional Development

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

Paraprofessional Supervision

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

English Language Learners

ACLC meets all applicable legal requirements for English Language (EL) Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

EL Learners receive placement and ongoing assessment. EL Learners 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 EL Learners to meet their unique needs; in many cases, this includes such accommodations as 1-to-1 reading support or working with a Learner to create an assessment that demonstrates his/her content knowledge in a manner that isn't inhibited by language gaps. We firmly believe that this targeted assistance, as well as the language-rich environment of the ACLC (unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) is a key factor in most EL Learners being re-designated R-FEP by the time they graduate.

EL Learners in the ACLC community are supported not only by the availability of traditional language development classes, but by the self-directed, hands-on approach of our program, which is accessible to all learning modalities. Within all seminars, learning is "sheltered" to enable every Learner to access information and formulate new knowledge based on prior learning and experience.

The needs of English Learners are identified by ACLC using the same methods employed by the AUSD. Upon enrollment in the ACLC, parents of the child are given the Home Language Survey. If a language other than English was noted on the Home Language Survey or enrollment forms, ACLC is required to assess the English and primary language proficiency of the child using the ELPAC within 30 days of enrollment.² Depending upon the ELPAC level, Learners are appropriately placed. These students will also be administered a primary language assessment in their native language within 90 days of enrollment.

ELs will be placed in classrooms with students of similar proficiency levels and/or in SDAIE or ELD Cluster classrooms, receiving instruction utilizing sheltered methodologies, strategies, and techniques in all of their academic areas throughout the course of the day to assist in ensuring that any existing academic deficits are addressed. In addition, ELs will receive differentiated English Language Development instruction from the Facilitator(s) based on their own English Language Proficiency Level for 30 to 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 the ACLC.

ELs whose ELPAC Proficiency Level is Minimally Developed, Somewhat Developed, or Moderately Developed will be placed in a Grade 69 -12 SEI: English Language Development, Sheltered English, and Sheltered Content Area Classes. Structured English Immersion (SEI) provides instruction in English and includes a sequential ELD program including language arts and sheltered English content with primary language support as

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 ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

needed. Learners are held to the state ELD standards as they progress toward mastery of the grade level standards. These courses will be available for ACLC Learners at ACLC. Content area classes at ACLC are taught by qualified SDAIE Facilitators who use strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Learners whose ELPAC Level is Well Developed will be placed in a Grade 69 -12 ELM: English mainstream classes with daily differentiated English Language Development instruction until redesignation as Fluent English Proficient. English Language Mainstream (ELM) provides instruction in English and is based on grade-level state standards. Learners will continue to receive additional and appropriate instruction in English Language Development (ELD) at 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 the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

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

Homeless & Foster Youth

ACLC complies with the McKinney Vento Homeless Assistance Act in ensuring that students identified as homeless have equal access to education as their peers and offer additional resources and connections to services to support their families.

ACLC complies with the California Education Code regarding serving foster youth and ensuring their access to education and services to support them.

High Achieving Learners

The ACLC is an ideal environment for 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 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 69 -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 access to similar programs of the ACLC such as Stanford's Summer College Program, UC Berkeley's Young Entrepreneurs at Haas, and The National Book Awards Summer Writing Program. Due to its close proximity, older Learners are encouraged to take additional evening and summer electives not provided by the ACLC at the College of Alameda.

Strategies for Low Achieving Learners

All Learners at Nea 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. At Nea, all support systems are aligned with the purpose of systemically intervening as necessary on a case-by-case basis. In Fall 2016, Nea began the use of a Google form in order to track data more consistently. In Fall 2017, the Counseling revamped the process for tracking data to be more effective based off of feedback from the year prior. Facilitators and staff will track all data longitudinally in the same form to monitor the effectiveness of each intervention and inform our practice to help all Learners be successful. Each intervention stage runs for 8 weeks in order to give time for the intervention to be effective. In the event that a Facilitator feels that a Learner's case is extraordinary and needs to be fast-tracked to Safety Net Cycle 2, administration will be consulted and direct staff to the appropriate next step for that Learner.

TIER ONE

Class Interventions

When Facilitators recognize when Learners are off track academically or behaviorally, they implement class interventions and try to support the Learners' success. Facilitators will partner with parents/guardians, review the Learner's cumulative file, and consult previous Facilitators to discover strategies that have been successful. Facilitators will also review the Roster of Support located in the Counseling Folder. The Roster of Support allows Facilitators to see if there have already been interventions in place or what level of support the Learner is at (i.e. Safety Net, 504, IEP). The MTSS folder also has historical data from previous year's support as well as Lower Village 504 and Upper Village 504 accommodation lists by Learner. If a Learner already has existing supports, Facilitators will review them and be sure to implement as appropriate. If a Learner has had no supports at Nea or supports listed in their cumulative file, Facilitators will communicate with the Learner's family to determine if outside supports or prior supports were recommended/implemented but not listed in the cumulative file.

Safety Net

If a Learner is not successful after the implementation of class interventions, the Facilitator will meet with the Learner's grade level team and form a Safety Net. In the Safety Net

meeting, Facilitators list and discuss interventions and strategies that have been used and have been successful. Facilitators will work as a team to brainstorm the causes of the Learner's challenges and identify set interventions that they will try moving forward. Each Department Lead tracks data in the Safety Net form located in the MTSS Counseling Folder for their Village. Facilitators will then observe the Learner and report progress every 8 weeks.

In 8 weeks, Facilitators will fill out the form again and then meet again to review how effective their Safety Net was at catching the Learner. After reviewing the data, if the Learner has had adequate progress, they will continue their interventions and monitor.

If the Learner has not had adequate progress, the Facilitators will adjust intervention strategies and implement for 8 weeks. Department Leads will then document the Safety Net 1 progress and new interventions in Safety Net Cycle 2.

TIER TWO

Intervention Team

The Intervention Team (IT) consists of the Lead Facilitators, Counselors, and Dean. IT meets bi-weekly to support Learners by reviewing the Intervention Team Referral Form and using a menu of support options based on the level of need. Learners will continue to receive support from Facilitators in addition to the support from IT. One team member will be the point-person for tracking the progress of Learners who have been referred. Notes will be taken in the same form as the Safety Net notes.

If the Learner has seen adequate progress in Cycle 2, staff and IT will continue to monitor as needed. In the event that there is inadequate progress, IT will then call for a Learner Support Team (LST) Meeting.

Learner Support Team Meeting I

When a Learner is referred to an LST, the school counselor will then schedule a meeting with the Learner, the Learner's parent/guardian, Facilitators, and the school counselor. Prior to the meeting, the school counselor will request Facilitators/relevant staff provide notes if that staff cannot attend an LST. The data that has been collected from the beginning of the MTSS process will inform the direction of the LST meeting. The purpose of the LST is to come up with interventions that the LST participants feel will be most impactful for the Learner. The LST Notes will be taken and stored by the school counselor. The notes shall include a review of the Learner's strengths, areas for growth, relevant background, intervention strategies that have been attempted, brainstorming possible interventions, and an action plan. The school counselor will then schedule a follow-up LST Meeting to review progress in 6-8 weeks.

Learner Support Team Meeting II

The school counselor will facilitate a follow-up LST Meeting to review progress. Prior to meeting, Facilitators and relevant staff will track their progress and report their results in the meeting. The school counselor will review the data and request an administrator or

SPED staff to attend the scheduled meeting, if needed. The school counselor will confirm the scheduled meeting with members of the LST.

If the Learner has seen adequate progress in 6-8 weeks, the LST will continue to monitor as needed. In the event that there is inadequate progress, the LST (including administration) will implement alternative interventions that have not been tried for the Learner.

Administration and the LST may decide the Learner should be recommended for a 504 Accommodation Plan or special education assessment.

TIER THREE

Learners requiring Tier 3 support have exhausted all other options and need to have a more in depth form of support.

504 Accommodation Plan

In the event that a Learner has a diagnosed or presenting disability, they may receive a 504 Accommodation Plan to ensure they are successful. Learners who do not qualify for Special Education but have a need for accommodations may also receive a 504 depending on the results of the assessment. The school counselor will review the recommendations and implement a plan to effectively support the Learner as appropriate.

The U.S. Department of Education website describes a 504 as follows:

Section 504 provides that: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

504 Accommodation Plans at Nea will adapt as necessary to support Learner success. Facilitators will update the 18-19 MTSS Data Tracker roughly every month.

Special Education Initial

If a Learner does not have a diagnosed mental health or medical disability, the LST may decide to pursue a special education (SPED) assessment to determine if a Learner has a qualifying need for SPED services. If this is the case, the school counselor will schedule a separate meeting with the grade level team, parent, education specialists, and administration. Prior to meeting, the school counselor will review all of the data and LST notes with the school psychologist, education specialists and Director of Special Education. If an Assessment Plan is signed, the SPED team will assess within 60 days and develop an Individualized Education Plan if the Learner qualifies.

Intervention Team consisting of Administration, Counseling staff, Dean of Students, and Resource Specialists and ELD coordinator when appropriate meet bi-weekly. In these meetings, the team focuses on Learners who have been referred by Facilitators based on assessments and/or observations through the proper MTSS form. Concerns are discussed and appropriate interventions are put into place as appropriate. Often, Learners are referred to the Intervention Team because the Facilitator suspects learning, language, emotional issues, or attendance concerns may be resulting in underachievement. The team

uses both quantitative (e.g., academic grades, classroom assessments, standardized testing data, academic transcripts) and anecdotal data to establish an educational plan to help the Learner achieve proficiency. In some cases, placement in support classes such as Reading Lab and Math Lab is recommended to help a Learner improve his/her skills. While attending these classes, regular assessment of learning within the support class, MAP assessment scores, as well as improved classroom grades are used to determine if the support should be continued or modified.

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

Nea's combination of Project-Based Learning, differentiated instruction, unique course offering, and multi-tiered systems of support have proven effective at making progress toward closing the achievement gap and equipping a group of Learners with the academic skills and emotional tools to be meaningful contributors to their communities and successful in the 21st Century.

ELEMENT B: MEASURABLE PUPIL 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 subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Education Code Section 52052(a) ~~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(~~bc~~)(5)(B).

ACLC has measurable outcomes for all Learners including high and low achievers, special education, and English Learners that are aligned to State priorities.

ACLC Learners shall demonstrate throughout the year that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. These goals are consistent with California state standards and all UC approved ACLC courses. ACLC also has WASC accreditation. All ACLC Learners will fully participate in California's statewide standardized testing system. All ACLC graduates shall meet the AUSD graduation standards and exceed those standards by meeting all of the UC a-g requirements.

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

Content Area	Goals/Outcomes
Schoolwide	<p>Goal: ACLC Learners and their parents will express significant satisfaction with their educational experiences.</p> <p>Goal: ACLC will meet a majority of its annual growth and performance targets.</p> <p>Goal: Annually, ACLC will have a smaller achievement gap than is characteristic of the district as a whole as measured by standardized testing and longitudinal students of Learner cohorts.</p> <p>Goal: ACLC Learners will make yearly improvement on California standardized testing requirements for a majority of subgroups.</p> <p>Goal: ACLC will meet or exceed at 94<u>93</u> % student attendance rate.</p>
College/Career Ready	<p>Goal: ACLC Learners will demonstrate achievement of the Graduate Profile as measured by Senior Electronic Portfolios that are assessed by</p>

	<p>the ACLC Governing Board (a requirement for receiving an ACLC diploma).</p> <p>Goal: ACLC Learners shall meet the UC a-g requirements as part of the ACLC Graduation Standards.</p> <p>Goal: ACLC Learners shall meet the ACLC standard of having a 2.0 cumulative GPA for graduation.</p>
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Goals Aligned to State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), the following is a description of ACLC's outcomes that align with the State priorities and ACLC's goals and actions to achieve the State priorities.

Goal 1: Ensure that students demonstrate academic growth and proficiencies so they leave ready for college/career. [State Priorities #2, #4, #7, #8]

- Continued implementation through professional learning aligned with schoolwide initiatives
- Continued implementation through professional learning aligned with schoolwide initiatives to support differentiation for students at-risk
- Implement academic interventions for students who need additional support, with emphasis on long-term English Learners, Foster & Homeless Youth, and students of low socioeconomic status
- Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework
- Provide targeted Special Education supports to include: Common Assessment Process including release time, calibration, refinement and data analysis.
- Continue to offer and ensure enrollment in a broad course of study

Goal 2: Align students learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment. [State Priority #1]

- Provide teacher professional development and collaboration aligned with WASC and schoolwide goals
- Identify and prioritize and purchase instructional material needs
- Inventory, track, and upgrade existing technology hardware and software
- Create and implement professional development pathways to enhance and advance technology use via training and support for all staff
- Provide professional development and training for counselors regarding college and career readiness and four-year plans
- Implement custodial cleaning standards
- Provide targeted instructional supports, programs, and professional development

Goal 3: Engage parents, staff, and community to promote unique educational opportunities for students. [State Priorities #3, #5, #6]

- Maintain high attendance rates and low chronic absenteeism rates
- Maintain low suspension rates
- Maintain low middle and high school drop-out rates
- Maintain high graduation rates
- Maintain 4-year plans for every high school student
- Continue parent education workshops and information sessions
- Increase translation services
- Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness
- Maximize site communication tools
- Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs
- Increase student engagement, positive student behavior, citizenship, and school climate

Local Control Accountability Plan (LCAP)

ACLC's 2019-2020 LCAP can be found in the Appendices.

ELEMENT C: METHODS OF MEASURING PUPIL OUTCOMES

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured." Education Code Section 47605(~~bc~~)(5)(C).

Assessment Tools

At ACLC we use multiple measures to assess Learner's level of conceptual understanding, content knowledge and acquisition of new skills. We provide opportunities for authentic assessment where students are able to demonstrate competency across subject areas. By engaging students in formative, on-going, and summative assessments, Facilitators are able to use assessment data to inform instruction, determine Learner's gaps in understanding, identify the most effective methods of instructional delivery, and make course corrections where needed.

Through the methods listed below, we provide Learners, Facilitators, and families with a comprehensive view of student achievement. ACLC's Curriculum and Assessment Lead and School Counselor are responsible for administering State-required assessments.

What We're Measuring	Assessment Tools
Proficiency in English Language Arts, Mathematics, History / Social Science, Science	CAASPP (annual) ELPAC (annual, where necessary) Standards-based benchmark assessments using curriculum aligned to the California History-Social Science Framework CAST Standards-based benchmark assessments using curriculum aligned to the Next Generation Science Standards Framework Internal formative and summative assessments Course grades Senior Electronic Portfolios Senior Project
Growth in Social-Emotional Intelligence	Internal formative and summative assessments Senior Electronic Portfolios Senior Project
Growth in Physical Fitness	California Physical Fitness Test (PFT) in grades 7 and grade 9 Student performance tasks Teacher observation Course grades
Growth in Proficiency Levels for Majority of Subgroups	CAASPP (annual) ELPAC (annual, where necessary) Course grades
Achievement of the Graduate Profile for	Senior Electronic Portfolios Performance Rubric

Learners in Grades 6-9 - 12	Course Grades
Learners in Grades 9-12 Meet a-g Requirements	Twice-yearly evaluation of Learner transcripts by school counselor Course Grades
Majority of Annual Growth & Performance Targets are Met	California School Dashboard School Accountability Report Card

Assessment Practices

ACLC's assessment practices purposefully include a variety of measures to ~~insure~~ensure there are assessments appropriate for the various grade levels, subject areas, skills, knowledge, and/or personal qualities being assessed. Baseline and summative assessments are used to assess Learner mastery of content at the beginning of the year, Learner growth in content mastery over the course of the year, and at intervals throughout the year, providing both criterion-based and growth-based data on learning.

Coursework required for graduation is aligned to Common Core Standards. The Graduate Profile, along with the Learning-to-Learn skills and specific ACLC requirements (Senior Electronic Portfolio, Senior Project, Community Service) demonstrate skills gained over the course of the Learner's educational journey.

Additionally, we believe that the semi-annual Learner Led Conference for all Learners is a critically important strategy to ensure that Learners are accountable to their families, to the Facilitators, and to the entire learning community. The Learner Led Conference provides an opportunity for Learners to demonstrate their progress in practicing the Learning-to-Learn Skills through an authentic assessment measure which changes regularly and is created using the input of Facilitators and the ACLC Leadership class. This balancing of high expectations, public display of meaningful work, and the opportunity to showcase talents in multiple modalities that best suit the learning style of the individual is a powerful incentive to Learners to optimally develop their skills.

The ACLC will maintain a higher standard for Learner mastery than does the AUSD, requiring Learners to earn a minimum grade point average of 2.0 for graduation (~~6~~ 9-12) or the equivalent demonstration of knowledge in order to achieve attainment of the standards and Learner outcomes. Learners will receive progress reports in all grades every 4-5 weeks, similar to AUSD reporting systems. Learners will receive traditional A-F grades at the end of each semester for grades ~~6~~ 9-12.

Forms of Assessment

Initial Assessments

Initial assessment of students who are Alameda residents enrolling in the school for the first time can be done by using the AUSD Measures System. (ACLC will seek this information from AUSD.) Measures within an electronic database provide multiple measures to cross-reference, including classroom grades, standardized testing, district assessments, basic reading inventories, and individual writing assessments. Students from outside the AUSD will have their cumulative files reviewed by our counselor.

~~At the middle school level, prior to placement in the appropriate math course, all Learners will be given the MAP Assessment (Measures of Academic Progress).~~

Baseline

Baseline assessments are used at the beginning of the school year to gauge the Learner's level of master, from which point the Facilitator can appropriately plan instructional delivery. In addition all are given MAP Assessment (Measures of Academic Progress) three times a year in the Fall, Winter and Spring.

Formative

ACLC uses a variety of formative assessment strategies to measure student mastery in the core area of mathematics, reading, writing, science, and social students/history. Assessments may take the form of traditional pencil and paper assessments, and individual, small group, or whole class performance tasks. These assessments are to be Facilitator-generated and administered with the intent of collecting achievement data to inform best approaches to teaching and learning.

Uses of Assessment Data

Maximizing Growth for Learners, Facilitators, and ACLC

The goal of ACLC's assessment strategies are to maximize progress toward goals for each Learner. To that end, we collect and analyze data in order to inform our instructional practices. We disseminate data to empower Learners, families, and our community. Together, Facilitators, families, Learners and community members work to use the data to improve our school, classrooms, and instructional approaches with the end goal of increasing student achievement levels.

At the school level, we use the data to:

- Identify areas of overall strength and the practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge, to evaluate action steps, to evaluate needed staff professional development support and accountability.
- Set school goals and achievement targets and identify actions for achieving those goals.

At the classroom level, we use data to:

- Identify areas of individual strengths and areas for growth in a Facilitator's practice, to leverage strengths and support areas for growth.
- Identify areas of content and skills for the whole class, which require acceleration or intervention.

- Identify areas of content and skills for small groups of students, which require acceleration or intervention to support them.

At the Learner level, we use data to:

- Identify areas of individual strengths and areas for growth in a Learner's learning, to leverage strengths and support areas for growth.
- Inform the development of goals for each Learner, made in agreement with families during the Learner-Led Conference.

To support data practices, ACLC uses student information management system PowerSchool to house assessment data. We use this system to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, the board of directors, parents, Learners, and AUSD.

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 continually engage in identifying, creating and implementing new accountability measures. ACLC shares accountability information with the school community, larger community and charter authorizer via the following methods:

Reporting Data to Families

ACLC strives to be in a partnership with families, working together to maximize the learning trajectory of their children. To support this partnership, a combination of formal and informal reporting takes place to ensure families have open access to information and data on their child's development. Reports are user-friendly and written feedback is provided and translate into languages other than English as needed. Informal reporting to families is on-going through such methods as phone calls, texts, written notes, emails and face-to-face conversations and meetings. Formal reporting to families includes regular reports of student academic progress, assessment results, and annual Student-Led Conferences. Annually, ACLC reviews data from the California School Dashboard with families.

Local Control Accountability Plan (LCAP)

The multiple forms of data collected are used in the aggregate by ACLC to assess progress toward the goals outlined in Elements A and B. In acknowledgement of Education Code Section 47606.5, on or before July 1 of each year ACLC produces a Local Control Accountability Plan (LCAP), which will update the goals and annual actions to achieve the goals identified in Element B of this petition regarding State Priorities, using the LCAP template adopted by the State Board of Education. ACLC submits the LCAP to AUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

ACLC uses the data from each academic year to produce a School Accountability Report Card (SARC). Student achievement data is disaggregated annually to clearly identify the academic performance of students by subgroups (e.g. ethnicity, gender, English Learners, socioeconomically disadvantaged, students with disabilities, etc.). This report includes required school data for our authorizing agency, parents, the board, and the community at large.

California School Dashboard

The Dashboard is a report card for local schools and districts that takes a more holistic look at the many performance areas that are key to preparing students for college and career after high school. This accountability systems puts equity at the center of assessing local schools and districts and provides greater transparency for parents and the community. ACLC used the data in the California School Dashboard to assess its performance and improves its practices.

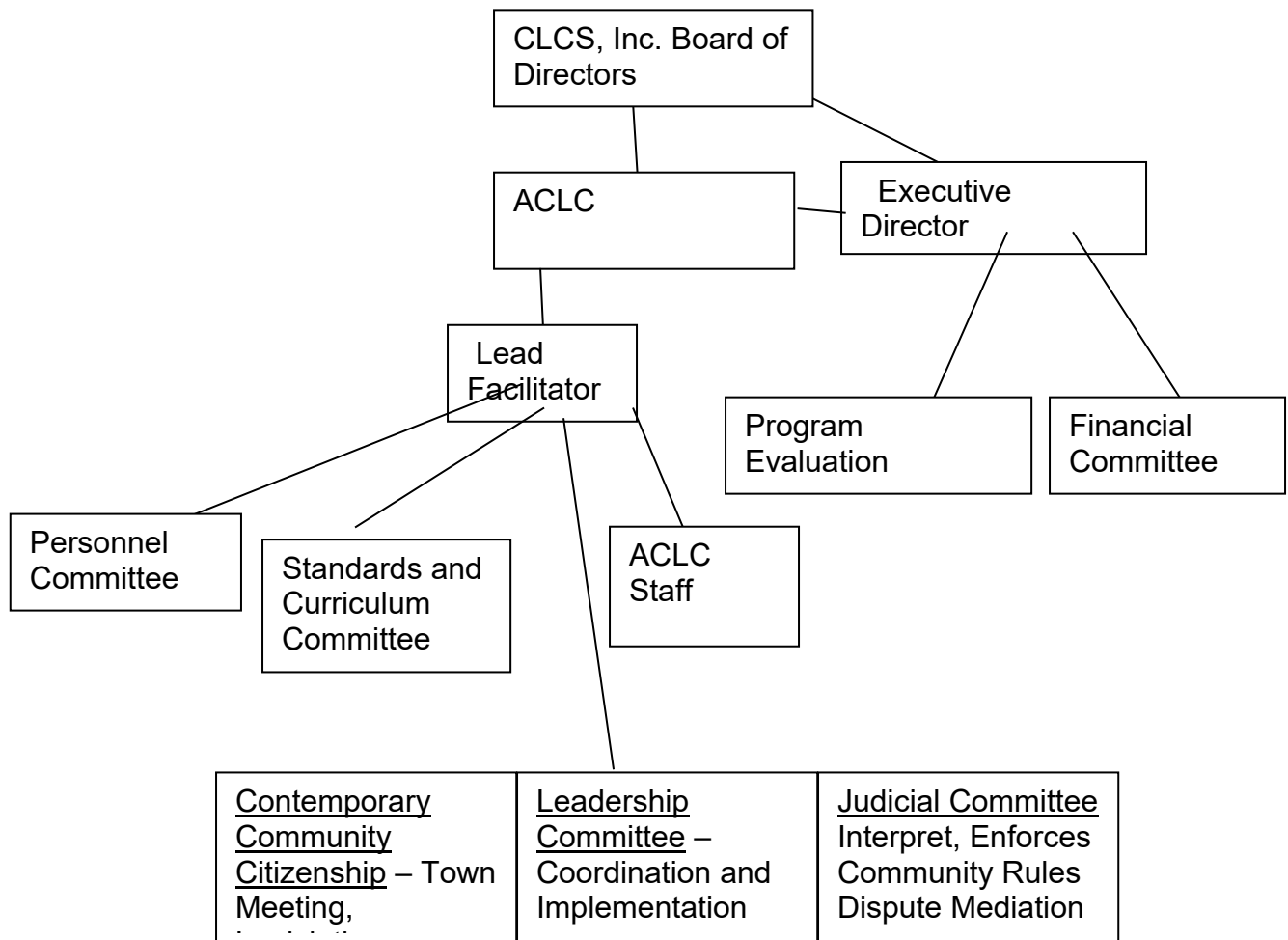
Additionally, ACLC will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

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.

ACLC 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 the 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.

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 has the following responsibilities:

- To ensure alignment of the ACLC with its mission and vision
- To monitor student 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.

The Alameda Community Learning Center charter school shall be operated by CLCS, Inc., a California non-profit public benefit corporation with 501(c)3 status that was granted in 2006. The CLCS Board of Directors' biographies are listed in Appendix O and the Articles of Incorporation are attached in Appendix N. 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 School Site Council. The school is operated as an independent charter school and is directly funded. 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".

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

The ACLC School Site Council

The ACLC School Site Council 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 school-site council, and all of the major committees (i.e., Finance, Personnel, Curriculum, Assessment and Accountability and School Culture).

ACLC School Site Council

Members

2 Alameda Community Members
4 Facilitators (including the ACLC Lead Facilitators)
2 Learners
2 Parents

ACLC's School Site Council acts as an advisory Board to Alameda Community Learning Center. It is charged with development and oversight of policy, budget recommendation, organizational development, strategic planning, curriculum, program evaluation, and maintaining ACLC's vision and mission. All of this is reviewed and subject to CLCS Board of Directors' approval. The School Site Council is comprised of four Facilitators (the two Lead Facilitators and two other Facilitators determined by the Lead Facilitator staff), two elected Learners from the whole 6-12 body of Learners (serving one-year terms), two parents who are selected to the following year's Council, and serve alternating two year terms. Two members from the community, who each serve two-year terms (with the possibility of renewal). The CLCS Executive Director attends the meetings and acts as the communications link between the CLCS Board of Directors, the ACLC School Site Council, and the AUSD Board of Education.

The ACLC School Site Council is carefully designed to empower all stakeholders, parents, Learners, Facilitators, and community members, such that no individual group can create policy for the school without other groups supporting the policy.

ACLC promotes effective communication between parents and the Facilitators, Lead Facilitator, and counselors by involving parents at all levels of the school's governance. Two parent representatives serve on the ACLC School Site Council, which is responsible for all major policy decisions related to the school. Parents also serve on the Financial, Assessment and Accountability, Curriculum, and Personnel Committees.

School Site Council Scope of Responsibility

The School Site Council meets monthly, or more often as needed, and is charged with overall policy-making affecting all areas of Alameda Community Learning Center. The CLCS Board delegates to the School Site Council decisions related to the following issues:

- Graduation Standards, as long as they meet minimum AUSD 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 respective stakeholder groups on major school policies and make recommendations to the CLCS Board based on the best interest of the school. The School Site Council uses school data to establish, evaluate, and improve the educational program and school policies. Data includes, but is not limited to, test scores and parent, Learner, and Facilitator satisfaction surveys.

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

ACLC Committees Overseen by Lead Facilitator and CLCS Executive Director

Financial Committee

Each year the CLCS Executive Director convenes and chairs an ACLC Financial Committee whose membership is constructed to include parents, Facilitators and Learners. The committee works to develop the budget, monitor the budget and monitor other financial activities under the direction of the Executive Director. Each month the Financial Committee makes a report to the CLCS Board of Directors and ACLC School Site Council, making financial recommendations as necessary. The Executive Director is responsible for setting up a purchase order system for all purchases with EdTec, ACLC's business services management organization. Internal financial controls are well-established.

Program Evaluation Committee

Each year the CLCS Executive Director consults with the Facilitators and appoints another Facilitator to chair the ACLC Program Evaluation Committee and supervise their work. The Program Evaluation committee membership is constructed so that there are parent, Learner, and Facilitator representatives. The committee works to develop the Annual Report, WASC accreditation report, and conduct the annual parent and Learner surveys. Each month the Program Evaluation Committee makes a report to the Governing Board and make recommendations as necessary.

Personnel Committee

Each year the Lead Facilitator convenes and chairs a Personnel Committee whose membership is constructed so that there are parent, Learner, and Facilitator representatives. The committee conducts the annual Learner survey to evaluate staff and this information is considered during yearly Facilitator evaluations. Under the direction of the Lead Facilitator, the Personnel Committee conducts personnel interviews as directed by CLCS Board policy on hiring. Under the direction of the Lead Facilitator, the Personnel Committee carries out the personnel evaluation agreement.

Curriculum and Standards Committee

Each year the Lead Facilitator consults with the Facilitators and appoints another Facilitator to chair the Curriculum and Standards Committee and supervises its work. The Curriculum and Standards Committee membership is constructed so that there are parent, Learner, and Facilitator representatives. The committee collects and documents all course outlines for compliance with California State University standards and UC a-g requirements. They also do appropriate WASC work and evaluate new courses before being submitted to the board for approval. Each month the Curriculum and Standards Committee makes 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 School Site Council.

Contemporary Community Citizenship (CCC)

The CCC is comprised of the entire community of Learners. The CCC elects the two Learners to the ACLC School Site Council. 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 issues such as how money is spent in the educational program. In addition to these communication and process issues, the CCC is responsible for legislative action – that is, for making, discussing and voting on formal proposals that relate to the daily operations of the school. This includes the creation and amendment of the Rule Book – that is, the document which clarifies the rules and code of conduct for the entire ACLC Charter School community, including Learners, Facilitators, parents, and community visitors. Many of these actions may be within the purview of the CCC and will not require any review or approval by the School Site Council. 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 is 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, etc.) that are within the purview of the learning community. The CCC also conducts annual surveys that evaluate the Facilitators, the academic program, the Leadership Committee and the operation of the school and makes recommendations for change in operational practices. The CCC is the focus for the annual Learner Convention, an opportunity for the entire community to review the operations of the year and make changes to the ACLC Rulebook.

Judicial Committee (Learner Disciplinary Policies)

The Judicial Committee (JC) for students in grades 6-9-12 is comprised of five Learners who are elected by the Learners and one Facilitator elected by his/her peers. They meet four times each week to consider issues related to infringement of rules codified in the Rule Book. The Rule Book has been developed by the ACLC's CCC during the past fourteen years and will serve as the foundation document for ACLC, to be revised and updated on a regular basis by the ACLC CCC (base document, ACLC rulebook, included in Appendix D). The Judicial Committee is responsible for enforcing the rules of the school by hearing cases submitted by Learners and Facilitators and deciding on appropriate consequences to specific actions. The JC also mediates disputes and assists parties who are engaged in some type of conflict to find common ground so that they can move forward in a cooperative manner. This role is particularly important since, generally, after some form of dispute the parties will remain in the same learning community and will interact regularly in some way.

The JC is a particularly important part of the governance of the school since it places the responsibility for self-management clearly with the Learners.

Leadership Committee

The Leadership Committee is a class in which students in grades 6-9-12 may enroll that takes on the executive functions of the community of Learners. The ACLC will seek to have 25-40 of our Learners involved in the Leadership Committee.

This group will meet three times each week and work very closely with the leadership Facilitator who is appointed by the 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 Convention. Many functions such as coordinating field trips, CCC meetings, notification of scheduling changes, and other facilitative and communication roles are best accomplished by Leadership because they provide opportunities for students to engage in self-management and organization of their own learning community.

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

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 students who reach that time in their lives when self-determination within a guiding system of law and community relationships is much more important to learn than a system that is devised and imposed by adults – whether they be parents or educators.

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

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 Bylaws adopted by the CLCS Governing Board. This procedure can be modified in the future as determined by the CLCS Governing Board.

Parent Participation

The 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 and the Parent Asset Committee. Parent involvement will be crucial to the operation of ACLC. In 2001, the ACLC parent community created a 501(c)(3), the Creative Community Education Foundation (CCEF), to support the vision of ACLC. The CCEF will welcome parents from ACLC and work to support and fundraise for ACLC. Also, parents will serve on the school's Governing Board, governing committees, the CCEF Board of Directors, and the Parent Asset Committee (PAC). A new PAC will be formed specifically for ACLC to organize the parents to provide leadership for lunch programs, new parent mentoring, volunteer tutoring, planning the graduation event, support for sports teams and other extra curricular activities and field trip programs. Parents will also serve on the WASC Focus on Learning Committees.

Additionally, the school will hold an annual Parent Convention to solicit parent voice and input. Families of experienced Learners at ACLC will offer mentoring to new Learner families and a variety of parent taught or sponsored courses and workshops will be offered after school, such as UC college application workshops, art enrichment programs, etc.

Parents will also assist in lunchtime supervision so that the ACLC community room may remain open throughout the day.

Parents will convene regularly in both formal and informal meetings to share information and discuss their Learners' progress toward achieving the 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 students 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 requested is specifically requested by the District and is not otherwise required to be completed by ACLC by law or charter provisions.

Members of ACLC's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with 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 applicable statutes or regulations applicable to charter schools.

ACLC and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

ACLC has a comprehensive plan for faculty recruitment, hiring and retention of highly qualified teachers with subject area knowledge that will support Learner achievement and collaborative learning for all Learners.

Hiring Plan

ACLC has hired 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 include two full-time counselors, part-time reading intervention specialist, contracted school psychologist, and 3 resource specialists. In addition to attracting talented personnel in the immediate Alameda area, ACLC contacts regional graduate schools of education (e.g., UC Berkeley, Mills College, CSUEB) to publicize ACLC among new and experienced educators. We also seek staff through teacher recruitment fairs, EdJoin, through our website, and by advertising to teachers in neighboring communities.

Under the direction of the Lead Facilitator, the ACLC Personnel Committee conducts personnel interviews according to the CLCS Board hiring policy. Facilitators are certificated teachers for the purposes of teaching the core, college preparatory curriculum of 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 California state teaching requirements and are profession-ready. The CLCS Executive Director has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors as needed.

Community Learning Center Schools, Inc., including Alameda and Nea Community Learning Centers, is a union organization.

Community Learning Center Schools, Inc. (CLCS) is an equal opportunity employer. CLCS prohibits discrimination against and harassment of any employee or any applicant for employment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law. All personnel who are responsible for hiring and promoting employees and for the development and implementation of CLCS programs or activities are charged to support this effort and to respond promptly and appropriately to any concerns that are brought to their attention.

Teachers / Facilitators

CLCS employs Facilitator staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These Facilitators teach the "core" academic and college preparatory classes of mathematics, language arts,

science, history /social studies. These Facilitators are responsible for overseeing the Learners' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

The school provides access to new Facilitator support towards obtaining professional clear credentials, if necessary. The Chief Operating Officer is responsible for handling credential checking and other personnel matters. No other charter school staff (e.g., counselors, librarians, administrators, and others) are required to hold credentials.

All employees are subject to state and federal employment laws. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an EL Authorization/CLAD Certificate.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the ACLC team to ensure continuous improvement for students, staff and ACLC community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.
- 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 student work assignments without the approval of a teacher/Facilitator unless they are instructing non-core or non-college preparatory courses and activities.

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 pupils. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CLCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designee 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 a check through such services as a LiveScan fingerprint process. CLCS will pay for LiveScan services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Lead Facilitators have the authority to recruit and interview candidates along with the Personnel Committee members, and make recommendations to the Executive Director for hiring Facilitators, according to CLCS Board Policy. The Lead Facilitators have the responsibility for evaluating the performance of Facilitators, counselors, and office manager on a yearly basis. The Executive Director and the CLCS Governing Board has the right, if they so choose, to review these performance evaluations before they are delivered to the staff members. The criteria by which to judge the performance of these employees is negotiated and authorized by CLCS and the Nea and Alameda Union (NAU). The Executive Director creates the job descriptions and conducts the performance reviews of the Lead Facilitators. The CLCS Governing Board creates the job description and reviews the performance of the Executive Director, both on a year-end basis.

ELEMENT F: PROCEDURES TO ENSURE THE HEALTH AND SAFETY OF PUPILS AND STAFF

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 require all of the following: (i) That~~ each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. ~~"~~ Education Code Section 47605(~~b~~ c)(5)(F).

The ACLC has its own Safety Plan for fire, earthquake, and harmful intruders (lockdown drills). ACLC staff receive training on emergency and first aid response as per the state standards and training programs.

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

- Behavioral rules, compliance and enforcement procedures.
- 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 Chief Operating Officer of CLCS conducts criminal background checks on employee candidates, as required by Education Code 44830.1 and 45122.1, and ensures that ACLC does not hire any person who has been convicted of a violent or serious felony.
- There are health checks for all employees pursuant to state law and district personnel policies, where applicable, such as TB.
- ACLC's facilities meet state and local building codes, except where exempt
- ACLC's facilities meet federal requirements, including the Americans with Disabilities Act.

- ACLC complies with all state and federal laws regarding food safety and environmental protection.
- ACLC complies with all state and federal laws designed to protect children, including but not limited to, the proper administration of medication to students in schools and the reporting of child abuse.
- ACLC screens Learners' vision and hearing, and for scoliosis to the same extent as would be required of the pupils attended a non-charter public school.

Behavioral Issues

ACLC is a self-governing, Learner-operated community with respect to Learner behavior. In many ways this constitutes a strength that supports student safety since the Learners establish the rules of the community and are therefore very conscious of the impact of their behavior on the entire community. ~~Certainly, Facilitators, as the adults responsible for overall safety of the program, take strong action as necessary in the case of an emergency or unsafe situation. However, the Learner community and Facilitators have created the ACLC Rule Book and share the responsibility for creating and maintaining a safe community through the Judicial Committee.~~ While ACLC incorporates learner participation and restorative practices in behavioral management processes, the Governing Board and designated school administrators and lead facilitators retain ultimate authority and responsibility for ensuring learner safety, compliance with law and enforcement of school policies.

ACLC follows the AUSD behavior matrix as its tiered discipline system. In addition, ACLC has fully adopted both restorative justice and PBIS (positive behavior intervention support) programs in order to better serve the needs of Learners. This has resulted in a large shift in the types of conversation amongst Learners/Facilitators/Administration/Parents and the way in which consequences are decided and carried out. This shift emphasizes ~~Learners~~Learners reflecting on their action, and provides the structure for Learners to assess how their action(s) caused harm, jeopardized the needs of the school community, and how all invested parties can work together to address and repair what has been harmed. This process allows for open dialogue, transparent accountability, opportunity for growth, and the process is collaborative; that is, even the "offender" is an equal participant in this process, an equal stakeholder, this person is not ostracized or merely received top-down consequences.

Facilities 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.

ACLC shall provide facilities documentation and access for inspection as reasonably requested by AUSD in connection with oversight and renewal.

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

ACLC occupies 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 that is to be used as a school or administrative building shall maintain an asbestos management plan.

If ACLC moves or expands to another facility during the term of this charter, ACLC shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ACLC shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Director of Educational Options and/or the local planning department or equivalent agency.

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

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

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

- ACLC shall maintain written risk assessment and parental consent procedures for off-site and work-based learning activities which shall be available to AUSD upon request.
- Volunteers and mentors will be carefully screened by the Facilitators and Leadership prior to being authorized for student engagement. (See Criminal Record Check procedures below.) Volunteers and mentors who spend time with students outside of the direct supervision of a teacher will be fingerprinted and will go through a formal screening process. However, one-time, on-campus volunteers who

are engaged to speak to groups of students about a particular topic and who are not alone with students at any time during such a process will be exempted from this screening process.

- Work-based learning opportunities will also be carefully reviewed to ensure that Learners will be safe. Parent permission is required before Learners are allowed to engage in off-site contact with adults unless this is a one-time only visit that is done in a group and supervised by Facilitators.
- Field trips will be reviewed by the ACLC Lead Facilitator for approval. Participation in field trips must be authorized by parents.

Sexual Harassment and Discrimination

The Alameda Community Learning Center abides by state and federal guidelines regarding sexual harassment.

ACLC Learners and staff are protected from harassment and discrimination (Appendix B) based on all protected classes. ACLC shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). This protection again is guaranteed in the ACLC Rule Book. (Appendix C). The fact that these rules have been developed, promulgated and enforced by Learner-led committees during the past fourteen 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 the ACLC by far safer for students 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.

Complaints related to discrimination, harassment, intimidation or bullying shall be investigated and resolved with Uniform Complaint Procedures (UCP) or Title IX requirements as applicable.

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 or screening requirements. ACLC requires immunization of Learners as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

ACLC provides for the screening of Learners' vision and hearing and the screening of Learners 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, the learning community provides health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other issues.

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

The examination of faculty, staff, and volunteers for tuberculosis as described in Education Code Section 49406 will take place regularly as per state law.

Role of Staff as Mandated Child Abuse Reporters

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

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. ACLC's policy related to the administration of prescription medication, including insulin shots, has been provided as ACLC's "Administration of Medications, Emergencies and Head Lice Policy."

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. The Board has established a written infectious control plan designed to protect employees and students from possible infection 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 students shall follow the latest medical protocol for disinfecting procedures.

Criminal Record Check

All ACLC employees, ~~other~~including staff, contracted ~~instructors~~service providers, and volunteers ~~will be screened as per state with direct and AUSD regulation and procedures as specified in Education Code Section 44237. Each employee of the school non-direct pupil contact, shall furnish the school comply with a all criminal record summary as described in Education Code Section 44237. CLCS Executive Director Annalisa Moore shall background check each Livescan report requirements applicable to make sure that the charter school doesn't schools under the Education Code, including but not hire any person limited to Sections 44237, 44830.1, 45122.1, and applicable DOJ/FBI fingerprinting requirements. Criminal background review responsibilities shall be carried out by designated~~

administrative personnel in accordance with governing board policy. No one who has been convicted of a violent or serious felony. ~~No volunteers~~ will be employed by ACLC or allowed to servevolunteer at ACLC.~~the school if they have been convicted of a violent or serious felony.~~

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. Child must be signed out by parent or a responsible adult.

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 the 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 once 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 Pupils and Staff

The Alameda Community Learning Center complies 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 charter school will achieve a balance of racial and ethnic ~~balance among its~~ pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(~~bc~~)(5)(G).

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

Consistent with state and federal law, ACLC does not establish racial or ethnic quotas, targets, or preferences. ACLC seeks to achieve a diverse Learner body through broad, inclusive and nondiscriminatory outreach and a random public lottery. The purpose of ACLC’s outreach activities is to ensure that all eligible Learners and families residing within the District have equitable access to information about ACLC and the opportunity to participate in the admissions lottery.

ACLC regularly conducts the following outreach to attract an ethnically diverse group of applicants:

1. Run several newspapers ads in both the Alameda Journal and the Alameda Sun to advertise its information nights in English, Spanish, Tagalog, and Chinese.
2. Conducted parent information nights to answer questions and inform parents and Learners about school openings.
3. Mailed its enrollment information to all prospective Learners in grades 6-11 using district-provided mailing lists.

ACLC representatives will yearly do the following 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 district-provided mailing lists.
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 seek out community leaders to get advice on how to reach all families in Alameda to get them to attend information nights before the random lottery.

ACLC monitors and adjusts its outreach plan each year if the ethnicity goals are not met. If necessary, it will hire a community consultant to get advice on how to improve its outreach plan to achieve the resident ethnicity goals of AUD.

ACLC monitors enrollment data and outreach effectiveness annually to ensure that its admission practices remain open, equitable, and accessible to all Learners residing within the District. If outreach efforts do not result in broad participation from families across the District, ACLC will review and adjust its outreach strategies to improve awareness and accessibility.

ELEMENT H: ADMISSION REQUIREMENTS

Governing Law: "Admission policies and procedures, consistent with subdivision (d e)." Education Code Section 47605(bc)(5)(H).

Statement of Nondiscrimination Acceptance Policy:

The Alameda Community Learning Center charter school does not discriminate against applicants on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). No child selected during the lottery process shall be denied admission because they require special education services.

To be considered for admission to the Community Learning Center Schools, Inc schools including Alameda Community Learning Center (ACLC) and Nea Community Learning Center (Nea), interested applicants:

- Must apply for admission within the time frames established by the school
- May not be under current expulsion from AUSD or another school district
- May not be currently placed in school as a consequence of disciplinary action

To attend ACLC or Nea, Learners must:

- Be fully immunized in accordance with California law.
- Present the appropriate health exam record per California code.
- Homeless students and foster youth are exempt from documentation requirements.
- Not exceed 19 years of age, unless Learner was continuously enrolled in public school prior to age 19, and/or the Learner is being served by an IEP.
- Be five (5) years of age on or before September 1 to enter kindergarten.
- ~~Be four (4) years of age on or before. However, an applicant turning 5 between September 2 and October 1, may apply for a waiver, with entry determined by the Nea Lead Facilitator (not applicable to enter transitional kindergarten.~~
- ~~ACLC).~~

The Priority Application period shall open each school year as determined by CLCS Admissions Department (Admissions@clcschools.org). Applicants that apply between the dates set by CLCS Admissions Department (Admissions@clcschools.org) shall participate in a lottery according to the admission priorities outlined above.

If there are more applicants than spots available, a lottery shall be conducted under the supervision of an AUSD compliance officer, and held on a previously announced date in February.

Admission priorities for the lottery and waitlist thereafter are established as follows:

1. Existing Learners shall be exempt;
2. Applicants who are existing 8th grade learners enrolled at Nea Community Learning Center and are applying for 9th grade at ACLC;
3. Applicants who are currently enrolled in or who reside in the elementary, middle, or high school of the local District in which CLCS schools are located for the purposes of the Charter School Facility Grant Program.
4. Applicants that are children of CLCS employees and current CLCS Board, Nea and ACLC Site Council members, regardless of residence;
5. Applicants that are siblings of Learners currently attending the school and are residents of the City of Alameda District ;
6. Applicants that are residents of the District;
7. Applicants that are siblings of Learners currently attending the school and are not residents of Alameda the District ;
8. Applicants residing outside the City of Alameda District.

In accordance with Education Code Section 49011, admission priorities/preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Applicants after January 31 will be added to the appropriate grade level and resident/non-resident waitlists in the order in which they applied, according to the admission priorities outlined above.

After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application

The lottery shall be designed and conducted as follows:

- Children applying during the priority enrollment period as set by CLCS Admissions Department (Admissions@clcschools.org) shall be included in the lottery.
- Whether done manually or by computer, the lottery shall be designed with priorities in the order outlined above.

- Applicants shall be ranked in the lottery according to the priorities in the order outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Openings by grade level shall be filled according to lottery outcomes, going in numerical order from first to last.
- In the case of a family with twins or triplets, if one sibling is accepted in the lottery or subsequently, the remaining sibling (s) (twin, triplet) will also be offered admission at the same time if space is available in the class.
- Those applying after the Priority enrollment period shall be added to the waitlist according to the priorities outlined above, and in the order in which their application was submitted
- Openings by grade level will be offered as space permits.
- Wait lists for each grade level will be maintained until May 1 of the current school year. After that date, interested students must contact the school for admission decisions.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application.
- Interested Learners must re-apply each year so grade level waitlists are renewed yearly.

Upon ~~offer of admission~~enrollment , the following information must be submitted:

- Proof of identity and guardianship
- Proof of immunization or exception, according to state of California law
- Home language survey
- A completed Emergency Medical Information form
- Proof of minimum age requirements
- Proof of residency information
- Signed permission for the release of previous school records
- All other required enrollment documents
- Homeless students and foster youth are exempt from documentation requirements

~~Pre-Admission~~Enrollment Procedures:

- Failure to comply with the procedures outlined below will result in ~~denial~~revocation of admission/disenrollment.

- An admitted Learner will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

To be eligible to attend, Learners must meet the following requirements:

- Recommended that a parent/guardian must have attended a pre-admission meeting and/or school tour
- Enrollment registration and documentation must be completed by required deadlines as set by CLCS Admissions Department (Admissions@clcschools.org). If not completed within the allotted timeframe or the Learner may be withdrawn.
- Homeless students and foster youth are exempt from documentation requirements.

The Admissions and Enrollment Process:

- The School will determine class size/configuration for each school year.
- The School will actively recruit interested families through marketing and public relations efforts.
- The School will hold one or more informational open houses and school tours, of which attendance at one is mandatory for admission.
- The School will maintain a specified open enrollment period so applicants have an equal opportunity for participation in the lottery.
- Applicants completing an application within the open enrollment period shall participate in the lottery.
- Applicants shall be ranked in the lottery according to the priorities outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Applicants selected in the lottery shall be eligible for offers.
- Applicants not selected in the lottery shall be placed on a waitlist in the order determined via lottery.
- Current Learners will be solicited for intention to return the following year.
- Board members and staff will be solicited for the intention to apply for admission for their children
- The School will determine the number of returning Learners per grade.
- The School will determine the number of new Learner openings per grade.
- Openings by grade level will be filled according to lottery outcomes, with offers being made in numerical order from first to last.

- Those completing applications after the lottery will be added to the waitlist according to the admission priorities outlined above, and in the order in which their application was received.
- A Learner cannot concurrently hold a seat in more than one CLCS School. If a Learner is accepted/registered in one school and offered admission to the other, one enrollment must be withdrawn or declined.
- If an existing CLCS school Learner accepts admission to another CLCS school they must immediately notify the current school and complete a withdrawal form. The withdraw form may be post-dated to the last day of the current school year.
- Enrollment registration must be completed by required deadlines as set by CLCS Admissions. If not completed within the allotted timeframe Learner will be withdrawn.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application
- Wait lists for each grade level will be maintained until May 1 of the current year. After that date, interested students must contact the school for admission decisions.
- New waitlists will be created every school year with a new round of applications and lottery activities.
- When offered a spot from the waitlist, families must accept or decline within the time frame specified by the Admissions Director.
- Spots offered in the initial round after the lottery will be given a 7-day period in which to accept or decline those offers. Spots offered after the initial round of the lottery will be given a time frame as determined by CLCS Admissions. If no response to offer by the time frame specified the offer will be rescinded.
- Spots offered after the initial lottery offering period will have a time frame specified by the Admissions Director to accept or decline that offer, no more than two weeks and no less than 24 hours.
- Declining a spot may result in the applicant being removed from waitlist.
- Failure to respond to an offer within the specified amount of time may result in an offer being rescinded.
- Failure of a Learner (new or existing) to attend classes for the first 3 days of the school year may result in withdrawal, unless the school is previously notified of absence.
- CLCS has the right to rescind or withdraw any offer or enrollment if the policies or procedures set forth are not followed or if the application information submitted is found to be false or incorrect.

ELEMENT I: ANNUAL, INDEPENDENT FINANCIAL AUDITS AND INSURANCE

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~~ c)(5)(I).

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

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

The 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 California Controller, the ACOE Superintendent of Schools, State Board of Education, 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 School Site Council with recommendations on how to resolve them within 30 days. The ACLC School Site Council will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this Charter.

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

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

ACLC will abide by the required timelines for the budget:

- On or before July 1st, a preliminary budget
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st

- On or before September 15th, a final unaudited financial report for the prior full fiscal year

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

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.

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 the Director of Educational Options, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ACLC by law or charter provisions.

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

CLCS/ACLC shall employ EdTec to provide ACLC business services.

EdTec shall keep track of financial data and compile information in prescribed formats needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the board by September 15 of each year. ACLC shall submit quarterly financial reports to AUSD and the county superintendent of schools as required by AB 1137.

Insurance

The ACLC intends to contract for all of its insurance needs through the California Charter School Association's JPA.

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

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect ACLC from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the AUSD and the AUSD Board of Education as additional insureds.
3. Fidelity Bond coverage shall be maintained by ACLC to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Insurance Certificates

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

Indemnification

With respect to its operations under this charter, 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.

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 No Child Left Behind Act 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 No Child Left Behind Act 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 NCLB include, but are not 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 students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

ACLC also understands that as part of its oversight of the school, the Director of Educational Options may conduct program review of federal and state compliance issues.

ELEMENT J: DISCIPLINARY, SUSPENSION, EXPULSION PROCEDURES

Governing Law: "The procedures by which pupils can be suspended or expelled." Education Code Section 47605(~~bc~~)(5)(j).

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.~~ Any emergency suspension shall be imposed only as permitted by Education Code Sections 48900-48915 and shall comply with all required procedural safeguards.

Nothing in this section limits the authority of the Charter School administration or Governing Board to impose discipline, including suspension or expulsion, as required by law to protect pupil safety and ensure due process.

The ACLC Rulebook has been developed over a 19- year period by Learners and Facilitators to create a positive school learning culture. The school rules are in the Learner planner which 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. (See Appendix C)

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 School Site Council for possible expulsion from the ACLC. 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 ("JC"). 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 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 will have an approved resource specialist available for consultation on special classes of students and their rights. ACLC will use the same procedure for suspension of Learners from the program for 1-5 days as does the AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the Learner's side of the suspendable incident, talks to and meets with parents, and only suspends Learners for the offenses that are listed as legal below. The administrative representatives of the ACLC balance the Learners' rights to due process with the responsibility to maintain a safe learning environment. Suspension reports will be cataloged as part of our annual report.

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

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

Grounds for Suspension and Expulsion of Students

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

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

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

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

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

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

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

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

In the case of a special education student, or a student 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 students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, 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 child'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 student's misconduct was not caused by or had direct and substantial relationship to the child'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 student may be expelled.

A. Grounds for Suspension and Expulsion of Students

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

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

B. Enumerated Offenses

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

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

10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Consistent with Education Code Section 48900(k), no pupil may be suspended for this act.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or reinitiating into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that

person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including but not limited to, bullying by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Expulsion for willful defiance shall be imposed only as permitted by Education Code Section 48900(k) as amended, and only after other means of correction have been attempted except in cases involving an emergency situation.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. ACLC shall utilize alternatives to suspension to the extent permitted by law, including restorative practices, interventions, counseling, and behavioral supports prior to imposing suspension for nonviolent misconduct.

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 student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Lead Facilitator. 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 students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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

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

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

E. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

No student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder.

In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the

hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

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

I. Written Notice to Expel

The student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

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 student or parent/guardian. This notice shall also include the following:

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

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

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

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 student 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 pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final. This provision does not limit any rights afforded under state or federal law, including due process rights and the rights of students with documented disabilities to seek review through the Office of Administrative Hearings.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

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

- i. Notification of SELPA
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability
- ii. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- iii. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a

code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:
 - c) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - d) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - e) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes

that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

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

v. Special Circumstances

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

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

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

vi. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

The ACLC will include data on 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 student 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: MANNER OF RETIREMENT COVERAGE FOR STAFF

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(~~bc~~)(5)(K).

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

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

An account of costs related to all of these benefits is contained in the ACLC Financial Plan created by EdTec.

ELEMENT L: PUBLIC SCHOOL 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~~c)(5)(L).

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

ELEMENT M: RIGHTS OF RETURN FOR CHARTER EMPLOYEES

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(~~bc~~)(5)(M).

AUSD employees who accept employment with CLCS at ACLC shall have no return rights to AUSD and are expected to resign their tenured positions at AUSD prior to the start of their employment with CLCS at ACLC. ACLC Facilitators and staff will sign contracts to work for CLCS at ACLC and will be made aware of their necessity to resign from AUSD when they are offered contracts with CLCS to work at ACLC.

CLCS/ACLC sample Employee Handbook and sample contracts are located in Appendix O.

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(~~bc~~)(5)(N).

The staff and School Site Council members of ACLC 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.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. 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 Charter School, c/o School Director:
Alameda Community Learning Center
1900 3rd Street
Alameda, CA 94501

To Director of Student Services:
Alameda Unified School District
2200 Central Ave, Ste. B
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 which 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 5:00p.m., 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 mediation. 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 60 days from the date of the Issue Conference. 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 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 the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

Internal Disputes

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

When the operations of ACLC give rise to disputes or complaints other than between ACLC and AUSD, ACLC will seek a mutually-satisfactory resolution, employing a process that includes: defining the problem, identifying interests, gathering facts and evaluation options for resolution. Complaints will be addressed first at the source of the problem and referred

to the appropriate level of school management. Complaints will be resolved within a reasonable time. Disputes that cannot be resolved informally will be addressed as provided by ACLC's adopted complaint policy, which will be consistent with California's Uniform Complaint Procedure (California Code of Regulations, Title 5, Sections 4600 – 4671). Through this procedure, disputes that cannot be resolved initially may be referred to the ACLC Governing Board.

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

Oversight and Revocation

Any communication from the AUSD Board of Education should be directed to the ACLC Governing Board. AUSD may inspect or observe any part of the charter school at any time. With only occasional exceptions, AUSD will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. If the AUSD Board of Education believes it has cause to revoke this charter, it will follow the process set forth in Education Code Section 47607. ACLC agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

Addressing Parent Complaints

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

The complaint procedures will include the 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 will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

ACLC will designate 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 any investigation of any complaint filed with ACLC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ACLC will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

ACLC will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

ACLC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, 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 sex 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.

Renewal

The process for any renewal will be governed by and will conform to timelines and processes set forth in AUSD Board Policy and Administrative Regulations.

ELEMENT O: ~~EMPLOYEE REPRESENTATION~~

~~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 will be considered the exclusive public school employer of the ACLC employees for the purposes of the Educational Employment Relations Act. Under the EERA, CLCS employees shall have the right to form a collective bargaining unit and join a union of their choice and to negotiate directly with CLCS. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. Since at this time CLCS has not offered contracts for employment to ACLC staff, it is not yet known if the ACLC employees intend to organize and bargain as a separate unit.~~

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(~~bc~~)(5)(~~P~~ Q).

Closure of ACLC will be documented by official action of the CLCS Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Governing Board will promptly notify parents and students of 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 pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

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

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

As soon as reasonably practical, 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 Charter School and will be provided to the District promptly upon its completion. The

final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

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

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 5 years from July 1, 2019 until June 30, 2024.

Amendment to the Charter

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

Facilities to be used by the ACLC Charter School

ACLC is located in a suitable facility that currently under a long-term lease agreement. ACLC desires to remain in its current facilities for, at minimum, the length of its charter renewal term.

Manner in which administrative services will be provided

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

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

ACLC 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/ACLC and AUSD.

The ACLC will be operated by CLCS, a California non-profit public benefit corporation with IRS 501(c)(3) tax exempt status. As such, the school's founders presume that AUSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604I. In the event that AUSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, AUSD may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors, and Governing Board members, and, where appropriate AUSD personnel.

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 that will gather information by Learner surveys on staff effectiveness annually.

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. This information will be tabulated by the Program and Performance Evaluation Committee and by Leadership, and it will be presented to the Governing Board as an annual report.

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

ACLC Budget

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

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

Chartering Authority, Reasonable Efforts to Accommodate Growth of the Charter

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

No employee of AUSD shall be required to be employed at the charter school

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

No student of the AUSD shall be required to attend the charter school

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

School Calendar and Instructional Minutes (R)

ACLC will consider using the AUSD school calendar for 2010-11 when and if it is adopted by AUSD. Once AUSD has adopted its calendar, the ACLC Governing Board shall determine the ACLC calendar. ACLC's school calendar shall comply with all state requirements regarding the number of days and instructional minutes. A sample instruction minutes calculation is attached in Appendix H that was used at ACLC for the 2009-10 school year.

Transportation (S)

The ACLC does not intend to provide transportation of Learners unless required to do so by law for a special education situation. 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 shall suggest school wide staff development for staff and make recommendation to the ACLC Governing Board for approval. Currently, each ACLC Facilitator is allotted \$400 per year to seek out professional development opportunities that are specific for their curricular expertise. Proposals are 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)

If ACLC remains on the Encinal campus, ACLC wishes that its Learners who qualify be able to participate in the National School Lunch Program through the EHS food services program. If ACLC is to locate on its own campus, ACLC will apply to be part of the National School Lunch Program as an independent charter school. If ACLC's application is approved, and if ACLC decides to participate in the National School Program and have a lunch program (neither or which are required by charter or state law), ACLC will develop approved accounting practices as required by the National School Lunch Program for reimbursement.

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.

Other Issues:

The District may charge for the actual costs of supervisorial oversight of ACLC not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if ACLC is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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

The District may revoke the charter of ACLC 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.

ACLCLC Community Learning Center Material Revision Proposal



Presented to AUSD's Board of Education
February 10, 2026

- »» Rationale for the Material Revision
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Rationale for the Material Revision

1. AUSD recommendation during charter renewal
 - a. During the 2018 and 2019 charter renewal visits for both Nea and ACLC, the visiting team advised that we explore restructuring our programs to improve efficiency.
 - b. CLCS launched Phase 1 of our restructuring in 2021 by unifying our high school programs, with ACLC assuming responsibility for the CLCS high school program.
2. Following the successful unification of the Nea and ACLC high school programs, the CLCS Board of Directors reviewed financial projections, enrollment trends, and the upcoming charter renewal period and determined that operating two small middle school programs at a single site is unsustainable.



Benefits of Restructuring Our Two Middle Schools

- Aligns with the AUSD request that we consider restructuring for greater efficiency
- Fiscally responsible
- Will allow for combined resources and services
- Proactively addresses concerns around enrollment trends
- Refines ACLC's scope to center on its high-performing and successful high school program



Key Revisions to the Charter

Key changes included from the last charter renewal (2019/20)

- Updated applicable legal provisions
- Updated our enrollment projections to include serving our high school program growing to a total of three sections per grade level over a four-year period.
- Updated our admissions preferences to give priority for enrollment to students who attend Nea
- Updated ACLC's multi-year budget projections to reflect updated enrollment projections for the three-year adjustment:
 - 2026-2027 enrollment: 3 sections of 9th grade
 - 2027-2028 enrollment: 3 sections of 9th & 10th grade
 - 2028-2029 enrollment: 3 sections of 9th, 10th & 11th grade



Day-to-Day Experience for ACLC's Community

Staff and Families support the material revision for our 9th-12th grade charter

Material revision either does not or would only minimally impact

- Academic program
- Leadership structure
- Staffing (natural attrition, portion MS team at ACLC will shift to MS Nea)
- The relationship with our families



Next Steps if AUSD Passes the Material Revision

- Solidify our master schedules for Nea and ACLC to align with the restructure
- Finalize calendar of events and clear communications and stakeholder involvement to continue to build community with staff and learners of both schools
- Finalize professional development schedule designed to support this restructure



Questions





AUSD's Review Process and Criteria for Material Revision Request

Kirsten Zazo
Assistant Superintendent of Education Services

February 10, 2026

Background

Community Learning Center Schools (CLCS) currently operates two Charter schools; Alameda Community Learning Center (ACLC) and Nea Community Learning Center (Nea).

CLCS intends to change the grade span at ACLC from 6-12 to 9-12 commencing with the 2026-27 school year.

On January 27, 2026, Alameda Community Learning Center (ACLC) submitted a Material Revision Request to the Alameda Unified School District.

Purpose

Tonight's presentation will cover the following topics as detailed in [AUSD Charter Schools Materials Revision Handbook](#):

- General Guidelines
- Categories
- Process
- Requirements
- Criteria
- Timeline

General Guidelines

Material revisions of charter schools are governed by the standards and criteria in the Education Code (“Ed Code” or “EC”)¹. All charter schools authorized by the District Board of Education (District Board) must consult with staff from AUSD prior to implementing changes to their District Board-approved charter. Material revision requests should be submitted to the District Board for approval during the school year before such changes are to be instituted. Implementing material revisions to a charter without the prior approval of the District is a material violation of the charter and grounds for revocation.

¹See [EC §47605](#)(a)(4), §47607(a)(3) and (4), and §47607(b)

Categories

The District considers a request for a material revision necessary if a charter school seeks to make a material change to any of the required elements of the charter.

Educational Program	Operational	Location	Other
<ul style="list-style-type: none">• Substantial changes to the education program• Changing or adding a non-classroom based program• Changes in the grade level to be served	<ul style="list-style-type: none">• Increasing or decreasing enrollment• Changes of admission requirements or procedures, including changes to lottery preferences	<ul style="list-style-type: none">• Relocating to or adding a non-AUSD school site/facility• Opening of a resource center, meeting space or other satellite facility	<ul style="list-style-type: none">• Terminating staff, changing school leaders, revising board bylaws, changing board chair

Process

The following outlines the District's typical process for reviewing charter school material revision requests:

1. Submit Material Revision Request: The request should be submitted during the school year before the proposed changes are to be instituted. The charter school should communicate its intended submission date to AUSD staff in advance.

2. Present at Public Hearing (*typically within 60 days of the submission date*): District staff will schedule a public hearing. Petitioners will be allotted up to 10 minutes to present regarding the proposed material revision. Petitioners should be able to respond to questions by the Board related to the changes and/or other aspects of their charter.

3. District Staff Report and Recommendation: AUSD staff is responsible for conducting the due diligence necessary to inform the Board regarding the material revision and will provide a report to the Board that typically includes a recommendation to approve or deny the material revision. The AUSD staff report will be made publicly available in compliance with the Brown Act prior to (*typically at least 72 hours before*) the decision meeting.

4. Decision Meeting (*typically within 90 days of the submission date*): Interested parties will be given an opportunity to comment and the District Board will have an opportunity to discuss and ask questions prior to voting on the material revision.

Requirements

Charter schools should typically submit material revision requests during the school year prior to the year in which the proposed revisions are expected to take effect. Material revision submission requirements vary depending on the type of revision being requested.

The Charter School submitting a material revision request is expected to provide:

1. A cover letter signed by the charter school governing board president or designee authorizing the submission of the charter material revision request, certifying that the petitioner deems the revised petition to be complete, and explaining the specific element and/or session where material revisions are being proposed.
2. A final copy of the revised petition, including the more recent version of the District's Statement of Assurances, the most recent version of the District Required Language, and all information required by Ed. Code 47605(c)(5).
3. A redline of the revised petition where changes are being proposed, showing all changes made to the charter school's most recent District Board approved petition.
4. A PowerPoint presentation for the initial public hearing.
5. Other additional documents outlined in the handbook based on the category of material revision.

Criteria

The Charter Schools Act of 1992 establishes the standards and criteria by which material revisions are governed. In order to recommend the approval of a material revision to the AUSD Board of Education (District Board), AUSD staff must determine that the charter school has met the relevant Education Code (EC) requirements. For clarity, these requirements have been organized into the following five material revision criteria listed below.

- Criteria I: Has the Charter School Presented a Sound Educational Program?
- Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
- Criteria III: Is the Petition Reasonably Comprehensive?
- Criteria IV: Is the Charter School Demonstrably Likely to Serve the Interests of the Entire Community in Which the School is Proposing to Locate?
- Criteria V: Is the School District Positioned to Absorb the Fiscal Impact of the Proposed Charter School?

Only criteria relevant to the proposed material revision will be assessed.

Timeline

The following outlines the District's timeline for reviewing the Materials Revision request for Alameda Community Learning Center (ACLC):

BOE Meeting	Agenda Item
January 27, 2026	ACLC's Submission of Materials Revision Request to AUSD
February 10, 2026	ACLC's Presentation of Materials Revision Request and AUSD's Review Process and Criteria
March 10, 2026	AUSD's Report on Findings and Recommendations of ACLC's Material Revision Request
March 24, 2026	Approval/Denial of ACLC's Materials Revision Request by AUSD's Board of Education

AUSD's Review Process and Criteria

Board Discussion

AUSD CHARTER SCHOOLS MATERIAL REVISION HANDBOOK

Updated September 1, 2025

INTRODUCTION

This handbook is prepared by the Alameda Unified School District to guide Charter Schools through the process for requesting a material revision to their charter petition. Charter school staff should review and follow guidance and instructions provided in this handbook as they prepare to submit their material revision request. As a general rule, charter school staff should consult with AUSD staff whenever they are considering making substantial changes to their petition to determine whether a material revision to the charger is necessary.

Please note, District staff do not advise petitioners on the development or content of petitions or material revisions beyond requiring District Required Language. Regardless of the contents of this handbook, charter school petitioners are ultimately responsible for complying with all requirements outlined in the Education Code and in any corresponding regulations.

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MATERIAL REVISION GUIDELINES AND CATEGORIES

General Guidelines

Material revisions of charter schools are governed by the standards and criteria in the Education Code (“Ed Code” or “EC”)¹. All charter schools authorized by the District Board of Education (District Board) must consult with staff from AUSD prior to implementing changes to their District Board-approved charter. Material revision requests should be submitted to the District Board for approval during the school year before such changes are to be instituted. Implementing material revisions to a charter without the prior approval of the District is a material violation of the charter and grounds for revocation.

Material Revision Categories and Examples

The District considers a request for a material revision necessary if a charter school seeks to make a material change to any of the required elements of the charter. The table below outlines a non-exhaustive list of changes that the District considers as constituting a material revision, including some specific examples. The table also includes a summary of corresponding evidence that may be considered by AUSD staff when evaluating proposed changes.

Material Revision Category	Changes That Constitute a Material Revision <i>(examples in italics)</i>	Evidence That may be considered by AUSD Staff
Educational Program	Substantial changes to the educational program <ul style="list-style-type: none"> • <i>Adding a bilingual program</i> • <i>Switching from an arts-focused program to a STEM focus</i> 	<ul style="list-style-type: none"> • An analysis of the proposed change’s impact on staffing, budget, and facilities • An analysis of the community’s need for the change • Relevant experience of staff and board members in implementing similar programs • Evidence of engaging school community in the decision process • Petitioner interviews
	Changing or adding a non-classroom-based	<ul style="list-style-type: none"> • An analysis of the proposed change’s impact on staffing, budget, and facilities

	program	<ul style="list-style-type: none"> • An analysis of the community's need for the change • Evidence of engaging school community in the decision process
	Changes in the grade level to be served <ul style="list-style-type: none"> • <i>Adding a TK section to a school that is only approve to serve grades K-5</i> 	<ul style="list-style-type: none"> • An analysis of the proposed change's impact on staffing, budget, and facilities • An analysis whether the change is likely to serve the interests of the entire community • An analysis of the fiscal impact of the change on the District • Evidence of engaging school community in the decision process
Operational	Increasing or decreasing enrollment, respectively, above or below the number originally projected in the charter petition by amounts exceeding the following thresholds: <ul style="list-style-type: none"> • Increases exceeding 20 students OR 5% of the total projected enrollment • Decreases exceeding 20 students AND 10% below the projected enrollment for a given year. • <i>Adding a Kindergarten section of 25 students (resulting in the school exceeding its approved enrollment)</i> 	For increases: <ul style="list-style-type: none"> • Recent demand data for the school • An analysis whether the change is likely to serve the interests of the entire community • An analysis of the fiscal impact of the change on the District For Decreases: <ul style="list-style-type: none"> • An analysis of the proposed change's impact on staffing, budget, and facilities
	Changes of admission requirements or	<ul style="list-style-type: none"> • An analysis of how the composition of students would have changed using

	procedures, including changes to lottery preferences <ul style="list-style-type: none"> • <i>Adding a lottery preference for students from the neighborhood</i> • <i>Re-ordering lottery preferences</i> 	data from the most recent lottery 9i.e. Demographics of students who would have been impacted) <ul style="list-style-type: none"> • The demographic data used to identify proposed preferences (e.g. census, neighborhood attendance boundary, etc.) • An analysis of how the proposed preference could impact access for key vulnerable student groups
	Substantial changes to governance structure, including but not limited to, addition or removal of a layer of governance	<ul style="list-style-type: none"> • Revised bylaws • Rationale for proposed change • Minutes from board meeting where proposal was discussed
	Entering into and/or exiting a Charter management Organization (CMO)	<ul style="list-style-type: none"> • Minutes from board meeting where proposal was discussed • Proposed terms of separation or contract with CMO
Location	Relocating to or adding a non-AUSD school site/facility (not applicable to sites/facilities that either were previously approved or are owned by AUSD)	<ul style="list-style-type: none"> • Evidence of safety inspections • Certificate of occupancy • Traffic study • Completed walk-through checklist (conducted with AUSD staff)
	Opening of a resource center, meeting space, or other satellite facility ²	<ul style="list-style-type: none"> • Evidence of safety inspections • Certificate of occupancy • Traffic study • Completed walk-through checklist (conducted with AUSD staff)

¹See EC §47605(a)(4), §47607(a)(3) and (4), and §47607(b)

²As outlined in EC §47605.1(c); Note: primarily applicable to non-classroom based charter schools.

Examples of Other Changes that Require Notification to AUSD

In general, please consult with AUSD staff regarding any major changes your charter school is considering prior to implementation. For additional clarity, the following are examples of changes that the District typically does not consider as constituting a material revision, but which should still be communicated to AUSD staff.

- Terminating staff due to a concern for student safety
- Changing school leaders
- Revising board bylaws
- Changing board chair

MATERIAL REVISION PROCESS AND TIMELINE

Material revisions are governed by the standards and criteria outlined in Ed Code Section 47605. The following outlines the District's typical process for reviewing charter material revision requests.

1. Submit Material Revision Request *(typically during the school year prior to the proposed change)*

A complete material revision request must be submitted following guidance in the [Material Revision Submission Requirements](#) section. The request should be submitted during the school year before the proposed changes are to be instituted. The charter school should communicate its intended submission date to AUSD staff in advance.

2. Present at Public Hearing *(typically within 60 days of the submission date)*

District Board staff will typically schedule a public hearing within 60 days of submission. AUSD staff will inform the petitioners of their public hearing date and time once it is scheduled. At the public hearing, petitioners will be allotted up to 10 minute to present regarding the proposed material revision. Petitioners should be prepared to answer questions from District Board members following the presentation. Questions are typically related to the changes requested by the material revision, but petitioners may also receive questions about other aspects of their charter.

3. District Staff Report and Recommendation *(made public in compliance with the Brown Act)*

AUSD staff is responsible for conducting the due diligence necessary to inform the Board regarding the material revision and will provide a report to the Board that typically includes a recommendation to approve or deny the material revision. The AUSD staff report will be made publicly available in compliance with the Brown Act prior to (typically at least 72 hours before) the decision meeting. See [Material Revision Criteria](#) section for more information regarding criteria used to evaluate the material revision.

4. Decision Meeting *(typically within 90 days of the submission date)*

A decision meeting will be scheduled and held as close as practicable within 90 days of the submission date. AUSD staff will inform petitioners of the decision meeting date once it is scheduled. At the decision meeting, AUSD staff will present its report and recommendation. Interested parties will be given an opportunity to comment and the District Board will have an opportunity to discuss and ask questions prior to voting on the material revision.

MATERIAL REVISION REQUEST SUBMISSION REQUIREMENTS

Charter schools should typically submit material revision requests during the school year prior to the year in which the proposed revisions are expected to take effect. Material revision submission requirements vary depending on the type of revision being requested.

Petition Submission

Documents included in the submission should be prepared with standard margins and written using an easy-to-read 11 or 12 point font and all pages should be numbered. All submissions must be made electronically using a material revision request submission form created by District staff. Hard copy submissions are no longer required or requested. Only complete submissions will be considered. Incomplete submissions will be rejected and will need to be resubmitted. **In order to be considered complete, submissions must include all of the documents listed below relevant to the type of material revision in the indicated format(s), if specified.** A link to the submission form will be provided to petitioners by the District Office upon request. Within five business days of the submission, District staff will review and confirm via email whether the petition submission is deemed complete.

Required Documentation

Documentation Required for ALL Material Revisions

The following documents must be submitted for all material revisions requests. Items #1-2 should be included in a single, searchable PDF format with bookmarks corresponding to the table of contents. **If the material revision is approved, this PDF document will be considered the official petition.** If this PDF is not searchable (i.e. text is not recognized when using standard search functionality), the petition will be considered incomplete. Other documentation specified below is required in order for the submission to be deemed complete, but should not be included in the official petition PDF document.

1. A **cover letter** signed by the charter school governing board president or designee that:
 - a. Authorizes the submission of the charter material revision request to the District Board
 - b. Certifies that the petitioner deems the revised petition to be complete
 - c. Explains the reason for the proposed revision, its impact to the school, and identifies the specific elements and /or sessions where material revisions are being proposed
2. A **final copy of revised petition**, including:
 - a. The more recent version of the District's Statement of Assurances
 - b. The most recent version of the District Required Language³

- c. All information required by Ed Code,⁴ including reasonably comprehensive description(s) of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed
3. A **red-line Microsoft Word copy of the revised petition** where changes are being proposed, showing all changes made to the charter school's most recent District Board-approved petition. Note: If the proposed material revision is being considered around the time of renewal and the proposed changes correspond to the upcoming charter term, then the red-line petition should only show changes made to the proposed renewal petition as if the renewal petition had already been approved.
4. A **PowerPoint presentation** for the initial public hearing (may be a placeholder). *(Optional, but required if the petitioners plan on using a PowerPoint during their presentation at the public hearing)*. The presentation should be no longer than 5 minutes. Revisions to the PowerPoint may be submitted to District Board office staff up to 11 day before the date of the initial public hearing.

Additional Documentation Required for School Location Material Revisions

The following documentation is required for all School Location material revisions. As mentioned above, a School Location material revision is not required if the school is relocating to an AUSD-owned school site/facility.

- The following information should be included/addressed in the cover letter:
 - The address of the proposed school location
 - The proposed occupancy date
 - reason/rationale for changing the school location
 - School/neighborhood community engagement regarding the new school location
 - Financial costs of the project and the resources available to fulfill these
- A budget reflecting the impact of the revision for each remaining year of the charter term
- A completed walkthrough with AUSD staff and charter staff. Charter school staff should schedule a walkthrough with AUSD staff in advance of the submission date)
- A copy of the facility lease
- All relevant and required permits, certificates, studies, insurance, and inspections

⁴ All charter petitions must include all of the following: affirmations required by EC §47605(c)(5), reasonably comprehensive descriptions of all required elements outlined in EC §47605(c)(5), the declaration required by EC §47605(c)(6), and all required information outlined in EC §47605(g).

⁵ EC §47607(b)

Additional Documentation Required for Education Program or Operational Material Revisions

The following documentation is required for all Educational program or operational material revisions.

- Evidence that the charter school's governing board has approved the material revision request and supporting documentation, such as a signed board resolution or meeting minutes with a vote of approval
- Documentation supporting the material revision such as certifications, revised organization charts or bylaws, school performance data, demographic data, or other evidence that supports the change.

Material Revisions at the Time of Renewal

Although a material revision request may be submitted concurrently with the renewal petition (i.e. to take effect at the start of the renewal term), it typically must be submitted separate from the renewal request.⁶ In such situations, the petition included in the material revision request should be based on the proposed renewal petition as if that petition had already been approved (i.e. the red-line version of the material revisions petition should only reflect changes made to the submitted renewal petition). The material revision request may only be approved subsequent to the approval of the renewal petition upon which the material revision is based.

⁶EC §47607(a)(3); If a renewal petition contains a material revision, it may not be considered and may need to be resubmitted separate from the renewal request. Prior to submitting the renewal petition, petitioners should consult with AUSD staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission.

MATERIAL REVISION CRITERIA

The Charter Schools Act of 1992 establishes the standards and criteria by which material revisions are governed.⁷ In order to recommend the approval of a material revision to the AUSD Board of Education (District Board), AUSD staff must determine that the charter school has met the relevant Education Code (EC) requirements. For clarity, these requirements have been organized into the following five material revision criteria outlined below.

Please note, only criteria relevant to the proposed material revision will be assessed.

Examples of evidence that may be considered for different types of material revisions can be found above in the [Material Revision Guidelines and Categories](#) section. The first three criteria (as listed below) generally apply to all charter petitions and material revisions. Criteria IV and V only apply to certain types of material revisions and under specific circumstances as described below in the corresponding sections.

- Criteria I: Has the Charter School Presented a Sound Educational Program?⁸
- Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?⁹
- Criteria III: Is the Petition Reasonably Comprehensive?¹⁰
- Criteria IV: Is the Charter School Demonstrably Likely to Serve the Interests of the Entire Community in Which the School is Proposing to Locate?¹¹
- Criteria V: Is the School District Positioned to Absorb the Fiscal Impact of the Proposed Charter School?¹²

⁷ EC §47607(a)(3) and (b)

⁸ EC §47605(c)(1)

⁹ EC §47065(c)(2)

¹⁰ Including information required by EC §47605(c)(4) through (6) and EC §47605(h), [AUSD's District Required Language as well as any additional requirements enacted since the charter was last approved.](#)

¹¹ EC §47605(c)(7)

¹² EC §47605(c)(8)

- Criteria IV: Is the Charter School Demonstrably Likely to Serve the Interests of the Entire Community in Which the School is Proposing to Locate?

This criteria applies only to material revisions proposing expansion and analysis under this criteria must be limited to consideration only of the impact of the proposed material revision. In order for petitions where this criteria applies to be approved, the school must be demonstrably likely to serve the interests of the entire community in which the school is proposing to locate. In order to deny a material revision under this criteria, the District will (1) consider the fiscal impact of the proposed material revision in its analysis of this finding and (2) detail specific facts and circumstances that analyze and consider the following factors:

1. The extent to which the proposed material revision to the charter would substantially undermine existing services, academic offerings, or programmatic offerings.
2. Whether the proposed material revision to the charter would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate.

- Criteria V: Is the School District Positioned to Absorb the Fiscal Impact of the Proposed Charter School?

This criteria applies only to material revisions proposing expansion and analysis under this criteria will be limited to consideration only of the impact of the proposed material revision. In order for a charter school's material revision proposing expansion to be approved, the District must be positioned to absorb the fiscal impact of the proposed charter school. However, the District may only use this criteria to deny a material revision if at least one of the follow is true:

1. The District has a qualified interim certification and the county superintendent of schools, in consultation with the County Office FCMAT, certifies that approving the material revision would result in the school district having a negative interim certifications
2. The District has a negative interim certification
3. The District is under state receivership

¹³ EC §47607(a)(4); Material revisions proposing expansion include (but are not limited to) proposed grade level expansions, increases in enrollment, changes in school location.