Charter Renewal Performance Report

For

Community Learning Center Schools, Inc.
(CLCS)
(A Non-Profit Public Benefit Corporation)

To

Alameda Unified School District

For the Operation of the

Nea Community Learning Center
(Nea)

Submitted
October 8, 2013

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A. STUDENT ENROLLMENT AND DEMOGRAPHIC INFORMATION

Table 1:
APPLICATIONS AND WAIT LISTS

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
2009 Applications	66	63	30	36	40	25	73	40	33	17	NA	NA	NA
2009 Wait List	43	46	10	14	16	2	0	0	0	0	NA	NA	NA
2010 Applications	128	82	70	46	44	41	87	20	33	20	10	NA	NA
2010 Wait List	82	73	69	44	29	37	0	0	0	0	0	NA	NA
2011 Applications	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2011 Wait List	104	80	83	79	9	29	0	0	0	0	0	0	NA
2012 Applications	169	42	34	29	36	48	83	27	25	34	14	4	3
2012 Wait List	90	18	12	5	2	0	0	0	0	0	0	0	0
2013 Applications	73	96	34	34	44	50	82	22	41	39	13	2	2
2013 Wait List	27	53	0	0	0	16	0	7	4	3	0	0	0

Table 2:
SCHOOL DEMOGRAPHIC PROFILE

Ethnicity/Race	2009-10	2010-11	2011-12	2012-13
% White	40%	35%	37%	35%
% Black	14%	15%	13%	14%
% Hispanic	18%	17%	16%	16%
% Asian/Pacific Islander	19%	19%	18%	16%
% Mixed/No Response	9%	13%	16%	18%
% Other	0%	1%	0%	1%
Home Languages				
% Non-English Speaking Households	20%	22%	20%	18%
Special				

Education				
% with Disabilities	9%	9%	8%	11%
Other				
% Free & Reduced Lunch Status	18%	17%	9%	13%
% English Language Learners	19%	21%	17%	15%
% Homeless Students	0	0	1%	1%

Table 3:
DISCIPLINE

	School Year			
	2009-10	2010-11	2011-12	2012-13
Enrollment	265	328	473	503
% Suspensions	6.8%	8.9%	7%	5.6%
% Expulsions	0	0	0	0.1%

Table 4
GRADUATION (H.S. Only)

	School Year			
	2009-10	2010-11	2011-12	2012-13
Graduation Rate	N/A	N/A	N/A	100%
Retention Rate (% of graduates enrolled beginning in 9th grade)	N/A	N/A	N/A	50%
Post-Graduation Plan				
% planning to attend 4 year college	N/A	N/A	N/A	100%
% planning to attend 2 year college	N/A	N/A	N/A	0
% planning to attend vocational/technical training	N/A	N/A	N/A	0
% to join military	N/A	N/A	N/A	0
% planning to work exclusively	N/A	N/A	N/A	0

Table 5:
FACILITATOR HIRING AND RETENTION

Facilitators	Total	Retention %
2009-10	12	86
2010-11	16	94
2011-12	18	62
2012-13	23	57
2013-14	24	NA

2. Describe the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (i.e., representation of English language learners; students with disabilities or of homeless status)?

During the past four years, a multi-pronged approach has been used to market and communicate about Nea to the community-at-large. In order for information to be accessible to the many types of families and individuals within Alameda and its environs, all of the following tools are utilized:

- Flyers announcing admissions informational meetings are distributed among area preschools, and are posted in many local stores, coffee houses, schools, libraries, youth and community centers.
- Zip code mailing lists are purchased annually, with a particular emphasis on reaching non-English speaking and diverse neighborhoods. Targeting mailing is used throughout each admission cycle, in late fall and into the winter months.
- Advertising in print media for upcoming informational meetings and to invite families to arrange to tour the Nea campuses.
- On-line advertising and the Nea website are used both to inform the greater community about Nea's learning environment, as well as to announce upcoming informational meetings.

Newspaper ads in English, Mandarin, Tagalog, and Spanish have been run in the Alameda Journal. Flyers about Nea's program and admission processes were distributed in Cantonese during winter 2013, for the 2013-14 school year. Such endeavors will be increased and expanded to a fuller range of languages in the coming years, in order to reach a wider audience of English language learners.

Nea informational meetings include a detailed description of learning support services available to learners with disabilities. In addition, hand-outs are provided, and deeper discussions are able to occur when families tour regarding the needs of their particular learner. A community supportive of all learners, parents are invariably relieved to know the extent to which Nea's facilitators and special education staff are able to provide accommodations and specialized support.

3. Describe the admissions and lottery processes. Please explain how you ensure that these processes are aligned with the requirements found in Education Code 47605.

The goal of Nea's admissions policy is to attract, enroll and retain the broadest range of students and families representative of Alameda's rich diversity. A nonsectarian school, Nea does not charge tuition, and does not discriminate in admissions on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

Nea is available to any student in the State of California who meets the admissions requirements described below. If the number of pupils who wish to attend exceeds capacity, attendance is determined by a public random drawing, the process of which is described below.

Admission Eligibility and Requirements

In order to be eligible for enrollment in Nea, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code. Parents can waive this, however, when immunization is counter to personal beliefs.
- All Kindergarten students must be 5 years old on or before October 1 (on or before September 1 for 2014-15 and beyond) of the school year in which s/he seeks enrollment. If a student turns five years old after October 1, that student may be eligible for admission on a case-by-case basis at the discretion of the Board of Directors, in accordance with the Board's age-admission policy and in accordance with law.
- All students must be at least 6 years of age by October 1 of the school year in which s/he seeks enrollment in first grade (with some exceptions in accordance with the Board's age-admission policy and in accordance with law). Students shall not exceed age 19, unless continuously enrolled in public school prior to age 19, the student is being served under the term of an Individualized Education Program, and/or the school or program qualifies for an exemption from the general prohibition on serving students over age 19 and in accordance with the California Education Code.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students shall be documented as residents of the State of California.
- If enrolled in an independent study program, students shall be documented as a resident of the county in which the charter school reports its apportionment claims or an adjacent county.
- No student will be admitted if he/she has been previously expelled from another educational institution.

In order to ensure that all students are placed appropriately and benefit fully from

Nea' educational program, the following pre-admission procedures are enforced. Failure to comply with any of these will result in denial of admission. An admitted student will be removed from Nea if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- Nea must receive completed admission applications by no later than the deadline published for that school year.
- The application for admission shall include, but is not limited to, the following:

1. Authorization for Nea to request and receive student records from all schools the student has previously attended or is currently attending;
2. Proof of full immunization or exception from the requirement;
3. Proof of health examinations required by the Health and Safety Code;
4. Proof of age with the application for admission;
5. Proof of residency;
6. Indication of whether the student may require special education or related services;
7. The student's home language and whether the student may be an English language learner.
8. Parents/Guardians/Caregivers shall attend a pre-admission Information Open House Meeting or its equivalent.
9. Parents/Guardians/Caregivers shall attend a School Tour.
10. The Nea Parent and Learner Contracts shall be signed and returned to Nea with the admission application.
11. The School shall follow any required procedures for the transfer of a program between SELPAs.

A Nea/CLCS staff member reviews each application for completeness prior to the student being considered for admission.

Enrollment Process and Guidelines

There is an open enrollment period each year, which is well advertised within the Alameda community, providing all interested families an equal opportunity to apply for admission. The deadline for accepting applications is clearly communicated in all newsletters, flyers, print media, and on-line announcements.

The process for enrollment proceeds as follows, though not necessarily in the exact order as specified here:

- Nea will determine class size/configuration for the school year.
- Nea will solicit from current students/families their intention to return the following year.
- Nea will solicit from facilitators and staff members their intention to apply for admission for their children for the following year.
- Nea examines program informational materials used the previous year, and revises as appropriate and necessary.
- Nea plans and executes multiple Information Open House Meetings, attendance of which is mandatory for admission consideration.

- Nea issues press releases, and utilizes other communication strategies**,** as indicated above.
- Nea actively recruits students throughout the community.
- Nea mails information packets to families on wait/interest lists, which includes invitations to the Open House(s).
- Nea hosts multiple Information Open House Meetings.
- School Tours are scheduled with families in order to provide a stronger sense of the Nea program, facilitators, and campuses.
- The open enrollment period is provided to allow all interested learners/families an equal opportunity to apply for admission.
- The number of returning students at each grade level is determined.
- The number of openings for new students at each grade level is determined.
- Priority placement is given to eligible students who completed their application for admission in timely fashion, as identified in the previous section.
- After students in the preferred categories are placed, the remaining students are placed pursuant to a random public drawing.
- A random public drawing is held, if necessary.
- Families of applicants who are accepted and rejected are notified of such.
- Applicants neither accepted nor rejected, are placed on a wait list in the order in which the students are drawn from the random public drawing.
- Families completing the application process after the published deadline are added to the next lottery pool if a wait list already exists.

A wait list is maintained from year to year. Once on the wait list, a student would remain in that position until s/he is offered a spot in Nea or expresses no further interest. During enrollment, the Chief Operating Officer returns calls and answers questions from prospective families. If families from the wait list are offered a position, they must accept that position within three business days. If they decline or fail to respond within three business days, they may be removed from the wait list or placed at the bottom of the wait list if they desire.

a. What procedures are in place for wait-listed students not included in the first round of lottery offers?

If the number of learners requesting admission exceeds the number of spaces currently available for admission, preference is given to the groups or classes of learners listed below, and acceptance is determined by a public random lottery. Existing Nea students are exempt from the lottery.

In the case of a lottery, the following preferences are utilized, listed in order of priority. What is indicated below is consistent with current AUSD district policy regarding enrollment preferences.

- Children of full-time staff members working for CLCS schools and volunteer community board members serving on the CLCS, ACLC or Nea Governing Boards are given automatic admission to any Community Learning Center

School (currently ACLC and Nea), regardless of their place of residence.
- Preference is given to learners applying from within AUSD enrollment boundaries, over those applying from outside the district.

The method for conducting a random lottery, which occurs after the application deadline, is as follows:

- The lottery takes place with an authorizing agency compliance officer present.
- Learners who receive preference for admission, as indicated above, are admitted.
- All remaining applications are sorted by grade level.
- The resulting grade level applicants are sorted into two groups: Alameda residents and non-residents.
- Applicants are then randomly assigned a lottery number by residency status for each grade level.
- Grade-level openings are filled first by residents, then non-residents, as space is available.
- Wait lists for each grade are maintained. On at least an annual basis, the Chief Operating Officer determines if the wait list applicants wish to remain on the wait list for future openings.

b. What are the school's procedures for withdrawals and transfers?

When parents or guardians wish to withdraw their learner from Nea, they are required to come into the office and complete a withdrawal form. This form is kept on file at Nea. If the learner is an Alameda resident, an AUSD-generated notice of withdrawal form is also completed. The AUSD form is faxed to the AUSD Student Services Department.

4. Provide a description of the school's "areas of growth" and "strategies for improvement" regarding its recruitment of students, retention of teachers, and/or suspensions/expulsions.

Staff Recruitment and Retention
Area of Growth:
Although Nea started with a highly diverse staff, attrition has resulted in greater homogeneity over time. We, therefore, need to identify qualified pools of prospective facilitators from which we can assemble a staff of greater diversity.

Strategies for Improvement:

A. Create a professional development and professional support plan for all new facilitators and staff members brought on board. Such a plan will also increase effectiveness and satisfaction of facilitators and staff who take on new responsibilities and/or new roles within the Nea/CLCS organization. Such a plan should include, but not be limited to, attending necessary workshops/conferences to increase skill and knowledge levels, as well as provide an on-site support

person or mentor who can observe, impart information, and offer feedback and collaboration.

B. Exit interviews for all departing facilitators and staff is a critical step in identifying ways to improve the work place, organization, and support of Nea's professional staff. Conducted by either the CLCS Chief Operating Officer or the Executive Director, to the extent possible while still protecting the privacy of the employee, the information gathered will be shared with Nea's Lead Facilitator, as a means of critically analyzing ways to improve.

Learner Retention
Area of Growth:
While Nea's enrollment rates are robust, attrition over the past four years, particularly in grades 6 through 12, has been high.

Strategies for Improvement:

A. Exit interviews for all learners who depart mid-year as well as surveys for those who don't re-enroll for subsequent years. The information culled will be invaluable in determining ways to improve program, program additions/enrichment areas that might positively impact enrollment, and overall "customer" satisfaction.

B. Foster a community culture of ambassadorship, such that every stakeholder understands his/her importance in learner recruiting and retention.

C. Ensure relevance of questions for the annual parent and learner surveys, such that we are gathering data that will provide meaningful information regarding retention.

B. TEACHING AND LEARNING: CURRICULUM AND INSTRUCTION

1. Describe how the charter school's instructional approach and educational philosophy support the school's mission.

Nea's mission states, "The Nea Community Learning Center is an educational model that empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society." As such, Nea provides a model of education that creates a dynamic learning community, embodying best educational practices and learning in a non-competitive manner, supporting learners in actively discovering their own, personal potential. Within the Nea environment, learners come to recognize their own value and worth, both individually and within the community of learners and facilitators, and practice being responsible to the community on a daily basis. Nea believes in the importance of participatory governance as a means of empowering learners, parents and facilitators to create an exemplary educational program.

Nea is committed to self-directed, project-based learning to achieve its educational goals. Toward this end, the program provides a safe, highly collaborative, interconnected, flexible learning community that is accessible to all learners and learning styles. With an emphasis on developing reading, writing, and verbal communication skills, Nea students become effective, eloquent communicators who possess excellent comprehension skills. Based upon their knowledge and developmental level, learners design their own set of goals and life plans, which invariably include responsibility to others and participating actively as positive citizens of the Nea community. Collectively, we embrace the idea that education is an on-going, life-long process of continual change and personal improvement.

Education at Nea provides individualized support. Setting the highest academic, social and ethical expectations as a means of empowering and challenging learners toward never-ending growth, Nea sets learners on the path toward life-long learning. Similar to our more traditional counterparts, Nea provides for every learner a rigorous, standards-based curriculum that promotes practice and mastery of Common Core standards, though does so by providing self-directed, project-based learning opportunities which simultaneously incorporate multiple, interdisciplinary standards.

Parents are active participants in the Nea program, helping foster a culturally sensitive, informal community of adults and children. Pulling from the wealth of research supporting a correlation between parent involvement in children's education and learner success, Nea embraces family and parents' contributions. With high school courses approved to meet UC a – g requirements, and having received WASC accreditation for all grade levels (kindergarten through 12th grade), Nea's program has, in four short years, distinguished itself for its high quality program, and for successfully meeting the needs of a wide range of learners.

Modes and Methods of Instruction

Using curriculum, instructional materials, and textbooks (as applicable) based upon state approved instructional standards for all courses across all grades, Nea has developed coursework and assessment tools that are aligned to meet all state and Common Core course and grade level standards. Through its adoption of ACLC's educational model, Nea provides learners with the "Community Learning Center", transforming the learning environment from a teacher-directed system to a self-directed learning context in which teachers are "facilitators and learners" and students are "learners and facilitators".

Several essential premises arise from the research, directly relevant to the Nea's model of education:

- Human beings are designed to learn, and as such, educational best practices support and nurture an innate love of learning.
- Stakeholder voice is critically important in self-renewing organizations. When learners know their voices are honored, and their ideas and feelings valued, educational revitalization occurs.

- Interaction is the basis of learning from earliest childhood, and transcends into the adult workplace.
- Ownership of learning must reside within the learner, rather than with the teacher or parent(s). When learners eagerly strive for knowledge, insight and wisdom, real and deep learning can occur.
- The successful organizational culture is one which teamwork and collaboration are the expectation.
- Technology is the toolkit of the age, in the absence of which learners cannot achieve true literacy in the 21st century.
- In pursuing an active learning process, learners need the flexibility to work as teams, to move outside the constraints of the school building (physically and electronically), and engage in "free" inquiry that is critically evaluated by peers and adults highly proficient in their chosen fields.
- Multi-age learner groups support acquisition of knowledge through natural scaffolding. As such, learners move quickly in areas of strength, while developing more slowly and with individual support in areas of challenge.
- Learning is made relevant, and engages the learner through purposeful work.
- For younger learners (i.e., K-5):

a. When learners are engaged in authentic, meaningful language use, they learn language, they use language to learn, and they learn about language.

b. Learners are provided choices in what and how they learn within the structure of a studio/laboratory setting provided by facilitators and older learners.

c. Kindergarten through 2nd grade facilitators are multi-talented generalists who collaboratively engage in reflective practices and ongoing professional development, thus serving as role models for learners.

d. Grades 3 – 5 facilitators have subject-matter expertise, and collaboratively engage in reflective practices and ongoing professional development, thus serving as role models for learners.

These basic principles provide the philosophical foundation for the design of Nea's school day and program. Visitors to our upper campus (serving 6th through 12th graders) will, upon entering our community room, see approximately 30% (or about 80 to 100) of our mixed age learners working either independently or in project teams during their scheduled project time within the school day. In this technologically rich environment, with more than 60 wirelessly-internet-accessible laptop computers, self-directed learners conduct research for projects, improve math skills (e.g., Compass on-line math program, Khan Academy), communicate with facilitators and other learners via email, write essays and research papers, access spreadsheets to analyze data, and create electronic art, music, and videos.

All of the above mentioned activities occur within a modern workplace setting, where learners are free to move about and interact with each other and facilitators. All learners and facilitators are on a first name basis, and everyone in the school is well known to everyone else. Facilitators and paraprofessionals tutor individuals and groups of learners, and small study groups provide opportunities for learners

teach one another, and work on team projects for seminar classes. During such times, learners may be building roller coasters for a physics seminar, crating element brochures for chemistry, creating power point presentations for social studies, or word processing an English essay.

Beyond the community room, our 6th through 12th grade students have academic seminars in one of Nea's smaller classrooms. Based upon their chosen curriculum, middle and high school learners spend from 60% to 80% of their school day in seminars. The remainder of their day is spent on project time in the community room.

Learners receive individual grades for seminar classes. As with traditional programs, grades are recorded on learner's transcripts, and seminars are offered in courses required for graduation (e.g., science, math, language arts, foreign language, and social studies/history). There is a strong emphasis on providing a language-rich environment, while also including visual and performing arts for all of learners, kindergarten through 12th grade. Brief descriptions of some seminar courses follow:

- Science: Facilitators combine direct instruction during seminars with hands-on science lab activities, and prepare learners for group or individual projects, completed during their scheduled project time.
- Math: Facilitators combine direct instruction, group projects, individual skill building centers, and small-group using computers and manipulatives.
- Humanities: Facilitators use Social Studies/History as the backbone to provide integrated, accessible and relevant learning experiences.
- Social Studies: Facilitators combine direct instruction during seminars with support from primary sources, preparing learners for group or individual projects, completed during their scheduled project time.
- Art: Facilitators engage learners in traditional and modern media.
- Leadership: Learners debate and propose solutions related to various school issues. The leadership class is charged with creating community within the school, organizing and maintaining the community space, planning, organizing and executing community events. The leadership class is run based upon democratic principles.
- Judicial Committee: Under the direction of a facilitator, learners review rule violations by learners and assign disciplinary consequences. All learners (grades 6-12) are required to sit on the "jury" at least four hours per year, allowing those who are before the Judicial Committee to be "heard by a jury of his/her peers". The "JC" is also responsible for reviewing and updating the school-wide rulebook, which outlines expectations of learners' behavior.

The Kindergarten through 5th graders have developmentally appropriate structures in place that fosters ownership in their learning gradually. Kindergarten through 2nd grade learners, have self-contained homeroom facilitators in set classrooms, designated by grade level for their academic courses to provide predictability and continuity. In grades 3 through 5, facilitators have content-area specialization, and

learners rotate from their grade-level homeroom through their academic classes in the morning. Low learner-to-facilitator ratio, and the commitment to success for all learners through diagnostics and small-group instruction, allows facilitators to create high levels of flexibility such that each learner can work at his/her own pace within appropriate developmental areas.

Our elementary program develops a joy of reading and writing. Comprehension and critical thinking in a range of genres and across subject areas (i.e., math, science, social studies, art) are achieved through Nea's Reading and Writing Workshops. Implementation of this instructional model develops learner ownership of one's own studying, as children are allowed to choice in book selection and writing topics. Thus, learning becomes meaningful and purposeful, reading for personal interest and writing for real audiences. Authentic assessment furthers learning and is used to inform instruction.

An integrated, activity-based, hands-on math and science program actively engages Nea's youngest learners. Deep understanding of conceptual material is fostered through authentic, meaningful experiences, where learners are challenged to solve complex problems. Rather than rote memorization of algorithms, for example, learners work through activities, coming to truly understand how numbers and scientific concepts function and are related. Similarly, art is integrated throughout the Nea program, woven into hands-on activities related to all core subject areas. Learners also receive seminars in the visual and performing arts, robotics, creative writing, and design and construction.

As with Nea's grades 6 through 12 program, our elementary learners meet Common Core standards. Facilitators have created units of study based upon content standards, and which are responsive to learners' performance needs. Units are constructivist and project-based, incorporating both individual and small group work. All work is founded on the principle that new knowledge and understanding is built upon prior knowledge, and as such ensuring solid, foundational understanding is emphasized.

Elementary classrooms are places where direct instruction and support is provided by lead facilitators. Classrooms are considered to be rich laboratories of learning, and as such, a wide range of materials is present to support and enhance learners' experiences. Classrooms reflect the learners' personalities and path toward greater knowledge, as work is displayed and materials become highly familiar.

All elementary learners spend time every other week in the Lower Village community room, a large learning and work space that contains a library, art materials, multimedia and manipulatives. The community room is also the center of Nea's democratic community. The community room is where the Contemporary Community Citizenship class meets to vet proposals, perform talents for their community, and break out in small groups to work on community and character building activities.

Throughout the Nea program, the following instructional and learning strategies are applied:

- Working with facilitators, learners (grades 6 through 12) develop individual goals and life plans.
- Learners work toward mastery in their studies through goal setting, and when goals are met, learners may move on to new material at their own pace. When more time is required, learners experiencing challenges receive support from facilitators and peers.
- Subject matter is provided from multiple perspectives, and subjected to critical review.
- Learners conduct developmentally appropriate, original inquiry into scientific, social, artistic and literary topics, seeking primary and secondary sources to develop and test hypotheses.
- Participatory governance of the Nea Community Learning Center provides, in and of itself, an exceptional learning experience. Learners serve legislative, judicial and executive functions within the school in a collaborative and accountable fashion.
- Effective communication is fostered between parents and facilitators, the Lead Facilitator and counselors by involving parents in Learner Lead conferences. For Kindergarten through grade 5, there are traditional parent-teacher conferences in December, and Learner Led Conferences in the spring. Occurring twice yearly for grades 6 through 12, learners present and demonstrate growth in Learning to Learn skills to other learners, and families during Learner Led Conferences. Facilitators formally evaluate conferences on the basis of portfolio quality, project work, quality of presentation, and learner's competence in making presentations. Facilitators and learners use a standardized rubric to assess conference effectiveness on the bases of content, presentation and original thought.

In sum, Nea's program distinguishes itself though exemplary implementation of the following:

- Balanced curriculum in what AND how we teach children.
- Responsive teaching based on learning styles and cultural differences.
- Evidence-based instruction that incorporates current research and best practices.
- Broad literacy instruction that incorporates conventional reading/writing with digital, visual and critical literacy.
- Inquiry based science and social studies programs.
- Assessment that includes traditional tools, as well as authentic, observational, and qualitative (e.g., portfolio) means of assessing learner progress.
- Participatory, democratic community governance that actively involves learners in meaningful, relevant ways.

2. Provide a chart outlining your school's curriculum for each subject at each grade level.

Nea's Lower Village houses the Kindergarten through fifth grade. Learners are provided a rigorous academic program, rich in core areas of language arts, math, social studies and science in an integrated, differentiated curriculum. Physical education is provided twice per week, and art and music instruction is provided once per week across all grades.

Nea's Upper Village houses grades six through twelve. Learners are provided a richly creative and appropriately challenging program. Core subject areas are differentiated based on learners' ability, and facilitators work collaboratively with one another to integrate across the curriculum.

Please refer to the Curricular Binder that accompanies the submission of this document and Nea's charter renewal application for full curriculum maps of all classes and subject areas offered across the grades.

3. Describe the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported. Explain how you ensure that all students with disabilities and English Language Learners in your school:

- **have access to the general education curriculum.**
- **integrate with their non-disabled peers and/or native English-speaking peers, as applicable.**

Nea Learners with Disabilities:
Parents of learners with disabilities in the Alameda community often seek placement with Nea, doing so based on recommendations from other parents of learners with disabilities. Nea's small school environment, and our effectively including all learners as fully participating members of the community make Nea a much sought after educational option. The following strategies are implemented in order to provide exceptional levels of support:

- All Nea learners with disabilities are fully included in all aspects of the general education curriculum.
- Services that remediate academic challenges are incorporated into the general education program, including learners without disabilities.
- All learners at Nea, with and without disabilities, are expected to participate in leadership roles in the community.
- Facilitators, Student Study Teams, and parents may make referrals for special education services assessments. Assessments are conducted within the legally required timeframe. As a member of the El Dorado County Charter School SELPA, Nea collaborates with School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, and

Adaptive Physical Education Teachers to provide appropriate educational services to our learners.

- Nea uses 21st century educational technology (i.e., online learning, computer assisted learning, independent learning programs, peer tutoring, project based learning), providing greater access to learning opportunities for learners with disabilities.

Nea's Special Education Coordinator and Education Specialist is tasked with the following duties and responsibilities, as a means of providing learner support:

- 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 prepare testing materials in compliance with State regulations.
- Report to site administrator (Nea's Lead Facilitator), El Dorado County Charter SELPA Program Specialist, and El Dorado County Charter SELPA Special Education Director about 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.

Responsibilities in the area of Curriculum Accommodations and Modifications:

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

Responsibilities in the area of Collaborating 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 (e.g., County mental health agencies, Regional Services, County social services agencies).

Responsibilities in the area of 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).

Responsibilities for Supervising Paraprofessional Staff:

- Supervise paraprofessionals serving learners in the Resource Specialist Program and Full Inclusion Program.
- Create push-in, small group and tutoring schedule with paraprofessional staff.

- Provide training to paraprofessional staff for behavior management techniques, teaching methods and materials and approaches.
- Provide input to El Dorado County Charter SELPA annual evaluation of paraprofessionals, according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.

All costs associated with Special Education Services are the responsibility of Nea.

Nea's English Language Learners:
Nea's English Language (EL) learners receive placement and ongoing assessment. EL learners participate in mainstream classrooms led by facilitators who are CLAD certified and provide a wide variety of differentiated instruction. Our small size enables us to work very closely with EL learners to meet their unique needs. In many cases, EL learners receive accommodations that include one-to-one reading support, and/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 provided by Nea (e.g., unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) are key factors in most EL learners being re-designated R-FEP by graduation.

Nea's EL learners are supported not only by traditional language development classes, but also by the self-directed, hands-on approach of our program, which is accessible to all learning modalities. Within all seminars, learning is "sheltered" to enable every learner to access information and formulate new knowledge based on prior learning and experience.

The needs of EL learners are identified using the same methods employed by the AUSD. Upon enrollment in Nea, parents are asked to complete the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment forms, Nea assesses the English and primary language proficiency of the learner within the first 30 days of enrollment using the CELDT. Learners are appropriately placed based upon CELDT outcomes. EL students also receive a primary language assessment in their native language within the first 90 days of enrollment.

Similarly, Nea's elementary EL learners are identified through the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment form, Nea assesses the learner's English and primary language proficiency using the CELDT within the first 30 days of enrollment. EL learners are placed in classrooms with students of similar proficiency levels and/or in SDAIE or ELD Cluster classrooms, receiving instruction that utilizes 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, EL learners receive facilitator directed differentiated English Language Development (ELD) instruction as appropriate, which is based on their English Language Proficiency Level. The differentiated instruction may be integrated into daily Reading and Writing Workshops, providing one-to-one conferences for EL learners. As the need arises, differentiated ELD instruction may be provided to the EL learners in small groups with similar proficiencies in English, at a designated time during the day. Nea's EL learners continue to be supported by the self-directed, hands-on approach of our program.

Learners with a CELDT Proficiency Level of Beginning, Early Intermediate, or Intermediate are placed in a Grade 6 through 12 Structured English Immersion (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. Learners are held to the state ELD standards as they progress toward mastery of grade level standards. These courses are available at Nea for all EL learners for whom such would provide benefit. Content area classes at Nea are taught by qualified SDAIE (Specially Designed Academic Instruction in English) facilitators who use strategies such as providing increased number of visual materials, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Nea's early elementary EL (K-3) learners are placed in SDAIE classes with no fewer than six EL learners. If there are fewer than six EL learners in a grade or study group, the class will be identified as an "ELD Cluster". In grades 4 and 5, there are no fewer than 10 EL learners in a SDAIE classroom or study group, before a second class at the same grade level or study group is assigned EL learners. As with their older counterparts, elementary EL learners are held to state ELD standards as they progress toward grade level standards. EL leaners receive "dedicated time" from a facilitator who provides language lessons designed for their proficiency levels. The facilitator provides "comprehensible input", consisting of instruction in the second language made understandable to the EL Learner through Total Physical Response (TRP), games, skits, small group attention, individualized instruction and conferences. Nea uses CELDT outcomes to determine when learners may be re-designated/reclassified as Fluent English Proficient (FEP).

Learners with CELDT Proficiency Levels of Early Advanced, Advanced, or Proficient are placed in a Grade 6-12 English Language Mainstream (ELM) class. Daily ELM classes provide differentiated English Language Development instruction until learners are able to be re-designated as Fluent English Proficient. ELM offers instruction in English, and is based on grade-level State standards. Learners continue to receive additional and appropriate instruction in ELD at Nea

in order to meet the requirements to be re-designated/reclassified as FEP. Content area classes at Nea are taught by qualified SDAIE facilitators who use strategies such providing a greater number of visual materials, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Nea's EL programs are all aimed at supporting learners' acquisition of English, while meeting age appropriate academic achievement standards for grade promotion and graduation. EL learners are retested annually using the CELDT to determine if they are eligible for reclassification (based upon the additional AUSD standards for reclassification), and to ensure progress is being made. All costs associated with EL services are the responsibility of Nea.

ONGOING ASSESSMENTS

4. What specific student performance achievement goals have been established for your students, including those specified in the charter?
Nea has established the following learner outcomes for all students, including high and low achievers, special education and English learners.

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

Measurable school-wide performance objectives for the Nea are:

9. The Nea Financial Committee will monitor learner attendance. We have a goal of attendance performance greater than AUSD.
10. 100% of our seniors will graduate and meet the UC a-g requirements.

5. How is the school measuring progress toward achieving these goals?

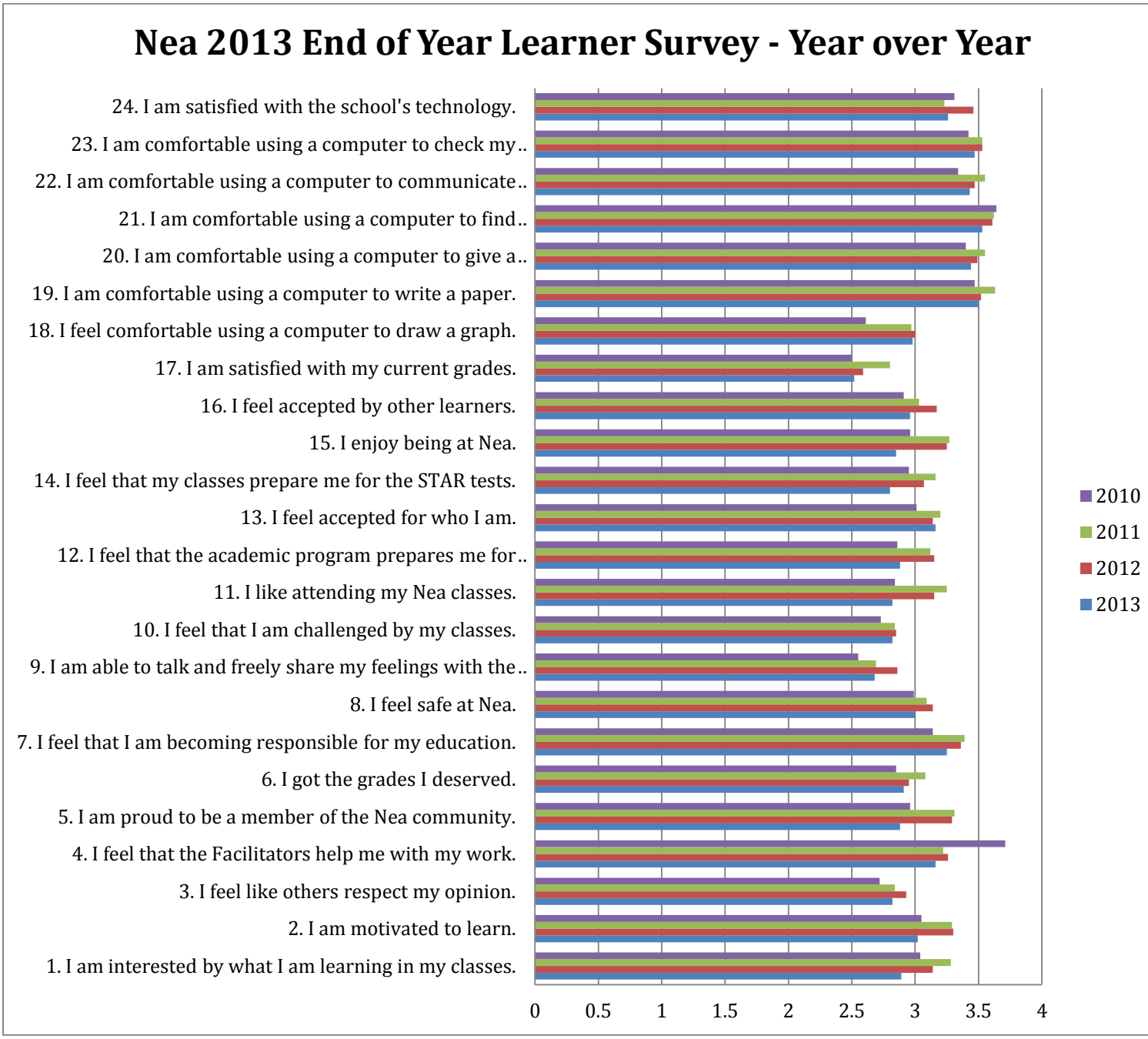
Progress toward achieving the above outcomes are measured with the following tools:

- An annual learner and parent survey
- School wide Benchmark Assessments
- Learner portfolios
- STAR/CST
- CAHSEE
- Tracking completion of UC a-g requirements
- Tracking GPA
- Tracking API and AYP
- Tracking ADA for all learners

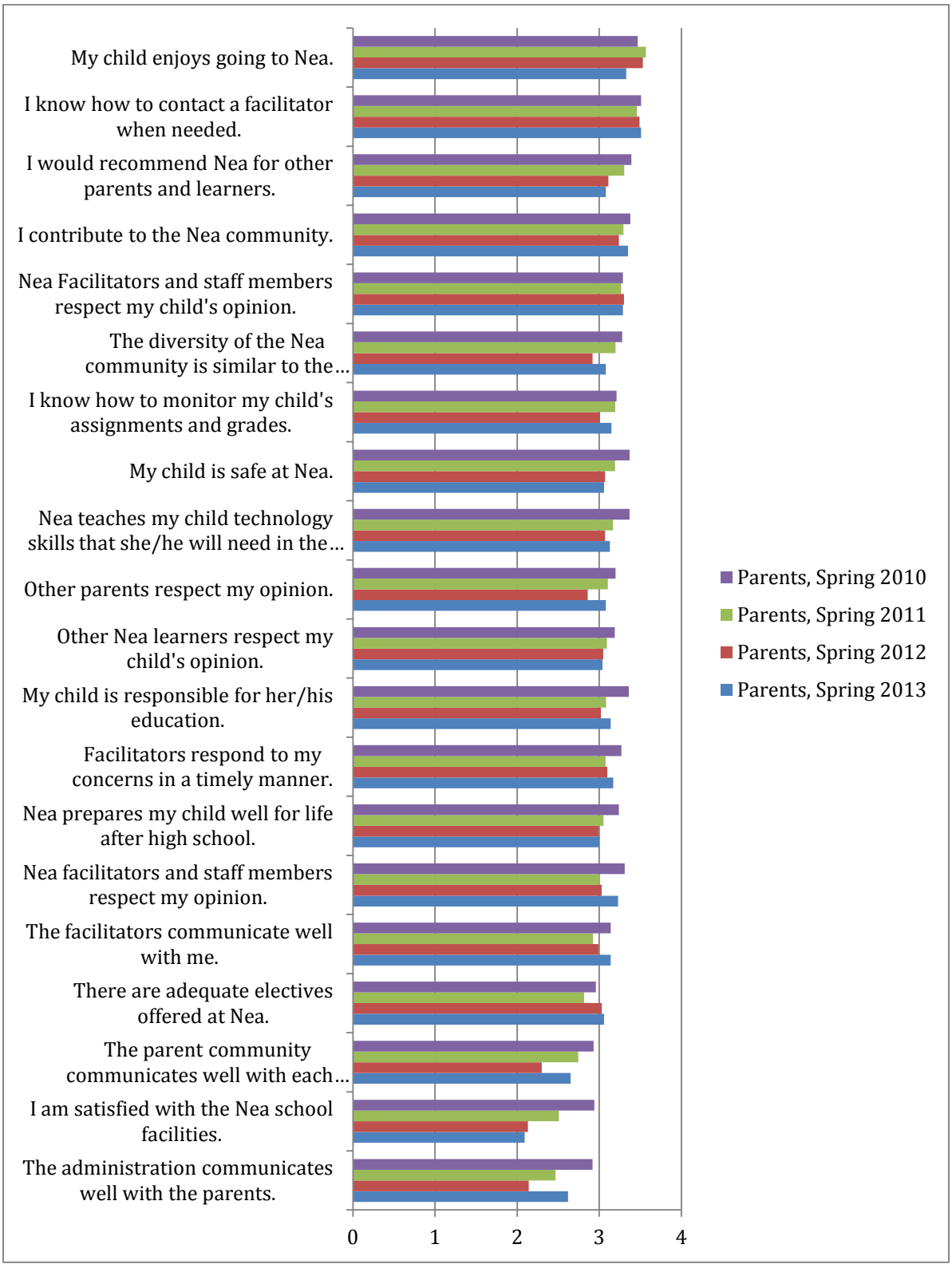
6. How has your school performed against these goals? How have subgroups performed?

A. Nea learners and their parents will express significant satisfaction with their educational experiences via annual surveys.

Nea 2010-2013 - Learner Survey Results



Nea 2010-2013 - Parent Surveys Results



B. Nea K-5 learners will demonstrate achievement toward the district's graduate profile as measured by the K-5 portfolio and their individual or team project that is assessed by the facilitator and community team.

The facilitators and community team performed qualitative evaluations and reviews of K-5 portfolios and projects. Sample portfolios are available for review at the school sites.

C. Nea K-12 learners will make annual improvement on California standardized testing requirements for a majority of subgroups including special education learners, English language learners, and low achieving learners for most years.

API Summary

School Name	Year	API	State Rank	Similar Schools Rank
Nea Community Learning Center	2010	839	7	8
	2011	821	6	5
	2012	837	7	8
	2013	**838**		

AYP - All Subgroups

	ELA				Math			
	2010	2011	2012	2013	2010	2011	2012	2013
Target	56.8%	67.6%	78.4%	89.5%	58.0%	68.5%	79.0%	89.5%
African American	38%	39%	46%	50%	29%	47%	57%	30%
Hispanic	62%	54%	57%	51%	50%	50%	53%	46%
Asian	59%	70%	67%	73%	57%	68%	66%	63%
White	73%	76%	78%	83%	64%	70%	70%	78%
Disability	25%	48%	42%	54%	32%	38%	38%	36%
Socioeconomically Disadvantaged	51%	47%	52%	60%	42%	45%	40%	46%
English Learner	52%	64%	67%	61%	57%	66%	63%	57%

D. Nea 6-12 learners will demonstrate achievement of the Graduate Profile as measured by senior electronic portfolios that are assessed by the Nea Governing Board. Meeting the Graduate Profile expectations is a requirement for receiving the Nea diploma.

Nea Governing Board Graduate Profile Scoring Rubric:
Nea 2013 Graduate Profile Outcomes

Score / Category	5	4	3	2	1
Reflective Essay	Information clearly relates to the main topic. It includes many supporting details and/or examples and/or illustrations	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly related to the main topic. It provides 1-2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples are given	Information has little or nothing to do with the main topic
% Graduates 2013	**100%**				
Personal Resume	Information is extremely well organized with creatively constructed sections and subheadings	Information is very organized with well-constructed sections and subheadings	Information is organized with well-constructed sections	Information is organized, but sections are not well-constructed	The information appears to be disorganized
% Graduates 2013	**87.5%**	**12.5%**			
Personal Vision Action Plan	Diagrams and illustrations are creative, neat, accurate and add to the readers' understanding of the topic	Diagrams and illustrations are neat, accurate and add to the readers' understanding of the topic	Diagrams and illustrations are accurate and add to the reader's understanding of the target	Diagrams and illustrations are net and accurate but do not always add to the reader's understanding of the topic	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
% Graduates 2013	**75%**	**12.5%**	**12.5%**		
Community Service Requirement and Senior Project	100% of this graduation requirement is addressed and supported by the requisite evidence	80% of this graduation requirement is addressed and supported by the requisite evidence	70% of this graduation requirement is addressed or supported by the requisite evidence	60% of this graduation requirement is addressed or supported by the requisite evidence	>50% of this graduation requirement is addressed
% Graduates 2013	**100%**				
Advanced Coursework	100% of this graduation requirement is addressed and	80% of this graduation requirement is addressed and	70% of this graduation requirement is addressed or	60% of this graduation requirement is addressed or	>50% of this graduation requirement is addressed

	supported by the requisite evidence	supported by the requisite evidence	supported by the requisite evidence	supported by the requisite evidence	
% Graduates 2013	**100%**				
Business Internship	100% of this graduation requirement is addressed and supported by the requisite evidence	80% of this graduation requirement is addressed and supported by the requisite evidence	70% of this graduation requirement is addressed or supported by the requisite evidence	60% of this graduation requirement is addressed or supported by the requisite evidence	>50% of this graduation requirement is addressed
% Graduates 2013	**100%**				

E. Nea Learners shall meet the UC a-g requirements as part of the Nea Graduation Standards.

One hundred percent of Nea's first senior class of 2013 graduated, and all but one graduated having met the UC a-g requirements. The learner who did not meet these requirements had an IEP, and met his individual learning goals for graduation.

F. Nea Learners shall meet the Nea standard of having a 2.0 cumulative GPA for graduation.

All of Nea's 2013 graduates exceeded the 2.0 required GPA for graduation.

G. After establishing its baseline API rating, Nea will meet a majority of its annual growth and performance targets for API and AYP.

Nea has exceeded the 800 API target every year since its inception:

Year	API
2010	839
2011	821
2012	837
2013	**838**

Nea has met AYP targets in one of four years of data:

AYP - Schoolwide v. Target	**ELA**	**Math**

	2010	2011	2012	2013	2010	2011	2012	2013
Target	56.8%	67.6%	78.4%	89.5%	58.0%	68.5%	79.0%	89.5%
Nea	68.5%	66.8%	73.1%	71.3%	58.0%	60.6%	65.1%	61.7%

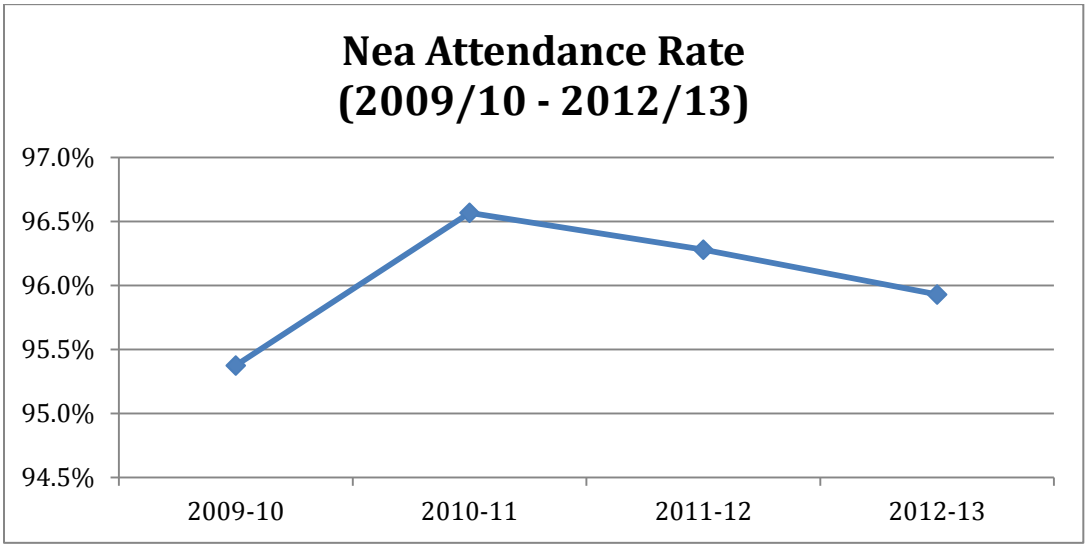
H. On a yearly basis, the Nea will have a smaller achievement gap than is characteristic of the district as a whole, and will measure progress by standardized test scores and longitudinal studies of identified learners who have been enrolled at Nea 1 – 3+ years:

CST Longitudinal

2013 ELA	FBB	BB	Basic	Prof	Adv
1 Year	3%	8%	24%	32%	33%
2 Years	2%	5%	19%	40%	34%
3 Years	0%	7%	22%	41%	31%
3+ Years	1%	4%	18%	32%	44%

2013 Math	FBB	BB	Basic	Prof	Adv
1 Year	3%	16%	22%	28%	31%
2 Years	3%	13%	26%	30%	27%
3 Years	5%	12%	26%	32%	25%
3+ Years	8%	19%	26%	35%	12%

I. The Nea Financial Committee will monitor learner attendance. We have a goal of attendance performance greater than AUSD.
Nea's attendance rate for 2010-13 was:



Nea's attendance rates for 2012-13, by grade were:

Grade	% Attendance 2012-13
K	96.15%
1	95.83%
2	96.95%
3	96.74%
4	95.98%
5	96.27%
6	96.92%
7	96.84%
8	96.25%
9	96.14%
10	95.08%
11	95.46%
12	93.51%

J. All of our seniors will graduate and meet the UC a-g requirements.

100% of Nea's first senior class graduated, and all but one graduated having met the UC a-g requirements. The learner who did not meet these requirements had an IEP, and met his individual learning goals for graduation.

7. How is the school using data from these assessments to make programmatic decisions? How are teachers using assessment information to modify instruction?

Facilitators administer benchmark and performance assessments within a cycle established at the beginning of each academic year. Concluding the administering

of a benchmark for a given cycle, facilitators meet in cohort groups to reflect upon learner data with the purpose of informing their instruction based upon the assessment results. At subsequent meetings with the Lead Facilitator, growth targets for specific learners are established, including with plans outlining enhanced teaching strategies aligned with the expected learning outcomes for the target learner or group.

8. Describe how your education program <u>diagnoses and addresses</u> the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.
Please refer to item 3 above for a description of the way in which Nea diagnoses and addresses the needs of EL learners and learners with disabilities.

Gifted Learners
Within the Nea curriculum, our self-directed, project-based approach allows exceptional flexibility for high achieving learners to approach learning according to their unique skills, abilities and talents. The multi-aged setting of the K-5 facility allows learners to progress at their own rate. Additionally, our facilitator staff is active in guiding learners through extracurricular education and enrichment programs. Learners at Nea have access to programs 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 at the College of Alameda, thus supplementing Nea's offerings.

In grades 6 through 12, 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.

Learners in Need of Remediation
All learners at Nea are supported by small class size. Furthermore, school structure and philosophy provide both ongoing learner access to facilitator assistance, and focused time for facilitators to meet and address individual learner needs. During weekly facilitator meetings devoted to discussing emergent learner issues, struggling learners are identified and strategies for support considered. Following identification, diagnostic testing, and evaluation of learner work, Student Study Teams consisting of facilitators, counselors, and resource specialists may be utilized to determine which strategies will best assist the learner in meeting the learning outcomes.

Student Study Teams (SST) meetings take place at least weekly, and focus on learners who have been referred by facilitators based on assessments and/or observations. Problems are identified and learners are referred for formal SPED testing if appropriate. Often, learners are referred to the SST because the

facilitator suspects learning, language or emotional issues might be resulting in underachievement. The learner, his/her facilitators and parents, the Nea counselor, and Nea's Education Specialist all attend SST meetings. The team uses both quantitative (academic grades, classroom assessments, standardized testing data, academic transcripts) and anecdotal data to establish an educational plan to help the learner achieve proficiency. In some cases, placement in support classes is recommended to help a learner improve his/her skills. While attending these classes, regular assessment of learning within the support class (Reading Lab) as well as improved classroom grades (Math Lab, Humanities Lab) are used to determine if the support should be continued or modified.

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

Finally, Nea's curriculum design, coupled with our belief that learning occurs at different rates and in a variety ways for each individual, results in Nea learners having the option to repeat courses. Learners may take additional time as needed to meet the standards.

9. Regarding its curriculum, instruction, interventions, assessments and/or attainment of its stated goals, provide a description of the school's "areas of growth" and "strategies for improvement."

Curriculum

Areas for Growth

1. Highly rigorous but accessible to all learners
2. Effective vertical articulation across all grades

Strategies for Improvement

1. Math and ELA placement diagnostics and monitoring
2. Common Core alignment of all courses

Instruction

Areas for Growth

1. Consistent measures of excellence across core subjects
2. Effective facilitation strategies used by all facilitators

Strategies for Improvement

1. Collaboration on scoring rubrics across core subject
2. Professional development and coaching re:best practices

Interventions

Areas for Growth

1. Consistent utilization of “Safety Net”
2. Learner engagement in after school support programs

Strategies for Improvement

1. Safety Net training and facilitator support
2. Improve learner referral process and buy-in

Assessments and/or Attainment

Areas for Growth

1. Designing valid and reliable assessments
2. Assessment and reflection protocols effectively inform instruction

Strategies for Improvement

1. Professional development focusing on assessment design
2. Collaborative reflections to refine reflective processes and outcomes

C. LEARNING COMMUNITY:

1. What is the mission of your charter school for the renewal period (2013-18)?

For the charter renewal period of 2013-18, Nea’s Mission Statement will remain as follows:

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

PROFESSIONAL CULTURE

2. List the professional development opportunities you provide to teachers and administrators.

Every Wednesday, and on specified dates throughout the year, all faculty and administrators engage in professional development from a wide variety of resources. Topics include:

For Facilitators:

- Project Based Learning
- Designing and Using Effective Scoring Rubrics
- Developing Common Core Math Practices Through Global Problem Solving
- Interactive Notebooks
- Integrating Literacy Strategies in Math and Science

- Making Teaching Meaningful

For Administration:

- Smarter Balanced Blueprints and Performance Tasks
- Instructional Program Coherence
- School Leadership in the Common Core Era
- Instructional Responses to Learner Data

a. How are professional development activities selected?

Informed by the needs of the learners and faculty, often driven by data. The lead facilitator makes that final decision based upon topic requests or identified areas of need.

b. How are they evaluated?
Feedback surveys, evidence of value measured products and artifacts by participants.

3. Describe how the school is training administrators and teachers to understand and use assessment data/

The Nea Lead Facilitator arranges and participates in professional development around understanding and using assessment data in the following ways:

For Facilitators:

Re: State Standardized Assessment Data

1) Facilitators receive early release learner data on last day of school (teacher work-day)
2) Lead Facilitator leads team collaboration around vertical articulation scheme for learners in specific performance bands
3) Facilitators use this data to drive summer work on curriculum maps and unit differentiation

SCHOOL CLIMATE AND CULTURE

4. Provide a description of:
a. The steps the school takes to be aware of and responsive to the needs and concerns of at-risk students. (*These are students who are at risk of not being successful in school and ultimately failing or dropping out. They are behind in basic skills, or they are frequently absent, or they have been suspended, or they have become pregnant, or they have been adjudicated as delinquent.)*

See Appendix A for content of Nea's Safety Net plan and process.

b. The services that are offered by the school and the services that are provided by outside providers to meet the unique needs of at-risk students.

Services provided in-house:
Counseling
Classroom aides and paraprofessional staff
Academic support

Services contracted through outside providers:
Speech Therapy
Occupational Therapy

5. Provide information on other educational activities your school provides students (i.e., after-school programs, summer school). Explain the purpose behind the activities and the outcomes measured.

After School Elementary Learner Support Program:

Purpose: To provide learners with additional small group or one-on-one access to seminar facilitators for enrichment and/or intervention.

Outcomes: Facilitators required to be available Monday, Tuesday and Thursday from 3:05 to 4 pm. This program was implemented this fall 2013. Outcomes will be determined.

After School Middle and High School Learner Support Program:

Purpose: To provide learners with additional small group or one-on-one access to seminar facilitators for enrichment and/or intervention.

Outcomes: Facilitators required to be available Monday, Tuesday and Thursday from 3:05 to 4 pm. This program was implemented this fall 2013. Outcomes will be determined.

6. Describe the school's approach to student discipline. Provide an example of a policy/procedure that exemplifies the approach.
Nea's Judicial Committee, consisting of six learners, is charged with administering school rules, 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 involving risks to learners' safety and well-being, any facilitator may be

required to take action immediately and independent of any Committee, to protect others in the school community. Such actions may take the form of immediate suspension by the Lead Facilitator. Learner behaviors warranting expulsion 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. No Nea learner is privy to any personal or confidential information regarding another Nea learner.

Learners found by the JC or Lead Facilitator (when circumstances warrant an immediate determination) to have committed acts warranting a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) are referred to Nea's Governing Board for possible expulsion. Expulsion proceedings are conducted in accord with State and federal law. AUSD Student Services and AUSD Board of Education are notified of any expulsions from Nea.

All matters not constituting an immediate threat to health and safety are referred to the Judicial Committee. When a charge is brought against a learner (by another learner or facilitator), that learner is brought before the Judicial Committee (JC), and is heard by a "jury" of peer learners who subsequently make recommendations to the JC for consequences, when appropriate. Learners are obligated to the entire learning community to fulfill any consequences imposed by the JC. The JC makes decisions and operates based upon the body of regulations defined in the Nea Rule Book, which is revised as necessary, and approved by the learner body and facilitators annually.

As a public charter school, the Nea is subject to protecting the federal and state constitutional rights of all learners and parents, including the rights of the disabled and those belonging to other protected classes. Nea's resource specialist is available for consultation regarding special classes of learners and their rights. Nea uses the same procedure of suspending learners from the program for 1-5 days, as does AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the learner's side of the suspend-able incident, talks to and meets with parents, and only suspends learners for offenses that are listed as legal (as indicated in the Charter).

Staff and facilitators enforce disciplinary rules and procedures fairly and consistently amongst all students, and accord all students with similar rights to due process. Nea's disciplinary rules and procedures are included in and distributed as part of the Student Handbook Planner, clearly describing discipline expectations.

Discipline at Nea 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 is never 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 this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to the charter school property.

The Lead Facilitator ensures 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 are so advised upon enrollment. The notice states that these disciplinary rules and procedures are available on request at the charter school office.

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

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

7. How does the charter school collaborate with parents to encourage active participation in their student's education?

- Parents serve on the Nea governing board that sets policy related to graduation requirements, curriculum and standards.
- Parents serve on the PTSA, actively raising money to support program and enrichment activities.
- Parents of elementary students help supervise the playground during recess and lunch periods.
- Parents are invited to attend monthly committee meetings related to finance, curriculum and standards, and program evaluation, and personnel.
- Parents help create, distribute and collate our annual "satisfaction" surveys.

8. Describe the methods and strategies by which your school assures the provision of services to homeless children in compliance with all federal laws and regulations.

McKinney-Vento Assistance Act
Identification and Support Plan for Homeless Learners

Charter School Liaison: Maafi Gueye, Lead Facilitator

Identification Procedure:
Nea uses the AUSD "Declaration of Residency Form" to identify families in need of assistance. Upon identification, assistance is coordinated by school liaisons.

Assistance:

1. Lead Facilitator assures that all identified learners have the required school supplies (planners, notebooks, pencils and pens, backpacks, etc.) to fully participate in all educational activities at no cost to the family.
2. Lead Facilitator assures that all identified families are provided information on how to apply for Free or Reduced Lunch.
3. Lead Facilitator assures that all identified learners participate on all appropriate educational field trips at no cost to the family.
4. Lead Facilitator assures that all identified learners living in Alameda receive free bus passes (if needed) paid for by the school at no cost to the family.

9. Regarding the professional development, school climate and culture, and/or parent and community participation, provide a description of the school's "areas of growth" and "strategies for improvement."
Professional Development
Areas of Growth

Professional Development
Area of Growth
As Nea works to implement Common Core curriculum, it will be critically important that high quality professional development and support is provided facilitators across curricular areas over the next couple of years.

Strategies for Improvement
Working with Alameda County Department of Education, Nea will be providing seminars and workshops designed to support facilitator implementation of Common Core curriculum. Professional development will be available throughout the year during weekly staff meetings, as well as during full-day in-service experiences at the beginning of and mid-year.

D. GOVERNANCE AND LEADERSHIP:
ORGANIZATIONAL LEADERSHIP

1. Describe the process for selecting your Governing Board members. List all current board members, board committees, and provide a current resume for each individual.

Nea Governing Board Members:

Maafi Gueye was an ACLC facilitator for eight years, and is a Nea founder. She currently serves as Lead Facilitator. She has been a science teacher for 22 years.

Lesley Wighton, a Nea lower village Facilitator Member is a new addition to the Nea board. She teaches mathematics in the 3-5 Social Justice and Sustainability rotation. This is her second year at Nea.

Susie McKee, a Nea UV Facilitator Member has been a facilitator at Nea for three years. She splits her time between being Nea's ELD facilitator and Nea's Lower Village Art facilitator.

Brendan Doherty, a Nea Parent Member, has lived in Alameda since 2009. His two daughters both attend Nea.

_____, Parent Member to be appointed 10/1/13

Robert Tran, a Nea Learner Member started attending Nea in the eighth grade. Robert actively participates in Nea's school community, as a student representative, leadership president, journalism editor, and as a permanent member of the Judicial Committee.

_____, Learner Member to be appointed 10/2013

Linda Ivey has been a community member on the Nea board since 2010. She is a history professor at California State University, East Bay where she teaches the history of immigration, environment, and California and the West. She also runs the Public History Program at the University.

Patricia Drew, Community Member of Nea's board member since 2011. She is a human development and women's studies professor at California State University, East Bay, and teaches classes on the life course, women's health, and the effects of social structure and social location on individuals' life trajectories. Patricia has been an Alameda resident since 2009.

CLCS Board Members' Biographical Information:

Paul Bentz served as the Executive Director for Community Learning Center Schools, Inc. for five years. He brings extensive educational experience (22 years as a science teacher) and a long-standing commitment to education. He is a founding facilitator of the Alameda Community Learning Center (1995) and served as that school's Lead Facilitator for three years. As the ED for CLCS, he managed the $4.2 million CLCS budget and secured and implemented four federal grants from the Public Charter Schools Grant Program totaling over $1 million. He also helped found the Nea Community Learning Center, Alameda's first K-12 charter school.

Maafi Gueye has been an ACLC facilitator for eight years, and is currently the Lead Facilitator and a founder of the Nea Community Learning Center. She has chaired the ACLC Curriculum and Standards Committee, served the ACLC as Assistant Lead Facilitator and ran the school's Judicial Committee. She has served on the ACLC Governing Board. She has been a science teacher for 22 years.

Robert Cassard is a parent of two ACLC learners and an advocate for alternative education. For over 25 years, he has developed and implemented creative approaches to traditional and online marketing and public relations. A graduate of the University of Michigan and University of Florence (Italy), Robert's work has received numerous Addy, Telly and Summit International Creative Awards, and the nation's highest PR honor, the Silver Anvil Award from the Public Relations Society of America.

David Teeters taught physics and math in the South Bronx, NY and San Diego after completing a BA in Physics at Cornell University. An East Bay architect, David's two daughters are Neaphites, one current and one about-to-be. As a CLCS Board member, he hopes to further arts enrichment at ACLC and Nea.

Jennifer Afdahl Rice has been working in lending for 14 years and has assisted a diverse group of borrowers including charter schools, Waldorf schools, community health centers, small business owners, and also African micro-entrepreneurs. She currently serves as a Senior Loan Officer at NCB Capital Impact, a national Community Development Financial Institution. She earned her Bachelors' degrees in business and sociology from Wartburg College (Waverly, IA) and her Master's from the School of Social Service Administration in non-profit management from the University of Chicago.

Joan Uhler is an Alameda. Joan has been involved in the real estate finance industry for over 20 years and currently leads Union Bank's commercial real estate note sale and REO disposition efforts. Prior to joining Union Bank, Joan held multiple positions at KeyBank, CapitalSource, Hearthstone and Bank of America. In addition to a strong financial planning and analysis background, she has significant business and employee management experience. She holds an MBA from Columbia University and a BS – Landscape Architecture from West Virginia University.

Hameed Abbasi is a proud CLCS alumnus, attending ACLC from 7th grade through high school. He completed the University of California lower division requirements at the College of Alameda during his senior year at ACLC. Hameed graduated from the University of California, Los Angeles, with a B.A. in Geography and a minor in Public Policy. He is currently an Internal Auditor at ECC, an environmental remediation and engineering firm based in Burlingame, CA.

S. Nzingha Dugas is a parent of a tenth grader who started Nea as an eighth grader. Nzingha serves as one of the directors of Multicultural Student Development at the University of California, Berkeley and is an adjunct professor at Contra Costa College in San Pablo, California. She has taught in K-12, private and public schools in both Oakland and San Francisco and served on several youth and community boards. Nzingha holds a Bachelor's in Psychology, and Africana Studies and a Masters in Ethnic Studies.

Jim Nations and his family have lived in Alameda for 13 years. His daughter attended 4th grade at Nea last year, and his son entered 8th grade at Nea this fall. A lawyer, businessman and realtor, Jim has founded several successful companies and has been involved in the restructuring of others.

Sam Felsing is a 2005 ACLC Alumnus. While at ACLC, Felsing co-founded the school's Speakeasy literary magazine, took an active role on the judicial committee, and worked with the Creative Community Education Foundation. He also authored the school's Bill of Rights. Felsing graduated from the University of Redlands with a B.A. in Creative Writing and a Minor in Government. He currently works as a political consultant in San Francisco.

Camila Guiza-Chavez, an ACLC 10th grade learner, has been an active participant in the school community. A member of Leadership, a JC clerk, Camila values being part of the decision-making processes.

David Hoopes has been committed to small learning communities for the majority of his 17-year career in education. He joined ACLC in July 2012 as its Lead Facilitator. David was a US history and economics teacher before moving into instructional coaching and administration six years ago.

Patti Wilczek has been serving as the CLCS Executive Director since July 2013. With nearly 20 years' experience teaching and administering independent schools, K through 12, Patti is a dedicated educator, committed to excellence and exceptional experience for all learners. She holds a Ph.D. from Fordham University.

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

- To ensure alignment of the Nea Community Learning Center with its mission and vision
- To monitor student performance
- To approve the strategic and long-term plans for Nea
- 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 Nea Governing Board recommended expulsions.
- To be responsible for any official interactions with AUSD / charter granting agencies, county and state, including the approval of funding applications and reports.
- To serve as the employer of all Nea 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 Nea Community Learning Center charter school is operated by CLCS, Inc., a non-profit public benefit corporation with 501(c)3 status that was granted in 2006. With the creation of this school, CLCS has created a Board of Directors and by-laws that allow it to govern both Nea and the ACLC. The CLCS Board of Directors oversees the work of both the Nea and ACLC Governing Boards. A Nea Governing Board has been seated according to the charter. 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.

Nea'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 congruent with Nea's philosophy that the learning is experiential, incorporating not only the content, but the process of the learning into the environment.

Nea's Governing Board
The process of selection of Nea's Governing Board members is as follows:

1. The Nea Lead Facilitator is automatically a Board member.
2. Facilitators: Two Facilitator representatives are selected by Nea's facilitators to serve a one-year term.
3. Learners. Two Learner representatives are selected each year, using a democratic process that includes all Nea learners (grades 6-12).
4. Parents. Two Parent representatives are elected by a vote of the Lead Facilitator, two Facilitator representatives, and two Learner representatives. The term is for two years, which alternate. In appointing the parent members, the Facilitator representatives and Learner representatives consider self-nominated candidates.
5. Community. Two Community representatives are elected by a vote of the Lead Facilitator, two Facilitator representatives, and two Learner representatives. Community representative terms do not exceed five years.

5. The CLCS Executive Director is a non-voting member of the Board.

Criterion for Eligibility.

1. In each category above, those selected to serve on the Board must be willing to serve the best interests of the charter school, faithfully and effectively.

   Interested Persons. Not more than 49% of those serving on the Board may be interested persons. An "interested person" is defined as any person currently being compensated by the charter school for services rendered to it within the previous 12 months, whether as:

   a. full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Board Member as a Board Member; or
   b. any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in- law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Terms of Office:

1. Nea Facilitator Board members are elected annually by the facilitator staff as a whole and shall serve a one-year term, but may be elected again as long as they do not exceed five (5) consecutive years.
2. The Nea Lead Facilitator automatically serves as a facilitator representative as long as s/he is Lead Facilitator.
3. Parent Board members serve a two-year term, and are selected in accordance with the charter provisions. Parent Board member terms are staggered.
4. Two learner board members are selected by vote of the learner community each spring. Learner Board member terms are one year.
5. No voting Board Member, other than the Nea Lead Facilitator may serve for more than five (5) consecutive years.
6. The term of office of a Board Member elected to fill a vacancy begins on the date of the Board Member's election, and continues for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Board Member.
7. A Board Member's term of office may not be shortened from or extended beyond that for which the Board Member was elected by amendment of the Charter or the Bylaws or other Board action.
8. Board Members who are the Lead Facilitator, Facilitator Representatives, Learner Representatives and Community Members are seated at the first meeting of the fiscal year, in July or August.
9. After being determined, the Lead Facilitator, Facilitator Representatives and Learner Representatives elect the Board Members who are Parent Representatives and the Community Representative by the vote of a majority that includes at least one Learner Representative.

Neither the Nea Governing Board nor the CLCS Board have Board committees. Task groups are formed, as needed, and are the oversight of the Lead Facilitator or Executive Director.

2. Describe the Governing Board's primary roles and responsibilities. In addition, given an example of a recent issue/policy that the Board is working on.

The Nea Governing Board has recently worked on and approved the following policies:

1. Revision of its "Parent Concern and Complaint Policy".
2. Raising the graduation standards to include a third year of foreign language, eliminating the D as a passing grade, and requiring four years of college prep mathematics.

Nea's governing board operates under the authority granted to it by the Community Learning Center Schools (CLCS) Board of Directors. Parents, learners, and facilitators are all empowered at every level of the Nea governance, as members of the governing board and all of the major committees (Finance, Personnel, Curriculum and Standards, Program Evaluation).

The Nea Governing Board acts as a governing body of the Nea Charter School and is composed of nine voting members. It is charged with the development and oversight of policy, budget, organizational development, strategic planning, standards and curriculum, program evaluation, and maintaining the vision of the Nea Charter. All of this is reviewed and subject to the CLCS Board of Directors approval. The CLCS Executive Director attends Nea board meetings and acts as the communications link between the CLCS Board of Directors, the Nea Governing Board, and the AUSD Board of Education. All decisions of the Governing Board are made by a majority vote of its members unless otherwise specified by the Charter, or in by-laws adopted by CLCS. The CLCS Board of Directors and the Nea Governing Board conducts its business in compliance with the Brown Act and Public Records Act, and both have a standard Conflict of Interest policy in their by-laws. For example, no learner board members are in attendance in closed session meetings, where personal or confidential information is discussed related to school personnel or other learners. And facilitators are restricted from voting on any issues related to their compensation or working conditions. Based upon the involvement of all constituencies, Nea's Governing Board possesses the knowledge, leadership, and professional experience both in education and business relevant to the focus and mission of the school to be successful.

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

- Graduation Standards, as long as they meet minimum AUSD standards.
- Budget proposals subject to CLCS approval.
- Strategic planning for Nea academic program subject to CLCS approval.
- Day to day facilities issues.

Parents, facilitators, learners, and community board members all play a role in

representing their stakeholders on major school policies, but they are also required by law to always vote in the best interest of the school. The Governing Board uses school data to establish, evaluate, and improve the education program and school policies. Data includes, but is not limited to, test scores, and parent, learner, and facilitator satisfaction surveys.

3. How are parents, teachers, and community members involved in the governance of the school?
In addition to representatives of all stakeholders on the CLCS Board of Directors, the Nea Governing Board is carefully designed to empower all stakeholders, parents, learners, facilitators and community members, but the distribution of voting members is such that no individual group can create policy for the school without other groups supporting the policy. Facilitator members (paid staff) have only 3/9 of the votes.

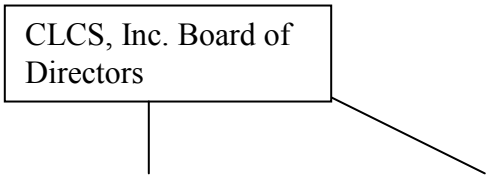
Nea promotes effective communication between parents, facilitators, the Lead Facilitator and counselors by, among other things, involving parents at all levels of the school's governance. Two parents serve on the Governing Board, which is responsible for all major policy decisions related to the school. Parents serve on each of the four Board committees.

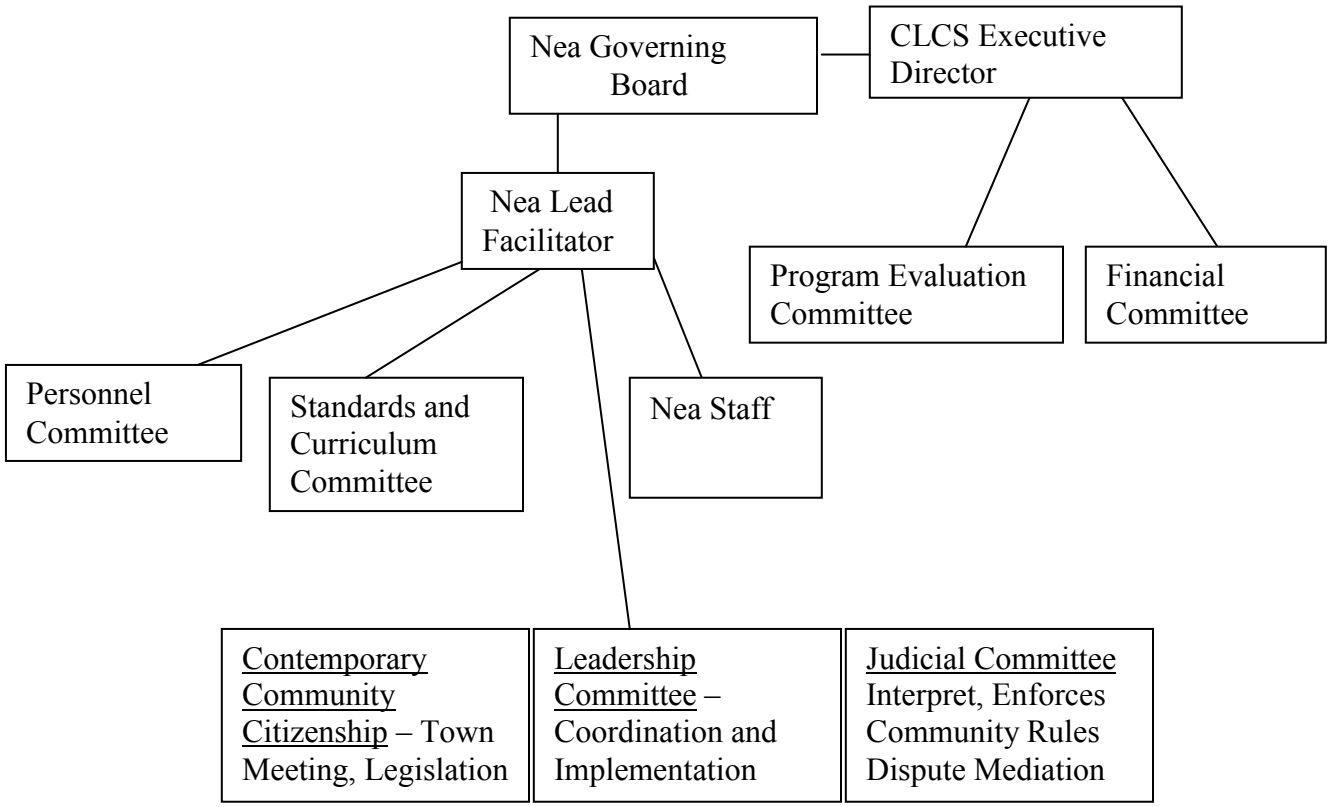
In addition, Nea's Parent-Teacher-Student Association (PTSA) supports the program and school through volunteerism, classroom and learner assistance, planning and implementing grade-level and all-school events (e.g., graduation), and fundraising. Regularly meeting with Nea's Lead Facilitator, the PTSA leadership actively engages with the administrative team, serving as a communication link as well as a liaison between parents and the school's leadership.

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.

4. Provide an organizational chart that reflects all levels of staffing and management of your charter school.

Nea Charter School Governance Structure





INSTRUCTIONAL LEADERSHIP

5. How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards? What steps are taken if school administrators and teachers are not effectively implementing the school's curriculum?

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

Purposes of the Facilitator EMS

The primary purpose of the Community Learning Center Schools Facilitator

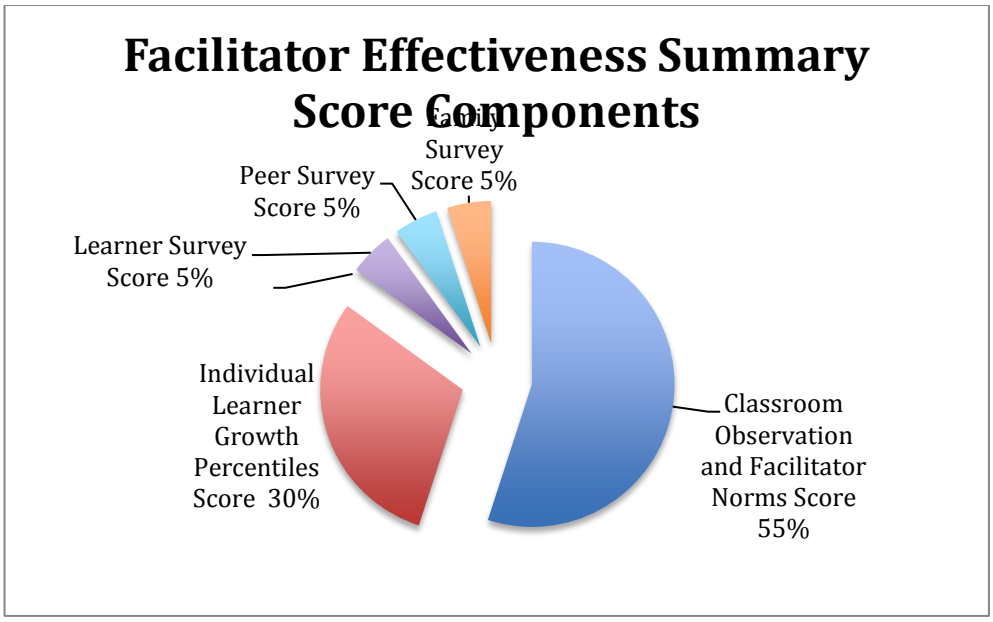
Effectiveness Measurement System is the improvement and maintenance of quality professional performance, as well as promotion of CLCS, Nea and ACLC missions and goals. Evaluation is both a means and an end. As a means, it is a process of communication, personal support, feedback, adjustment, and growth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

Design of the Facilitator EMS

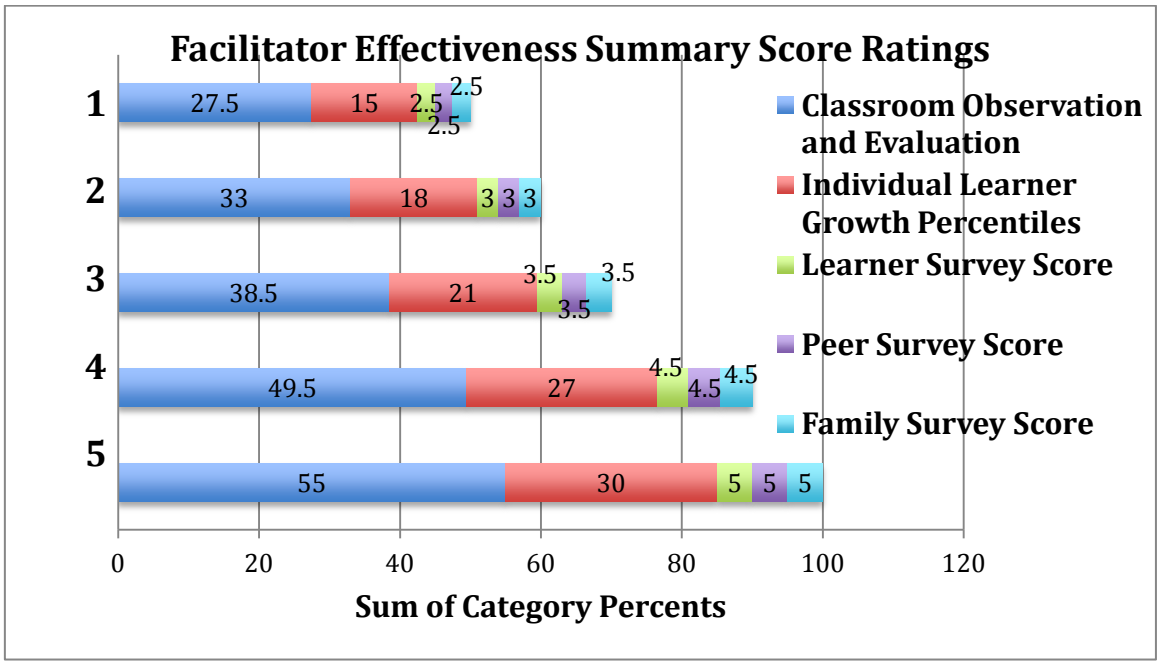
The CLCS evaluation committee, in cooperation with Facilitators, shall have the responsibility for maintaining an effective and efficient evaluation system. In doing so, the Evaluation Committee emphasizes that evaluations should be conducted in a professional and cooperative manner. The CLCS Board also recognizes that periodic review and evaluation of the system will occur.

Facilitator EMS Implementation

The Facilitator EMS will assess the facilitator's current level of performance in specific areas: Classroom observation and evaluation using attached rubrics **(55%),** integrating the evaluation of progress made since the last review (as applicable), and re-establishing goals for subsequent evaluations; learner achievement data **(30%),** including state standardized tests (when available), formative assessment data (learner achievement data on curriculum embedded interim benchmark assessments) and evidence that the facilitator uses data to tailor instruction to meet the needs of individual learners; and finally, the Lead Facilitator will work with the Program Evaluation Committee to survey parents **(5%),** learners **(5%),** and facilitator peers **(5%)**. Values obtained in all of these areas will generate a Summary Score that will be a measure of a facilitator's overall effectiveness.



Summary Score Effectiveness Rating Chart **(individual category percent shown are for example purposes only; Effectiveness ratings are based on cumulative percent):**



Effectiveness Ratings:

1 = Ineffective (0 – 50%) **2** = Inconsistently Effective (51- 60%) **3** = Generally Effective (61 – 70%)

4 = Consistently Effective (71 – 89%) **5** = Exceptional/Master Facilitator (91 – 100%)

Classroom Observation and Evaluation Schedule

Timeframe	Facilitator/Lead Facilitator Activities and Deliverables
Throughout the year	Facilitator collects evidence of student learning and professional activities, and Lead Facilitator conducts informal observations of professional practice
August	Facilitator conducts self-assessment and sets goals for the school year (tool below) Lead Facilitator and Facilitator review artifacts list and choose items to be used for focused study.
September	Lead Facilitator sends each Facilitator an evaluation schedule Lead Facilitator and Facilitator reviews evaluation schedule
October	Lead Facilitator conducts informal observation(s).
November and December	Lead Facilitator conducts first formal observation. Lead Facilitator and Facilitator hold post conference for reflection about first formal observation (tool below)
January and February	Lead Facilitator and Facilitator review artifacts list. Facilitator conducts self-assessment
March, April and May	Lead Facilitator conducts second formal observation. Lead Facilitator and Facilitator hold post conference for reflection about second formal observation Lead Facilitator completes Summative Evaluation; holds conference with Facilitator
May and June	If appropriate, formulate growth goals for the following year.

Learner Growth Assessments Schedule

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

Survey Administration Schedule

Timeframe	Deliverable
Learner Survey	Digital survey administered between April 1 - 30
Peer Survey	Digital survey administered between April 15 – 30
Family Survey	Digital survey administered between April 1 - 30

Classroom Observation and Evaluation Tools

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

Formal Evaluations

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

Informal Evaluations

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

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

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

The *Effective* level describes solid, expected professional performance; facilitators should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no facilitator should be content to remain at this level (although some novices might begin here). Persistent performance at the *Does Not Meet Standards* level is clearly unacceptable and should lead to dismissal if it is not improved immediately.

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

Improvement Support Plan

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

1) the areas of concern that need to be addressed,

2) any applicable instructions for the facilitator,

3) any applicable resources that are available,

4) overview of timelines and target dates

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

Learner Growth Assessment Tools:

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

Survey Tools

The Lead Facilitator will work with the Program Evaluation Committee to administer surveys to learners, the facilitator team and families.

The surveys will include the following:

Learner Survey

LEARNERS WILL RATE THEIR FACILITATOR IN THE FOLLOWING AREAS:
MY FACILITATOR:

- GIVES CLEAR DIRECTIONS
- MAKES LESSONS INTERESTING
- HELPS LEARNERS LIKE LEARNING
- DOESN'T WASTE LEARNER TIME
- KEEPS SEMINAR WEBSITE UP TO DATE WEEKLY
- KEEPS GRADES UP TO DATE WEEKLY
- DIRECTS LEARNER BEHAVIORS IN A WAY THAT HELPS LEARNING
- TREATS LEARNERS WITH RESPECT

Facilitator Peer Survey

FACILITATORS WILL RATE THEIR PEERS IN THE FOLLOWING AREAS:
PEERS REPORT THAT THE FACILITATOR :

- POSITIVELY CONTRIBUTES TO SCHOOL CULTURE
- POSITIVELY RESPONDS TO FEEDBACK
- LISTENS TO THE VIEWS OF OTHERS
- TREATS LEARNERS AND FAMILIES WITH RESPECT
- IS RESPONSIVE TO COMMUNICATION
- USES DATA TO INFORM INSTRUCTION

- PARTICIPATES POSITIVELY IN PROBLEM SOLVING

Family Survey

FAMILIES WILL RATE THE FACILITATORS IN THE FOLLOWING AREAS:

FAMILIES REPORT THAT THE FACILITATOR :

- SETS HIGH ACADEMIC GOALS
- PREPARES LEARNERS FOR THE NEXT ACADEMIC LEVEL AND SUPPORTS GOAL ATTAINMENT
- CREATES ENGAGING LEARNING EXPERIENCES
- CREATES ACCESS TO RESOURCES
- UPDATES SEMINAR WEBPAGE WEEKLY
- UPDATES LEARNER GRADES WEEKLY
- TREATS LEARNER/FAMILY WITH RESPECT

CLASSROOM EVALUATION RATING DOCUMENTS

FACILITATOR NAME: **SCHOOL:**

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

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

DOMAIN A: Planning and preparation for Learning –See Attached Rubric	*Ratin* **1** **2**
Knowledge: Is expert in the subject area and up to date on authoritative research on child development and how students learn. **Date skill observed**:	**1** **2** **3**
Standards: Has a detailed plan for the year that is tightly aligned with high standards and external assessments. **Date skill observed:**	**1** **2** **3**
Units: Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels. **Date skill observed**	**1** **2** **3**
Assessments: Prepares diagnostic, on-the- spot, interim, and summative assessments to monitor student learning. **Date skill observed**	**1** **2** **3**
Lessons: Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes. **Date skill observed:**	**1** **2** **3**

Engagement: Designs highly relevant lessons that will motivate all students and engage them in active learning. **Date skill observed:**		**1 2 3**
Materials: Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology. **Date skill observed:**		**1 2 3**
Differentiation: Designs lessons that break down complex tasks and address all learning needs, styles, and interests. **Date skill observed:**		**1 2 3**
Environment: Uses room arrangement, materials, and displays to maximize student learning of all material. **Date skill observed:**		**1 2 3**
Evidence, Examples, Details, Observations, etc: :	***Average rating:***	

DOMAIN B: Classroom Management –See Attached Rubric		*Rat* **1 2**
Expectations: Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. **Date skill observed:**		**1 2**
Relationships: Shows warmth, caring, respect, and fairness for all students and builds strong relationships.		**1 2**
Respect: Wins all students' respect and creates a climate in which disruption of learning is unthinkable. **Date skill observed:**		**1 2**
Social- emotional: Implements a program that successfully develops positive interactions and social-emotional skills. **Date skill observed:**		**1 2**
Routines: Successfully inculcates class routines so that students maintain them throughout the year. **Date skill observed:**		**1 2**

Responsibility: Successfully develops students' self-discipline, self-confidence, and a sense of responsibility. **Date skill observed:**		**1 2**
Repertoire: Has a highly effective discipline repertoire and can capture and hold students' attention any time. **Date skill observed:**		**1 2**
Efficiency: Uses coherence, lesson momentum, and silky- smooth transitions to get the most out of every minute. **Date skill observed:**		**1 2**
Prevention: Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud. **Date skill observed:**		**1 2**
Incentives: Classroom is clean, organized and reflects current learning content. **Date skill observed:**		**1 2**
Evidence, Examples, Details, Observations, etc:	***Average rating:***	

DOMAIN C: Delivery of Instruction –See Attached Rubric	*Rati* **1 2**
Expectations: Exudes high expectations and determination and convinces all students that they will maste the material. **Date skill observed:**	**1 2 3**
Mindset: Teaches students to be risk- takers, learn from mistakes, and believe that through effective effort, they will get smarter. **Date skill observed:**	**1 2 3**
Goals: Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.	**1 2 3**

Date skill observed:		
Connections: and reading. **Date skill observed:**	Always grabs students' interest and makes connections to prior knowledge, experience,	**1 2 3**
Clarity: appropriate language. **Date skill observed:**	Always presents material clearly and explicitly, with well-chosen examples and vivid and	**1 2 3**
Repertoire: students. **Date skill observed:**	Orchestrates highly effective strategies, materials, and groupings to involve and motivate	**1 2 3**
Engagement: problem- solvers. **Date skill observed:**	Gets all students highly involved in focused work in which they are active learners and	**1 2 3**
Differentiation: scaffolding. **Date skill observed:**	Skillfully meets the learning needs and styles of all students by differentiating and	**1 2 3**
Nimbleness: misunderstandings. **Date skill observed:**	Deftly adapts lessons and units to exploit teachable moments and correct	**1 2 3**
Application: life situations. **Date skill observed:**	Consistently has students summarize and internalize what they learn and apply it to real-	**1 2 3**
Evidence, Examples, Details, Observations, etc: :		***Average rating:***

DOMAIN D: Monitoring/Assessment and Follow-up –See Attached Rubric	*Rating* **1 2**
Criteria: Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. **Date skill observed:**	____**1 2**

Diagnosis: Gives students a well- constructed diagnostic assessment up front, and uses the information to fine- tune instruction. **Date skill observed:**	**1 2**
On-the-Spot: Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. **Date skill observed:**	**1 2**
Self- Assessment: Has students set ambitious goals, continuously self- assess, and take responsibility for improving performance. **Date skill observed:**	**1 2**
Recognition: Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort. **Date skill observed:**	**1 2**
Interims: Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. **Date skill observed:**	**1 2**
Tenacity: Relentlessly follows up with struggling students with personal attention to reach proficiency. **Date skill observed:**	**1 2**
Support: Makes sure that students who need specialized diagnosis and help receive appropriate services immediately. **Date skill observed:**	**1 2**
Analysis: Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others. **Date skill observed:**	**1 2**
Reflection: Works with colleagues to reflect on what worked and what didn't and continuously improves instruction. **Date skill observed:**	**1 2**
Evidence, Examples, Details, Observations, etc: :	***Average rating:***

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

Evidence, Examples, Details, Observations, etc:	*Average rating:*

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

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

LEARNER ACHIEVEMENT ASSESSMENT DATA (30%)*:

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

***ASSESSMENT REPORTS ATTACHED**

DOMAIN SUMMARY (55%)
AVERAGE RATINGS:
DOMAIN A : _____

DOMAIN B: _____

DOMAIN C: _____

DOMAIN D: _____

DOMAIN E: _____

DOMAIN F: _____

COMMUNITY SURVEY DATA FROM PROGRAM EVALUATION COMMITTEE (15%)

PARENT SURVEY DATA SCORE (5%): _____

LEARNER SURVEY DATA SCORE (5%): _____

PEER SURVEY DATA SCORE (5%): _____

SUMMARY AND RECOMMENDATION:

OVERALL EFFECTIVENESS RATING:

FOCUS AREAS OF STRENGTH

FOCUS AREAS FOR GROWTH

RECOMMENDATION FOR NEXT YEAR

_____

_____

FACILITATOR SIGNATURE **DATE** **LEAD FACILITATOR SIGNATURE** **DATE**

_____

_____

FACILITATOR SIGNATURE **DATE** **LEAD FACILITATOR SIGNATURE** **DATE**

KEY AREAS FOR GROWTH & GOAL SETTING
PAGE 1

Standard/Indicator:

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

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Goal	
1. *What is the specific goal to be reached in this area of growth?*	
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_____

_____

FACILITATOR SIGNATURE **DATE** **LEAD FACILITATOR**

SIGNATURE **DATE**

_____

_____

FACILITATOR SIGNATURE **DATE** **LEAD FACILITATOR SIGNATURE** **DATE**

KEY AREAS FOR GROWTH & GOAL SETTING
PAGE 2

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

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_____

_____

FACILITATOR SIGNATURE **DATE** **LEAD FACILITATOR SIGNATURE** **DATE**

_____

_____

FACILITATOR SIGNATURE **DATE** **LEAD FACILITATOR SIGNATURE** **DATE**

6. Regarding its governance and/or instructional leadership, provide a description of the school's "areas of growth" and "strategies for improvement."

Governance
Areas for Growth:
Lacking a complete high school program and learners with multiple years at the school in the early years of the charter, learner representation on the Nea Board has been weak and attendance has been less than desirable.

Strategies for Improvement:
Have the Nea Leadership facilitator more actively recruit learners to run for the Governing Board and have them report to the Leadership class regularly to give the position status amongst the learner community.

E. FINANCIAL MANAGEMENT AND OPERATIONS

1. Describe all ongoing efforts to ensure fiscal soundness and legal compliance.

- **Address the financial system and monitoring processes that are used.**
- **Specify the reports generated and the frequency; identify the party responsible for generating the reports and his/her qualifications.**

  Monthly financial reports are generated for the CLCS and Nea Boards. They are generated by Jackie Tsou, CLCS Client Manager who works for EdTec, CLCS's back office financial services provider.

- **Describe the fiscal review and monetary processes, including but not limited to policies regarding a) cash flow, b) purchasing, c) payroll and d) audits; identify the party responsible and his/her qualifications for the role.**

  The CLCS/Nea Financial Policies are provided below. The CLCS Executive Director is ultimately responsible for all financial oversight.

Nea's Fiscal Policy

Summary Quick Reference Table:

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

A. Budget Development and Oversight Calendar and Responsibilities

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

January – February

- The Finance Committee of ACLC/Nea works with Executive Director and EdTec to review Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the schools' upcoming fiscal year (July 1-June 30).

- The Executive Director and EdTec working with the CLCS **Finance Committee** to prepare a set of proposed budget development principles for the ACLC/Nea Governing Boards and ACLC/Nea Finance Committees.

- Develop rough planning budgets for upcoming fiscal year, including projected enrollment and any proposed staffing changes. [Executive Director, EdTec]

- Develop three-year budget projections in accord with each school's established strategic and growth plans. [Executive Director, EdTec in conjunction with CLCS Finance Committee]

- Ongoing monitoring and revision of current year budgets by Executive Director, EdTec and ACLC/Nea Finance Committees.

March – April

- The Executive Director and EdTec, working in conjunction with the ACLC/Nea finance committees prepare formal budgets plan for upcoming fiscal year. The plan is reviewed by the ACLC / Nea Governing Boards.

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

- The CLCS Finance Committee solicits bids for the annual audit and selects an auditor.

May – June

- Executive Director and EdTec review revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tune the upcoming fiscal year budgets to accommodate any changes. These budgets will include monthly cash flow projections. The ACLC and Nea Finance Committees review and finalize the proposed budgets for the upcoming fiscal year and take them to the ACLC/Nea and CLCS Boards for approval.

- The ACLC/Nea Boards and CLCS Board review and formally adopt budgets for upcoming fiscal year before June 30. Copies of the final budget are provided to the charter-granting agency.

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

July – August

- Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit. [Executive Director, EdTec]

- Budgets are reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. Copies of the revised final budgets are provided to the charter-granting agency by the deadline in December. [Executive Director, EdTec and Finance Committees]

- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the CLCS Finance Committee. [Auditor, Staff as requested by the Auditor, CLCS Finance Committee]

September – December

- At the end of the first full week of school, the Executive Director and EdTec review the Charter School's actual attendance figures and notify the CLCS and ACLC/Nea Boards if actual attendance is below budget projections. If needed, the schools' budgets are again revised to match likely revenues. [Executive Director, EdTec, Finance Committee, ACLC/Nea and CLCS Boards]

- The **Finance** Committee of the CLCS Board reviews a copy of the audit. Executive Director, EdTec, and Finance Committee address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to charter-granting agency. [Finance Committee, CLCS Board, Executive Director, EdTec]

- The Executive Director and EdTec review current year actual versus budgeted revenues and expenditures monthly and reports to the Finance Committee. The CLCS Board approves any needed changes to the annual budgets. [Finance Committee, Executive Director, EdTec]

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

B. Controls, Budget, and Fiscal Management

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

Segregation of Duties

The ACLC/Nea Community Learning Center Charter Schools will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of professional consulting services in total annual amounts greater than $10,000. Proposed expenditures greater than $500 and under $10,000 must be approved by the Executive Director and respective Lead Facilitator who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms. Proposed expenditures of $500 or less must be approved by the Executive Director, Lead Facilitator or Office Manager.

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

Budget Transfers

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

Banking Arrangements

The ACLC/Nea Community Learning Center Charter Schools will maintain their accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. The General Checking Accounts shall be the primary account for the schools' needs. Authorized signatories to this account shall be the Executive Director, respective Lead Facilitator and CLCS Board Treasurer. Checks above $1,000 and under $10,000, and checks payable to an authorized signer, must be signed by two authorized people. Checks above $10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above $10,000 from this account shall be the Executive Director and CLCS Board Treasurer.

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

Petty Cash Checking Accounts – Account Setup and Maintenance:

The Petty Cash Checking Accounts, one for ACLC and one for Nea, shall have a minimum balance of $1,000 and a maximum balance of $2,000. Each Account shall be funded from the school's business General Checking Account as necessary. A simple ledger shall be maintained by the Executive Director for review by the EdTec who shall reconcile the Account monthly. Replenishment of the Petty Cash Checking Account shall occur through the normal accounts payable process (see EdTec accounts payable policies and procedures set forth separately).

No deposits, other than Accounts Payable replenishments, shall be made into the Petty Cash Checking Account. All cash and checks shall be deposited into each of the General Checking Accounts. Check writing requires signatures from one of the following people: CLCS Executive Director or ACLC/Nea Lead Facilitator

Petty Cash – Purpose and Usage:

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

Purchasing Procedures

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

Contracts:

Contracts for other goods and services exceeding $10,000 on an annual basis shall be presented to the CLCS Board for approval prior to signing. Length of contracts shall be at the discretion of the CLCS Board. In general, contracts exceeding $10,000 shall be let after a bidding process of sufficient duration to ensure competition. However, the Executive Director may make a finding to the CLCS Board for sole sourcing a contract exceeding $10,000; in this case, the CLCS Board may approve the contract in arrears at the time of contract execution. The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor. Bid tabulations shall be presented to the

CLCS Board along with a recommendation for action. The CLCS Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

Commitments and Purchase Orders:

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

Invoices:

Invoices for $500 or less must be approved by one of the following authorized positions: Executive Director, respective Lead Facilitator or respective Office Manager. Invoices greater than $500 and under $10,000 must be approved by both of the following authorized positions: Executive Director and respective Lead Facilitator. Invoices for $10,000 or more must be approved by the Executive Director and the CLCS Board Treasurer. At the beginning of the school year the Executive Director and the CLCS Board Treasurer may authorize recurring invoices over $10,000 monthly for the entire school year if they are for health care benefits payments.

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

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

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

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

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

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

Record Keeping

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

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

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

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

Payroll Services

Payroll New Employees
Requests for new employees shall be initiated by the Executive Director and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law.

Employees may not start work until fingerprint clearance has been received by the school.

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

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

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

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

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

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

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

Attendance Accounting

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

- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the respective school.
- Each school's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
- Attendance will be tracked in a computerized Student Information System (SIS), but a certificated teacher will sign and file hard copy attendance reports at least weekly.
- If offered by ACLC or Nea, independent study must be pre-arranged by the student's adult guardian and the respective school and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

Annual Financial Audit

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

Revenue and Expense Allocation and Treasury Management Among CLCS Schools

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

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

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

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:
- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

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

C. Negotiating Funding Entitlements

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

D. Required Budget and Other Fiscal Reports

The CLCS Board shall review monthly financial statements (cash flow, and profit & loss) at monthly CLCS Board meetings. The ACLC/Nea Boards shall also review and approve the monthly check registers from the General Checking Accounts. EdTec

will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the schools' charters. These include, but are not limited to, attendance reports, enrollment and other data reports required by CALPADS, and other related data.

E. Property and Liability Insurance

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

F. Board Compensation

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

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

G. Authority to Enter Into Contracts and Agreements

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

H. Conflict of Interest

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

I. Fundraising, Grant Solicitation, and Donation Recognition

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

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

2. Describe how key non-academic operations are conducted, including (but not limited to):

- Strategic planning
  - This is the domain of the CLCS Executive Director to work with the CLCS Board.
- Operations
  - Ultimately, this is the domain of the CLCS Executive Director. However, CLCS has added the position of Chief Operating Officer to handle admissions, human resource management, data management, and website development for the 2013-14 school year and beyond.
- Facilities
  - Executive Director oversees the submission or yearly Proposition 39 requests. Contracted Custodial Services do minor repairs, all other repairs are referred to the district MOF>
- Food services
  - Executive Director's Administrative Assistant oversees lunch program and applications for National School Lunch Program.
- After-school programming
  - Assistant Lead Facilitator for the Nea Lower Village (K-5) coordinates the K-5 after school program.

Identify the parties responsible for each area, their job responsibilities, and provide the relevant qualifications of these entities for providing non-academic operational services.

Executive Director - Patti Wilczek
Chief Operating Officer – Lina Miura
ED Admin Assistant – Calvin Chai
Assistant Lead Facilitator of LV – Annalisa Moore

3. Regarding its financial management and operations, provide a description of the school's "areas of growth" and "strategies for improvement."

Areas for Growth:

1. Better monitoring of special education contractor's billing (i.e. speech pathologists, occupational therapists, etc.)
2. Better identification of mental heath funding for which Nea's learners are eligible.

Strategies for Improvement:

1. Nea's Lead Facilitator will review and sign off on all special education instructional consultants' invoices. Lead Facilitator will instruct Special Education Coordinator to track all outside services and submit reports for review by Lead Facilitator.
2. Executive Director will be more informed about mental health funding opportunities and will work with the Special Education Coordinator to assure that needs are identified, budgets are drawn up and submitted to our SELPA.

4. Please provide a projected 5-year budget. If charter operates multi-campuses the projected 5-year budget should include the following components:

- **CMO level budget**
- **Individual campus level budgets**
- **Aggregate network level budget (campuses plus CMO). Please make sure to factor in development projections into the appropriate budgets for any upcoming initiatives such as facilities improvement projects, site moves, technology upgrades, etc.**

The reader is referred to Appendix B: Nea Community Learning Center Charter Renewal 5-Year Budget Projections.

F. FUTURE PLANS

1. Discuss the key challenges or risks that you see for your school in the next five-year period. Describe what you are doing or plan to do to address each of the major challenges that you have identified.

Challenges:

1. Stabilizing staff and facilitator work force.
    a. Lead Facilitator will meet individually monthly with all new staff to clarify expectations and provide positive feedback.
    b. All new staff will be assigned mentors from existing staff.
2. Stable, long-term facility on a single campus.
    a. Nea needs to push harder with its Prop 39 claim to reunite its school.
3. Continuing to develop academic program.
    a. Implement common core standards
    b. Provide high quality professional development for facilitators
4. Learner retention
    a. Increase number and diversity of electives
    b. Recruit and retain highly qualified, diverse facilitators
    c. Improve school culture through enhanced Leadership class

Appendix A:

Nea's Safety Net Process and Procedures

Appendix B:

Nea's Five-Year Budget Projections