Focus on Learning
WASC Self-Study
November 2014

Annalisa Moore, Interim Lead Facilitator
Annahita Rad, Assistant Lead Facilitator
Jana Chabre, WASC Self-Study Coordinator
1900 Third Street
Alameda, California 94501

PREFACE

Nea Community Learning Center (here on referred to as Nea) first opened its doors in 2009 as Alameda's only K-12th grade public school. Nea provides an increase learning opportunities for all learners, with special emphasis on expanded learning experiences for learners who are identified as academically low achieving. Nea and our Board's ultimate mission is for all learners to be academically, behaviorally and socially successful at high levels so that they are prepared for high school and beyond. In terms of academic success, Nea acknowledges the historic inequity that exists in performance amongst learners based upon race and ethnicity, gender, and socioeconomic status. One of Nea's core beliefs is that those factors should not be impediments to a learner's academic success. Nea works hard to provide ongoing professional development to continually improve teaching and learning.

In addition to serving a population that is racially, ethnically and socioeconomically diverse, there is a wide variance in how learners are performing when they enter Nea– often based on those factors previously mentioned above. The school has significant groups of learners who are performing well above grade level, at grade level, and below grade level. While very few schools are successful in serving truly diverse populations such as Nea's, the school's mission is not only to do this well, but to be a model for all schools. Thus, Nea's educational philosophy and indeed its entire academic program is shaped by the diverse community that the school serves and by the moral imperative that all learners have the capacity to be academically and behaviorally successful. It is indeed that incredible diversity that makes Nea such a beautiful and unique place.

In order to serve all of the school's learners at the highest level, there are key elements and practices that form the nucleus of Nea's educational model. Learner-centered elements include:

- Project-based Learning
- High Expectations and High Engagement
- Rich Instructional Methods
- A Diverse Academic Program
- Educating the Whole Child

Nea walked through the self-study process during a time of transition for the school site. Ten weeks before the end of the school year our Lead Facilitator (Principal) was put on administrative leave. Eight weeks before the end of the school year our Lead Facilitator was released. It was during this time of stress and transition that our staff and community united together to complete the WASC self-study process.

Prior to the release of our Lead Facilitator Nea participated in the following timeline for WASC:

- **February-March:** Weekly meeting with a small group of parents and monthly meeting with a larger parent body to discuss and gather input on Nea program. Learners completed a survey during L2L.

Our new Interim Lead Facilitator, Annalisa Moore, currently in her second year with Nea, accepted the post in June and moved form her position as the Assistant Lead Facilitator (Assistant Principal). She has formed a very strong bond with the Nea community, and is dedicated to remaining in the position for the foreseeable future, to lead our school through the changes we hope to make as a result of this WASC process.

Post Lead Facilitator Dismissal:

- **March and April 2014**: Classroom peer observations, Formulate the specific WASC Committees; Writing trainings attended by admin.
- **May and June**: Writing begins in committees about Organization, Curriculum, Instruction, Assessment and Accountability, and School Culture.
- **June**: Feedback on writing, data gathered and summer writing assignments confirmed and given to parents for input.
- **July and August**: Writing, feedback and data gathering continues.
- **August**: Update on progress reported to August CLCS Governing Board.
- **August and September**: School Report draft compiled for submission for review at September Governing Board meeting, Staff Meetings, PTSA, Sankofa Forum and CCC/L2L; feedback and recommendations noted.
- **September and October**: School report final revisions compiled and affirmed at October Nea Governing Board meeting.

In the past year Nea hired ten new facilitators (teachers), one new office manager, one new school counselor and one new paraprofessional. Nea has also made significant changes in our physical campus, moving to our new site over the 2014 summer and thus re-uniting our K-5 program with our 6-12 program on one site. This gives us an opportunity to share resources and strengthen our community and academic offerings.

We have also settled in to having our learners placed based on math ability, providing an opportunity for learners to take math based on their ability level not grade level.

As we adapt to all these changes, we continue to be mindful of our school's mission and Schoolwide Learner Outcomes (SLOs), as we seek the best ways to live up to Nea's nine founding principles: Curiosity, Organization, Persistence, Compassion, Accountability, Problem Solving, Courage, Teamwork, and Integrity. The WASC Self-Study, therefore, has come in a natural period of self-examination for us. With the

constant active involvement of our learners and a core group of parents, we have worked together as a community to examine the degree to which we are offering a truly meaningful, standards-based curriculum, meeting the very diverse educational and emotional needs of our learners, and enabling our graduates to achieve the full range of our SLOs.

The Nea staff has spent time in one another's classrooms, getting a better sense of the overall learning environment experienced by our learners. We have gathered and examined learner achievement data, learner and parent surveys, syllabi, instructional materials, learner assignments, and learner work, and looked for overarching patterns in both our strengths and areas for growth. Starting in 2013-2014, we participated in Buck Institute Training focused on our project-based model and devised new school-wide rubrics for measuring cross-curricular learner achievement, and are in the process of administering and reviewing a new, interdisciplinary Common Writing Assessment for all learners.

As a result of this process, we have identified our Critical Academic needs:

1) To further refine and enhance differentiated instruction and assessment in the classroom so that all of our learners can be both challenged and capable of achieving mastery of the academic material.
2) To help our learners be more successful in achieving SLO #4, which focuses on becoming productive, mature, empowered citizens of their communities.

We are excited to begin the work that will continue to make Nea a nurturing environment and an effective, invigorating educational experience for our learners.

Chapter 1
Student and Community Profile

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Founded as K-12 Public Charter school in 2008, Nea Community Learning Center currently has a student population of 496, though our numbers generally rise close to 510 or even higher in the second semester as additional learners transfer from Alameda Unified School District. Approximately 2/3 of our students come from our home district, Alameda Unified; the rest are admitted from a variety of cities around the Bay Area. Because some families move out of the city of Alameda (with its exceptionally high real estate costs) after their students transfer to Nea, nearly 1/3 of our learners actually reside in other Bay Area cities. Nea shares its campus and many resources with Alameda Community Learning Center, Nea's sister school.

Nea serves a diverse student population with a wide range of learning needs and learning styles, a wide range of academic proficiency levels, and many individual emotional and psychological needs.

Our classes are small, interactive, heterogeneous, and non-competitive. Learners work at their own pace until mastery is achieved. Our staff is constantly mindful of the "whole child" and strives to individualize instruction and assessment as much as possible—in ways not possible in the traditional classroom—to enable all of our learners to learn. While encouraging our learners to challenge themselves academically, we also seek to minimize the "stress" factor of school, and to increase learner engagement with opportunities for experiential learning, self-directed projects, small group discussion, tutorials, community-based learning, service learning, interdisciplinary and multiple intelligences instruction, and flexible scheduling.

K-1st grade learners join our school because they seek the educational program that a project-based model provides. A considerable percentage of our 2nd-12th grade learners join Nea after struggling at the large elementary, large middle school, or comprehensive high school. Many leave their previous school because they feel that the "don't fit in." Others move to Nea because of personal or emotional issues that were not as easily addressed in a much larger student population. In our 6-12 program, some families join Nea because its flexible credit system better accommodates their complex life outside of school–enabling them, for instance, to hold down a job outside of school, to travel to perform as a professional musician, or to compete on the national level at athletics (with recent learners competing in equestrian riding and figure-skating). Still others join Nea from schools outside the district because they want a safe school, a small school, and/or a more personal, individualized experience.

Nea is known as a very inclusive place with a strong sense of "family." As a community, we bring together a population that's diverse in terms of race, ethnicity, socioeconomic status, and life experience. Learners report feeling much safer here than at many other schools in many ways. Nea's ultimate goal is to help learners achieve their full potential and meet their self-defined academic, career, and life goals. Learners at Nea complete the higher graduation requirements as learners in Alameda Unified comprehensive high schools. The Nea curriculum is aligned with Common Core and our courses satisfy UC "a-g" admission requirements.

Nea's Educational Model:

Self-directed and project-based — Nea is dedicated to a self-directed, project-based learning model wherein learners (students) are supported by facilitators (teachers).

Rigorous — We utilize the best practices of teaching and learning in a non-competitive manner. We provide all learners with a rigorous curriculum that promotes the practice and mastery of California State Standards and the newly adopted Common Core Standards.

Empowering — We empower our learners to take ownership of their education. Learners actively discover their potential, recognize their value and worth, and practice responsibility to the community.

Flexible — Our facilitators have flexibility in using an eclectic array of teaching and learning strategies that allows for integration across subjects in order to achieve measurable progress toward mastery of standards.

High expectations — We believe that an approach that empowers learners, provides them with individualized support and sets the highest academic, social and ethical expectations creates a more successful learning environment than traditional educational practices.

STUDENT ENROLLMENT AND DEMOGRAPHIC INFORMATION

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, handouts 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.

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	73	96	34	34	44	50	82	22	41	39	13	2	2

Applications													
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 Plans				
% 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

WASC Accreditation History

Nea's initial half-day site visit occurred in 2011. The visiting committee sited the following areas of strength and improvement:

Schoolwide Areas of Strength
1. Achieved API score of 839 for our first year, 2009 - 2010
2. Have a robust waiting list of 339+ for the K-5 program
3. Retained 97 percent of inaugural staff and added 6 new staff members

Critical Areas for Follow-up
1. Identify their Academic Standards
2. Identify their Expected Schoolwide Learning Results
3. Develop Measurable Objectives for each of the ESLRs
4. Develop a Five Year Financial Plan for the school
5. Get the A-G courses approved.
6. Have Faculty and Administrative Staff on WASC visiting teams in the fall of 2011.

Nea was scheduled for our first full site visit during 2013-14 yet no work had been completed toward this end throughout the fall, so an extension was requested and granted.

School Purpose (Vision, Mission, SLOs)

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

To achieve this mission:
Nea is an educational model that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a noncompetitive manner that supports individuals to actively discover their own potential, recognize their own value and worth, and practice responsibility to the community. Nea believes in the importance of a participatory governance model to empower learners, parents, and facilitators to create a great educational program. Nea is dedicated to a self-directed project-based learning model to achieve its educational goals. To this end, the Nea provides a safe, connected, and flexible learning community. The program places emphasis on: developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of math and science to become aware of how the universe works; and developing an understanding of how government, economics and the social sciences impact individual and global interactions. Based on their knowledge and developmental level, learners design their own goals and life plans including responsibility to others and active citizenship. We embrace the idea that this is an ongoing process of continual change and improvement.

We believe that an approach that empowers learners, provides them individualized support (from adults, older learners, and peers), and sets the highest academic, social, and ethical expectations is by far more likely to achieve this goal than

traditional educational practice. We provide all learners with a rigorous, standards-based curriculum that promotes the practice and mastery of Common Core state standards by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards. In Nea, teachers are referred to as facilitators and students are referred to as learners. We believe that this terminology change is essential to creating motivated learners who will acquire the skills for becoming lifelong learners. Changing the terminology is essential to creating empowered learners who understand the need to take ownership of their educational experience.

Schoolwide Learner Outcomes SLOs for Nea are as follows:

1) Self Directed Learners Who:
- Demonstrate academic skills that meet state requirements
- Are prepared for success in academic settings beyond high school
- Recognize and use their unique ways of learning, as well as develop a range of learning skills and strategies
- Identify, advocate for and pursue their personal interests and abilities

2) Critical and Creative Thinkers Who:
- Demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information from varied sources
- Experience, investigate and evaluate different perspectives from which they can then develop their own opinions
- Are motivated to initiate their own in depth exploration of a variety of issues and interests
- Access their imaginations to envision solutions and express ideas

3) Effective Communicators Who:
- Demonstrate proficiency in the use of written and oral language
- Can use technological tools for problem solving and communication
- Are present and connected with others, listening with empathy and open minds

4) Responsible Citizens Who:
- Seek active membership within their communities
- Are respectful, open and ethical in communications and decision making
- Are self-aware about and responsible for how their actions impact themselves, others and the global environment
- Make a contribution to the community at large

WASC 2014 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/SBA
- CAHSEE
- Tracking completion of UC a-g requirements
- Tracking GPA
- Tracking API and AYP
- Tracking ADA for all learners

School Program Data

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. Nea's 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.

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.

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 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 English Language Development class which provides instruction in English and includes a sequential ELD program, including language arts, and sheltered English content with some primary language support as able. 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. Nea facilitators use strategies such as providing increased number of visual materials, active/physical responses, graphic organizers, leveled reading materials, multimedia presentations, computer programs, peer tutors, and cooperative learning to facilitate the understanding and content accessibility of all Nea learners, especially our English Language Learners.

As with their older counterparts, elementary EL learners are held to state ELD standards as they progress toward grade level standards. The facilitators provide "comprehensible input", consisting of instruction in the second language made understandable to the EL Learner through small group attention, individualized instruction and conferences. Nea follows district protocol 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.

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.

Learner Study Teams (LST) 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 LST may be referral for special education testing, but the purpose of an LST 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.

College Courses – Currently college courses are offered to learners in grades 10-12. Nea developed a close partnership with the College of Alameda and learners are able to work with the Nea counselor to sign up for day and evening courses.

L2L (Learning to Learn) – L2L was recreated in 2013-2014 as a way to connect all learners to an adult on campus and to have all faculty participate. All learners in grades 6-11 have a daily 30minute L2L class except on early-release Wednesdays. The program covers recurring themes on College Knowledge, Leadership, Progress Monitoring, and Team Building.

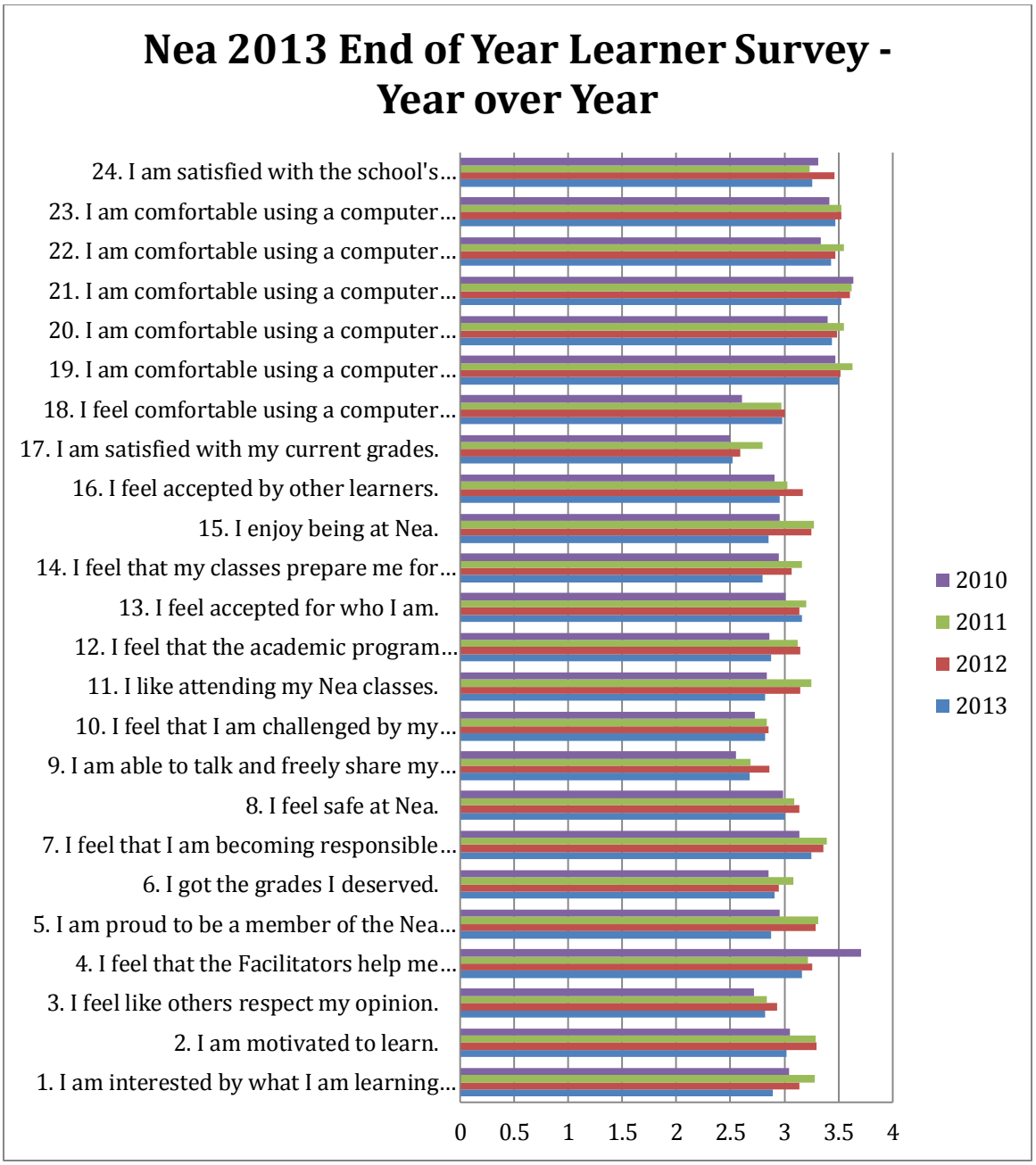
On-line Learning – Cyber High, Scout and BYU are programs with a high school curriculum that has been formatted into an electronic mode as a method for allowing learners to progress at their own rate. Learners who have not passed core English and Math classes, or learners who are ready to move forward to the next level for core English and Math classes but their schedule does not permit them enrolling at the College of Alameda, are enrolled in one of these electronic programs. These programs help to differentiate for high achieving learners as well as recover lost credit for those who need to. It is ensured that every learner enrolled in one of these programs has computer access. For the current year, these programs are offered in the Tree.

Response to Intervention (RtI) – Facilitators collaborate to design individual interventions for learners who are struggling academically and/or socially.

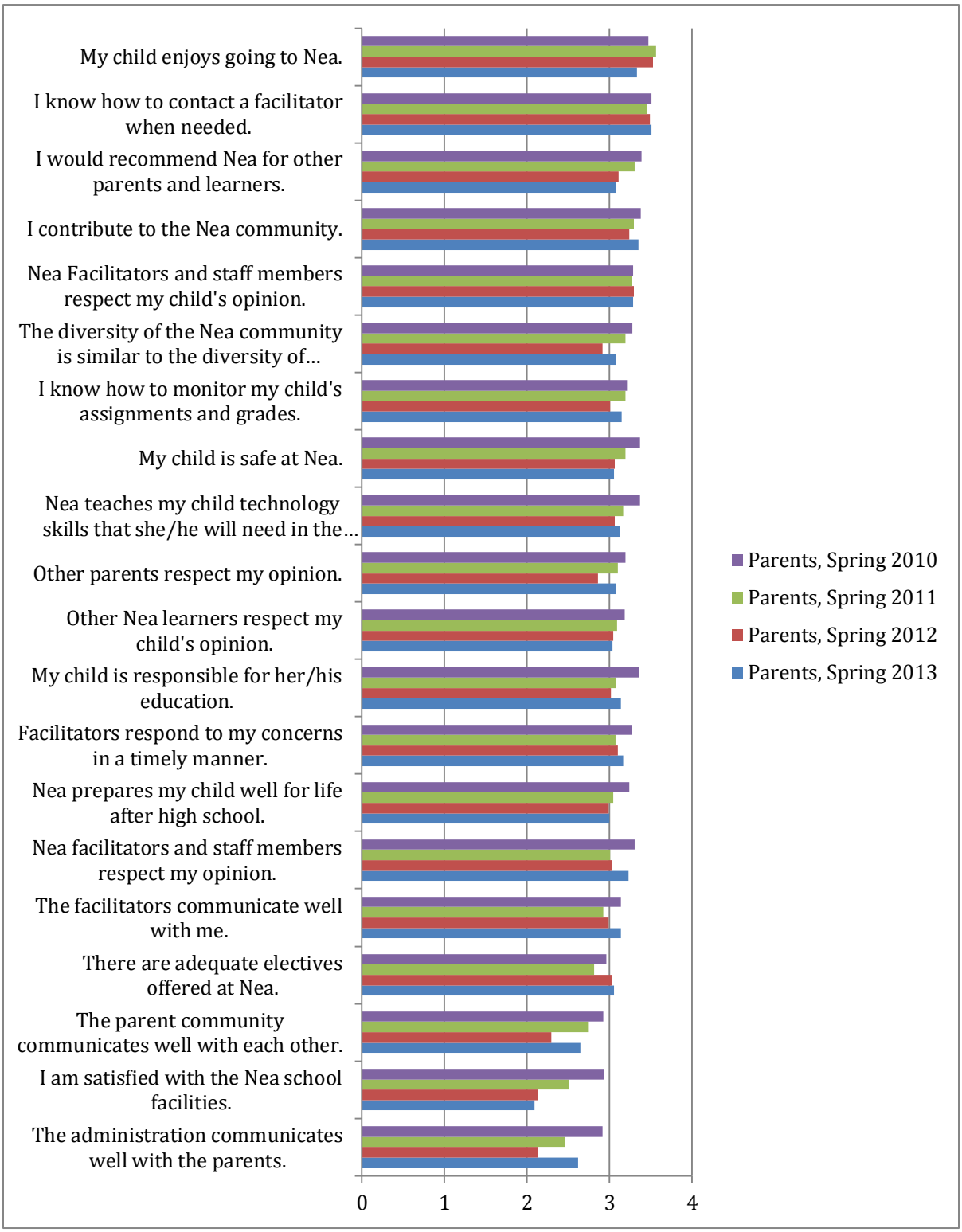
Office Hours – Branch of RtI set to help support learners who are below a 2.0 GPA. About ten to fifteen learners are chosen based on data and teacher/admin referrals to receive support afterschool. Learners are supported through teaching organizational techniques as well as small group and one-on-one tutoring support.

Learning Center – The Learning Center is run by the Special Education team, but is open for all learners to receive help, make-up tests, or utilize an alternate setting.

Nea 2010-2013 - Learner Survey Results


Nea 2013 End of Year Learner Survey - Year over Year
24. I am satisfied with the school's...
23. I am comfortable using a computer...
22. I am comfortable using a computer...
21. I am comfortable using a computer...
20. I am comfortable using a computer...
19. I am comfortable using a computer...
18. I feel comfortable using a computer...
17. I am satisfied with my current grades.
16. I feel accepted by other learners.
15. I enjoy being at Nea.
14. I feel that my classes prepare me for...
13. I feel accepted for who I am.
12. I feel that the academic program...
11. I like attending my Nea classes.
10. I feel that I am challenged by my...
9. I am able to talk and freely share my...
8. I feel safe at Nea.
7. I feel that I am becoming responsible...
6. I got the grades I deserved.
5. I am proud to be a member of the Nea...
4. I feel that the Facilitators help me...
3. I feel like others respect my opinion.
2. I am motivated to learn.
1. I am interested by what I am learning...
0
0.5
1
1.5
2
2.5
3
3.5
4
2010
2011
2012
2013

Nea 2010-2013 - Parent Surveys Results



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%

A. 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	Information clearly relates to	Information clearly related to	Information clearly relates to	Information has little or nothing to

	the main topic. It includes many supporting details and/or examples and/or illustrations	the main topic. It includes several supporting details and/or examples	the main topic. It provides 1-2 supporting details and/or examples	the main topic. No details and/or examples are given	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 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%**				
Business Internship	100% of this graduation requirement is addressed and supported by the requisite	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

	evidence				
% Graduates 2013	**100%**				

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:

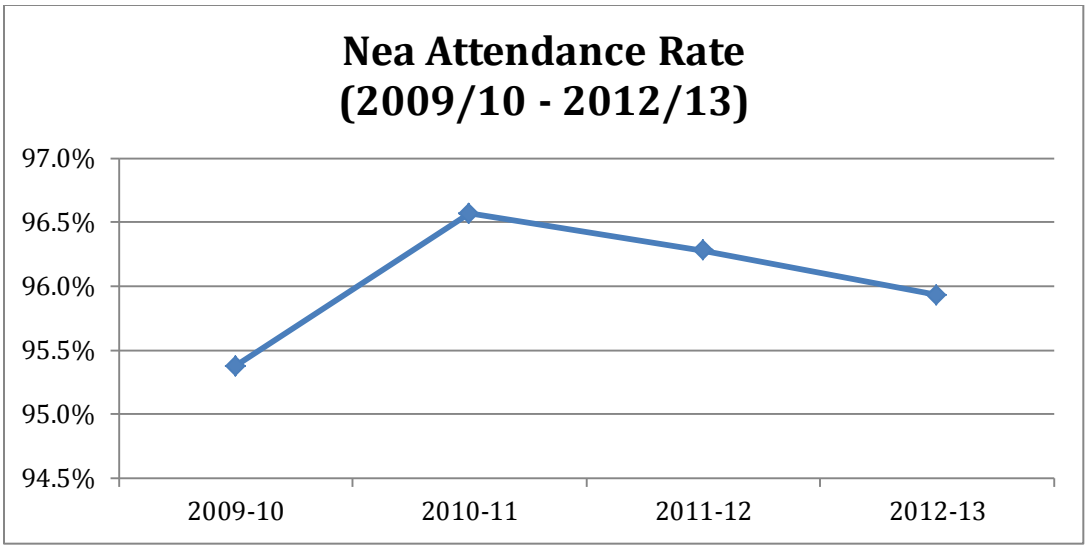
AYP - Schoolwide v. Target

	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%

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%



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%

Chapter II: Progress Report

Significant Developments Since Last WASC Visit

Nea completed a half-day visit ion April 8, 2011, at which time the school received a two-year term of accreditation. Since then, we have continued to build on our strengths, address our areas for growth, and constantly reflect on our programs, our community, and the best ways to support our learners. Our staff has continued to work together in close collaboration, and we have made progress in many areas, while, inevitably, continuing to wrestle with the many challenges inherent to working with our unique, diverse, and often "at risk" student body.

Implementation and Monitoring of Schoolwide Action Plan

In Nea's 2011 WASC Self-Study, the following six critical areas for follow-up were identified:

1. Identify Academic Standards.
2. Identify Expected Schoolwide Learning Results.
3. Develop Measurable Objectives for each of the ESLRs.
4. Develop a Five Year Financial Plan for the school.
5. Get the A-G courses approved.
6. Have Faculty and Administrative Staff on WASC visiting teams in the fall of 2011.

Progress Report:

Nea has made good progress in all areas of our six critical areas for follow-up, and in fact has gone above and beyond what we hoped for in several areas.

Schoolwide Critical Area for Follow-Up #1 - Identify Academic Standards

Nea adopted Common Core State Standards in the fall of 2013. Staff participated in professional development lead by the Alameda County Office of Education to understand the transition to Common Core. In addition, staff have worked all year long during department meetings in fleshing out adjustments of curriculum maps and their academic plan.

Schoolwide Critical Area for Follow-Up #2 - Identify Expected Schoolwide Learning Results

Nea Lead Facilitator worked with the staff in 2012 to develop schoolwide learning results. These meetings resulted in the development of four schoolwide learning results which are as follows:

1) Self Directed Learners Who:
- Demonstrate academic skills that meet state requirements
- Are prepared for success in academic settings beyond high school
- Recognize and use their unique ways of learning, as well as develop a range of learning skills and strategies
- Identify, advocate for and pursue their personal interests and abilities

2) Critical and Creative Thinkers Who:
- Demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information from varied sources
- Experience, investigate and evaluate different perspectives from which they can then develop their own opinions
- Are motivated to initiate their own in depth exploration of a variety of issues and interests
- Access their imaginations to envision solutions and express ideas

3) Effective Communicators Who:
- Demonstrate proficiency in the use of written and oral language
- Can use technological tools for problem solving and communication
- Are present and connected with others, listening with empathy and open minds

4) Responsible Citizens Who:
- Seek active membership within their communities
- Are respectful, open and ethical in communications and decision making
- Are self-aware about and responsible for how their actions impact themselves, others and the global environment
- Make a contribution to the community at large

Through this process and with the high turnover in staff over the past three years, we will be conducting a visioning process with our staff and community. During this process and through the WASC self-evaluation we will examine our schoolwide learning objectives to determine if we need to make changes and to inform all staff of what they are and how they came to be.

Schoolwide Critical Area for Follow-Up #3 - Develop Measurable Objectives for each of the ESLRs

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/SBA
- CAHSEE
- Tracking completion of UC a-g requirements
- Tracking GPA
- Tracking API and AYP
- Tracking ADA for all learners

Parent and Learner Surveys

Since the last self-study Nea has developed and implemented five surveys per year. These five surveys are:

1. Everyone Successful Everyday Learner Survey
2. End of Year Parent Survey
3. End of Year Learner Survey
4. Executive Director Feedback Parent Survey
5. Program Parent and Upper Division Learner Survey

Schoolwide Benchmark Assessments

Through the adoption of our Illuminate technology facilitators are able to pull common core aligned benchmark questions to create authentic assessments within the classroom. These benchmark assessments then work to inform the instruction of the facilitator. This has been incredibly successful and they are performed four times per year.

Schoolwide Critical Area for Follow-Up #4 - Develop a Five Year Financial Plan for the school

Nea's five-year financial plan was developed. See Appendix A.

Schoolwide Critical Area for Follow-Up #5 - Get the A-G courses approved

All A-G courses have been approved. In addition, we are excited to say that several of our elective courses have also been UC approved. These include: Bio Stem, Women's Studies and Music Studio. We are currently working on UC approval for Robotics and Music Appreciation.

Schoolwide Critical Area for Follow-Up #6 - Have Faculty and Administrative Staff serve on WASC visiting teams in the fall of 2011.

This is an area that we are working towards addressing during the 2013-2014 school year and also the 2014-2015 school year. Our Assistant Lead Facilitator in the 2013-2014 school year, Annalisa Moore, and our COO, Lina Miura (who is no

longer with the organization), sat on a WASC visiting team in the spring of 2014. Nea Assistant Lead Facilitator, Annahita Rad, and Jana Chabre, our Curriculum Committee Chair, have submitted applications to sit on WASC visiting teams for the spring of 2015.

Chapter III:
Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

We have been working on our WASC process for nearly a full year, beginning in the Fall of 2013. As stated in the Preface to this report, 2013-2014 was a time of transition for the school. Our staff turnover rate has been high for the past three years thus adding more complexity to the WASC process. In addition, losing our Lead Facilitator in the spring of 2014 along with our COO, school counselor and several teacher provided an interesting challenge for the process. We are proud to see how our parent community, our learners and our returning staff rallied together around the WASC self study.

Despite the fact that quite a few of us were still trying to learn the basic ropes at Nea, the whole staff entered our WASC process with enthusiasm and a genuine desire to make the Nea educational experience as positive and meaningful for all of our learners. All staff at Nea has a deep emotional investment in the welfare of our learners, and (regardless of where we are in the WASC cycle) the staff culture at Nea is one of constant self-reflection and innovation as we try to meet the very complex academic and emotional needs of the young people we work with. While challenges and frustrations inevitably arise, the overall atmosphere among the staff at Nea is optimistic, forward-looking, and inspired by the conviction that, whatever problems arise, we can and will find ways to make things better and help our learners succeed.

We began the WASC process knowing we have some very clear strengths: a talented and passionate teaching staff, a diverse and creative learner population, and a highly supportive community. Our first graduating class in 2013 had 100% college acceptances and 99% of our second graduating class in 2014 had college acceptances. Based on learner and parent surveys, we also have a very high level of overall satisfaction with the school, with those stakeholders overwhelming saying that the school's culture and approach to education is healthy, generally effective, and much more responsive to the needs of individual kids than were their previous schools.

Of course, we still have areas for growth. As was true in our last WASC report, as a faculty we need to look more critically at our overall schoolwide learning objectives and tying them to our measureable outcomes.

What are the implications of the profile and progress data with respect to student performance since the prior self-study?

Since the prior self-study of 2011, Nea has continued a positive trajectory in both our AYP proficiency rates and API score. In addition, Nea's enrollment has

considerable increased over the last six years. Nea's CAHSEE passage rates have also exhibited a positive trajectory.

Based on past performance and current data, select two or three critical learner needs, noting the correlated schoolwide learner outcomes.

Based on past performance and current data, Nea needs to address the following critical learner needs:

1. Improving differentiated instruction and assessment strategies.
   (1. Self-Directed Learners)
2. Strengthened connection to school culture.
   (4. Responsible Citizens)
3. Meeting academic writing necessary to successfully enter college with no remedial courses.
   (3. Effective Communicators)

List 3-4 important questions that have been raised by the analysis of the student performance, demographics, and perception data and the progress data.

1. Overall, are we striking the right balance between flexibility (i.e., allowing students to "work at their own pace," and avoiding stress-inducing rigidity in what we ask learners to produce) and keeping kids accountable for learning and for making reasonable progress towards graduation?
2. How do we increase the academic challenge for learners who say they want to be pushed harder, without overwhelming our learners who are not ready to move at a faster pace?
3. Have we made good progress in making our school culture healthier, more respectful, and more engaged as a community of learners?
4. To what degree are our students making progress towards embodying the ideals of our SLOs? (Are learners even aware of our SLOs? Do our SOLs reflect the ideals our learners have for themselves?)

Chapter IV: Self-Study Findings

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by school wide learner outcomes and the academic standards.

Indicator with Prompts

Vision – Mission – Schoolwide Learner Outcomes (SLO) – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Prompt*: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Evidence

Nea Community Learning Center has a clearly stated vision based on learners' needs, current educational research, and the belief all learners can achieve at high levels.
 	
Mission Statement: The Nea Community Learning Center is an educational model that empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.
 	
Nea Community Learning Center (hereafter referred to as Nea) is an educational model that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a noncompetitive manner that supports individuals to actively discover their own potential, recognize their own value and
	Nea CLC Website
	• Facilitator websites
	  • ELA scores
	  • Writing benchmarks

worth, and practice responsibility to the community. Nea believes in the importance of a participatory governance model to empower learners, parents, and facilitators to create a great educational program. Nea is dedicated to a self-directed project-based learning model to achieve its educational goals. To this end, the Nea provides a safe, connected, and flexible learning community. The program places emphasis on: developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of math and science to become aware of how the universe works; and developing an understanding of how government, economics and the social sciences impact individual and global interactions. Based on their knowledge and developmental level, learners design their own goals through learner led conferences and life plans including responsibility to others and active citizenship.	

Development/Refinement of Vision, Mission, School wide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission and school wide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	**Evidence**
Regular staff meetings and weekly collaboration time bring teachers from all disciplines together to collaborate in the development/refinement of the vision, mission, and school wide learner outcomes. The gathering provides perspective from all content areas. Each department has set goals for each school year and defined their criteria for success in their subject matter. The gathering and review allows all staff to provide input on Nea and school policies. The Special Ed coordinator meets regularly with staff to ensure teachers and support staff are aware of students who may be in danger of failing courses. Sankofa is our monthly community meeting with families to	• Meeting Agenda • Blank LST and safety-net forms • RTI Process • Morning Coffee Agenda • Sankofa Agenda

discuss upcoming initiatives, curriculum adjustments and school culture. In addition we hold weekly morning coffee's with parents to discuss the same topics and gather valuable input. Lead Facilitator and Lead Team staff meet to collaborate and discuss newly researched instructional based practices and current data.	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Evidence
During Learning to Learn (L2L), learners learn about college, self-monitoring grades, and team-building with classmates. The 9 Nea Principles are emphasized in each classroom. The Principles are values that the school community designed and voted on to represent the core values of the school. They align with the vision and mission statements. The parent/learner handbook provided at the beginning of the year in the first day of school packets contains all of the information regarding the school's vision, mission, and school wide learner outcomes. The agreements are signed by parents and returned ensure all parents are informed of the school's practices. Regular meetings and Nea Governing Board meetings provide opportunities for parents and members of the community to provide input on current school policy. Learners lead Learner Led Conferences (LLCs) every year in which they present information to parents and guardians regarding their goals and academic progress. Along with setting personal learning goals and reflecting on academic process, the most recent LLC focused on helping students better understand	• Parent/Student handbook • Advisory schedule • Nine Nea Principles • Parent/learner handbook • Sankofa • Nea Governing Board minutes • Community council meetings • LLC Parent Surveys • LLC Portfolios • House meetings

their career interests, learning styles, research potential colleges and participation in campus activities. Schoolwide collaboration between departments and individual teachers ensure all Nea students are meeting learner goals and outcomes. To help score writing benchmarks, teachers and administrators assist in grading as a team.	

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the school wide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	**Evidence**
As a school site, this is an identified area of improvement for Nea. A goal for the 2014-2015 school year is to involve the faculty in analyzing ways in which we as a school have put programs and structures in place that align with our needs and community. In addition, our Curriculum Committee and Program Evaluation Committee will review data in looking at programmatic improvement. Nea staff review data at the individual teacher level, the department level and at the school level. In each department, assessment data is reviewed and the leadership team, consisting of administrators and lead teachers, review data together before the entire staff meets to discuss and review data.	School data Progress reports Evaluation of teacher surveys

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school wide learner outcomes and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school wide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Evidence
Nea Community Learning Center is governed by two Boards. The Nea Governing Board oversees program and the Community Learning Center (CLCS) Board oversees finance. The Nea Governing board is composed of 2 facilitators, 2 learners, 2 parents, 2 community members and 2 administrative representatives. The Nea Governing Board of Directors is responsible for establishing broad policies. For example, the Nea Governing Board of Directors sets policies related to staff hiring, conditions for learner suspension or expulsion, grading policies, controversial issues that affect more than one school site and teacher, The Nea Governing Board is responsible for establishing Best Practices, which provides guidelines for instruction and research-based teaching tools. The CLCS Board is comprised of 17 members that include parents, learners and community members from Nea and our sister school Alameda Community Learning Center. The CLCS Board is a fiduciary board and makes decisions such as approving contracts for custodial services, and staff bonus	Nea Community Learning Center charter petition. Nea Governing Board minutes and supporting documents. CLCS Board minutes and supporting documents.

criteria. Refer to Appendix B for a flowchart of the Governance structure, and a detailed analysis of roles and responsibilities for the Nea and CLCS board.	

Relationship of Governance to Vision, Mission, and School wide Learner Outcomes

Indicator: The governing board's policies are directly connected to the school's vision, mission, and school wide learner outcomes.

Prompt: *Evaluate the adequacy of the policies to support the school's vision, mission, and school wide learner outcomes through its programs and operations.*

Findings	**Evidence**
As outlined above, the CLCS Governance structure derives from our commitment to best practices, involving all constituencies in a shared decision making model, and providing exceptional education to our learners. As such, when forming committees chaired by Nea's Lead Facilitator and the CLCS Executive Director, membership is solicited among learners, facilitators/staff and parents. Furthermore, Nea's board is defined such that learners, facilitators, parents and citizens of the community of Alameda are voting members. The work of the Curriculum and Standards Committee, and that of the Program Evaluation Committee ensures that regular and ongoing investigations into the quality of program. This work is completed through collaborative efforts, research, and at least annual surveys to parents, learners and facilitators. There results are reported to the Nea and CLCS Boards, who are both involved in the community-wide conversation. Additionally, Nea's lead facilitator and assistant lead facilitator meet on a weekly basis to discuss how to further implement our school's vision. House leads for the K-5 meet regularly, as well.	Nea's Mission Statement Nea Data and Assessment Nea's office Minutes of Nea Governing Board and Staff meetings

Understanding the Role of the Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.*

Findings	Evidence
A quick review of our three CLCS websites, and one comes to understand a great deal about our organization and schools. All governance, policy, fiscal, and board related documents are placed thereon, as a means of disseminating information, while providing transparency of governance and financial practices. All members of the public are invited to speak at board meetings, for which agendas are posted in advance, as required by the Brown Act. Nea parents and families are informed of opportunities to participate in the school's governance via the website, emailed announcements prior to all finance committee and board meetings, the weekly newsletter, and the posting of hard copies in public locations. Parents may provide direct input through conferences, events, email, or phone calls to the school or Board members. Annual survey input also provides information to the Board about family and staff opinions. On campus, individual and mass emails allow the school community to be connected on issues pertaining to governance.	Weekly whole school e-news letter Website Community meetings/minutes Individual and mass email Parent Input: Direct Conferences Events Email Phone • Input from yearly survey

Governing Board's Involvement in Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission and school wide learner outcomes.

Prompt: *Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and school wide learner outcomes.*

Findings	Evidence
Nea's lead facilitators report and meet with the Nea Governing Board and the CLCS Board. Both Board of Directors review many different sources of data. Examples of data which the Board of Directors evaluates include: Benchmark Writing Assessments, test results, parent and student satisfaction surveys, enrollment data, attendance, and budgets. Both Board of Director's meeting minutes are available for review on the CLCS web page.	Board of Director's minutes Any actions taken as evidence

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Evidence
Professional staff responsibilities are defined in hiring requirements, contract stipulations, school policies, and staff meetings. From staff meetings, the meeting minutes provide insight on how the relationship between the Board and staff members are developed and maintained. Staff agreements at school sites regarding policies help enforce the common agreements between staff and the Board. The observations, evaluations, and administrator conferences provide facilitators with a better understanding of CLCS Facilitator Evaluation System and the process used to evaluate facilitators. Surveys administered to the professional staff provide	• Minutes of Staff meetings • Staff agreements • Policy review • Board of Directors' minutes • CLCS Facilitator Evaluation System • Observations • Evaluations • Admin Conferences • Surveys

feedback that may be used to inform decisions regarding future practices. Professional staff responsibilities defined in hiring requirements, contract stipulations, school policies, staff meetings	• Website • Hiring requirements and personnel committee

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Evidence
The CLCS Board of Directors monitors learner performance, school programs, operations, and fiscal health. The overview of minutes and evaluations from the Board of Director meetings clearly show procedures carried out by the board. Operation reports in staff and administrator meetings provide additional clarity on policies and actions taken by the Board. Budget reports submitted by the school office provide clarity regarding expenditures.	• Budget reports • Operations reports in staff and lead facilitator meetings • Overview in Board of Directors meetings as shown in BoD minutes and evaluation reports

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

Findings	Evidence
The process in the governing board/school's complaint and conflict resolution procedures is defined during staff meetings and other meeting minutes provided by the Board, community council, and staff meetings. Office staff reports and complaint resolution provide information regarding the conflict resolution process. Parent and student surveys provide opportunities to students and staff to provide feedback regarding any procedures and issues that need to be resolved. The following policies and processes have been created as a means of providing safe and effective vehicles for filing and resolving complaints within the school and organization.	Board of Directors meeting minutes Community council minutes Staff meetings Office staff reports and complaint resolution Parent Surveys Student surveys Website

A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the school wide learner outcomes (SLO) and academic standards. The school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Evidence
Administration, lead team, and whole staff meetings occur regularly to ensure staff is consistently evaluating progress on school wide annual goals. Because of the organization's commitment to continual improvement, the level of dedication to collaboration among all stakeholders is high.	• Parent and student surveys • Minutes from community meetings • CLCS Facilitator Evaluation System • Agendas from PD days • Board pages of website

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner needs, school wide learner outcomes, and academic standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner needs, school wide learner outcomes, and academic standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Evidence
Data from multiple forms of assessments are used to inform the cycle of inquiry process for each facilitator. Overall assessment data from interims, benchmarks at the middle school level, and snapshots at the high school level, and California Standards Tests are used to establish goals and practices for each department and grade level. Learners' needs are analyzed using assessment data, student growth data, and prior data, such as CELDT data, to help tailor learning plans for each individual student. Teachers examine CST and benchmark scores of incoming students in order to	• Evidence from pre lesson and post assessment data • CST analysis per departments • Benchmark, Snapshot and Interim results • CELDT data

identify areas of need learners may struggle in for the incoming year, and assess their writing with in-house writing assessments to further adjust instruction. Teachers use information from data analysis to create objectives and plan future lessons. CELDT testing is used for ELL students to assess their current proficiencies in reading and writing.	

Correlation between All Resources, School wide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Evidence
Staff planning days and PD days are used to foster the ability to remain focused on the achievement of each learner and are used to promote professional development of all facilitators. Resources are shared between facilitators in each department and across departments. Individual teachers, departments, and the school as a whole review assessment data before making decisions regarding student achievement plans.	• Staff planning day agendas • Lesson plans • Budget Allocation to Departments/Teachers • Book purchases • Supplies purchases

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Evidence

The school has clear employment policies listed with each job posting. The career portal on the EdJoin website lists the responsibilities and criteria required for each job. Requirements for each job reflect the qualifications desired for each position on campus. A set of criteria is listed for single subject and multiple subject credentials.
 	
The CLCS Facilitator Evaluation System process and rubric provide clear indicators on the requirements for each facilitator. Duties explained to facilitators during the first week of training and subsequent staff meetings make required duties clear. The CLCS Facilitator Evaluation System evaluation process is reflective and provides teachers with the tools and feedback needed to refine practices and develop teaching skills.
 	
Refer to Appendix D to review the Facilitator Evaluation System
	• Qualifications for each job
	• Employee handbook
	• CLCS Facilitator Evaluation System
	• Single v. multiple subject credential
	• Staff demographics:
	  ○ Percentage of properly credentialed teachers, staff, or administrators
	  ○ Percentage with graduate degrees

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Evidence
Nea hires staff members based on qualifications and goes through an extensive interview process at the home office level, and then at the site level. Summer professional development for facilitators provides them with necessary information and various instructional strategies needed prior to the beginning of the school year. Additional professional development sessions on student minimum days provide additional opportunities for facilitators to evaluate data, learn new instructional strategies, or collaborate both within departments and other disciplines. The CLCS Facilitator Evaluation System evaluation process is used to help teachers receive the proper training and preparation for their responsibilities within any type of instruction. Mini-observations, both announced and unannounced, throughout the year by lead teachers, coaches, and administrators provide teachers with additional feedback about their practice. Content coaches are available to provide instructors with support such as real time coaching, team teaching, and feedback. The reader is directed to Appendix E to review the performance check list used to evaluation performance of classified staff.	• Professional Development Agendas • Single v. multiple subject credential • Sample CLCS Facilitator Evaluation System

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.*

Findings	Evidence
Staff training on professional development days provides staff with opportunities to further develop their skill sets. In addition, weekly staff trainings on items such as lesson plans and other specialized trainings occur both as a whole staff and as an intra-disciplinary team. House leads provide additional support for first year teachers. Lead facilitators conduct in-class observations for teachers and provide feedback to teachers about performance around specific strategies as well as student behavior and engagement.	• Meeting agendas • Professional development agendas • Job descriptions for teachers, lead teachers, coaches, and administration

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Evidence
Information regarding the responsibilities, operational practices, decision-making processes, and relationships of leadership and staff are defined in the CLCS Employee Handbook. Each facilitator plans and submits weekly lesson plans aligned to cover all of the required state standards set forth by the state. Curriculum maps are available on all facilitator web sites. The Lead Facilitator emails a weekly newsletter, called the Vine, to keep staff informed of important dates, changes and information needed for the day or week.	• Documentation in each classroom • Employee Handbook • Calendar • Department Handbook • Example of weekly lesson plans

Regularly scheduled safety drills and emergency procedures are practiced to ensure proper safety measures throughout the year.	• Fire Department Drill Paperwork • Emergency exit maps • Red dot on ceiling • Emergency backpacks

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Evidence
Communication on campus is mainly carried out via email. A weekly newsletter provides staff members with essential information and news on campus. Weekly staff meetings on minimum days address topics that pertain to all staff members on campus. Staff meetings are held weekly. In addition to the meeting's function as an administrative clearinghouse and a forum for various discussions, the weekly staff meeting may serve as a professional development opportunity.	• The Vine- weekly newsletter • Meeting Agendas

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Evidence
Staff is involved in all shared responsibility, actions, and accountability to support student learning throughout all programs. The procedures for Learner Study Team (LST) meetings are clear to all staff members who may have a concern about students. Learners on the "Safety Net" list are monitored by a coordinator who communicates with the students' teachers and arranges meetings regarding the student. Tutoring sessions and office hours are available for all students.	• Safety Net procedures and forms

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Evidence
Actions of the leadership and staff emphasize a focus on successful student learning. Reviews of student data by teachers focus on identifying areas of student growth and need during various intervals of time. The data from these reviews provide teachers with information needed to review lesson plans and reteach content to students. Aside from the review performed by an individual teacher, departments collaborate to identify areas of interest that need to be addressed in each grade level and/or subject. The lead facilitator and assistant lead facilitator visits various classrooms to observe teachers and witness students' work. In addition, staff meeting hours are allocated to analyze the CLCS Facilitator Evaluation System rubric in order to	• Lead Meeting Notes • Assessment notes

clarify educators' understanding of the process and expectations.	

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the school wide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Evidence
Time dedicated to professional development is scheduled for minimum days and designated non-student contact days during the school year. All facilitators are offered professional development opportunities. There is a clear process for facilitators to write a proposal to the Nea Board for specific conferences to support individual facilitator's development. New facilitators meet with the lead facilitator and/or assistant lead facilitator to plan for the completion of BTSA training. Also, new facilitators have support from house leads for curriculum planning and grade level articulation.	• Forms of examples of agendas

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Evidence
The school's supervision and evaluation procedures are well-defined for all facilitators. The annual CLCS Facilitator Evaluation System and accompanying paperwork outline the essential domains necessary for highly effective teachers being evaluated. Meeting and training sessions throughout the school year help teachers become more informed of practices and changes to procedures regarding evaluation.	• CLCS Facilitator Evaluation System

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Evidence
The effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance is reflected in multiple indicators of student achievement and personal growth and goals from students and teachers. Personal growth and goals from facilitators indicate how professional development days, coaching, and revisions throughout the evaluation system have impacted student learning.	Training agenda

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the school wide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the school wide learner outcomes and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Evidence
Nea follows purchase policies and procedures established by Community Learning Center schools. Copies of procedures are featured on the Finance Portal and the school staff is informed of purchase order procedures during summer training. Facilitators use a Google doc form to request supplies for their classes. Basic office supplies are available in office supply room. Departments are given annual budgets to make larger purchases needed for each department. Any large purchases needed by teachers are coordinated with the lead facilitator for approval. Any reimbursement for purchases in classrooms is submitted to the office manager and reimbursement given. The lead facilitator has an extensive role in allocating resources through monthly budget meetings.	• Copy of Google doc forms • Finance committee agendas • CLCS Board agendas

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	**Evidence**
The annual school budget is established by the lead facilitator, which is then sent to the board for approval.	• Budget policies and procedures

Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, school wide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, school wide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Evidence
Safety equipment is present in all classrooms to ensure student safety. Fire drill maps, emergency procedures, first aid kits, and fire extinguishers are present in every classroom. Any requests for repairs can be sent through the office work requests via email. Specialized rooms are equipped with the proper equipment to support student learning while keeping students safe.	• Safety material in each classroom • Work requests sent via email • Campus Map • School Map

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Evidence
Purchase orders for any supplies are submitted to the Office Manager via a Google Doc. Nea employs the Linde Group to work with any technology related maintenance and purchasing. Facilitators have access to them via email for any questions or requests.	• Purchase orders/policies and procedure

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.*

Findings	Evidence
Budgets to hire staff and provide professional development are provided by Nea's annual budget. Each facilitator writes a curriculum map that is based on the Common Core standards. Additional training materials are provided to facilitators during professional development days. House leads also support new facilitators to write and edit curriculum maps for their grade. As well, the budget and schedule carves out weekly early release days for students, so that facilitators can in engage in regular professional growth and development.	• Training materials • Curriculum Map example

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Evidence
Nea strategizes and prioritizes to guide the revision and planning of long-range plans in conjunction with finance committee meetings.. All budget information is posted on the CLCS website. There are administrative meetings once a week, Administrative retreats three times per year.	

A7. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and other Resources) Plan

Indicator: The school regularly reviews its long-range plan (and other resources) in relation to the school's vision, mission, and school wide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and school wide learner outcomes.

Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan*

Findings	Evidence

Nea is given an annual budget based on their need. Budgets are approved by Nea Board Members. Nea provides compensation to faculty, administrators, and staff for business expenses The Lead Facilitator meets with the Executive Director on a monthly basis in order to review budget goals, expenditures, and yearly goals.	• CLCS Financial Statements • Nea budget

Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Prompt: *To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet they meet the generally accepted principals of accounting and audit procedures.*

Findings	**Evidence**
Annual audits allow Nea to be held accountable for sound and ethical accounting practices. Financial decisions are not solely internal. Salaries are based according to the current salaries of those working in the unified school districts performing similar duties. All expenses, including salaries, are evaluated throughout the year. The Nea finance committee and admin team update projections as needed.	• Nea Independent Audit Report

Budgeting Process — Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure transparency.

Prompt: *Comment on how the school has developed and monitors its annual budgeting process to ensure transparency.*

Findings	Evidence
The policies and procedures for the school are prepared by CLCS. The Nea finance committee works closely with the administration to create the site's budget for each school year. Those budgets are approved by the CLCS governing board. Throughout the year, the Nea financial analyst meets with the administrative team and the Nea fincance committee to review monthly results and update projections as needed. The lead facilitator and the CLCS Executive Director monitor the school's budget. • The budgeting process involves board, administration, faculty, and staff, as appropriate	• Nea's Financial Statements

Adequate Compensation, Staffing, Reserves

Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Evidence

Nea has an established planning process for addressing long-range capital needs (building, equipment, endowment). As part of the annual budgeting process, each site identifies its capital needs for that particular year. Nea is in the process of developing a long-range capital planning process to provide for deferred maintenance items. For reserves, Nea maintains a reserve equal to 3% of the current year's revenues to ensure the financial stability of the school. • Budgeting process	• Notes from annual budgeting process meetings, long-range material goals, records of current revenue • Finance tools

Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental programs, including research and information to help develop future planning.

Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	**Evidence**
Working with an independent marketing consultant since July 2014, we have been actively revising, adding pages to, and updating Nea's website in an effort to have it accurate reflect our rich and dynamic program. This marketing tool is being developed not only to communicate with the community-at-large, but also as a means of keeping our internal school community abreast of events and exciting updates. Every year, Nea mails marketing post	• Fliers • Website • Promo Packets

cards to Alameda , as well as to zip codes in close proximity in Oakland. In addition, print ads are purchased in at least one local paper, and we are examining the cost effectiveness of placing ads in the on-line Alameda Patch for this year's admission cycle. Starting this fall, we will be asking prospective families how they heard of Nea, as a means of helping to identify our most effective marketing tools. Understanding that word of mouth is the single most important marketing tool available to schools, we regularly remind our board members, parents, learners and staff/facilitators that they are ambassadors for Nea. As such, we encourage our community to speak honestly and enthusiastically about our school to neighbors and friends, suggesting appropriate talking points when asked.	

Stakeholder Involvement

Indicator: All stakeholders are involved in future planning, including addressing long-range capital needs.

Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?*

Findings	**Evidence**

Facilitators relay their concerns regarding long-range capital needs to their house lead, who meet with the lead facilitator and assistant lead facilitator. Annual surveys for staff and parents provide modes of feedback regarding long-range planning. Staff meeting and Sankofa meetings are other forums for feedback. Nea Governing Board, while not involved with the majority of budgetary concerns, still provides valuable feedback on extracurricular monetary issues. School clubs often petition Nea Governing Board for the right to hold fundraising events, and for the seed money to begin start up ventures in order to pay for school trips. Due to Nea's fiscal policies, the majority of long-range capital planning takes place directly between CLCS and our site administrators, yet the major stakeholders are generally kept up to date on policies, plans and procedures.	• House lead team minutes • Lead team minutes • Staff meeting minutes • Club minutes and requests • Community council minutes

Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	**Evidence**
Any and all information that is public and required of our site is handled by our administrators and CLCS. CLCS Executive Director holds monthly finance committee meetings, and is required to submit expenditures and plans at that time. Should a government entity require more information, access to such data will be provided at that time. Our financials are also available on our CLCS Website. Should any stakeholders require additional financial	• Finance Committee meeting calendar • CLCS Website

information or have particular fiscal needs, they are encouraged to present said needs to any of CLCS board members. While we do not send out a monthly newsletter containing our budgetary plans, our finances are as transparent as we can possibly make them, and in accordance with our organization's policies.	

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the school wide learner outcomes and the critical learner needs of students.*

Findings	**Evidence**

For reserves, Nea maintains a reserve equal to 3% of the current year's revenues to ensure the financial stability of the school. Resources are utilized to support learners academically. These include the executive director, lead facilitator, assitant lead facilitatr, certificated teachers, the office manager and classified personnel. Resources that are considered crucial to the academic wellness and progress of student learning include: Edtech, Power School, Illuminate, benchmark and assessment tools, Nea professional development trainings, district-wide instructional coaching for core subjects, and academic support programs. Academic coaches for the core subjects of English, and History provide adequate and personalized information crucial for ordering instructional materials such as textbooks and other printed materials, audio-visual equipment, and technology support. Aspire provides significant resources to support the school and its academic program, including: • Instructional coaches who mentor and support new facilitators. • Access to software for educators to assess learner mastery of specific standards so they can refine their classroom practice accordingly. (i.e. Illuminate). • Illuminate is also a major assessment tool used school-wide. In addition, parents have web access to their child's grades and assignments. This provides parents and guardians an opportunity to support student academic efforts. Resources • Coaching	• New teacher hire resources • Academic coaches' schedules • School budgets • House Leads • New teacher training • Edtech • Illuminate • Material and supply orders • Lesson Plans • Illuminate

Decisions — School wide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the school wide learner outcomes and the critical learner needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the school wide learner outcomes and the critical learner needs of the students.*

Findings	Evidence
Monies and resources are allocated to each Department by the discretion of the Lead Facilitator and Executive Director. Financial resources are spent on technology, software licensing, textbooks, teacher salaries, early college high school, student meals, supplies; reams of paper, and copy machine expenses. All of these expenditures support school-wide learner outcomes by creating healthy students, and a solid academic basis that places the welcome onus of curriculum development and delivery on the shoulders of highly-effective teachers. Nea facilitators work in grade level teams to identify best practices and finally tune curriculum based on Common Core Standards that best serve the learners. Based on the resources received by each Department, decisions are made regarding usage. House leads from each Department meet with the lead facilitator and assistant lead facilitator regularly and any needs regarding resources is directly addressed to the administrative team. Departmental purchases are placed with the Office Manager. Following Nea's purchase order procedures, the orders are reviewed and approved accordingly.	• Budget projected allocations

A8. Resources Criterion [Charter Schools only]

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

Indicators with Prompts

Written and Adopted Policies/Procedures

Indicator: The school has written adopted fiscal policies and procedures for internal controls.

Prompt: *Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.*

Findings	Evidence
Nea follows written policies regarding expense reimbursement, accounts payable policy, independent contractor policy, revolving checking policy, petty cash policy and credit card policy. Office Managers are trained on the policies and all policies are available for viewing on the Nea Drive.	• reimbursement form • time sheets • office forms on the Nea Google drive

Annual Financial Audit

Indicator: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Prompt: *Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.*

Findings	Evidence
Nea participates in annual financial audits by an independent accounting agency. Results of the audit are first given to the Executive Director and then passed through the CLCS Board and then Nea Governing Board. Nea's finance staff ensures policy and procedures are followed before every audit	Approved procedures by home office

Processes for Implementation of Financial Practices

Indicator: The school has processes and protections for the following: who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and

deposits/withdrawals of all school financial accounts; 4) the policies and procedures for the use of credit cards and other lines of credit.

Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	**Evidence**
Nea follows the CLCS written policies regarding person(s) who are authorized to sign contracts, write checks, and release institutional funds. Contracts are submitted to the Executive Director Administrative Assistant for compliance checks up to a limit of $500 from the Nea site check account. All vendor payments are processed through the accounts payable system with proper approvals. An approval matrix is featured below.	•CLCS Fiscal Policies

Purchasing Approval Matrix:

Teammate Group	Threshold
Teachers, After-School Directors, Deans and Other School Site Teammates[1]	No Approval
Office Managers	≤ $500
Lead Facilitator	≤ $500
Executive Director	≤ $10,000
CLCS Board	≤ $250,000

Contracts — Accounting

Indicator: The school has a contracting process for services, equipment, and materials and accounts for all contracts of $75,000 or more and their purposes.

Prompt: *Explain the effectiveness of this process.*

Findings	**Evidence**

All contracts over $10,000 are brought before the CLCS board for review, discussion and approval prior to execution. In emergent situations, the Executive Director has the authority to execute a contract upon notification of the Board president and/or Treasurer. The contract will subsequently be brought before the CLCS board for approval during its next regular meeting.	CLCS Fiscal Policy

WASC Category A . Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Strengths

- Nea has developed successful educators who share practices with other forward thinking educators through interdepartmental collaboration
- RtI coordinator meets regular with staff to ensure facilitators and staff are aware of learners who are in danger of failing courses
- "Office Hours" program to support struggling students by offering assistance
- Illuminate has many tools available for facilitators to analyze learner performance and plan review
- School communication has greatly improved
    - Daily and weekly bulletins are sent out to school staff members
    - Nea newsletter sent out once a week
    - Check-ins with small groups of learners during L2L allow consistency
- L2L lessons emphasizes the school's vision and SLOs
- Illuminate used to analyze learner assessments and monitor learner progress
- Transparency of Nea government and budgeting policies through the financial committee and website.
- Adhere to best practices regarding financial decision making and execution, as reflected in annual independent auditors' reports that are absent of any citations.

Growth Areas

- Evaluation of the effectiveness of the process for revising mission and vision statements that includes a wide audience.
- Visibility of SLOs in a written context in a classroom and emphasis on establishing a connection between SLOs and daily class practices learners can easily identify
- Additional programs to ensure learner needs are met for all learners
    - Methods to aid monitor learners who may not be on track towards graduation

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the school-wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stays current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Evidence
Nea Community Learning Center provides support to its facilitators through professional development days prior to the beginning of the school year, leadership meetings for department heads, as well as continuing professional development onsite which ensure cutting edge educational practices as well as continuing support throughout the year to facilitate the implementation of those practices.	• Weekly facilitator collaboration agendas • PD Calendars • Lead facilitator agendas • On Site Professional Development Plans/Agendas • Department Meeting Agendas/Work Products

Through the guidance of our lead facilitators regularly the staff participates in meetings to best support the learners. Utilizing tools provided by all facilitators, teams evaluates numbers from state administered tests, in-house assessments via benchmarks and interims, as well as specific, individualized assessments directly targeting facilitator directed and instructed curricular units. . Additionally, Nea facilitators are given the freedom to implement their own lesson planning cycles, and to assess the effectiveness of their curricular offerings. From new texts in humanities classrooms, to "Tinkering Lab", the curriculum at Nea stays dynamic, relevant, and effective. Because of the freedom to change existing curriculum and improve teaching practices, newly adopted state and federal programs are received well on campus. Such adoptions and implementations as the Common Core Standards have been met with enthusiasm and interest on the part of the staff because of an already identified need to improve engagement in order to enhance the critical thinking skills of our learners. In essence, our project-based model enables us to remain open to new ideas and materials that will better enhance our learners' success, not just on state administered tests, but also in terms of college-readiness. To that end, members of the staff attend various trainings and workshops ranging from the Daily Five conference to the National Science Conference. Trainings help keep our facilitators informed of new strategies and effective	• Web Portals • Data Research • Re-teach plans • Learner Study Team Notes • Induction practices (observations, lesson plans, instructional guidelines, and incorporation of learning modalities) and coaching from Home Office • Three on site professional development days; Two non-student work days to allow facilitators to plan more effectively • Department leads, individualized support in meetings with data analysis • WASC Visiting Committee • Buck Institute Project Based full staff development 3day PD • Daily 5 ELA conference • Teacher College 3 day in New York • STEM Conference • Charter School Conference • UV math department-National NCTM Conference, New Orleans, 2014 • UV math department-College Prep Math (CPM) curriculum training, 2013

in terms of helping learners remain competitive in terms of college readiness. The administration at Nea Community Learning Center routinely reviews the implementation of courses and curriculum to ensure that its educational programs are effective, appropriate, and relevant. Lead Facilitators observe and evaluate facilitators' effectiveness using multiple occasions to aide facilitators in their professional gain with the most facilitator designation goal. Consistent house meetings to examine benchmark data allow facilitators to be reflective in their teaching practices. By analyzing data, facilitators figure out which of their methods of teaching have been most effective, and which are not, allowing us to reteach those concepts the learners have not mastered, and to lightly address those concepts and skills they have, in order to build rigor, engagement, and ultimately, learning.	

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., college/career) that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements?*

Findings	Evidence
Nea has various strategies and systems in place to foster clarity in terms of academic standards for each subject area, course, and programs. In addition to the	• ***Facilitator Syllabi*** • ***Curriculum Maps*** • ***L2L*** as a means of strengthening

requirements laid out by the state, requiring all high school graduates to meet specific A-G requirements, Nea also requires that every graduate meet UC entrance requirements. Nea has established a clear definition of academic standards through the use of syllabi, advisory courses, student-led conferences, academic counseling, and grade-level systems. When staff see a lack or a gap in the quality of the execution of the programs which help to define our academic standards, we make arrangements to amend the situation.	communication of these academic standards and expectations, as well as a means by which learners who are in danger of failing may be identified and helped to improve. • ***Student-Led Conferences*** – during the Student-Led Conference time in the fall, the staff at Nea focus on helping the learners to define their own academic goals. Learners lead their own conferences to help parents recognize that their learners are taking charge of their own education, and to help articulate the role of all concerned parties sees fit. • ***Academic Counseling*** – as early as the 9th grade, learners at Nea have the opportunity to enroll in college courses. To that end, learners meet with the academic counselor to assess the steps necessary for participating in Peralta College's early enrollment program. • ***Common Core***- All courses and all grade levels work with new standards. • ***Flexibility*** – we keep close tabs on our defined academic standards to determine if adjustments need to be made in order to better facilitate overall success of all programs on campus. To that end, this year our math department assessed learners and placed them at their true academic level including the design of a 1yr Algebra course and a 2yr Algebra course. • We have scheduled to allow high school learners to take college courses into our scheduled day, instead of after school in order to better facilitate the use of our

	learners' time during school hours, and to free up after school hours for other extracurricular interests such as sports and/or clubs.

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the school wide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the school wide learner outcomes.*

Findings	Evidence
Between the classroom and our state testing, there is congruence and there is correlation. We have found that the majority of our students are proficient and advanced in most subject areas. However, we have recognized that we need to be doing more in order to facilitate the learning needs of our chronically under performing kids. We have organization-wide protocols to ensure that there is congruence between the grade levels and the various disciplines. We need to adopt an assessment program for ELA.	• Projects • STAR data, benchmarks and interims, completion of A-G requirements, after graduation college performance, passing college courses on campus and Nea is working on ways in which to help students succeed in college after they are accepted.

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the school wide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the school wide learner outcomes.*

Findings	Evidence

All of our lesson plans must provide a standards-based objective driving our instruction. In addition, we build projects around some of the key skills necessary for success in the modern world outside of the classroom, and those key skills are directly linked to standards provided by the state. Our learners take Art classes that are aligned to state standards, and every year the learners present their products in varying mediums as outlined in the state standards. Finally, our students are taught fundamental skills in the science classrooms that enable a significant portion of them to participate in Expo Nights, which is based upon Common Core Standards. Much of our teaching is centered around project-based learning and not only incorporates those state standards, but has a foundation of standards at the core. By using the Common Core, the math curriculum is further incorporating more open-ended instruction, where learners must write about and verbally explain their solutions, not just compute. Our core curriculum, elective courses, and several of our extracurricular clubs are based on common core standards, with our texts English texts coming from the California recommended reading list.	• Lesson Plans • Exhibition Expectation Packets • Learners' Exhibition Projects • Learner art work • Math Journals • Writing Journals • LLC portfolios • UV Science Fair • UV: usage of procedure writing prompts • Electives include: Green Team, Tinkering Lab, cross country, kick boxing, Lego engineering, cooking, dance, poetry & song, Maker Studio • Our lesson plans have clear objectives, and our projects and Exhibitions use specific rubrics.

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How does school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?*

Findings	Evidence
Nea Community Learning Center offers a rigorous curriculum to grades K through twelve. All Nea Community Learning Center core classes are aligned to the Common Core Standards. English and history are integrated into a double-period block called humanities, spanning the sixth through the eleventh grades. In humanities, learners read and write about a variety of challenging texts. In math, pre-algebra is taught at grades six and seven and Algebra 1 is offered at the eighth grade all using the College Preparatory Mathematics (CPM) program. The CPM program presents mathematics ideas in contexts that help students make sense of otherwise abstract principles. Learners are taught how to gather and organize information about problems, break problems into smaller parts and look for patterns that lead to solutions. NeaCLC high school learners take standards-based Geometry and Algebra II with the option to progress to pre-calculus and calculus courses. NeaCLC requires all high school students to take biology, chemistry and/or physics and earth, life and physical science in grades sixth through eighth. Writing expectations are high at every grade level and across all disciplines. •9th grade-physics •10th grade-chemistry •11th grade-biology SpEd learners currently receive curriculum support for core curriculum in their core classes. Special Education learners are supported by two on-site Educational Specialists There are also three full time	• Pictures of Sentence Starters • Rubrics • Department Meetings Agenda • Staffing Documents • Power Point Presentations • Middle & High School Math/ELA/Science Tutoring (one day/week/teacher) • Math: Specialized packets targeting individual skills/standards • Manipulatives • Zometool in geometry • Learner Work Samples • Lesson Plans • Samples of packets • Lesson Plans • Syllabus/Course Catalog • Text Books • Department Meetings • Room 24: A classroom set for aside for learner to get extra assistance from our SpED Specialists and program aid. • Response to Intervention (RtI) • 2 SpED Specialists • SELPA training and resources for professional development • Design Competition Involvement • EAA's student Impact Project • PIE robotics competition for

aides to assist in providing these services in and out of the core class. Sped has regular collaboration with facilitators and service providers, and families to support: •universal design in the classroom •guide and support implementation of IEPs •ensure appropriate placement and services Furthermore, services offered at Nea include a Speech Pathologist, a District Psychologist, a Counselor and an Academic Counselor.	UV • Science Fair

Integration Among Disciplines

Indicator: There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.
Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Evidence	Findings
There are multiple scenarios in which Nea engages in integration among disciplines. Facilitators use project based learning all year to integrate all the disciplines. Facilitators at the K-5 carry out three integrated projects per year. For example, in first grade, to the meet the Next Generation Science Standards the learners hatch chickens, but the project pulls in reading , writing, data collection, art and social sciences culminating in the presentation at Expo Night. In 6-12, facilitators carry out 2 to 4 integrated projects per year. For example, in geometry, learners work as teams from a psuedo architecture firm to design a school of the future. Learners us 3-dimensional computer modeling tools and must present their culminating work to a panel of professional architects. This project requires 21st century collaboration and communication skills while also allowing learners to demonstrate math, creative, and verbal communication abilities.	• Two Expo Nights • Art Show work displays • Notes/Emails • Master Schedule

Two times a year Nea has Expo Night. Families come and participate in and listen to presentations made by learners based on their class project. Learners are expected to work with others and articulate the driving question and what the application and findings of the project were. The art department regularly supports the curriculum being presented in all grades by basing lessons on areas of classroom study and on the 9 Nea Principles.	

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).
Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	**Evidence**
Nea Community Learning Center has facilitator written curriculum maps for each grade level/class. These guides are reviewed and augmented on a continual basis according to feedback from other facilitators, leads, administrators, etc. Facilitator input is critical in this process and used to improve curriculum on an ongoing basis. Facilitators are afforded the chance to utilize their professional judgment in how the curriculum is delivered given the parameter of having the necessary topics covered prior to pre-determined assessment dates.	• Meeting Notes/Agendas • Samples of assessments and student work • Reading Lists/Syllabi • Department meetings with coach/lead • Lesson Plans • Samples from teachers • Pictures from classroom • Apps • Facilitator Web Pages • Document Cameras

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.
Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and school wide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	**Evidence**
Nea seeks to encourage rigorous content, effective teaching strategies, and instructional growth by supporting teachers and staff on individual campuses with house lead facilitators, with technological systems that aid in identifying and developing curriculum that matches the school's project based mission, and by soliciting teacher input on the design of the curriculum. ***Selection and Evaluation of Curriculum*** Departmental teams and individual teachers are given the choice of materials to use in their classrooms that is reviewed by the house leads and administration.	• Literature books are chosen from the California recommended reading list. • Independent leveled reading books are chosen by students and parents to augment the reading program in the humanities department. • Teachers choose their preferred texts within their classrooms for all manner of supplemental materials. • Nea Community Learning Center an array of tools to teachers to help garner educator input into the design of the curriculum and the use of technology within the curriculum. • Parent and learner surveys are administered every year to help facilitators better meet the needs of their individual stakeholders. • Facilitators design exhibitions for each grade level in the different disciplines, and parents are encouraged to become judges for the various projects, thus eliciting feedback, which will more greatly aid teachers in delivering meaningful and effective instructional practices. • House Leads to help teacher design effective units and lessons. Emphasis is placed on individual teacher-

	designed materials. • Across the curriculum and/or disciplines, facilitators are using cutting edge technology within the classroom. PowerPoints are used in the social sciences as well as science and language arts classrooms. YouTube is often consulted when there are relevant presentations and examples of skills evident. In order to facilitate the use of both programs, the majority of teachers on campus have been issued LCD projectors, and those who do not have projectors may share with another facilitator. We periodically use films in all disciplines to reinforces skills and concepts, and students are required to use the internet, film techniques, podcasts, and Prezzies in varying units and in varying manifestations of technological arenas across the curriculum in order to ensure that our students are maintaining a consistently thorough education, using the latest in innovative techniques.

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	**Evidence**

Nea currently articulates within it's school as we are a K-12 campus. In addition, we articulate with the College of Alameda around our 10th-12th grade course completion on a quarterly basis. Within our K-12 model we designate specific staff meetings for vertical articulation and implementation of common reading and writing strategies as well as math strategies across all grade levels. We rolled out for the 2014-2015 our comprehensive literacy program that is consistent K-12 and builds upon itself. Staff collaboration occurs weekly in staff meetings where we are consistently looking at best practices, learner supports and curriculum to create a seamless program. Nea needs to improve on follow-up studies of graduates and others to learn about eh effectiveness of the curricular program. We have currently graduated two classes and are in contact with some. We need to develop a comprehensive plan to track our Alumni.	• Literacy Program Outline • Graduation Grid • Partnership Grid with College of Alameda

B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Indicators with Prompts

Variety of Programs **—** Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Evidence
Nea is a college preparatory program. As a college preparatory	• L2L curriculum for Leadership and Team. • Day trips to several local area UC's and CSUS and

institution, learners are exposed in the classrooms to rigor and preparatory curriculum for college acceptance. Many programs are embedded into learner daily activities to expose them to college awareness, introduce them to college entrance requirements, prepare them for college admissions, and develop skills that will help lead to success in college. All grades are required to take L2L. This is a program that focuses on College Requirements, Leadership and Team Development skills that can be applied to strengthening personal awareness, proclivity for particular college majors, choosing the right college program, and maintaining a reasonable schedule for studying while attending college. Juniors and Seniors also participate in Junior Seminar once a week and Senior Seminar twice a week. During this class, learners explore their college options, secure internships, prepare resumes, work on college application requirements. Seniors also build a college application portfolio during Senior Seminar. Transition activities that help learners move from the more incubated area of high school into real-world practices include budget exploration, personal interest and skills inventories; the majority of which take place in 12th grade Government and Econ courses, as well as their L2L class. Facilitators focus on preparation for	private colleges • Overnight College trip to Stanford when possible. • Speakers from the community have given presentations in L2L/CCC courses and campus clubs on their careers in college, in the business world, and from the professional sector. • Advisory Pacing Guide/Calendar • Senior accounts for individual students and their online portfolios • Samples of inventories and CAcareerzone.org Government/Econ class assignments • SAT prep class newsletter

pre-college assessments: SAT, ACT, EAP and learners attend college fairs and campus visits.	

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career and/or other educational goals*

Findings	Evidence
LLCs (Learner Led Conferences) Learners develop their presentation for Leaner Led Conferences. They choose work that represents the academic semester and work to plan goals. These goals are reviewed with parents/guardians when they meet. Goals are shared with parents to review weekly progress reports and keep current on student grades through the progress reports and Illuminate parent login. **Advisory Progress Reports** Learners are made aware of academic grades weekly through the Illuminate portal. **PTSA** Parent, Teacher, Student Association is an organization that includes parents, students, teachers, administrators, and certified staff. During PTSA meetings, decisions regarding the use of funds and fundraisers, caretaking of grounds, and academic as well as sporting events decisions are made. **Parent Survey** Each year a survey is sent to the parents of our students to ascertain their opinions on a myriad of topics ranging from teacher	• Sample Learner Led Conference portfolio • Illuminate Portal • PTSA records minutes • Parent Survey Data provided on the school's website. • Facilitators records • Recorded calls – backlogs • Nea Community Learning Center Website: http://www.clcschools.org/ • Back to school nights are scheduled at the beginning of each academic year. • Weekly Nea Newsletter

interest level to how clear the goals of the school are. **Parent-Facilitator emailing** Facilitators are in constant communication with parents over email, through letters home, and through phone calls. **Nea News** Nea News is an electronic newsletter containing information about specific events as well as informing of school status in test scores, and projects up-coming events. **NeaWebsite** All information about school calendars, teacher contact numbers, linked classroom websites, and relevant event schedules is provided on the website for easy parental access. **Back to School Night** A chance to meet and greet parents, facilitators set aside a two block of time at the beginning of the year to personally walk our parents through the curriculum, projects, and policies of each course.	• Nea Family Forum

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.
Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	**Evidence**

Staff Support Placement Nea ensures students' needs are met and monitored through different measures. The Teachers, Academic Counselor, Administration, Response to Invention (RtI) support and SpEd Specialist, all play a part in monitoring and making sure appropriate changes are implemented to meet students' needs. **Technology and Data Support** Facilitators review class data via Illuminate and Powerschool to identify learner needs. Facilitators, as well as house leads, will meet within their department to help develop a plan for individual students who show a need for additional support. **Safety Net Intervention Referral Process** After class data is reviewed, teachers follow Safety Net referral process and when there are immediate concerns for a student, the learner's home room facilitator contacts the student's team of teachers and appropriate liaisons and/or SpedEd Coordinator. Here, the support team meetings are held to discuss strategies to better support specific students and review this with parents. Nea's Academic Counselor reviews high school learners' standing and helps them develop a plan/schedule to ensure each learner is on track for graduation. A team, including acts as case managers for particular learners' and develops learning plans for students with an IEP and/or 504.	• 504 Plans • Sample IEP and meetings notes. • Ed Specialist • Student Cum Files • Illuminate • DRA levels • Medical needs listed in Powerschool. • Advisory Teachers • RtI Coordinator • Middle/High School Liaisons • Weekly Progress reports given to students who are struggling in classes. • LST Forms • 504 Liaison/school counselor • Home Room Facilitators • SpedEd Liaisons/Coordinator

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.
Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to post high school options.*

Findings	Evidence
College Readiness Here at Nea Community Learning Center the School Counselor is teaching a Explorations course using Post High School Curriculum provided by the school or school counselor where students are encouraged to evaluate their own talents and academic inclinations, research college programs, college tours, overview of Financial Aid that will help learners narrow down target schools. Additionally, learners are encouraged to map out their schedules and analyze their strengths and weaknesses regarding time management. This not only helps with college, but potentially may help our students in their personal and working lives post-high school. **College Workshops** School Counselor will lead College workshops for students attending Community College or UC/CSU in the Spring once Senior Learners have figured out where they are attending college after Nea. **Financial Aid** Financial Aid Workshops are held for parents and learners to keep them informed and up-to-date on the latest scholarships, grants, and loans available from both private and public funding. **Evaluation** Transitioning to the post-high school world is an area of growth for Nea. While there are multiple programs in place that detail how to get into college, and how to pay for college, there are fewer programs that help learners develop skills that will ensure a smooth transition from high school workloads to college level workloads, and no formalized, way to accumulate data that might track a learner's post-school experience. Our site does keep tabs on former learners, but in a less formal manner than perhaps might be developed.	• Junior and Senior Seminar PowerPoints and Syllabi • An Exploration course is taught by school counselor to help Juniors with Post High School Plans.

Although the percentage of learners who do not make it to college is small, we do still have a number of 11th and 12th graders who find the challenge of passing community college courses overwhelming, and opt to leave Nea rather than continue and jeopardize graduation. Transitions are not provided for leaners who perhaps plan on other avenues of career building, and this is an area of growth we need to meet.	

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.
Prompt: *Evaluate ways the school ensures that all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	**Evidence**
As part of the "College Awareness" learners participate in surveys and inventories to identify personal and educational interests. Learners are also required to participate in internships during their Senior year to support personal interests and career aspirations. Learners attend several college courses in various disciplines in order to help learners establish a real world understanding of their possible majors in the University. These classes are taken at the College of Alameda and Laney College.	• College Classes • Expo Nights • Senior Portfolios

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.
Prompt: *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	**Evidence**
Through rigorous college preparatory curriculum learners are exposed weekly to activities that would prepare them for the CAHSEE. All Sophomores take a CAHSEE prep test during November. Result data is reviewed and students identified who may need additional focused academic support. Supports are provided through classroom and RtI models. All leanres are then provided multiple opportunities to take, and successfully complete, the CAHSEE, including special education students. They first take the CAHSEE in the spring and of their Sophomore year. For the learners who were not successful, testing data is again reviewed and appropriate supports identified to close the learning gap for the CAHSEE. Through RtI program, learner data is reviewed and areas of need identified. Learners may receive support through facilitator tutoring, online practice programs, small group instruction in the Learning Center, and multiple opportunities to take the test.	• RtI criteria table • Learners are required to take the CAHSEE online practice exam. • Special Education learners utilize the Learning Center to provide accommodations if needed. • Office Hours

Category B: Standards-based Student Learning: Curriculum

Strengths

- Electives and clubs support curriculum
- Data driven- Facilitator/admin help support students based off data

- Facilitator Evaluation System- inform how effective teaching is and what is specifically working
- Resources to support Nea- Pacing Guides, Coaches, Leads
- Student Support- SpEd, RtI, Office Hours, Facilitator tutoring and functioning as coaches
- Student Led Conferences are improving
- L2L- helps to better relationships between facilitator and students and allows for the development of advocacy, from both facilitator and learner.
- Progress Monitoring of learners
- Multiple opportunities for communication with parents

Growth Areas

- More facilitator planning time
- We need more updated resources including school wide texts
- Send more staff to off-site training
- While we do have more communication with parents, and are bettering our transparency, we still need to grow, particularly in the high school arena

C1. Instruction Criterion

To achieve the academic standards and the school wide learner outcomes, all students are involved in challenging learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards and the school wide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards and the school wide learner outcomes. Include how observing students working and examining student work has informed this understanding.*

Findings	Evidence
Nea is committed to self-directed, project-based learning to achieve its educational goals. The program provides a safe, highly collaborative, interconnected, flexible learning community that is accessible to all learners and learning styles. Education at Nea provides individualized support, empowering and challenging learners to achieve the highest academic, social and ethical expectations. Nea provides for every learner a rigorous, standards-based curriculum that promotes practice and mastery of Common Core standards by providing self-directed, project-based learning opportunities which simultaneously incorporate multiple, interdisciplinary standards.	•Nea Community Learning Center transforms the learning environment from a teacher-directed system to a self-directed learning system in which teachers are "facilitators and learners" and students are "learners and facilitators." Low learner-to-facilitator ratios allows facilitators to create high levels of flexibility so that each learner can work at his/her own pace within appropriate developmental areas •K-2 facilitators are multi-talented generalists who collaboratively engage in reflective practices and bring forth their passions through teaching electives. •3-5 facilitators have subject-matter expertise, and collaboratively engage in setting up rotations that teach the curriculum through a cohesive lens of math, science, and language arts. •6-12 learners have academic seminars taught by cohort experts that the learners

	are required to attend. Learners choose from many electives. **<u>Learner Growth Assessment</u>** **<u>Tools</u>**: Standardized assessments are used to identify markers for learner growth and to establish baseline and subsequent achievement levels. These assessments include, but may not be limited to, Benchmarks, Developmental Reading Assessments (DRA), Measures of Academic Progress (MAP), Smarter Balanced Assessment, etc. Other Assessment tools include: •Project Presentations •Portfolios •Labs •LLC's The progress is captured in Illuminate a software tool that enables parents, learners and facilitators to track progress. The data is then read by the facilitators to ensure the learners are mastering the required skill.

Student Understanding of Performance Levels

<u>Indicator</u>: The students know beforehand the standards/expected performance levels for each area of study.

<u>Prompt</u>*: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	**Evidence**

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 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's K-5 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. •K-5 learners spend time every other week in a Contemporary Community Citizenship class to vet proposals, and break out in small groups to work on community and character-building activities. K- 5 learners also participate in reading and writing centers. They own their journals and publish their work when it is ready. •Working with facilitators, grade 6-12 learners develop individual goals. •Through participatory governance in the Community Learning Center, learners serve legislative, judicial, and executive functions in a collaborative and accountable fashion. •Occurring twice yearly for grades 6 through 12, learners present and demonstrate growth in Learning to Learn (L2L) skills to other learners, and families during Learner Led Conferences. K-5 holds LLC's in the Spring •Facilitators formally evaluate conferences on the basis of portfolio quality, project work, quality of presentation, and learner's competence in making presentations at event such at Expo Night and the

	Science Fair •Nea learners and their parents express significant satisfaction with their educational experiences via annual surveys.

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt*: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	**Evidence**
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. Comprehension and critical thinking in a range of genres and across subject areas are achieved through Nea's Reading and Writing Workshops. Integrated, hands-on math and science programs actively engage Nea's youngest learners. Art is integrated throughout the Nea program, woven into hands-on activities related to all core subject areas.	•Facilitators use laptops, chromebooks and ipads to scaffold one more level for learner success as needed. •Nea's elementary program, based on the Common Core Standards, develops a joy of reading and writing that uses assessment to guide diferentiated grouping to meet each learner at their level. •Leveled Reading Groups •individual and small group conferencing for reading based on different strategies like comprehension, accuracy, and fluency. •Individual and small group writing conferences focuses on opinion, narrative, and informational writing. •Read Naturally-audio intervention reading program •Grades 3-5, Facilitators have content-area specialization, and learners rotate from

	their grade-level homeroom through their academic classes in the morning. •Grades 6-12, our elementary learners meet Common core standards. Facilitators have created units of study based upon content standards, which are responsive to learners' performance needs. Units are constructivist and project-based, incorporating both individual and small group work. Progress toward achieving the desired outcomes are tracked with the following tools: • Annual learner and parent survey • School wide benchmark assessments • Learner portfolios • CAHSEE • Smarter Balanced Assessment • CST • Tracking completion of UC a-g requirements • Tracking GPA • Tracking API and AYP • Tracking ADA for all learners

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the school wide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference.

***Prompt**: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school wide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Evidence

The Lead Facilitator, working with the Program Evaluation Committee, finds that seeking input from the learners about their learning experiences is an effective means for learning about the learners' perceptions of their learning experiences.	Learners are administered surveys, rating their facilitators on their ability to give clear directions, make lessons interesting, helping them to like learning, not wasting their time, keeping their seminar website current, keeping their grades up to date (weekly), directing behaviors in a way that helps learning, and treating them with respect.

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Evidence
Nea's K-12 program meets Common Core standards. Facilitators have created units of study based upon	Nea's program employs broad literacy instructions that incorporate conventional reading/writing with digital visual and

content standards. 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).	critical literacy. K-5 classes have access to the tech carts with wirelessly-internet-accessible laptop computers once a week where learner to computer ratio is 1:1. The iPad cart and Chromebook cart are available for use. Facilitators work with learners to set up websites, do research, create power point presentations for projects, word process, and navigating the web. In Nea's community room, The Tree, serving 6th through 12th graders, 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., Khan Academy), communicate with facilitators and other learners via email, write essays and research papers, access Google docs, use spreadsheets to analyze data, and create electronic art, music, and videos. These activities occur in an open workspace, where learners are free to move about and interact with each other, facilitators, and paraprofessionals. •Overall tech to learner ratio k-12 ia 3:1

Teachers as Coaches
Indicator: Teachers work as coaches to facilitate learning for all students.
Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	**Evidence**
Nea believes that targeted assistance for all learners in the classroom is esential. Facilitators are expected to administer many types of assessments: formal and informal. Facilitators also hold office hours to meet with	•Benchmark test sample •In process writing journal showing

learners and ensure they are progressing. Our well staffed SpEd department works closely with facilitators to support in class instruction and advise of special needs of learners. At the 6-12 level, learners are assigned to and L2L group to have tutorial time and retake tests.	editing •Office hours twice per week •Differentiated instruction implemented in small groups •Careful curriculum planning to best group learner to challenged and successful •504 plans •IEP plan •L2L Schedule

Examination of Student Work

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.
Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation.*

Findings	Evidence
Nea is a project based model where learners are presented with a driving question. From there, learners investigate the many parameters of the driving question with facilitator guidance. Facilitators plan time for collaborative inquiry, standards based lessons, and presentations of work to the public.	Learners conduct developmentally appropriate, original inquiry into scientific, social, artistic and literary topics, seeking primary and secondary sources to develop and test hypotheses.

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.
Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Evidence
All K-12 learners have weekly access to computers to work to support individual learning or to research and write for projects. Learners have email addresses and learn to use google docs to send work to facilitators.	•Mac Book carts •Chromebooks •iPad cart •Google Doc examples •Multimedia Project

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.
Prompt: *How effective for students are their opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students? Evaluate the degree to which these are readily available to all students.*

Findings	Evidence

Community Service and business internships are requirements for graduation from Nea.	Based on parent survey results, 100 percent of 2013 graduates addressed and supported the Community Service and business internship requirements. Each student is required to give the following ammount ofh community service hours per school year beginning in Kindergarten: K-2: 4 hours 3: 6 hours 4: 8 hours 5: 10 hours 6-12: 20 hours--most learners do many more through our BoaMe classroom volunteer program

WASC Category C. Standards-based Student Learning: Curriculum

Strengths:

- Nea is a learner focused. Learners are expected to plan their Learner Led Conference and communicate about their learning.
- 3-5 subject specialists in the rotations
- Facilitator written curriculum
- Art, PE, and electives offered to all learners
- Program meets Common Core Standards
- Easy access to technology
- The project-based model encourages learners to investigate driving questions and present projects which prepares them for working outside of school.

Growth Areas:

- Vertical Articulation
- Classroom libraries and available text

D1 & D2. Assessment and Accountability Criteria

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report learner performance data to the school staff, learners, parents, and other stakeholders of the school community.

Facilitators employ a variety of appropriate assessment strategies to evaluate learner learning. Learners and facilitators use these findings to modify the teaching/learning process for the enhancement of the educational progress of every learner.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report learner performance data to the parents and other stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes for learner achievement data on curriculum embedded interim benchmark assessments

Findings	Evidence
Nea is dedicated to the use of data to guide and plan 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. Assessment includes traditional tools, as well as authentic, observational, and qualitative (e.g., portfolio) means of assessing learner progress. 1. Benchmarks. Facilitators administer 4 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. 2. Emergent Learner Interventions. During	• Report cards • Records of Facilitator group meetings • Records of Lead Facilitator meetings with facilitators • Records of learner plans • Learner Led Conferences • Illuminate accessibility for all stakeholders • Annual learner and parent survey • Benchmark Assessments • Learner portfolios • STAR/CST testing • CAHSEE • Tracking completion

weekly facilitator meetings devoted to discussing emergent learner issues, struggling learners are identified and strategies for support considered. Initially, learners are tracked through the Safety Net process. After scheduled time periods to allow for growth, further diagnostic testing, and evaluation of learner work, Learner 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. 3. State Standardized Assessment Data used to guide next years curriculum 4. Office Hours time for learners with their facilitators if needed. 5. House Lead Facilitators lead team collaboration around vertical articulation scheme for learners in specific performance bands.	of UC a-g requirements • Tracking GPA • Tracking API and AYP • Tracking ADA for all learners • Developmental Reading Assessment (DRA)

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which learners' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all learners.

Prompt: *Evaluate the impact and effectiveness of the basis for which learners' grades, their growth, and performance levels are determined.*

Findings	**Evidence**

Through the assessments mentioned in the previous section, facilitators are able to see growth or lack thereof easily and use the data efficiently to provide the materials that may be necessary to ensure learner growth 1. Nea K-5 learners will demonstrate achievement as measured by benchmarks, unit tests, individual assignments. 2. 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. 3. 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. 4. Nea Learners shall meet the UC a-g requirements as part of the Nea Graduation Standards. 5. Nea Learners shall meet the Nea standard of having a 2.0 cumulative GPA for graduation. 6. After establishing its baseline API rating, the Nea will meet a majority of its annual growth and performance targets for API and AYP. 7. On a yearly basis, 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.	• Learner transcripts • Board Policy on graduation requirements. • Certificates and awards ceremony • Learner portfolios • Comparison with District data. • STAR/CST testing • CAHSEE • Tracking completion of UC a-g requirements • Tracking GPA • Tracking API and AYP • Tracking ADA for all learners • CDELT

Appropriate Assessment Strategies

Indicator: Facilitators use appropriate assessment strategies to measure learner progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the appropriateness of assessment strategies used by facilitators to measure learner progress toward acquiring a specific body of knowledge or skills. Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine learner achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Evidence
Formative assessment strategies that are used by facilitators in their individual classrooms throughout the year include pre-tests that measure where learners start, mid lesson checks through learner self-evaluation, and tests at the end of a period that allow for facilitators to do a quick check of where a learner might be at that given time. Benchmarks/interims/CST-measure growth throughout the year to particular standards at each grade level -Writing Portfolios –learners gather writing samples throughout each school year - Exhibition-school wide project of learning (8th grade has groups or partners to work with) -Writing -assessment of an assigned genre that changes each year given in fall, winter and spring to determine growth in writing -CST –learners test with grade level facilitator to create a comfortable and well known testing environment.	• Facilitator reflections using the data that allow facilitators to see specific areas of need for whole groups and subgroups. • Portfolios–allow learners to look at their own growth throughout the year in writing. • Exhibition packets and rubrics – all learners are required to complete a grade level exhibition of learning that demonstrates learner's ability in specific subjects per year. • Protocol that all facilitators must follow for administration and scoring of writing assignments, rubrics per grade level, -reflections by learners and facilitators as a guide to move forward when teaching writing. • Copy of schedule – Dates and times to administer CST testing • Developmental Reading Assessment (DRA) given 3 times per year in K-5

Demonstration of Learner Achievement

Indicator: A range of examples of learner work and other assessments demonstrate learner achievement of the academic standards and the school wide learner outcomes, including those with special needs.

Prompt: *Evaluate how learner work and other assessments demonstrate learner achievement of the academic standards and the school wide learner outcomes.*

Findings	Evidence
Nea uses several measures in which to demonstrate learner achievement of the academic standards and school wide learner outcomes based on CST, benchmark, interim and CAHSEE data. Learners respond each year to a standardized prompt in order to assess their writing. The results of these important assessments yield vital information to facilitators, who, after analyzing whole-class and individual learner results, teach direct and guided-writing lessons based on the writing traits. Learners are also provided the chance to analyze their own and target specific areas for personal growth and improvement in future writing pieces. The Developmental Reading Assessment (DRA) is administered three times per year to the K-5. Math Benchmark pre-assessments are administered at the beginning of the school year. In December a mid-year assessment is given, and then an additional assessment before the administration of the CST. The results of these benchmark assessments assist with designing pacing charts and guided math activities. During exhibitions, learners present a project representing an in-depth study of a specific subject area that is based on a driving question. Exhibitions of learning demonstrates learner mastery in specific areas that are assigned per grade level. Benchmarks measure where learners are with their grade level standards in K-8th grade given 4 times per year to allow facilitators to know what learners are demonstrating mastery in or lack of when it comes to their grade level standards. Benchmark writing assignments where learners	• Learner presentations, display boards, essays, lab reports • Essays • Unit Tests • Benchmark Tests • Writing assessments • project presentations

write to a prompt given to demonstrate writing skills in particular genres that align with the Common Core Standards are also included in the 4 benchmarks per school year. CST given at all grade levels according to the testing window assigned by California.	

Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of learners whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as learners apply their knowledge?*

Findings	**Evidence**
CELDT is used as an initial test that allows facilitators to know their learners who speak a 2nd language at home right away. Facilitators also view the history of the learner when it comes to many different types of tests for reading comprehension and knowledge of subject material. For learners who are chronically underperforming there are programs put in place through intervention that allows a learner to focus on their problem areas. Within the classroom there are strategies used to introduce vocabulary and modify assignments according to the learners' skill level. The Ed Specialist are always there to help guide facilitators in how to help particular learners and Safety Net identified learners on campus has allowed us to track those that may be of concern, however they do not qualify for Special Education services. Chapter and unit tests Written unit reflections in math	• Lesson plans with evidence of learning • Re-teaching lesson plans • Lesson plans with evidence of learning • Lesson plans with vocabulary to introduce and guide learners into making a connection. • Benchmark Tests • Test results and analysis • Illuminate data from benchmarks

Reading comprehension tests Literature analysis of class novels All of the above are created by individual facilitators according to what they have taught and what they expect learners to know by the end of the chapter or unit.	

Learner Feedback

Indicator: Learner feedback is an important part of monitoring learner progress over time based on the academic standards and the school wide learner outcomes.

Prompt: *How effective is learner feedback in monitoring learner progress over time based on the academic standards and the school wide learner outcomes?*

Findings	**Evidence**
Feedback to the learners helps them to monitor progress through checking for understanding on a daily basis, and throughout the lesson cycle using a rating system for self-evaluation of where they stand with a particular objective. Learners complete surveys that evaluate the school and the effectiveness of facilitators. Learners are able to reflect on their benchmarks and writing snapshots to demonstrate that they understand their areas of strengths and weaknesses in all subjects. Parents and learners have access to Illuminate which allows them to see individual assignments as well as overall grades for any course. Report cards mailed home at the end of each semester with a learner's final grade for the mid-year and end of year.	• Survey results • Progress reports • Report cards • Access to Illuminate • DRA results

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	**Evidence**
The effectiveness of assessment	• Analysis of data – each time an assessment

data collection and Nea can be measured by Illumiate reports, CDE data reports, DRA, Benchmarks, Math Placement Testing, Standardized testing results. The data collected is organized by these software systems to be used by facilitators to teach small groups, pull out which material needs re-teaching, and to analyze results for facilitator strategy effectiveness. Although we have systems in place (Illuminate, DRA, Benchmark) to collect data we need to get better as a site in analyzing that data.	is given to allow facilitators to look at their individual learners and make decisions about what needs to be taught or re-taught. • Facilitators use data to determine a standard to be taught, pre-test the standard through do now or formal test, teach the standard, post-test after teaching, look at data again to determine if it needs to be retaught to whole group, small groups or individuals. The tests can include benchmark and interim data as well.

Monitoring of Learner Growth

Indicator: The school has an effective system to monitor all learners' progress toward meeting the academic standards and school wide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all learners toward meeting the academic standards and school wide learner outcomes.*

Findings	Evidence
Nea has an effective system for monitoring learners' progress towards meeting the academic standards by using a few different processes. Evidence and data are collected regarding learner's performance from a variety of facilitators and staff meeting is called if needed. At the meeting an assessment is made and a final decision is reached regarding what extra support and/or resources the learner will need in order to become successful in his or her academic career. This system allows facilitators to identify which learners, or which groups of learners, are	• Safety Net documents • benchmark tests • informal assessments like learner/facilitator conferences • facilitator notes from informal, in-class observations • unit tests

excelling or struggling. Once these learners are identified, methods are put into place to either continue support for learners that are performing at or above the standard, to provide scaffolding and resources for learners that are below the standard. Finally, there is an accountability piece that allows the school to be effective in monitoring learners' progress toward meeting academic standards. The school will then track and make note of learners who have not had sufficient growth during the school year, and those learners may then be assessed for intervention programs on campus.	

D3 & D4. Assessment and Accountability Criteria

The school with the support of the district and community has an assessment and monitoring system to determine learner progress toward achievement of the academic standards and the school wide learner outcomes.

The assessment of learner achievement in relation to the academic standards and the schoolwide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of learner progress: district, board, staff, learners and parents.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring learner progress. Include district, board, staff, learners, and parents.*

Findings	**Evidence**
Nea strives to be an educational community where learners, parents, staff, and other supporters are involved in the school principles. Each stakeholder involved plays a crucial part in assessing and monitoring learner progress.	• Illuminate-helps to disaggregat assessment data across standards by student. Also, provides a portal into learner

Benchmarks Learners are tested on their knowledge of the standards of each course through standards-aligned in-district benchmark exams. Benchmark exams are administered four times per year in order to document learner progress toward mastery of the comprehensive course content. Impact of Staff: • Administering assessments • Group of staff creates writing snapshots Impact of Learners: • Learner establishes goals for progress in classes (Learner Led Conferences) • Learners have end-of-unit projects that serve as an assessment • Reflecting in writing portfolio Impact of Parents: • Monitor through Illuminate • Learner Led Conferences: Assessments (CSTs, benchmarks) covered during conference	progress for parents • Sample benchmarks, interims, calendar of assessments • Attendance

Reporting Learner Progress

Indicator: There are effective processes to keep district, board and parents informed about learner progress toward achieving the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, facilitators, learners, and parents) about learner achievement of the academic standards and the schoolwide learner outcomes.*

Findings	**Evidence**
Nea has very effective processes in place to communicate to stakeholders about learner achievement of the academic standards and the school wide learner outcomes.	• LLC presentations/portfolios and schedules • Writing Portfolios • Progress reports and reflections

For example, all learners from Kindergarten through 12th grade are involved in Learner-Led Conferences. These conferences allow learners to take ownership of their own progress from the beginning of the year to midyear. As part of the taking personal responsibility, the learners are required to analyze their strengths and weaknesses and create specific individualized goals that they revisit. LLCs are required for every learner and become a part of their advisory grade. The learner is in charge of running the meeting with facilitator guidance, if necessary, and learners present their knowledge about college, their learning style, and their progress toward mastery in classes and on standards. In Humanities class, grades 3-5 keep a reading response journal that documents reading done, and gives prompts to learners for their responses. Additionally, parents and learners can continually check the learner progress throughout the year via progress reports created within Illuminate. Lastly, assessment calendars used by facilitators to anticipate when to administer benchmarks can also be helpful for parents to ensure that their children get plenty of rest the previous night as well as making sure their child is present for these major assessments. Data from Developmental REading Assessment (DRA) and other benchmark assessments is used by facilitators to get information about individual learners as well as whole class to help them plan for small group instruction or whole group instruction.	• Assessment calendar • Illuminate passwords obtained through the office so that parents can set up an account where they can log in to see their child's progress at any time.

Parents have access to check their child's progress on Illuminate at any time.	

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support learner achievement and their needs.*

Findings	**Evidence**
Assessment results throughout the course of years have caused changes in the way Nea looks at data. Professional development opportunities have oriented around Learner Growth comparing Nea learners to other learners at the same level and how much we are able to help them grow as an individual compared to other learners in other schools.	• Safety Net documents • EAP results – measures college readiness in math and ELA. • API targets

WASC Category D. Standards-based Learner Learning: Assessment and Accountability

Strengths

- Quarterly Benchmarks
- 3-5 Reading Response Journals
- DRA testing for K-5
- Learner notebooks K-12 (science, math, ELA)
- Illiminate
- Learner Led Conferences
- Learner writing and math journals

Growth Areas

- Designing valid and reliable ELA assessments for 6-12 program
- Designing valid and reliable Math assessments for K-5 program
- Assessment and reflection protocols effectively inform instruction

- Strategies for Improvement
- Professional development focusing on assessment design

E1. School Culture Criterion and Student Support Criterion

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Evidence
As a choice school, Nea CLC strives to create a culture of inclusiveness and collaboration with parents and community members. **Notification of Academic Progress** In an effort to improve school communication and practices, Nea implemented a new online learner data platform, *Illuminate*. Updated weekly or as assignments come in, families have access to learner levels of achievement, benchmark assessment results and progress toward standards' mastery (including the Common Core State Standards where applicable). K-2 families can access data relating to benchmarks (as deemed age	• Illuminate data and parent access letters. • Announcement/information in Newsletter • Progress Reports & Schedule • Learner Led Conferences • LCAP • List of bilingual staff & their languages • Bylaws of Nea Governing Board • Nea Board Member Bios • List of parents serving on Nea Board Committees. • Committee Minutes • Newsletter • Parent survey and results data • Newsletter • PTSA Announcements and Meeting Minutes Posted in the Nea Newsletter/enotify. • PTSA Executive Board Meeting Minutes. • Parent Survey Results

appropriate), and families of 3rd-12th graders can keep track of all data related to learner's scores on assignments, quizzes and tests. In addition, for K-5 there are traditional parent-facilitator conferences in December, and Learner Led Conferences in the Spring. Occurring twice yearly for grades 6-12, learners present and demonstrate growth to families during Learner Led Conferences. Progress reports are mailed home at the end of each trimester (three in total) for ALL grades. In an effort to support our diverse population, Nea will provide translation at all conferences along with translated materials to be sent home, to start this year (2014/15). Additional home visits are available for those families who are unable to come to the school site or feel more comfortable in their home environment. **<u>Governance</u>** Parents serve on the Nea governing board that sets policy related to graduation requirements, curriculum and standards. Two parent representatives are elected by a vote for a term of two years. Parents serve on each of the four board committees. Parents are also invited to attend monthly committee meetings related to finance, curriculum and	• Nea CLC Website (http://www.clcschools.org) • Emails • Examples of enotify notifications • Official Nea Family Forum • Nea Facebook Page (https://www.facebook.com/neacommunity) • PTSA Minutes (May, 2014) • List of current ambassador families • Flyers • PowerPoint Presentations

standards, program evaluation, LCAP, and personnel. Parents help create, distribute and collate Nea's annual "satisfaction" surveys. **PTSA** Parents run the Parent Teacher Student Association (PTSA), an organization founded at the end of Nea's first year (2009). The PTSA works in collaboration with the administration to strengthen communication between home and school, and offers critical support to community events and fundraising efforts. The PTSA leadership actively engages with the administrative team, serving as a liaison. They also schedule regular monthly meetings for parents, provide recaps of board minutes and decisions, encourage participation and coordinate parent volunteers to support school-related events. The Nea PTSA contributed nearly $113,000 to support our school last year. Families donated over 3,067 hours of volunteer time (valued at $80) to Nea in the 2013-14 school year. Nea relies heavily on parent volunteers to help supervise the playground during recess and lunch duty, and also, run the motor fitness program for Kindergarten. **Site to Parent Communication** Online communication is typically	

very effective with parents, facilitators and administration. The *school website* keeps an updated calendar of events and holidays, as well as copies of all board meeting minutes, facilitator websites (updated weekly), enrollment information etc. Email communication between parents, administration and facilitators are direct and regular. The PTSA Secretary collaborates with the facilitators and administrative team to write and distribute a weekly *newsletter* (via email). The newsletter consistently informs parents of various achievements, upcoming events, and other items which aim to promote school culture and community involvement/satisfaction. Moreov er, the administration and PTSA send out *enotify* reminders pertaining to upcoming school events, activities, important deadlines etc. A chalkboard (maintained & visible on site at all times) is also used as an information tool for those without regular online access. Parents cannot reply to enotify's in order to keep this channel reserved for official communication only. Rather, parents can share opinions, comments, and ideas with other Nea families via the *Official Nea Family Forum*. A link to join is included at the end of every newsletter, and the website (under communications). The school also	

has an official *Nea Facebook page* allowing families to share Nea news with their own community. Nea recognizes that online communication is only one step in facilitating parent involvement. The Lead & Assistant Facilitator host a coffee morning each week (UV-Monday & LV-Friday, 8:15-8:45 a.m.) for a parent led discussion on any school related item. Likewise, parents can attend the monthly *Sankofa Forum* (an administrative led discussion), held an hour before the PTSA Meeting (6:00-7:00 p.m.). This is an effective way to engage parents and keep them involved. That said, an area for improvement would be online streaming for those unable to attend. Finally, in an effort to disseminate information and foster a community culture to incoming Kindergarten families, a Nea Family Ambassador Program was introduced this year. **<u>Information Nights</u>** The school hosts Back-To-School Night, Project Expo's, and a Science Colloquium to keep stakeholders informed about the programs, activities and academics happening on site. There are also college information nights, Upper Village meet & greet dinners, and parent education evenings (topics this year have included; Common Core Standards & Smarter Balance Assessments (12/11/13), and Second Step Program (01/10/14)).	

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Findings	Evidence
Nea is very fortunate to have the support of a very diverse, generous and creative community, both in Alameda and the wider Bay Area. **Community Service/Internship** The school has a community service program, dedicated to developing learners of exemplary character who embrace responsibility for their actions and have a positive impact, through their activities, on the school and the local community. All learners must accomplish a minimum number of community service hours each year according to grade-level. Consequently, Nea has long standing ties with many community based organizations, including Alameda Food Bank, Elders Inn, Oakland Animal Shelter, Boys & Girls Club, and Tomorrow Youth Rep. Each year, Nea partners with Toys4Tots for a very successful toy drive serving the local community. Nea learners must engage in a purposeful Senior Project that involves or improves the Alameda/Nea communities. They need to complete a total of 80 high school hours of community service (outside of Nea). Further, they must complete a minimum of 20 hours of business internship, supported by documented evidence. 100% of 2013 graduates fulfilled both graduation requirements outlined above. **Community Speakers/Assembly's**	• Donor's choose • Grants/donations • Sample learner community service reflection statements. • Sample learner projects relating to the community • Newsletter • Alameda Patch ("A Bounty of Turkeys & Trimmings at Alameda Food Bank", 11/28/13) • Graduation Requirements • Sample Senior Project Portfolio's • Internship Agreement Document • Nea Governing Board Graduate Profile Outcomes • Invoices • Assembly materials • Sample learner work • College information night power point presentation/flyers • Internship List

Facilitators reach out to a number of guest speakers throughout the year. Local as well as national speakers offer a multitude of perspectives, broaden awareness and expose learners to critical thinking. Those that have spoke to Nea learners this past year include: Mayor Gilmore, Linda Valler (local librarian), James Robinson and Jarrett Krosocka (authors), Gayle Williams & Alameda Safety Town (local law enforcement), and Patricia Coruthers (founding director of the Alameda County Science and Engineering Fair). Additionally, the PTSA has also provided funding for school wide assembly's. This past year, the following have visited Nea: • Xtreme Science Magic (Don O'Brien 12/6/13) • Black History Month Storyteller Kirk Waller 02/28/14) • Wild Animal Show Wild Things Inc (05/14) • Lawrence Hall of Science (03/14) • Gold Rush presentation: Oakland Museum (04/14) • "Flute for Two" , SF Opera • Sulfur Creek Nature Center Outreach (05/14) • I Think Big (05/14) In addition to visiting guest speakers, our facilitators are active in guiding learners through extracurricular education and mentorship. Learners at Nea have access to programs such as Stanford's Summer Book Awards Summer Writing Program, UC Berkeley's Young Entrepreneurs at Haas, LEAF, California Great America's physics, math & science day, and Engineers Alliance for	

Arts. Due to it s close proximity, older learners are encouraged to take additional electives/courses at the College of Alameda. Nea's annual college information night is hosted by college and career counselors from Achieve Learning. Whenever possible, facilitators try to utilize community resources for cost effective, innovative and unique field trip experiences. In addition to local museums (Chabot, Exploratorium, Lawrence Hall of Science etc), learners have experienced: Sailing Into Science (Oakland's Park & Rec hands on science program), Crab Cove, Education Center Field Trip @ Davis Street's Transfer Station, Japanese Taiko Drumming @ Rhythmix Cultural Works, and Age of Sail overnight program on the Balclutha Ship. **Professional Services** Professional services within the social and psychological realms are used on an ongoing basis. 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.	

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/ schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	**Evidence**

Nea informs parents of the school's academic standards and expectations through various avenues: Progress report cards are mailed out to households at the end of every trimester. Nea recognized the need for improvement, and last year introduced a new standards-based report card which clearly stated grade expectations. Facilitators make weekly announcements through their website, and are required to update no later than Monday morning of each week. They also publish schedules, curriculum maps, benchmark pacing guides, and contact information. During Back to School Night, facilitators review curriculum and grade expectations, and go through Nea's unique grading policy. Families are encouraged to keep in direct contact with their facilitators and administration. Staff are typically expected to respond within 48 hours of email correspondence. Moreover, they are responsible for updating their grades by specific deadlines throughout the year. According to our parent survey results, 90% knew how to monitor their child's assignments and grades, 95% felt that the facilitators communicated well with them, and 95% felt that their facilitators responded to their concerns in a timely manner. By comparison, one area of improvement lies with communication from the administration. 30% of parents felt that the administration communicated well with them. In class, learners are also informed about expected learning results through clearly stated objectives/rubric matrix before units of instruction. Standardized rubric is used to assess content, presentation and original thought. According to our learner survey, 97% felt that they were becoming responsible for their education.	• Sample progress report cards. • Facilitator Websites • Back to School Night sample presentations/handouts • Parent survey results • Sample email correspondence • Examples of rubric matrix • Learner survey results

E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Evidence
Nea is a safe, clean and orderly place that nurtures learning. The physical and emotional safety of both learners and staff is paramount. **Campus Environment** Nea's administrative team is comprised of the Executive Director, Lead Facilitator and Assistant Lead Facilitator., Campus Security. They are responsible for campus safety and enforcement of policies and procedures. Nea currently employs two campus supervisors/ aftercare providers, in order to help monitor learners before and after school, and throughout the school day. Campus supervisors have good relationships with learners. Supervisors, administration and facilitators are in constant radio contact. During recess and lunch periods, staff use the time to confer informally with learners, build rapport, and monitor behavior. Parent volunteers must abide by the policies of Nea, including the submission of fingerprints and the approval to perform background checks. All visitors are required to sign in at the main	• Sign in records/staff roster • Nea Governing Board - VISITOR, VOLUNTEER, AND REMOVAL POLICY • Parent & Learner Survey Results • Safety drill schedule • Nea Emergency Plans • Sample of classroom emergency backpacks • Professional Development Schedule • Staff roster (for janitorial staff) • Newsletter • Beautification plans, spreadsheet & committee notes • Nea Parent-Learner Handbook

office, with time and reason to visit, and wear a visitors badge while on campus. All Lower Village learners are instructed to go to the bathroom with a buddy, while Upper Village learners must sign in/out for a bathroom pass. Administrators and designees regularly patrol the campus. Staff are required to carry school-issued identification at all times. Based on the parent survey, 82% of parents feel that their child is safe at Nea. 88% of learners felt safe. Nea has regular fire, earthquake and lockdown drills. Staff development has been provided to ensure that they are well prepared, especially in a lockdown situation. Disaster protocol is well defined and is aligned with district policy. Emergency backpacks are kept and maintained in every classroom. Staff are required to be CPR certified and state compliant. The school continually strives for a clean, orderly campus. Nea employs three custodians who diligently clean the campus. The school has made picking up trash and recycling a priority via the Green Team. Not only does this directly benefit the campus, but learners are becoming more aware of the trash around them and of the need to clean up after themselves. Campus cleanups and community work days are regular activities. The Green Team (comprised of facilitators and learners) have successfully applied for grants including the Allotment Grant for additional trash bins, and a Waste Mangement grant for the recyclable plates/cups in each classroom. The Campus Beautification Team picks up trash every Wednesdays during lunch and are also leading a concerted effort to improve the new facilities @ Woodstock. Finally, the behavior policy, included in the Nea Learner-Parent Handbook, clearly states behavioral expectations. It includes technology and internet use, attendance, dress, school property, appropriate social interaction and good citizenship as well as academic honesty. Absences, truancy	

and tardiness is generally unexcused. Under the direction of a facilitator, learners can also review violations by learners via the Judicial Committee (JC). All learners (grades 6-12) are required to sit on the "jury" at least 4 times a year. Learners know their voices are honored, and their ideas and feelings valued.	

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Evidence
Nea's staff highly value an environment that honors individual differences. They also demonstrate a high level of care, flexibility, concern, and expectation for our learners. Low learner-to-facilitator ratio at Nea provides individualized support and each learner can work at his/her own pace. **School's Mission** Nea's mission states," Nea CLC empowers all youth to take ownership of their education and... [sic] actively participate as members in a democratic society". Nea is committed to self-directed, project based learning to achieve its educational goals. Setting the highest academic expectations, facilitators provide every learner a rigorous, standards-based curriculum that promotes practice and mastery of Common Core standards. There are various project options within a given assignment in order to tailor to learners individual needs. Learners are given a clear grading rubrics (scaled from 1 to 5) and are encouraged to think more deeply about content. Facilitators work hard	• Class rosters • Nea Charter • Lesson plans, facilitator websites, sample portfolios of projects, illuminate. • Sample emails from facilitators-learners. • Sample lesson plans during office hours. • Learner Survey Results. • Sample reading logs • CCC presentations/videos • Nea Learner Contract • IEP Meeting Calendar • SST Notes • Sample IEP/504 Plans

to provide education in many innovative ways and are committed to the success of each learner. Individual learner grades are posted in Illuminate, which families grades 2nd onwards have access to. Learners are also encouraged to email their facilitators with questions, and clarification about their projects. Facilitators offer extra help through office hours. In the learner survey, 97% felt that they were becoming responsible for their own learning, and 78% felt that the facilitators helped them with their work. Learners progress at their own rate, through natural scaffolding. It is our belief that learning occurs in a variety of ways for each individual. At the Lower Village (K-5), Nea's Reading and Writing Workshops develop learner ownership of one's own studying, as children are allowed to chose their book selection and writing topics. All elementary learners also participate in the Contemporary Community Citzenship Class (CCC), which meets to vet proposals, and break out in small groups to work on community and character building activities. At the Upper Village (grades 6-12), core subjects are differentiated based on learners ability, and facilitators work collaboratively with one another. Learners are NOT constrained by grade level. With facilitator and parent approval, learners may take seminars above their grade level. Again, Nea approaches learning according to individual needs. UV learners spend from 60% to 80% of their school day in seminars. The remainder of their day is spent working either independently or in small study groups in the community room ("the Tree"), conducting research, communicating with facilitators and writing papers. Time in the tree is self-directed, and learners are free to move about and interact with each other and facilitators. The atmosphere is one of creativity and mutual respect, and learners look forward to being here. That said, given that tree time is integral to	

the program, learners are required to sign a learner contract that outlines clear expectations about etiquette, responsibility, commitment, and time management. **Intervention** Facilitators meet and address individual learner needs, on an ongoing basis. Student Study Teams (SST) meetings take place at least weekly, and focus on learners who have been referred by facilitators based on assessments and observations. The learner, his/her facilitators and parents, the Nea counselor, and Nea's Education Specialist all attend SST meetings, to establish an individualized education plan (IEP) to help the learner achieve proficiency. Nea is a highly supportive environment for learners requiring remediation, and uses a full-inclusion model. The Special Education Team currently supports 66 learners, and each IEP learner is assigned an Educational Specialist and/or paraprofessional to facilitate learner success.	

Atmosphere of Trust, Respect and Professionalism
Indicator: The school has an atmosphere of trust, respect and professionalism.
Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	**Evidence**
The school has an atmosphere of trust, respect, and professionalism that spreads across the board among facilitators, administration, and learners. **Professional Development** The staff is held to a high standard and evaluated professionally through a variety of measures throughout the academic year. The Effectiveness Measurement System (EMS) is the improvement and maintenance of quality professional performance. The EMS assesses the facilitator's current level of performance in specific areas: classroom evaluation, learner achievement data,	• EMS • Classroom Observation & Evaluation Schedule • Evaluation rubrics • ISP • Survey results & comments • Professional development workshops/conferences attended

and parents, learners, and facilitator peers surveys. Formal and informal classroom observations represent a "running record" and focus around six domains: P*lanning and Preparation for Learning, Classroom Management, Delivery of Instruction, Monitoring/Assessment and Follow up, Family and Community Outreach, and Professional Responsibilities.* Facilitators are expected to actively participate in a process of continuous improvement and reflection. However, if their performance average falls below *Effective* in any domain, they will be placed on an Improvement Support Plan (ISP). Another component of staff evaluation is annual survey results. Surveys gauge the general feeling of learners, parents and peers. Survey results consistently show that facilitators treat learners/families with respect, are responsive to parents, and positively contribute to school culture. Finally, on specified dates throughout the year, all faculty and administrators engage in professional development from a wide variety of resources. Staff choose the kinds of professional development they feel is most beneficial towards meeting the goals of their department. The faculty also takes advantage of individual professional development opportunities that are provided by the district for personal growth. One area of growth relates to staff retention. Attrition has resulted in greater homogeneity over time. Nea aims to improve professional development and support plans for all new facilitators and staff members brought on board. This includes, but not limited to, attending workshops/conferences to increase skill and knowledge levels, as well as provide an on-site person who can observe, impart information, and offer feedback and collaboration.	

E3 & E4. Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Evidence
Since Nea is a relatively small school (500 learners K-12) all learners receive tremendous individual attention from every member of the school. One of the stand out features of our school is that we are able to support learners in the classroom and during project time without disruption to the learners' academic instruction. **Counseling Support** Nea counsellors provide a wide range of services and intervention programs including, but not limited to, social/emotional and health counseling (our school psychologist, Deb Porter), individual counseling with learners who are on IEP's, academic counseling, and college and career preparation/guidance (Stephanie Gage, Valerie Vargas & Oladipo Wadley). In addition, our Special Education Coordinator (Katie Matheson) is tasked with the duty of identifying learners with learning or other disabilities (physical, neurological, cognitive and emotional), and coordinating IEP's. **Academic Assistance** Nea offers a variety of instructional support options, that meet individual learning needs. Learners who clearly need additional small	• Special Education Staff Directory • PSAT/SAT/College Applications • College applications, sample college essays & resumes • Counseling appointments/schedule • Administration folder: • IEP's, 504 plans available • Meeting schedules/notes • Attendance records for After School Learner Program • SST Files available • Referrals • LV learners/para-professionals • "Room 24" website inc "check in" & "exit" tickets • EL Learners currently enrolled • CLAD certified EL facilitator(s) • Progress reports for EL

group or one-on-one access to facilitators are asked to attend an after school learner support program. This program was implemented in the fall of 2013 and is not limited to learners with IEP's. It has been hugely successful. Learners that require further intervention are typically referred for diagnostic testing and evaluation. Following a referral, a student study team (consisting of facilitators, counselors and resource specialists) will establish, implement and monitor support and classroom interventions to see if progress is made. See E2 "High Expectations/Concern for Students" for further SST information. When appropriate, qualifying learners will have an Individualized Education Program (IEP) or a 504 plan These establish a plan for helping learners with special needs achieve their maximum potential. Nea's expectation is that ALL learners will continue to learn and achieve. At the Lower Village, Nea's educational specialists and para-professionals provide classroom support. At the Upper Village, we strive towards finding the very delicate balance of providing support while fostering independence. Learners are encouraged to maximize their time in the Tree or Tree House (a quieter space) and are at times, scheduled to work in the resource room (Room 24) for support in a quiet work area. Test-taking in Room 24 is provided as needed. In-seminar support is a large part of our program and is closely monitored. Nea's English Language (EL) learners receive placement and ongoing assessment. They participate in classrooms led by facilitators who are CLAD certified and provide a wide variety of differentiated instruction that utilizes sheltered methods. LV learners (K-3) are placed in SDAIE (Specially	learners • Lesson plans

Designed Academic Instruction in English) classes with no fewer than six EL learners, when available. In grades 4 & 5, there are no fewer than 10 EL learners in a SDAIE classroom or study group, when available. They receive "dedicated time" from a facilitator who provides language lessons designed for their proficiency levels. UV learners are placed in SEI (Structured English Immersion) or ELM (English Language Mainstream) classes. Nea's EL programs are aimed at supporting learners' acquisition of English, while meeting appropriate state standards.	

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Evidence
Nea prides itself on building an educational community, with a variety of options and instructional strategies not readily available in traditional classrooms. We support learners in actively discovering their own, personal potential. The mission of our school is directly linked to all our school wide learner outcomes. Nea provides for every learner a rigorous, standards based curriculum, though does so by self-directed, project based learning opportunities. Teachers are "facilitators and learners" and students are "learners and facilitators". Projects are initiated by driving questions and learners are supported to produce high quality projects through the establishment of checkpoints/rubrics that provide the opportunity for feedback and revision. Curricular resources have been developed on-site, tested, revised and at times, modified	• Nea website (under We Are Nea) • Project guidelines/rubrics • Learner portfolios • Nea Newsletter • LLC's

to best support all learners. Every learner participates in Nea's Expo night, which takes place twice a year. Projects based on a driving question are exhibited for family and friends and learners present their findings. There are different project themes for each grade level. Moreover, technology is available to all learners every day. Applied technology opportunities include participation in FIRST and Lego MindStorm Robotics, as well as beginning and intermediate programming courses. Nea high school learners were the champions in the PiE Robotics competition sponsored by UC Berkeley in 2012-13, and were runners up in 2013-14. Learner projects are featured annually at the Bay Area Maker Faire, as well as the EAA Bay Area Bridge Competition. Deep understanding of conceptual material is fostered through authentic, meaningful experiences. All learners participate in Learner-Led Conferences in which every learner reflects upon their own performance and present measurable goals to their parents in each of their classes for the rest of the semester and/or year. LV learners have one LLC a year, and UV have two. Facilitators work closely with each other to support each individual learner's need. Educational specialists and counselors are available. For learners who are struggling, SST's, IEP's and 504 plans are used (as outlined in E3 - Adequate Personalized Support).	

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school-wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Evidence

Nea is the only K-12 charter school in Alameda and as such, serves a broad cross-section of learners with diverse learning styles, proficiency levels, and personal needs. Learners are challenged in small, interactive, non-competitive seminars. Instruction is individualized and learners work at their own pace until mastery is achieved. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, interdisciplinary instruction, flexible scheduling, and personal counseling. All learners have the opportunity to sign up for different electives per trimester, depending on their interests. Motivated Upper Village learners can challenge the typical grade-level math placement and advance in middle-school math.	• Website & Charter Renewal (educational approach) • Back to School Night Presentations • Syllabi in Instruction folder • Assessment folder: Self- Directed Project Assignments • UV Scheduling • LV & UV electives • UV math assessment matrix
Self-directed Learning At Nea, ownership of learning must reside within the learner, rather than with the "teacher" or parent. We provide learners with the "Community Learning Center" (known as the tree), transforming the learning environment from a teacher-directed system to a self-directed learning context. Visitors to the tree (grades 6-12) should see approximately 30% of our mixed age learners working either independently or in project teams during their scheduled tree time within the school day. Beyond the community room, there are Learning2Learn classes (grades 6-7) which work on time management, organization, and adapting the environment of Nea. Learners are encouraged to join the leadership team. Learners debate and propose solutions related to various school issues. The leadership class is charged with creating community within the school, organizing the community space, and planning and organizing community events. Facilitators and administration regularly review learner data (qualitative and quantitative) to inform instruction during department and staff	• L2L Lesson Plans • Leadership Class Materials • Staff/team meetings (Agendas/minutes)

meetings. Facilitators work closely in order to meet learner's individual needs and will analyze data through both *Powerschool* and *Illuminate.* They strive for learners to be industrious critical thinkers demonstrated by their academic success in all content areas. Differentiation is a strategy commonly implemented by facilitators. The administration delivers discipline, in hope that learners understand their mistakes. The intention is to redirect learners and promote personal growth/development. Discipline is not linked to academics: Learners are allowed to make-up their work during suspensions or other forms of consequences.	• Discipline Policy • Parent/Learner Handbook

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	**Evidence**
Nea provides support services and related activities to ensure that ALL learners are involved in their learning. Staff monitor all learners and their progress closely. During weekly staff meetings, facilitators can bring up any concerns they have about any learner and collaboratively come up with strategies to assist them. If necessary, facilitators offer office hours beyond the normal school day. At the LV, learners receive extra small group support when they are below grade level in reading or math, and for UV, any learner that falls below 2.0/2 will be provided with additional support after school. If	• Benchmark Assessments • Learner Portfolios • Minutes of staff meetings • Staff guidelines for office hours • IEP/SST files • CELDT results

necessary, learners will be referred for an SST meeting or IEP assessment. Learners with an IEP are supported by our Special Education Team (see E3, Adequate Personalized Support). With regard to our EL learners, the practice is that these learners are held to the same high expectations as the general population, and have access to the same resources. We currently have 50 learners classified as EL. These learners are appropriately placed following an CELDT assessment given by our EL coordinator (also, see E3 above). 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 their 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. There are multiple opportunities for learners to be challenged. UV learners take a math diagnostic and placement assessment, and older learners are encouraged to take additional classes at the College of Alameda and online. Preliminary Scholastic Aptitude Test (PSAT) is made available to all 8th, 9th and 10th graders in October on the Nea campus. UV learners can enroll in as many electives as their core schedule can accommodate. Electives may include (but not limited to), art, digital music, lego robotics, advanced algebra, women's studies, PIE etc. These are chosen by learners, allowing them to develop and demonstrate skills and knowledge in a	

individualized way.	

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

Findings	Evidence
Nea is a school with staff that cares about a quality education for every learner. Our administrative team works hard to make use of all available resources so that all learners have the opportunity to graduate. Nea learners shall meet the UC a-g requirements as part of the Nea Graduation Standards. 100% 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. Facilitators are split into small departments for collaboration and data analysis. At LV, lead facilitators are able to work with their teams to chose the best available curriculum to support our population. If curriculum is not effective, they work to improve instruction and performance. Learners progress is closely monitored for remediation	•

or acceleration. As a charter school, there are no district boundaries in the traditional sense. At the UV, scheduling has its challenges. Schedules are tailored whenever possible to meet the diverse needs of our student body. Our school counselor meets with Seniors on a weekly bases including a close transcript audit twice in their Senior year to make sure that they are on target to graduate. Juniors are met with by the school counselor a total of 10hours each per year to track progress towards graduation and also completes a transcript audit twice a year. When a learner needs to make up credits they have several options. Their options include signing up for a college course at the College of Alameda, enrolling in an additional course at Nea or our sister school ACLC, and enrolling on an online course through BYU, Scout and Coursera. All of our 10th-12th grade learners have access to programs such as The College of Alameda, Stanford's Summer College Program, UC Berkeley's Young Entrepreneurs at Hass, and The National Book Awards Summer Writing Program.	

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?*

Findings	**Evidence**
Through a variety of curricular and co-curricular activities, Nea provides many opportunities for learners to feel connected to the school and supported by it. **After School/Co-Curricular** Our school has an extensive after school program that allows learners to join interest groups that meet a wide variety of needs. There are approximately 100 learners are involved in after school activities. At UV, after school courses are free and meet three days a	• AEF Classes/Schedules • UV after school programs • Nea Newsletter advertising after school options • Maker Faire • Robotics Competition • Nea Website (Visual & Performing Arts) • Music Concert Program • Nea Talent Show

week from 3:05-4:00 p.m. Groups include, but not limited to, computer programming in python, PIE, animation movie making, chess and minecraft. In addition, learners are very eager to hone critical thinking skills that they have acquired during core subjects and electives. For example, learners participated in the national 'hour of code' during Computer Science Education Week, took their robotics and tinkering to the next level at the Maker Faire & UC Berkeley, and participated in the National Mathletes challenge. As part of our performing arts program, learners have at least an hour of art and an hour of music per week. Learners perform a spring music concert in collaboration with Tomorrow Youth Rep (TYR) and the school's band. The PTSA also encourages learners to perform at the school's annual talent show. TYR offers an after school theater program at Nea which many of our LV learners participate in. This accumulates in a production performed to the wider community of Alameda. LV electives like Songwriting, Intro to Drawing, Art History, and Dance, also are enriching experiences for our learners. UV learners have an array of options, including: Band, Beginner Digital Music Studio, Advanced Digital Music Studio, Musical Theater, Performance Theater, Readers Theater, and Yearbook/Graphic Design. Nea also offers opportunities to participate in sport programs and events. Nea's middle school grades participate in a *combined team* with their sister school ACLC in Volleyball, Track and Basketball, competing with other area middle schools on a regular basis. Participating with their sister school helps community relations. At the high school level, Nea is part of a multi-school agreement with Encinal High School (EHS) and Alameda High School (AHS). This allows Nea	• TYR Nea Productions • Sports flyers/Website/Schedules • Nea Newsletter • Parent/Learner Handbook • Leadership events • CCC Presentations • Nea Website (Community Service) • Portfolio's exemplifying Akoma Buddy /LV work • Learners reflections & service learning log sheet

learners to try out for and compete on sports teams at the larger high schools depending upon a learner's Alameda attendance zone. The agreement extends to all sports available at EHS/AHS. **Leadership** Leadership takes on the executive functions of the community of learners. The class organizes community events, school dances, lunchtime activities, competitions, rallies and spirit week. It provides opportunities for learners to engage in self-management and organization of their own learning community. Leadership question critical issues, and listen respectfully to each other. The class is run based upon democratic principles. At the elementary level, the Contemporary Community Citizenship class meets the first Wednesday of each month, performing talents in front of their community, themed around the Nea principle of the month. **Service Learning** Nea works with learners to build peer support and classroom unity (through the Akoma buddy system), serve their school community (Boa Me), and reach out the wider community (community service hours). In doing so, learners understand cooperation and interdependence. Boa Me and Akoma Buddies challenges learners to look to themselves to create a more positive and safe environment. Learners and facilitators work collaboratively in these programs towards a common goal. Learners are ultimately educated in their civic duties and community responsibilities.	

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

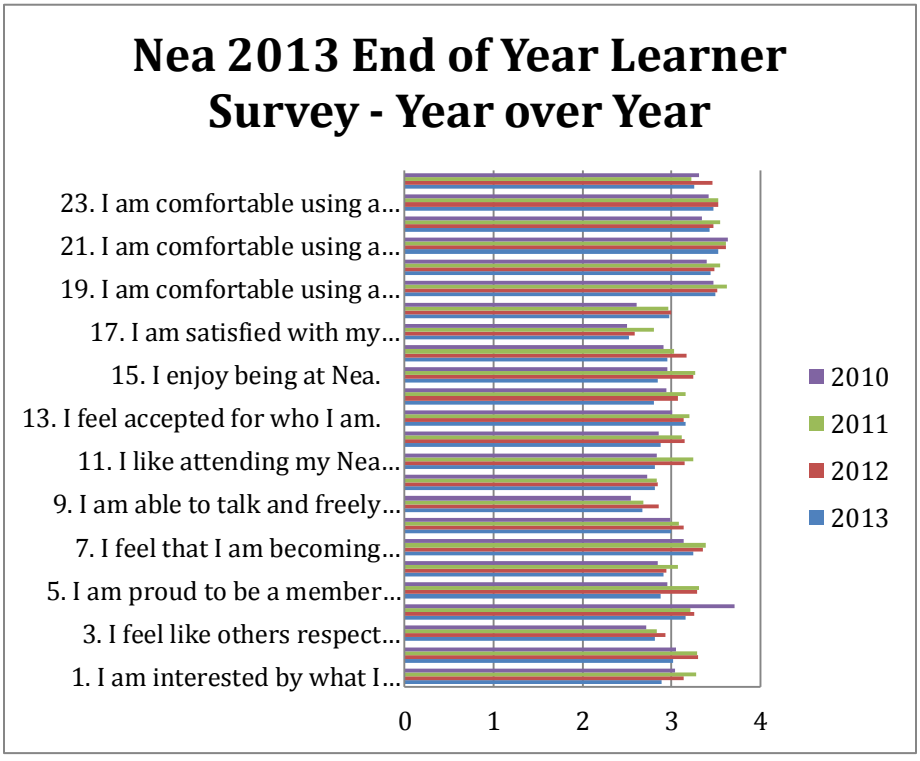
Findings	Evidence
Nea focuses on personal growth and academic success. As discussed above, clubs, electives, courses and activities are offered to enrich their learning experience. The minimum academic credits for graduation from Nea is 230. Learners obtain their additional credits through involvement in curricular/co-curricular activities. High school electives are varied and we encourage learners to challenge themselves. Taking advanced courses online and at the College of Alameda (minimum one semester long course) provides that opportunity. In addition, older learners must take 80 hours of community service, and 20 hours of internship. Last year, 100% of learners graduated. At the LV, approximately 2000 hours were served in the community and all learners took the requisite number of electives. **Support Services for General Ed.** If difficulties arise the school counselor will work with the learner's facilitators through email/meetings and discuss options and strategies for supporting the learner to be successful. **Support Services for Special Ed.** The education specialist works with classroom teachers using the Safety Net to monitor the learners progress and resolve any potential issues . Our career/college counselor keeps track of each of the learners progress by reviewing their transcripts at least three times a year and dialogues with the learners at least once a month. **After-School/Co-Curricular** Over 50 learners participate in after school activities. AEF sponsored classes have a minimum attendance requirement to avoid	• Graduation requirements/senior portfoilios • Learners Schedules with electives/AP courses • Community Service Hours Log • Elective class lists • Emails and other documentation between facilitators, administration and school counselor. • Progress Reports • Learner portfolios • Sample of Safety Net form • AEF Class/Enrollment data • Sign in/out log for UV after school classes • Team rosters

cancellation. Most classes run near or at full capacity. The PTSA is very pro-active in encouraging enrollment (using the newsletter to promote classes). In addition, the PE facilitators (of both ACLC & Nea) track school/learner participation in sports in each season (fall, winter & spring) as they adjust team offerings/scheduling etc. Over XX learners participated in the sports offered.	

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Evidence
	

WASC Category E: School Culture and Support for Student Personal and Academic Growth Culture

Strengths

- Academic content is highly individualized; learners have the opportunity to challenge themselves at all academic and ability levels.
- Active parent community, including the PTSA which offer resources and funding for academic and learner support on campus.
- Availability and flexibility of facilitators and the school program in working with learners in all areas (academic, personal, social).

Growth Areas

- Nea needs to continue to cultivate a culture of trust and respect among all stakeholders.
- Nea needs to continue to foster an increase in parent participation in campus activities at the Upper Village level.
- Upper Village Scheduling

Chapter V: Schoolwide Action Plan

.

Goal #1 – To further refine and enhance differentiated instruction and assessment in the classroom so that all of our learners can be both challenged and capable of achieving mastery of the academic material. SLO #1

Task	Timeline	Person involved	Means to Assess Improvement
Evaluate as a faculty what mastery-based learning is; Define what mastery-based learning is and discuss whether this is the model teachers are currently using and is the best learning model for our school	Fall 2014	Whole Faculty	Written definition of master-based learning developed by the staff.
Each facilitator shares their practice of mastery-based learning	Fall 2014	Whole Faculty	List of master-based learning examples shared among staff.
Present to the learners what mastery-based learning is	Spring 2015 & ongoing every Fall	Designated facilitators, Lead Facilitator, Assistant Lead Facilitator, Counselor	Annual presentation to every learner, CCC
Planned observations of other classrooms and schools to identify strategies that are working	Fall 2014 & ongoing	Lead Facilitator, Assistant Lead Facilitator, Designated facilitators, SPED staff	Observation notes
Search out staff development opportunities for identifying and reaching diverse learners	Begin search Spring 2013 and bring in one professional development Fall 2014	Designated facilitator(s), Lead Facilitator, Assistant Lead Facilitator	Speaker provide professional development for staff.
Allow time for colleague-based staff development, vertical articulation, collaboration across grade	Fall 2014 and ongoing	Lead Facilitator, Assistant Lead Facilitator, Department/House	

levels.		Leads	
Research differentiated instruction strategies	Research Fall 2014, bring in staff development Spring 2014	Curriculum Committee	Collection of articles, books, speaker
Restructuring faculty meetings to incorporate sharing strategies for different learning based on teaching experiences	Fall 2014 and ongoing	Lead Facilitator, Assistant Lead Facilitator, Department/House Leads, Staff	Meeting minutes, collection of strategies
Develop core competencies for study strategies	Winter 2014, roll out of implementation Fall 2015	Full Faculty	Document on study strategies
Utilize and create common assessment rubrics	Fall/Winter 2014 – every facilitator will use writing rubrics for their assessments and trimester projects	All Facilitators	Utilization of rubrics (samples) Creation of 3-5 writing rubrics through commoncore.org

Goal #2 – Strengthened connection to school culture. SLO #4

Task	Timeline	Person involved	Means to Assess Improvement
Develop theme-based L2L Curriculum	Winter 2014	Curriculum Committee, full faculty	Binder with curriculum.
Create theme-based CCC assemblies	Winter 2014	Leadership Class, Leadership Facilitator, L2L classes	CCC Assemblies
Create tools for learners to reflect on their own academic learning. Research effective tools, Pilot revamped curriculum Fall 2015. Establish as ongoing part of our curriculum	Winter 2014 & Spring 2015	Curriculum Committee, Leadership Facilitator	Document on academic self-reflection
Create tools for learners to reflect on their personal development. Research effective tools and pilot	Winter 2014 & Spring 2015	Curriculum Committee, Leadership Facilitator	Document on academic self-reflection

program.			
Provide a variety of ways to display learner work (encourages learners to share their knowledge with others and allows them to showcase and take pride in their work)	Fall-Winter 2014	Counselor, Facilitators, Admin, Learners	Maker Fair, Expo Night, Open House and/or similar events.
Create a Nea constitution via Leadership Class	Spring 2015	Leadership Class, Leadership Facilitator, Admin	Constitution document.

Goal #3 – By 2017-2018, 90% of Nea learners will demonstrate the academic writing necessary to successfully enter college with no remedial courses. SLO – #3

Task	Timeline	Person involved	Means to Assess Improvement
Learners will demonstrate 2% growth in writing benchmark scores from the first to last benchmark.	Spring 2015 11th grade ELA facilitators will provide EPA writing instruction and practice.	Lead Facilitator, Assistant Lead Facilitator, Department/House Leads	
	Spring 2015 Implement two new writing strategies (like RAFT) and two on-fiction readings in every content area.	Department/House Leads, Facilitators	
	Winter 2014 and ongoing - Provide increased on-site and off-site professional development for all content areas in increasing proficiency in academic writing Use tutoring and RTI data to provide focused support	RTI Coordinator, Lead Facilitator, Assistant Lead Facilitator, Department/House Leads	

	within the school		
	Fall 2016 Add one new measure of college readiness in writing, such as a Community College English class, an ERWC (CSU System) articulated class, or standardized test.	Academic Counselor, Lead Facilitator, Assistant Lead Facilitator	