

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
<p>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.</p> <p>Through the guidance of our lead teachers regularly the staff participates in meetings to best support the learners. Utilizing tools provided by all facilitators, teams evaluate numbers from state administered tests, in-house assessments via benchmarks and interims, as well as specific, individualized assessments directly targeting teacher directed and instructed curricular units.</p> <p>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</p>	<ul style="list-style-type: none"> ● Weekly teacher collaboration agendas ● PD Calendars ● Lead Teacher Agendas ● On Site Professional Development Plans/Agendas <ul style="list-style-type: none"> ● Department Meeting Agendas/Work Products ● Web Portals ● Data Research ● Re-teach plans ● Learner Study Team Notes

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 students. In essence, our project-based model enables us to remain open to new ideas and materials that will better enhance our students’ 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 have helped to keep our teachers informed of new strategies and effective in terms of helping students remain competitive in terms of college readiness.

- Induction practices (observations, lesson plans, instructional guidelines, and incorporation of learning modalities) and coaching from Home Office
- Department leads, individualized support in meetings with data analysis
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- Three on site professional

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 teachers in their professional gain with the most teacher designation goal.

development days; Two non-student work days to allow teachers to plan more effectively

- Department leads, individualized support in meetings with data analysis

ANNALISA:

- facilitators attended...
- College Writing Workshop (Spring 2013) at Berkeley with a specific focus on effective implementation of Common Core standards in the English classroom
- 9th grade Physics will now be switched to 11th grade
- College courses have been at varying points in a given week's schedule; 2013-2014, more college courses are offered during the day to avoid the lag in momentum in college study group courses and allow students to more fully pursue their extracurricular interests, as well as manage their time.
- L2L formation as a means of maintaining a close connection between faculty and learners in a mentor capacity
- Within departments, we review our standards each year to note revisions and adjust our individual planning accordingly
- Writing snapshots are administered in humanities classrooms, but are graded once a year by the whole staff in an effort to encourage cross-curricular collaboration in writing with more than just the Common Core platform.
- Multiple department data-crunching sessions per month dealing with "in-house" assessments like

Consistent house meetings to examine benchmark data allows facilitators to be reflective in their teaching practices. By analyzing data, teachers figure out which of their methods of teaching have been most effective, and which are not, allowing us to reteach those concepts the students have not mastered, and to lightly address those concepts and skills they have, in order to build rigor, engagement, and ultimately, learning.

benchmarks, interims, and writing snapshots.

- Written reports on our findings (somewhat informal)
- New templates for those subjects which have not been fully developed and supported in terms of data analysis tools (social sciences)

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
<p>Review section with ANNALISA:</p> <p>At Benjamin Holt, we have 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 requirements laid out by the state, requiring all high school graduates to meet specific A-G requirements, Aspire also requires that every graduate pass an “Exhibition of Learning” at each grade level, and every graduate must earn 15 units of college credits. These expectations are introduced to students as early as 6th grade, reiterated every year thereafter.</p> <p>Within the separate disciplines and within the individual teacher’s classroom, there are Aspire requirements that each teacher must meet in order to ensure clear, consistent communication to all key stakeholders about the expectations of success at Aspire and Benjamin Holt, specifically. These requirements help to effectively define not just state academic standards, but also course expectations, grading practices, and prompt customer service in terms of timely progress updates in individual courses. With this, Benjamin Holt College Preparatory Academy has established a clear definition of academic standards through the use of syllabi, advisory courses, student-led conferences, academic</p>	<ul style="list-style-type: none"> ● Required Syllabi—each teacher must have a syllabus outlining his or her grading policies, including category weights and percentages denoting grade, i.e. 90%-100% is an A, etc. and a reiteration of the organizational policy that any grade below a C- is not passing (D+, or below 70% is a failing grade at Aspire) and does not earn course credit. ● Advisory as a means of strengthening communication of these academic standards and expectations, as well as a means by which students who are in danger of failing may be identified and helped to improve. Progress reports are printed and sent to parents every third week, and teachers monitor progress every Thursday in the first half hour of the day, sometimes meeting with struggling students individually. Students now use Weekly Progress Checks and calculate their GPA. Here students are able to identify any personal growths/declines week-by-week. ● Student-Led Conferences – during the Student-Led Conference time in the fall, the staff at BHCPA focus on helping the students to define their own academic goals according to Aspire and Ben Holt’s standards by

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.

having them complete personal learning plans in which they record their short and long term goals, their plans to achieve those goals, and the aid they will need from either their parents, the staff, or the community to help them meet those goals. We then require that students lead their own conferences to help parents recognize that their students are taking charge of their own educations, and to help articulate the role of all concerned parties sees fit.

- **Academic Counseling** – as early as the 9th grade, students at Benjamin Holt have the opportunity to enroll in college courses. To that end, students meet with the academic counseling department to assess the steps necessary for participating in San Joaquin Delta College's early enrollment program. Our Freshman Orientation program also introduces our high school freshmen to the rigors of an early college model high school and provides the first exposure at the high school level to the A-G requirements for graduation, including an acceptance letter to a 4-year college or university of their choice, and other Aspire requirements such as completing all of their high school exhibitions as well as earning 15 college credits.
- **Grade-level Systems**—at the middle school level, teachers across each particular grade level share expectations and course information in order to better facilitate growth and achievement. This information is also shared in their course syllabi.
- **Common Core**- All courses and all grade levels will begin to work with new standards.
- **Flexibility** – we keep close tabs on

	<p>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 (2013-2014) our high school science department has restructured the order in which our science courses will be administered. Instead of teaching physics to freshmen who might need more time to develop their math skills, we have moved the teaching of physics to the junior year of high school in order to ensure that all students experience a greater chance for academic success, given our rigorous standards. As a result of this shift, biology will be taught to freshmen instead of sophomores, and chemistry will be taught to sophomores instead of juniors.</p> <ul style="list-style-type: none"> ● We have embedded the college courses into our scheduled day, instead of after school in order to better facilitate the use of our students' time during school hours, and to free up after school hours for other extracurricular interests such as sports and/or clubs. ● Clarity & Accessibility – standards are listed on the board and in weekly lesson plans. Objectives are written on the board and in our lesson plans and are required to be tied to the given standard we are covering on any given day. In mathematics, the average class scores are posted for each standard.
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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
<p>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 underperforming kids.</p> <p>While we are considered a high-performing school, we have a large discrepancy between the performance of historically disadvantaged students and those of low socio-economic status and those who are not historically disadvantaged, nor of low socio-economic status. We have shown improvement every year in all subject areas in terms of our ability to move kids forward on state tests.</p> <p>Historically, our students have struggled with college level writing. We teach the California state standards in our classrooms, but we have a long way to go. We have raised the number of students conditionally passing on the Early Assessment Program portion of the STAR test.</p> <p>We have organization-wide protocols to ensure that there is congruence between the grade levels and the various disciplines.</p>	<ul style="list-style-type: none"> • 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. • The Early Assessment Program (EAP), writing benchmarks, writing snapshots all work to aid teachers in adjusting learner expectations and outcomes • Cycles of Inquiry (COI) are also a requirement for each department, so that while we are utilizing the macro-data provided to us by the state, we are also using ‘micro-data’ which we ourselves facilitate in the form of in-house assessments such as benchmarks, interims, and teacher-created pre-, mid-, and post-unit assessments.

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
<p>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 students take Art classes that are aligned to state standards, and every year the students 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 Science Olympiad, which is based upon state 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.</p> <p>As we move into 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.</p> <p>Our core curriculum, elective courses, and several of our extracurricular clubs are based on standards, with our texts English texts coming from the California recommended reading list.</p>	<ul style="list-style-type: none"> • Lesson Plans • Exhibition Expectation Packets • Students’ Exhibition Projects • Student art work • Math Journals • Writing Journals <ul style="list-style-type: none"> • Electives include: Green Team, Tinkering Lab, cross country, kick boxing, Lego engineering, cooking, dance, <ul style="list-style-type: none"> • Our lesson plans have clear

<p>Our STAR scores and demonstrate we have a high engagement, evincing which a standards-based curriculum.</p>	<p>objectives, and our projects and Exhibitions use specific rubrics.</p>
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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 do 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
<p>Nea Community Learning Center offers a rigorous curriculum to grades K through twelve. All Nea Community Learning Center core classes are aligned to the California State Standards.</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> ● Pictures of Sentence Starters ● Rubric ● Department Meetings Agenda ● Staffing Documents ● ELA: units? Themes? ● History: ● Middle & High School Math/ELA/Science Tutoring (one day/week/teacher) ● Math: Specialized packets targeting individual skills/standards, Manipulatives ● Student Work Samples ● Meeting Notes/9 Grids ● Staffing Documents ● Lesson Plans

<p>contexts that help students make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts and look for patterns that lead to solutions. Neat high school students take standards-based Geometry and Algebra II with the option to progress to pre-calculus and calculus courses.</p> <p>SpEd students currently receive curriculum support for core curriculum in their core classes. Special Education students are supported by two on-site Educational Specialists. There is also a part-time aide to assist in providing these services in and out of the core class. Furthermore, services offered at Nea include a Speech Pathologist, a District Psychologist, a Counselor and an Academic Counselor.</p> <p>Pi Day??</p> <p>Robotic Competitions</p>	<ul style="list-style-type: none"> ● Samples of packets ● Videos, Lesson Plans ● Syllabus/Course Catalog ● Text Books ● Sign In sheets/meeting agendas ● Registration Forms/Results ● Department Meetings <p>EL/SpED</p> <ul style="list-style-type: none"> ● Learning Center: A classroom set for aside for student to get extra assistance from our SpED Specialists and program aid. ● Response to Intervention (RtI) ● 2 SpED Specialists
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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

<p>There are multiple scenarios in which Nea engages in integration among disciplines. Two times a year Nea has Expo Night. Families come and participate in and listen to presentations made by students 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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Two Expo Nights ● Art Show work displays ● Notes/Emails ● Master Schedule
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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
<p>Nea Community Learning Center has facilitator written curriculum maps for each grade level/class that serves as a guideline for teachers in their planning process. These guides are reviewed on a continual basis according to feedback from teachers, leads, administrators, etc. Facilitator input is critical in this process and used to improve curriculum on an ongoing basis. Feedback is solicited through emails, surveys and meetings to ensure that all key stakeholders are being heard and validated. Although there are disagreements on occasion, Nea does its best to review all of the given information and make the best choice for our students. Teachers are afforded the chance to</p>	<ul style="list-style-type: none"> ● 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 ● Teacher Web Pages ● Document Cameras

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.	
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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
<p>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.</p> <p><i>Selection and Evaluation of Curriculum</i></p> <p>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.</p>	<ul style="list-style-type: none"> ● Literature books are chosen from the California recommended reading list by teachers. ● 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. <ul style="list-style-type: none"> ● 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

	<p>their individual stakeholders.</p> <ul style="list-style-type: none">● 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 Prezies 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.
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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
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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

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
<p>LLCs (Learner Led Conferences) Learners develop their Personal Learning Plan at the end of the first quarter each</p>	<ul style="list-style-type: none"> Sample Learner Led Conference portfolio including: Progress Report Sample and reflection page, Sample Progress Report with parent signature

academic year. They create a draft of their personalized goals and academic expectations. These PLPs are reviewed in a Student Led Conference format with learner, facilitator, and parent(s). This is the time to finalize both short and long range goals. On-going monitoring of goals occurs during L2L class, and each quarter the learners will reflect on their progress towards goals with a more formal review at the semester end. Goals are shared with parents to review weekly progress reports and keep current on student grades through Illuminate and PowerSchool parent login.

Academic Progress

Learners are made aware of academic grades weekly through the Illuminate portal. ???Every three weeks, students are required to have their Progress Reports signed and they return them to their L2L facilitator. In addition, learners monitor their GPA weekly using a school-wide adopted form.

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 interest level to how clear the goals of the school are.

Parent-Facilitator emailing

and Sample of reflection template.

- Learner Websites and Portoflio help keep track of college knowledge and leadership skill acquisition????
- Illuminate Portal
- PTSA records minutes
- Parent Survey Data provided on the school's website.
- Facilitators records

Facilitators are in constant communication with parents over email, through letters home, and through phone calls.

Robo Calls

Automated phone calls go out to parents and staff of Nea to alert them as to safety information, holiday schedules, club events, sporting schedules and related learner activities.

Nea Newsletter

Nea News is a digital newsletter containing information about specific events as well as informing of school status in test scores, and projects up-coming events.

Nea Website

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.

- Recorded calls – backlogs

- Past copies of Nea Newsletter

- Nea Community Learning Center
Website: <http://www.clcschools.org/>

- Back to school nights are scheduled at the beginning of each academic year.

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
<p>Staff Support Placement Nea ensures students' needs are met and monitored through different measures. The Teachers, Academic Counselor, Administration, Response to Intervention (RtI) support and SpEd Specialist, all play a part in monitoring and making sure appropriate changes are implemented to meet students' needs.</p> <p>Technology and Data Support Facilitators review class data via Illuminate 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.</p> <p>Class Monitoring Furthermore, Thursdays have been set as Progress Monitoring days in Advisory. Students are given their progress report and shown where they are standing in their classes. They are able to monitor the progress week-by-week to see any significant changes. Advisory teachers use this as another tool to advocate for their student.</p> <p>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</p>	<ul style="list-style-type: none"> ● 504 Plans ● Sample IEP and meetings notes. ● Ed Specialist ● Student Cum Files ● Illuminate ● DRA levels ● Advisory Teachers ● RtI Coordinator ● Middle/High School Liaisons ● IST Forms ● LST Forms ● 504 Liaison/school counselor ● Home Room Facilitators ● SpedEd Liaisons/Coordinator

<p>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.</p> <p>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.</p>	
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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
<p>College Readiness</p> <p>In Senior Seminar and L2L, learners are encouraged to evaluate their own talents and academic inclinations, research college programs that speak to</p>	<ul style="list-style-type: none"> • College knowledge in Senior Seminoar

those inclinations, and choose said programs as target schools. Additionally, learners are required 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 learner in their personal and working lives post-high school.s

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.

Senior Seminar

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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.

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

- Time management workshops

- L2L Facilitator
- Senior Seminar Facilitator

for learners 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
<p>As part of the “College Awareness” learners participate in surveys and inventories to identify personal and educational interests. Learners participate in internships if they desire to support personal interests.</p> <p>Nea offers several college courses in various disciplines in order to help learners establish a real world understanding of their possible majors in the University.</p>	<ul style="list-style-type: none"> ● College Classes ● Learner Lead Conferences ● Science Olympiad= Science Biotechnical Engineering

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
<p>Through rigorous college preparatory curriculum students are exposed daily 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.</p> <p>All students 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 students who were not successful, testing data is again reviewed and appropriate supports identified to close the learning gap for the CAHSEE. Through RtI program, student data is reviewed and areas of need identified.</p> <p>Students may receive support through teacher tutoring, online practice programs, small group instruction in the Learning Center, and multiple opportunities to take the test.</p>	<ul style="list-style-type: none">● RtI criteria table ● Students are required to take the CAHSEE online practice exam. ● Special Education students utilize the Learning Center to provide accommodations if needed. ● Office Hours ● Each teacher has set Office and Tutoring hours and students can have group or one on one tutoring or assistance with assignments.

Category B: Standards-based Student Learning: Curriculum

Strengths

- Electives and clubs support curriculum
- Data driven- Teachers/admin help support students based off data
- TCRP Cycle/AIR Rubric- inform how effective teaching is and what is specifically working
- Resources to support Aspire- MyAspire2, Pacing Guides, Coaches, Leads
- Student Support- SpEd, RtI, Lunch Bunch, Teacher tutoring and functioning as coaches
- Student Led Conferences are improving
- Advisory Program- helps to better relationships between teachers and students and allows for the development of advocacy, from both teacher and student.
- Progress Monitoring of students
- Multiple opportunities for communication with parents

Growth Areas

- More teacher planning time
- Goals for our students of lower socioeconomic status are often not met
- 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 have informed this understanding.*

Findings	Evidence
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 to bare 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 that the learners can choose and it is an intimate setting so they can thrive. <p>Learner Growth Assessment Tools:</p>

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, California internal Benchmarks, Developmental Reading Assessments (DRA), Measures of Academic Progress (MAP), etc.

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\

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

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

- Nea'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 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 and life plans.

- 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 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.

- 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
<p>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.</p>	<ul style="list-style-type: none">• Nea's elementary program develops a joy of reading and writing. 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. <p>Grades 3-5, Facilitators have content-area specialization, and learners rotate from their grade-level homeroom through their academic classes in the morning.</p> <p>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. Learners receive seminars in robotics, design and construction, the visual and performing arts, and creative writing.</p> <p>Progress toward achieving the desired outcomes are tracked with the following tools:</p> <ul style="list-style-type: none">• Annual learner and parent survey• School wide benchmark assessments

- | | |
|--|--|
| | <ul style="list-style-type: none">● Learner portfolios● CAHSEE● STAR?● 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. Second Step social skills curriculum is implemented in grade K-5.

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
<p>Nea's K-12 program meets Common Core standards. Facilitators have created units of study based upon content standards.</p> <p>Technology is the toolkit of the age, in the absence of which learners cannot achieve true literacy in the 21st century.</p> <p>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).</p>	<p>Nea's program employs broad literacy instructions that incorporate conventional reading/writing with digital visual and critical literacy.</p> <p>In Nea's community room 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., 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. These activities occur in a modern workplace setting, where learners are free to move about and interact with each other, facilitators, and paraprofessionals.</p>

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 English Language (EL) students, 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 English Language (EL) students 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.

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

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
	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

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 4 hours of community service per school year beginning in Kindergarten.

WASC Category C. Standards-based Student Learning: Curriculum

Strengths

Growth Areas

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
<p>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.</p> <p><i>Assessment includes traditional tools, as well as authentic, observational, and qualitative (e.g., portfolio) means of assessing learner progress. Include SE and EL?</i></p> <ol style="list-style-type: none"> <i>Benchmarks. Facilitators administer benchmark and performance assessments within a cycle established at the beginning of each academic year. Concluding the administering of a benchmark for a given cycle, facilitators meet in cohort groups to reflect upon learner data with the purpose of informing their instruction based upon the assessment results. At subsequent meetings with the Lead Facilitator, growth targets for specific learners are established, including with plans outlining enhanced teaching strategies aligned with the expected learning outcomes for the target learner or group.</i> 	<ul style="list-style-type: none"> ● <i>Report cards</i> ● <i>Records of Facilitator group meetings</i> ● <i>Records of Lead Facilitator meetings with facilitators</i> ● <i>Records of learner plans</i> ● <i>Learner Led Conferences</i> ● <i>Powerschool accessibility for all stakeholders</i> ● Annual learner and parent survey ● School wide Benchmark Assessments ● Learner portfolios ● STAR/CST testing ● CAHSEE ● Tracking completion of UC a-g requirements ● Tracking GPA ● Tracking API and AYP ● Tracking ADA for all learners <p>Use of State Data: 3) Facilitators use State data to drive summer work on curriculum maps and unit differentiation</p>

<p>2. <i>Emergent Learner Interventions.</i> <i>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, 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.</i></p> <p>3. <i>Powerschool: Learners improve their learning and performance through analyzing their own data with Powerschool.</i></p> <p>4. State Standardized Assessment Data used to guide next years curriculum</p> <p>5. <i>Afterschool time for learners with their facilitators if needed.</i></p> <p>6. 1) Facilitators receive early release learner data on last day of school (facilitator work-day) 2) Lead Facilitator leads team collaboration around vertical articulation scheme for learners in specific performance bands.</p>	
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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
<p>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</p> <ol style="list-style-type: none"> 1. Nea K-5 learners will demonstrate achievement toward the district’s graduate profile as measured by the K-5 portfolio and their individual or team project that is assessed by the facilitator and community team. 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 	<ul style="list-style-type: none"> ● 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

<p>targets for API and AYP.</p> <p>7. On a yearly basis, the Nea will have a smaller achievement gap than of the district as a whole, and will measure progress by standardized test scores and longitudinal studies of identified learners.</p>	
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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
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<p>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.</p> <p>Benchmarks/interims/CST-measure growth throughout the year to particular standards at each grade level</p> <p>-Writing Portfolios –learners gather writing samples throughout each school year</p> <p>- Exhibition-school wide project of learning (8th grade has groups or partners to work with)</p> <p>-Writing -assessment of an assigned genre that changes each year given in fall, winter and spring to determine growth in writing</p> <p>-CST –learners test with grade level facilitator to create a comfortable and well known testing environment.</p>	<ul style="list-style-type: none"> ● 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
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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
<p>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.</p>	<ul style="list-style-type: none"> ● Learner presentations, display boards, essays, lab reports ● Essays ● Tests

Learners respond each year to a standardized prompt in order to assess their writing with the six rubrics.

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.

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. For example, ????? –Jenner did that restaurant menu assignment..that might be a good example...

???--- All learners present their work to a panel of judges which includes facilitators, community members, and peers. The panel assesses the presentation based on a rubric developed according to the 5 ESLRs.

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 6-8th grade given at the beginning of the year, end of semester 1, and before the STAR test to allow facilitators to know what learners are demonstrating mastery in or lack of when it

- Writing assessments

comes to their grade level standards.

CST given at all grade levels according to the testing window assigned by California.

Writing assignments – learners write to a prompt given to demonstrate writing skills in particular genres.

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
<p>CELDT is used as an initial test that allows facilitators to know their learners who speak a 2nd language at home right away.</p> <p>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.</p> <p>For learners who are chronically underperforming there are programs put in place through intervention that allows a learner to focus on their problem areas.</p> <p>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 RtI on campus has allowed us to track those that may be of concern, however they do not qualify for Special Education services.</p> <p>Chapter and unit tests</p> <p>Reading comprehension tests</p> <p>Literature analysis of class novels</p> <p>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.</p>	<ul style="list-style-type: none"> ● 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. ● Interims ● Test results and analysis

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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
<p>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.</p> <p>Learners complete surveys that evaluate the school and the effectiveness of facilitators.</p> <p>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.</p> <p>Parents and learners have access to PowerSchool which allows them to see individual assignments as well as overall grades for any course.</p> <ul style="list-style-type: none"> ● Check for understanding – facilitators monitor their learners’ progress toward mastery of a standard or a portion of the standard throughout their lesson by using a system that is individual to that facilitator. i.e show me on a scale of 1-4 where you are with your knowledge of..., mark on your paper beginning, middle, and end of lesson where you stand with... ● End of year surveys for learners/parents given to allow parents and learners to voice their opinions about the school so that we can move forward to grow in areas of weakness. Report cards mailed home at the end 	<ul style="list-style-type: none"> ● Survey results ● Progress reports ● Report cards ● Access to PowerSchool

of each semester with a learner’s final grade for the mid-year and end of year.	
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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
<p><i>The effectiveness of assessment data collection and Nea can be measured by the use of the Edusoft software???</i></p> <p><i>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 teaching strategy effectiveness. ???</i></p>	<ul style="list-style-type: none"> ● Analysis of data – each time an assessment is given to allow facilitators to look at their individual learners and make a decision of 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
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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 excelling and 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.

Monitoring of learner growth

RTI system is in place as a resource--???

COI is used to address understanding early

SGP calculated according to how our learners compare to others at the same grade level

- RTI documents
- COI's
- SGP on the data portal

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 schoolwide 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
<p>Nea strives to be an educational community where learners, parents, staff, and other supporters are involved in the school principles. Each stakeholder involved holds a crucial part in assessing and monitoring learner progress.</p> <p>Data Portals--????</p> <p>Facilitators, Lead Facilitators and coaches aggregate data on learners, (like CSTs, assessments, CELDT, attendance, and demographics).</p> <p>The Facilitator Data Portal is a resource for facilitators to access formative and summative data for their learners to support the Cycle of Inquiry. Many of the reports show "My Learners" based on class roster information.</p> <p>The Admin Data Portal is the companion site for Lead Facilitators and coaches to the Facilitator Data Portal. The Admin Data Portal has all the same reports as the Facilitator Data Portal plus additional ones to</p>	<ul style="list-style-type: none"> ● Data portals – computer based program that is uploaded with data through home office using a variety of sources such as Edusoft for benchmarks, interims, writing snapshots, and Powerschool to give insight into where a learner stands toward mastery of standards as well as performance in class. ● Sample benchmarks, interims, calendar of assessments ● graduation requirements-learners are

drive data insights at the school and Aspire-wide level.

Benchmarks

Learners are tested on their knowledge of the standards of each course through standards-aligned in district benchmark exams.

Benchmark exams are administered in the fall, winter and spring, in order to document learner progress towards mastery of the comprehensive course content.

Interims

High school learners are tested on their knowledge of the standards of each course through standards-aligned district interim exams. Interim exams are administered in the fall, winter and spring, in order to document learner progress towards mastery of the comprehensive course content.

Snapshots

Snapshot prompts created by writing team once a year at a writing team meeting. The team consists of facilitators throughout Aspire and the humanities coach who meet a discuss prompts and genres. The writing snapshot for grades 6-10 resembles the California STAR and the genres cycle through literature analysis, persuasive, and narrative. For grades 11-12 resembles the EAP for college readiness in writing.

Impact of District/Board:

- Keeping data portal updated
- District houses data analyst
- District creates benchmarks/interims and establishes dates of benchmarks and interims
- District establishes and monitors graduation requirements
- Must achieves are set for multi-year progress for specific goals for Aspire

Impact of Staff:

- Administering assessments
- Group of staff creates writing snapshots

Impact of Learners:

- Learner establishes goals for progress

held to passing all classes with a C- or better.

- Sample of learner’s goals, tutorial forms, snapshot reflections
- Attendance

<p>in classes (Learner Led Conferences)</p> <ul style="list-style-type: none"> • Tutorial and grade analysis form • Learners have choices of end of unit projects to serve as an assessment • Reflecting in writing portfolio <p>Impact of Parents:</p> <ul style="list-style-type: none"> • Monitor through signed progress reports/PowerSchool • Learner Led Conferences: Assessments (CSTs, benchmarks) covered during conference <p>Cooperation with facilitators requests to have learners prepare for assessments</p>	
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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
<p>Nea has very effective processes in place to communicate to stakeholders about learner achievement of the academic standards and the school-wide learner outcome.</p> <p>For example, all learners from 6th-12th grade are involved in Learner-Led Conferences. These conferences allow for learners to take ownership of their own progress from the beginning of the year to midyear.</p> <p>As part of the taking personal responsibility, the learners are required to analyze their strengths and weaknesses and create specific individuals goals they revisit. SLC's 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 will present their knowledge about college, their learning style, and their progress toward mastery in classes and on standards.</p>	<ul style="list-style-type: none"> • SLC folders and schedules • Writing Portfolios • Progress reports and reflections • Assessment calendar • Access to Data portal • PowerSchool 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.

In Humanities class, Writing Portfolios are maintained so learners and parents can see learner's growth in writing from 6th-8th and 9th-12th grade.

Additionally, stakeholders such as parents and learners can continually check the learner's progress throughout the year via learner progress reports created within PowerSchool.

Advisory progress monitoring portfolios kept in advisory with learner goals, SLC information and progress reports with reflections throughout the year.

Lastly, assessment calendars used by facilitators to anticipate when to administer benchmarks/interims 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 Portal used by facilitators to get information about individual learners as well as whole class to help them plan accordingly for small group instruction or whole group instruction.

Parents have access to check their child's progress on PowerSchool at any time they deem necessary.

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
<p>Assessment results throughout the course of years have caused changes in the way Nea looks at data.</p> <p>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 facilitator compared to other learners in other schools.</p>	<ul style="list-style-type: none">● SGP examples (TED Dashboard) and explanations● RtI documents and processes● Data driver agendas and trainings● EAP results – measures college readiness in math and ELA.● API targets● Proficiency CUSP learners● Data power point for Lead Facilitator● Data portal

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

Strengths

Growth Areas

Areas for Growth

1. Designing valid and reliable assessments for the 6-12 program

2. Reflection protocols to effectively inform instruction

Strategies for Improvement

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

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
<p>As a choice school, Nea CLC strives to create a culture of inclusiveness and collaboration with parents and community members.</p> <p style="text-align: center;"><u>Notification of Academic Progress</u></p> <p>In an effort to improve school communication and practices, Nea implemented a new online learner data platform, <i>Illuminate</i>. 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</p>	<ul style="list-style-type: none"> ● Illuminate data and parent access letters. ● Announcement/information in Newsletter (9/29 - good one to pull)

relating to benchmarks (as deemed age 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.

Governance

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 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

- Progress Reports & Schedule
- Learner Led Conferences

- LCAP
- List of bilingual staff & their languages

- Bylaws of Nea Governing Board (II. Election of Board Members)
- Nea Board Member Bios
- List of parents serving on Nea Board Committees.

- Committee Minutes
- Newsletter (good ones to pull from: 12/08, 3/23, 4/27 - all invite committee participation)

- Parent survey and results data
- Newsletter (4/14)

- PTSA Announcements and Meeting Minutes Posted in the Nea Newsletter/enotify.
- PTSA Executive Board Meeting Minutes.

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. Moreover, 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

- Newsletter (8/25, 9/2)

- Parent Survey Results (relevant to communication)
- Nea CLC Website (<http://www.clcschools.org>)
- Emails

- Nea Newsletter
- Examples of *enotify* notifications

- Official Nea Family Forum
- Nea Facebook Page (<https://www.facebook.com/neacommunity>)

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 (Monday & Friday, 8:00-8:30 a.m. -- **has this changed now we're on one site??**) 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.

Information Nights

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)).

- Newsletter (03/03 - good example for morning coffee; 11/04, 01/06, 03/10 - Sankofa agenda)

- PTSA Minutes (May, 2014)
- List of current ambassador families (get list from Caitlin)

- Flyers
- PowerPoint Presentations
- Newsletter (09/06, 10/14, 12/16, 01/27)

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
<p>Nea is very fortunate to have the support of a very diverse, generous and creative community, both in Alameda and the wider Bay Area.</p> <p style="text-align: center;"><u>Community Service/Internship</u></p> <p>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, Tomorrow Youth Rep. (Insert any obvious ones I've missed) Each year, Nea partners with Toys4Tots for a very successful toy drive serving the local community.</p> <p>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. Successful internship placement included, (cite a few local organizations where learners went)</p> <p>100% of 2013 graduates fulfilled both graduation requirements outlined above.</p>	<ul style="list-style-type: none"> ● Donor's choose ● Grants/donations (give examples of grants, Perforce etc) ● Sample learner community service reflection statements. ● Sample learner projects relating to the community (Mariah does a lot relating to Elders.....) ● Newsletter (12/16, 12/02, 01/13) ● 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 (pulled from charter renewal)

Community Speakers/Assembly's

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

- Newsletter (09/30, 11/04, 11/10, 12/02, 12/08, 02/10, 05/05)

- Invoices
- Assembly materials
- Newsletter (12/08, 03/03, 03/17, 04/28, all document assembly's)

- Newsletter (03/13, 04/28, 05/19, 05/26)
- Learner work (done in collaboration with other programs)
- College information night power point presentation/flyers

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.

- Samples of project based work (ie. 4th grade 4 R's & Balclutha journal, 5th grade portfolio's, UV crab cove work...)
- Newsletter/Facilitator photo's (12/16, 05/26, 10/14, 10/21, 11/18, 11/25, 12/16, 05/26, 04/14 all document field trips...)

- List of professionals

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
<p>Nea informs parents of the school's academic standards and expectations through various avenues:</p> <p>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.</p> <p>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.</p> <p>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. Facilitators are also required to be available for office hours from 3:05 to 4:00 p.m. two times a week. Moreover, they are responsible for updating their grades by specific deadlines throughout the year. According to our parent survey results, XX% knew how to monitor their child's assignments and grades, XX% felt that the facilitators communicated well with them, and XX% felt that their facilitators responded to their concerns in a timely manner. By comparison, one area of improvement lies with communication from</p>	<ul style="list-style-type: none"> • Sample progress report cards. • Facilitator Websites • Back to School Night sample presentations/handouts • Parent survey results • Sample email correspondence

<p>the administration. XX% of parents felt that the administration communicated well with them.</p> <p>In class, learners are also informed about expected learning results through clearly stated objectives/rubric matrix before units of instruction.</p> <p>Standardized rubric is used to assess content, presentation and original thought. According to our learner survey, XX% felt that they were becoming responsible for their education.</p>	<ul style="list-style-type: none"> • Examples of rubric matrix • Learner survey results
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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
<p>Nea is a safe, clean and orderly place that nurtures learning. The physical and emotional safety of both learners and staff is paramount.</p> <p style="text-align: center;"><u>Campus Environment</u></p> <p>Nea's administrative team is comprised of the</p>	

Executive Director, Lead Facilitator and Assistant Lead Facilitator. They are responsible for campus safety and enforcement of policies and procedures. They are on site from 7:30 a.m. till?

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 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, XX% of parents feel that their child is safe at Nea. XX% 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

- Sign in records/staff roster
- Nea Governing Board - VISITOR, VOLUNTEER, AND REMOVAL POLICY (page 3 of 5)
- Parent & Learner Survey Results
- Safety drill schedule
- Nea Emergency Plans
- Sample of classroom emergency backpacks
- Professional Development Schedule
- Staff roster (for janitorial staff)
- Newsletter (12/02, 01/12, 02/17, 02/24,

<p>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 insert grant for the recyclable plates/cups in each classroom</p> <p>The Campus Beautification Team picks up trash every Wednesdays during lunch and are also leading a concerted effort to improve the new facilities @ Woodstock.</p> <p>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.</p> <p>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.</p>	<p>03/17, 04/14)</p> <ul style="list-style-type: none"> ● Beautification plans, spreadsheet & committee notes ● Nea Parent-Learner Handbook
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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
<p>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</p>	<ul style="list-style-type: none"> ● Class rosters (indicating low class size)

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 to provide education in many innovative ways and are committed to the success of each learner. Individual learner grades are posted in Illuminate, which learners (grades 3 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, XX% felt that they were becoming responsible for their own learning, and XX% 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 Citizenship Class (CCC), which meets to vet proposals, and break out in small groups to work on community and character building activities.

- 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

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 XXX learners, and each IEP learner is assigned an Educational Specialist and/or paraprofessional to facilitate learner success.

- Nea Learner Contract

- IEP Meeting Calendar
- SST Notes
- Sample IEP/504 Plans

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
<p>The school has an atmosphere of trust, respect, and professionalism that spreads across the board among facilitators, administration, and learners.</p> <p style="text-align: center;"><u>Professional Development</u></p> <p>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, and parents, learners, and facilitator peers surveys.</p> <p>Formal and informal classroom observations represent a "running record" and focus around six domains: <i>Planning and Preparation for Learning, Classroom Management, Delivery of Instruction, Monitoring/Assessment and Follow up, Family and Community Outreach, and Professional Responsibilities</i>. Facilitators are expected to actively participate in a process of continuous improvement and reflection. However, if their performance average falls below <i>Effective</i> in any domain, they will be placed on an Improvement Support Plan (ISP).</p> <p>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</p>	<ul style="list-style-type: none"> ● EMS ● Classroom Observation & Evaluation Schedule ● Evaluation rubrics ● ISP <ul style="list-style-type: none"> ● Survey results & comments

<p>parents, and positively contribute to school culture.</p> <p>Finally, every Wednesday, and on specified dates throughout the year, all faculty and administrators engage in professional development from a wide variety of resources.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Professional development workshops/conferences attended
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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
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Since Nea is a relatively small school (XXX learners enrolled), 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, XXX), 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 Struzynski) 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 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.

- Special Education Staff Directory
- PSAT/SAT/College Applications
- College applications, sample college essays & resumes
- Counselling appointments/schedule

- Administration folder:
- IEP's, 504 plans available
- Meeting schedules/notes

- Attendance records for After School Learner Program

- SST Files available
- Referrals

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 (XX how many para's do we have) 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 Designed Academic Instruction in English) classes with no fewer than six EL learners. In grades 4 & 5, there are no fewer than 10 EL learners in a SDAIE classroom or

- LV learners/para-professionals
- "Room 23" website inc "check in" & "exit" tickets

- EL Learners currently enrolled
- CLAD certified EL facilitator(s)

- Progress reports for EL learners
- Lesson plans

<p>study group. They receive "dedicated time" from a facilitator who provides language lessons designed for their proficiency levels.</p> <p>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.</p>	
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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
<p>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.</p> <p>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,</p>	<ul style="list-style-type: none"> ● Nea website (under We Are Nea) ● Project guidelines/rubrics ● Learner portfolios ● Nea Newsletter (02/09, 04/27, 05/18, 06/02) ● LLC's

modified to best support all learners. Every learner participates in Nea's Expo night, which takes place twice a year (is that right???). Projects are exhibited for family and friends and learners demonstrate their knowledge. 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
<p>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.</p> <p style="text-align: center;"><u>Self-directed Learning</u></p> <p>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</p>	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● L2L Lesson Plans ● Leadership Class Materials ● Staff/team meetings (Agendas/minutes) ● Discipline Policy ● Parent/Learner Handbook

space, and planning and organizing community events.

Facilitators and administration regularly review learner data (qualitative and quantitative) to inform instruction during department and staff 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.

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
<p>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, insert what the indicator is for needing Office Hours, and for UV, any learner that falls below ... insert grade threshold, will be provided with additional support after school. If 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).</p> <p>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 XX learners classified as EL. These</p>	<ul style="list-style-type: none"> ● Benchmark Assessments ● Learner Portfolios ● Minutes of staff meetings ● Staff guidelines for office hours ● IEP/SST files ● CELDT results

<p>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.</p> <p>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 (e.g., xxxxxx). 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.</p>	
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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
<p>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.</p> <p>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.</p> <p>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.....</p> <p>What have we learned?</p> <p>Annual process of evaluation for acceleration and remediation? Do we currently have any summer requirements for remediation (ie. college of alameda, online courses etc)</p> <p>What steps do we take to ensure that graduation</p>	<ul style="list-style-type: none"> •

requirements are met?

When learners need to make up credits, what are their options? Is there an online remediation program we use?

How many learners are taking online AP classes? How many access programs like Stanford's Summer College Program, UC Berkeley's Young Entrepreneurs at Haas, and The National Book Awards Summer Writing Program. How many learners access College of Alameda?

African American and Latino population underperforming. What measures will be taken to improve AYP?

what have we learned?

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
<p>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.</p> <p style="text-align: center;">After School/Co-Curricular</p> <p>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 XXX learners involved in after school activities. At UV, after school courses are free and meet three days a 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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● AEF Classes/Schedules ● UV after school programs ● Nea Newsletter advertising after school options (9/08, 9/23, 1/12, 1/27, 3/30) ● Maker Faire ● Robotics Competition ● Newsletter (11/18, 12/2, 12/16) & articles ● Nea Website (Visual & Performing Arts) ● Music Concert Program ● Nea Talent Show ● TYR Nea Productions

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 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

- Sports flyers/Website/Schedules
- Nea Newsletter (9/08, 9/30, 10/28, 11/11, 11/18, 3/3. 3/10, 4/28)

- Parent/Learner Handbook
- Leadership events
- CCC Presentations

- Nea Website (Community Service)
- Portfolio's exemplifying Akoma Buddy /LV work
- Learners reflections & service learning log sheet

<p>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.</p>	
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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
<p>Nea focuses on personal growth and academic success. As discussed above, clubs, electives, courses and activities are offered to enrich their learning experience.</p> <p>The minimum academic credits for graduation from Nea is XXX which requires learners to earn XXX additional credits to meet the 230 total for graduation. 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.</p> <p>Last year, 100% of learners graduated. At the LV, XX hours were served in the community and all learners took the requisite number of</p>	<ul style="list-style-type: none"> ● Graduation requirements/senior portfolios ● Learners Schedules with electives/AP courses ● Community Service Hours Log ● Elective class lists

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 sends out progress report sheets to facilitators every 3 weeks to monitor the learners progress and resolve any potential issues (or whatever Nea does to track learner involvement....).

Our career/college counselor keeps track of each of the learners progress by reviewing their transcripts at least XX a year and dialogues with the learners at least once every XX

After-School/Co-Curricular

Over XX learners participate in after school activities. AEF sponsored classes have a minimum attendance requirement to avoid 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.

- Emails and other documentation between facilitators, administration and school counselor.

- Progress Reports
- Learner portfolios

- AEF Class/Enrollment data
- Sign in/out log for UV after school classes

- Team rosters

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
[insert survey/interview data & findings from learners about student support services]	

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.

