Community Learning Center Schools, Inc. (CLCS)
California Public Charter Schools
1900 Third Street Alameda, CA 94501
(510) 263-9266 (510) 995-8910 FAX

March 15, 2022
Via Email

TO: Pasquale Scuderi, Superintendent
CC: Kirsten Zazo
Alameda Unified School District
2060 Challenger Drive
Alameda, Ca 94501

RE: Material Revision to the Nea Community Learning Center Charter Petition

Dear Superintendent Scuderi:

This letter is to inform you that Nea Community Learning Center ("Nea" or "Charter School") hereby submits this request for material revision of its charter petition to the Alameda Unified School District ("AUSD" or the "District") Board of Education in accordance with Education Code Section 47607 and applicable District policies.

Community Learning Center Schools, a nonprofit public benefit corporation, currently operates Alameda Community Learning Center (formerly Aurthur Anderson opened in 1996) grades 6-12 authorized by AUSD since 2001 and Nea Community Learning Center School grades K-12 authorized by AUSD since 2009. Nea Community Learning Center intends to phase out their high school program over a three year period beginning in 2022-2023 and graduating out their last high school cohort in 2025. Nea will shift from serving K-12th grade to TK-8th grade beginning in 2022-2023.

In accordance with District policies, enclosed are the following documents constituting the material revision submission package:

1. A cover letter signed by the Charter School Board President (this letter).
2. Charter with proposed revisions
    a. Redline copy (MS Word format)
    b. Clean copy (MS Word and pdf format)
3. Supporting documentation, including but not limited to:
    a. Revised Multi-Year Projections
    b. Community Learning Center Schools Governing Board minutes (February 17, 2022)
    c. Community Learning Center Governing Board Resolution (Resolution 2021-2022.02)
    d. Nea Community Learning Center Board Minutes (February 16, 2022)

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e. Community Learning Center Schools Governing Board Minutes (Admissions Policy)
f. Community Learning Center Schools adopted Admissions Policy

4. AUSD District Required Language ("DRL") (as revised June 2019)
    a. Nea received a copy of the AUSD DRL on February 16, 2022. Nea affirms compliance with the provision of the DRL, and incorporates by reference herein, the DRL as part of the material revision submission.

Further, in accordance with District policies, please find below a description of the reason for the proposed material revision to the charter and its impact to the Charter School, the specific elements where material revisions are being proposed, and the Charter School Board authorization of submission of this complete material revision to the District.

Reason for Proposed Material Revision and Impact to the Charter School

During the 2018 Nea Charter Renewal process and the 2019 ACLC Charter Renewal process, the Alameda Unified renewal team asked us to revisit our organization structure, specifically the two high school programs, to combine resources and efficiencies.

CLCS operates two public schools, Nea and ACLC. Nea is a K-12 school and ACLC is a 6-12 school. In reviewing financial projections, enrollment trends, our next charter renewal period, and the consequences of the two-year COVID-19 pandemic, the CLCS Board of Directors recognizes that operating two small high schools in a single location is unsustainable over the long-term. Moreover, two small high schools cannot offer high school learners the full breadth of opportunity possible in a single, unified high school.

Because of these facts, the board believes it is in the best interest of our community to restructure and unify the two high school programs over a four year period. CLCS will add one cohort to each high school grade level at ACLC beginning with 9th grade in Fall 2022. We will then continue to add one cohort over the next three years, until each high school grade level at ACLC moves from two cohorts to three. At Nea we will reduce the high school by one grade level each year beginning with 9th grade in Fall 2022, until the Class of 2025 graduates. Current Nea high school students will graduate from Nea. An admissions preference will be given to rising Nea 8th graders who wish to enroll in the unified high school operated by ACLC.

The CLCS board is guided by the values of putting learners first, of being thoughtful and strategic with our school cultures, and of being fiscally responsible. We look forward to a unified, larger high school, with additional course offerings for high school learners and a steady, sustainable organization.

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We believe that the material revision to shift Nea into a TK-8th grade charter school will greatly benefit students, families and staff and is fiscally responsible.

The material revision will impact the Charter School's budget, as reflected in the enclosed Multi-Year Projections, which have been revised to reflect the proposed three year change from serving grades K-12th to grades TK-8th. The material revision will also include an admissions adjustment to align with the requirement of the SB740 Facilities grant, and the adopted admissions policy for Community Learning Center Schools. This policy was approved by AUSD during the ACLC Charter Renewal in 2019. The educational program and day-to-day operations will remain fairly similar to current practices as the program will continue to be overseen by their respective principals with oversight and the Executive Director who reports to the Board of Directors. Specific details about the proposed revisions to the charter are outlined below.

Specific Charter Elements with Proposed Material Revisions

In accordance with District Policies, a summary of the specific charter elements and sections of the charter with the proposed material revisions are outlined below:

Element/Section	**Description of Change**
Entire Charter	● Applicable legal updates since the charter was last approved
Element 1	● Updated enrollment projections to reflect a span of grades TK-8
Element 8	● Updated admission preferences to account for SB740 requirements and align with the adopted Community Learning Center Schools admissions policy
Budget Documents	● Updated multi-year projections (attached) to reflect updated enrollment projections for grades TK-8

Charter School Board Authorization of Submission

On February 17, 2022, the Community Learning Center Schools Governing Board approved submission of the material revision to the AUSD Board of Education by a unanimous vote of 6 to 0 with 4 abstensions and with two Board members absent. By signing below, I, on behalf of the Board of Directors, affirm that the Community Learning Center Schools Board of Directors has approved and authorized the submission of the material revision to the Nea Community Learning Center charter to the AUSD Board of Education.

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Certification of Complete Charter Petition

In accordance with Education Code Section 47605(b), a charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. By signing below, I certify that I deem that attached revised charter petition to be complete.

* * *

Nea Community Learning Center Schools looks forward to working with the District during consideration of the material revision to our charter. Please feel free to contact Annalisa Moore, Executive Director at annalisa.moore@clcschools.org or 510-927-7462 if you have any questions.

Thank you for your consideration and continued support.

Sincerely



Gaylon Parsons
CLCS Board President

Charter Renewal Petition for

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

to

Alameda Unified School District

for the Operation of the

Nea Community Learning Center (Nea)

August 28, 2018

Material Revision Submitted March 22, 2022

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Introduction

This document is a petition to the Alameda Unified School District Board of Education (AUSD or the District) for consideration and approval of Nea Community Learning Center's (Nea or Charter School) charter renewal, pursuant to the timelines and processes outlined in the Charter Schools Act.

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

In accordance with California Charter Schools Act, the Community Learning Center Schools, Inc., (hereafter referred to as "CLCS"), a 501c(3) tax exempt non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education (hereafter referred to as "AUSD "[1]) to grant a ~~renewal~~ material revision of the charter for Nea Community Learning Center, TK-~~12~~8.

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature…to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:
(a) Improve pupil learning.
(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achievement.
(c) Encourage the use of different and innovative teaching methods.
(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. Ed. Code §47601(a)-(g).

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

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter ~~i~~Is consistent with sound educational practice and with the interests of the

[1] Throughout, the term "AUSD " refers to the AUSD Board of Education unless specifically noted.

community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:
(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
(3) The petition does not contain the number of signatures required by subdivision (a).
(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
(5) The petition does not contain reasonably comprehensive descriptions of all of the following [15 elements].
(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:
(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.
Ed. Code § 47605(c~~b~~).

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

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

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

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

CLCS seeks to renew its K-12 charter school in Alameda for all the reasons outlined in the Charter School Law.

(a) Improve pupil learning: Nea has a proven track record of academic success, with its graduates having been accepted to highly competitive colleges and universities. Our curriculum prepares Learners to be successful in the modern work world and to be active members of a democratic society.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving: The educational model implemented at Nea has consistently increased learning opportunities for all, with special emphasis on expanded learning experiences for those who are identified as academically low achieving.

The school has been designed to offer Learners who come from traditional and historically academically low achieving groups expanded learning experiences as compared to surrounding traditional schools. The school actively markets in Alameda and neighboring communities to attract a diverse Learner population, reflective of Alameda's demographics for African Americans, Filipinos, and Hispanics. The school resides in the geographic West End of Alameda where most of these Learners live.

(c) Encourage the use of different and innovative teaching methods: The school uses the innovative teaching methods that were developed at Alameda Community Learning Center over the last 20 years. The innovative and successful teaching methods have been adapted and used in the K-5 part of the program successfully.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: The school uses the "Facilitator Empowerment" model pioneered at ACLC of involving Facilitators at many levels of decision-making and has created opportunities for Facilitators to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: The school has created expanded choices in the type of educational opportunities that are available within the AUSD public school system. The school created 249 new 6-12 spaces in four years in Alameda and created 264 new opportunities in grades K-5 for education using the Nea educational model.

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

based accountability systems: Being a charter school, Nea is accountable to the public via its chartering agency using a performance-based accountability system.

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

What is the target population served by this school?
Nea seeks to serve all Alamedans who desire its Project-Based educational model. Nea seeks to serve an ethnically diverse community. Nea is located on the west end of Alameda and seeks to serve families who live near the school.

AFFIRMATIONS/ASSURANCES

As the authorized CLCS Executive Director, I, **Annalisa Moore,** hereby certify that the information submitted in this charter petition for a California public charter school named the *Nea Community Learning Center*, and located within the boundaries of the **Alameda Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 ~~and 60851~~, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d~~c~~)(1)]

- Declares that CLCS ~~S~~shall be deemed the exclusive public school employer of the employees of the *Nea Community Learning Center* for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c~~b~~)(6~~5~~)~~(0)~~]

- Shall be non-sectarian in its programs, admission~~s~~ policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e~~d~~)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(e~~d~~)(1)]

Admission to *Nea Community Learning Center* shall not be determined according to the place of residence of the pupil, or of ~~his or her~~that student's parent or legal guardian. [Ref. Education Code Section 47605(e~~d~~)(1)]

- Shall admit all students who wish to attend the *Nea Community Learning Center*, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process.

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e~~d~~)(1)]

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities ~~in~~ Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Shall ensure that teachers in the Charter School hold thea Commission on Teacher Credentialing certificate, permit, or other document ~~equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers~~required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment A [Ref. California Education Code Section 47605(l)(1) and 47605.4(a)]

- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades ~~or report card~~ and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(ed)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or

(iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

Will follow any and all other federal, state, and local laws and regulations that apply to the *Nea Community Learning Center* including but not limited to:

- The *Nea Community Learning Center* shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The *Nea Community Learning Center* shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The *Nea Community Learning Center* shall comply with any jurisdictional limitations to locations of its facilities.
- The *Nea Community Learning Center* shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The *Nea Community Learning Center* shall comply with all applicable portions of the Every Student Succeeds Act.
- The *Nea Community Learning Center* shall comply with the Public Records Act.
- The *Nea Community Learning Center* shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").

The *Nea Community Learning Center* shall meet or exceed the legally required minimum of school days.

_____ _____

Annalisa Moore, CLCS Executive Director Date

ELEMENT A: EDUCATIONAL PROGRAM

Community Learning Center Schools, Inc. (CLCS) a Nonprofit Public Benefit Corporation, has operated the Nea Community Learning Center (Nea), a TK-8~~12~~ program located in the City of Alameda for nine years. During that time, Nea has increased pupil academic achievement for all groups of pupils served by the school. Specifically, for the first five school years, Nea achieved an API rating of over 800 the state standard for excellence. In the shift from API to the CA Dashboard Nea continues to perform at levels at or above the state and similar schools. Based partially on these successes, Nea received a six-year accreditation from WASC through to 2021.

This charter renewal petition is for the continued operation of a TK-8~~12~~ school through 2026~~4~~. Nea currently serves ~~590~~ 536 Learners and will serve to its agreed upon capacity based on the Facilities Use Agreement signed with AUSD. Nea has, and will continue to, identify students who are interested in an alternative educational experience that encourages educational equity, experiential and collaborative learning, and a technology-rich environment to educate. Nea serves Alameda residents and residents of neighboring communities. An enrollment preference is given to Alameda Unified School District (AUSD) residents as required by law. The school seeks a diverse population of Learners that roughly represents the ethnic and socioeconomic diversity of AUSD. The program enrolls Learners from all geographic areas of Alameda and surrounding communities in grades TK-8~~12~~, keeping with our vision of serving Learners in all ~~thirteen~~ten-grade levels.

The Nea Mission

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

To achieve our mission, Nea is guided by nine principles, which represent our core values. These principles align with our overall expected learning outcomes (ELOs) of Nea Graduates, and the conduct of our Facilitators, Staff, Families and the extended Nea Community. These Nine Principles operate as the backbone of the Nea educational program, helping inform the methods for instructional delivery.[JMM1][MOU2]

The Nine Nea Principles

1. **Curiosity**:

   - Help clarify problems, ideas, and situations;
   - Actively explore the environment, ask questions and investigate possibilities; and
   - Demonstrate deep understanding beyond surface knowledge and *learn more* because of the desire to *know more*.

2. **Organization**:

- Select and apply appropriate technology to a task;
- Effectively use technology to critically gather information;
- Choose appropriate technology to communicate ideas;
- Participate in decisions that affect the learning experience; and
- Effectively organize and manage time and tasks.

3. **Persistence**:

   - Demonstrate the ability to maintain action regardless of challenges in reaching goals; and
   - Engage in effective self-reflection, assessment and revision of actions and products.

4. **Compassion**:

   - Develop and apply keen awareness of the interdependence of all things;
   - Exercise leadership and work with diversity;
   - Help others learn; and
   - Give back to the community and recognize the needs of others.

5. **Problem Solving**:

   - Overcome obstacles and find a solution that best resolves the problem;
   - Organize knowledge and develop strategies to correctly solve a problem; and
   - Evaluate the results to determine if it is the best possible solution to the problem.

6. **Courage**:

   - ~~Exceed AUSD graduation standards;~~
   - Generate new ideas and dreams, and plan for the future; and
   - Successfully meet college entrance and/or career path requirements.

7. **Teamwork**:

   - Function in various group roles;
   - Contribute cooperatively to a group effort;
   - Take ownership and responsibility for the well-being of the community; and
   - Participate in the democratic process, including judicial and governance structures.

8. **Integrity**:

   - Demonstrate consistency of actions, values, methods, measures, principles, expectations, and outcomes; =
   - Demonstrate honesty, truthfulness and accuracy in our actions; and
   - Take ownership and responsibility for the well-being of the community and ourselves.

9. **Accountability**:

- Achieve subject matter competency;
- Succeed on traditional assessment measures; and
- Produce high quality group projects for a variety of audiences.

Nea's Educational Model & Instructional Delivery

Nea provides an educational model that creates a dynamic learning community by embodying the best teaching practices with learning in a noncompetitive manner that supports individuals to actively discover their own potential, recognize their own value and worth, and practice responsibility to the community. The flexibility and differentiation of the educational program are the bedrock for building the skills and mindsets required to participate and succeed in the 21st Century.

Nea's academic foundation is built using a Project-Based Learning Model to create a dynamic classroom approach in which Learners actively explore real-world problems and challenges and acquire a deeper knowledge. Staff receive on-going training by the Buck Institute for Education, leaders in project-based learning to prepare Learners for academic, personal, and career success, and ready young people to rise to the challenges in their lives and the world they live in. Learners work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, Learners develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project.

Nea believes in the importance of a participatory governance model to empower Learners, parents, and Facilitators to create and sustain a great educational program. Nea is dedicated to a self-directed project-based learning model to achieve its educational goals. To this end, Nea provides a safe, connected, and flexible learning community. The program places emphasis on:

- developing reading, writing, and speaking skills to enhance understanding and effective communication;
- using the tools of math and science to become aware of how the universe works; and
- developing an understanding of how government, economics and the social sciences impact individual and global interactions.

Based on their knowledge and developmental level, Learners design their own goals and life plans, including responsibility to others and active citizenship. We embrace the idea that this is an on-going process of continual change and improvement. These skills have become increasingly essential for being a successful member of a globally-connected community in the 21st Century.

At Nea, teachers are referred to as *Facilitators* and students are referred to as *Learners*. We believe that this terminology change is essential to creating motivated Learners who will acquire the skills for becoming lifelong Learners. Changing the terminology is essential to creating empowered Learners who understand the need to take ownership of their educational experience. All community members will be on a first name basis in respect for the equity of their various roles within the community.

We believe that an approach that empowers Learners, provides them individualized support (from adults, older Learners, and peers), and sets the highest academic, social, and ethical expectations is by far more likely to achieve this goal than traditional educational practice. We provide all Learners with a rigorous, standards-based curriculum that promotes the practice and mastery of California State Standards by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards and are accessible to Learners at all levels (high and low achievers, English Learners, and special education Learners).

Modes and Methods of Instruction

Nea uses Common Core Standards-aligned curriculum, instructional materials, resources, and textbooks where applicable for all courses in grades TK-8~~12~~. Nea aligns its courses to meet California course and grade level standards.

At Nea, Learners prepare to be successful citizens by becoming self-motivated, competent and self-directed lifelong Learners. They do this by spending years immersed in the "Community Learning Center" educational model.

Nea has developed its educational strategies over the past nine years. During this period there has been a consistent vision and evolving practice of that vision. The vision is to transform the learning environment from a teacher-directed system to a self-directed learning environment in which teachers are "Facilitators and Learners" and students are "Learners and Facilitators".

In looking at the latest research in brain development, management, and education, several salient tenets emerge:

- Human beings are designed to learn. Educational best practices support and nurture this innate love of learning.
- Stakeholder voice is critical to the self-renewing organization, whether it is a company or a school. Unless Learners understand that their voice is honored and their ideas and feelings valued, educational renewal will not occur.
- Interaction is the basis of learning from the earliest periods of child development through the most sophisticated, technological workplaces.
- Ownership of learning must reside with the Learner, not the teacher. Only when the Learner eagerly reaches forward for knowledge, insight, and wisdom does real learning occur.

- Collaboration and teamwork is the environment of the successful organizational culture.
- Technology is the toolkit of the information age. To be literate in the 21st Century Learners must have access to and be proficient in the use of state-of-the-art technology.
- In order to pursue active learning, Learners must have the flexibility to work as teams, move outside the "box" of the school facility (both physically and electronically), and engage in inquiry that is both "free" and subjected to critical evaluation by peers and adults who are highly proficient in their fields.
- Multi-age grouping supports a Learner's knowledge acquisition through natural scaffolding, allowing them to move quickly in areas of talent, and more slowly and with more individual support in areas that are more difficult.
- Learning is made relevant and engages the Learner through purposeful work.

This research on brain development and learning provides the philosophical basis for the design of our school day. For the development of the TK-5 program we identified a few additional areas that we feel are important to consider with younger Learners:

- Language is used to express meaning. Facilitation of language skill acquisition occurs in contexts that are meaningful to the Learners. When Learners are engaged in authentic language use, three things happen simultaneously: they learn language, they use language to learn, and they learn about language.
- Learners are provided choices in what and how they learn within the structure of a studio and/or laboratory setting provided by Facilitators and older Learners.
- TK-5 Facilitators are *Multi-talented Generalists* in the lower grades, and content-specific experts in the upper grades, who collaboratively engage in reflective practices and ongoing professional development, which serves as a model for Learners.

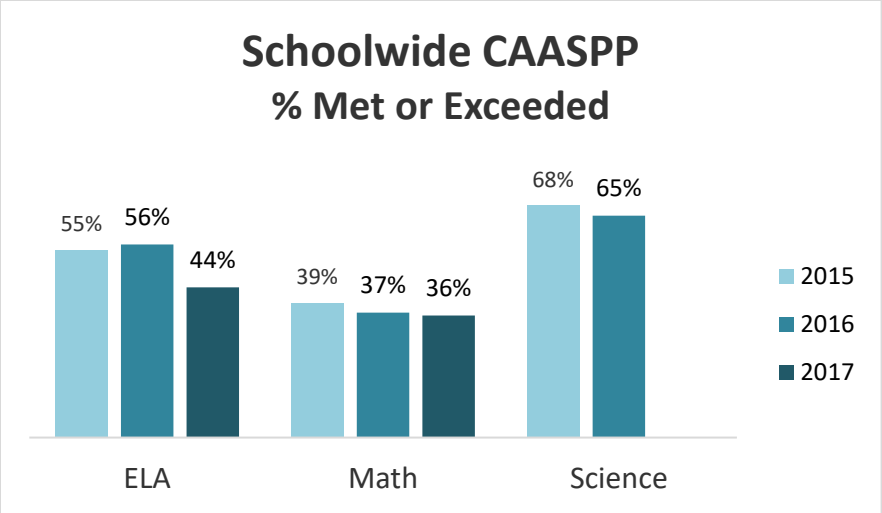
This educational model is in action with a group of Learners in grades 6-~~12~~ 8 at Nea. Visitors to Nea start by entering the community room, an essential component of our educational program. They see 30-50 Learners of mixed ages working either independently or in teams during their scheduled project time within the school day. In this technology rich space with Internet-accessible individual computers, self-directed Learners perform research for projects, access online programs to improve their skills, communicate with Facilitators and other Learners via email, write essays and research papers, use spreadsheets to analyze data, and create electronic music, and digital art and video. These learning activities happen within a modern workplace setting where the Learners are free to move about and interact with each other and Facilitators in a very personal way. Visitors also see Facilitators and paraprofessionals tutoring individuals and groups of Learners, as well as many small Learner study groups where Learners teach each other and work on team projects for their seminars. Learners might be working on building roller coasters for a physics seminar, creating element brochures for a chemistry class, creating power point presentations for a social studies class, or word processing English essays.

Beyond the community room, the school's nine classrooms are home to our academic seminars. In the 6-~~12~~ 8 program, Learners spend ~~anywhere from 60%~~ 80% -100%of their school day in seminars depending upon their chosen curriculum[JAR3]. ~~The rest of their day is spent on project time in the community room or attending college classes at the local Community Colleges.~~ Learners receive individual grades in these seminars that are recorded on their transcripts just like traditional schools. Seminars are offered in courses ~~required for graduation –~~ including science, mathematics, language arts, foreign language, and social studies, with an emphasis on a language rich environment that includes the visual and performing arts for TK-5.

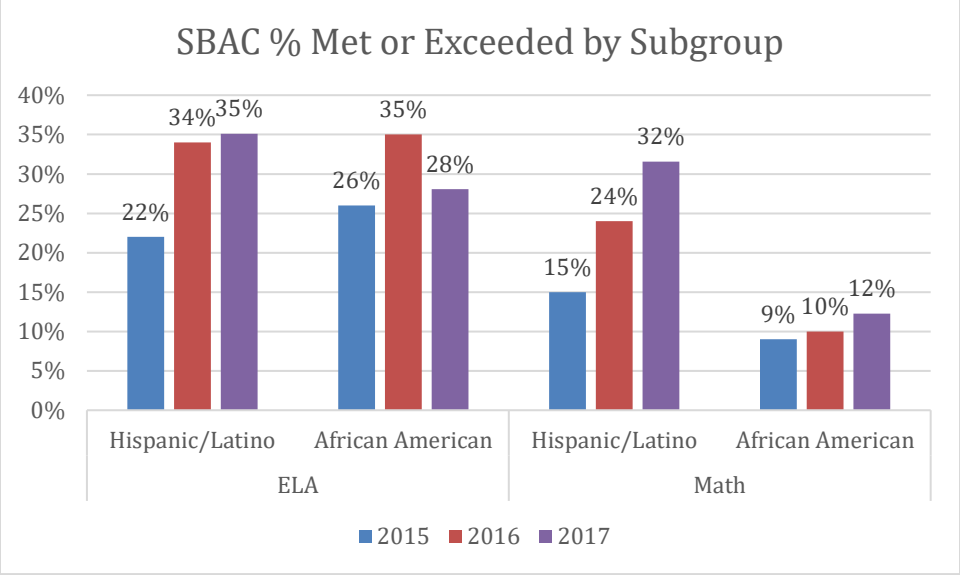
- In the science classrooms, Facilitators deliver direct instruction on the science curriculum, oversee traditional science laboratory activities, or prepare Learners for a group or individual project to be done during their project time. All science classes have adopted and implemented Next Generation Science Standards.
- In our math seminars, Facilitators use a combination of direct instruction, group projects and individual skill building using computers. All mathematics classes have adopted Eureka Math.
- In our humanities seminars, Facilitators give writing instruction and Learners discuss the books they are reading. All ELA courses use Luck Calkins as their foundation.
- Social studies seminars involve Learners giving presentations about history and current events. All 6-8~~12~~ social studies courses have adopted TCI.
- With our computer technology, Learners create visual art and electronic music. We also offer a traditional art seminar, where Facilitators and skilled older Learners work with Learners to explore painting and drawing.
- In another classroom, we offer foreign language instruction.
- In our leadership class, Learners debate and propose solutions to various school issues. The leadership class is charged with creating community within our school, organizing and maintaining the community space, and organizing community events. The leadership class is run in a democratic tradition.
- An element of Nea most visitors find interesting is our "Judicial Committee," where Learners (under the direction of a Facilitator) review rules violations by Learners and assign disciplinary consequences.

Nea's Student Achievement Overview Since Renewal

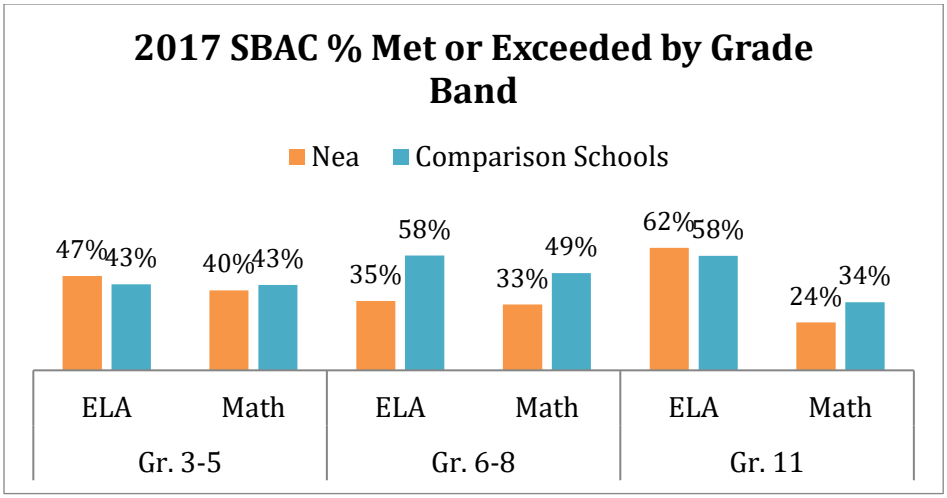
At Nea Community Learning Center, school-wide performance on the Smarter Balanced assessments has fluctuated from year-to-year, but there has been distinct growth in the performance of Hispanic/Latino and African American students over the last three years, reducing the achievement gap among racial/ethnic subgroups at the school.



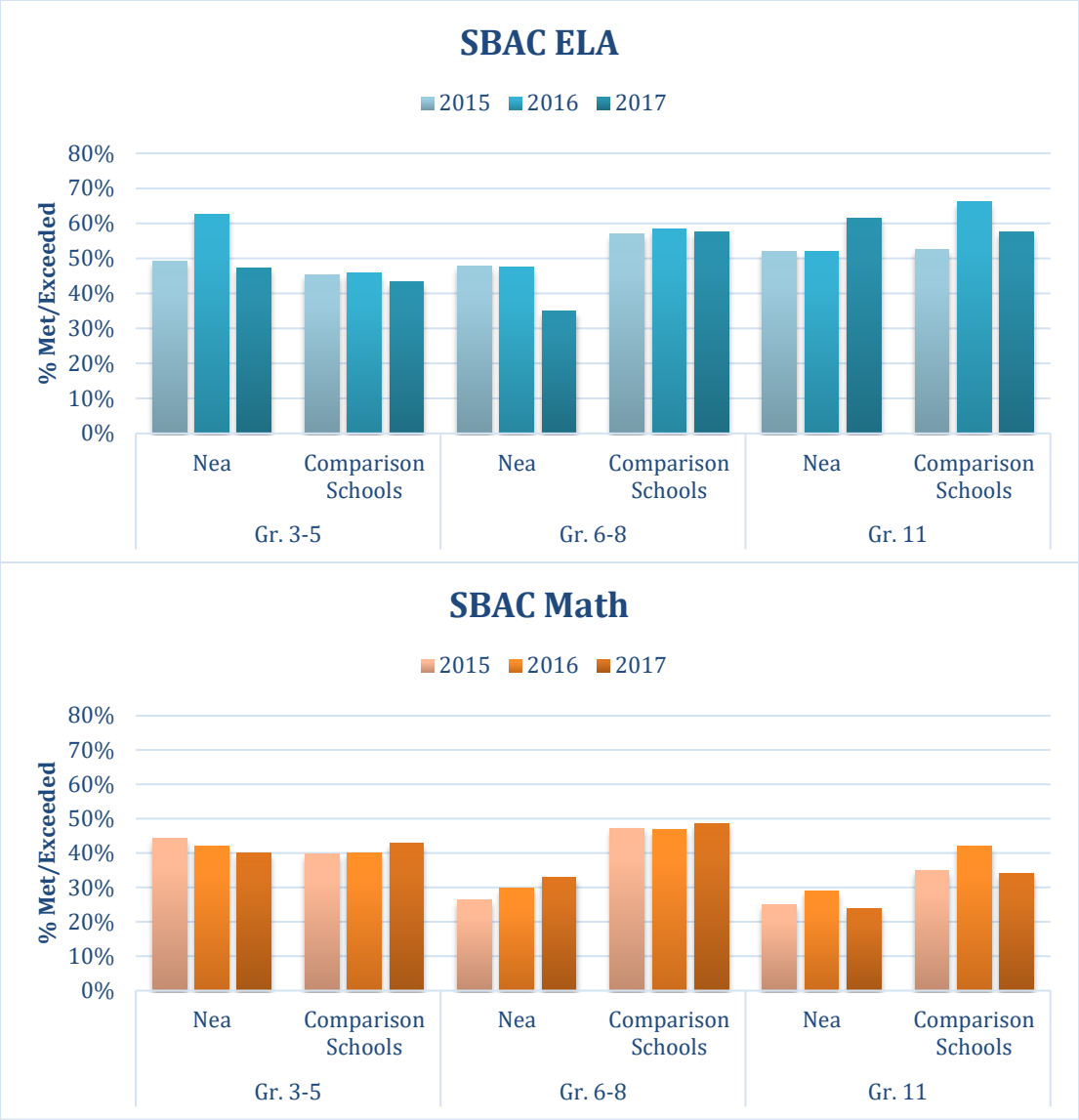
Hispanic/Latino students have improved 13 percentage points in English Language Arts (ELA) and 17 percentage points in Math from 2015 to 2017. Although the growth for African American students has been less consistent, they have also improved 2-3 percentage points over the last three years.



To get the clearest picture of student achievement, we have compared Nea's performance to neighboring schools based on grade span. Nea's grade 3rd to 5th grade students surpassed the comparison elementary school average for 2017 in ELA, as did our 11th grade students compared to the local high schools. Our middle school students in grades 6-8 are lagging behind the comparison middle schools, as such we have identified this as an area of focus for improvement.

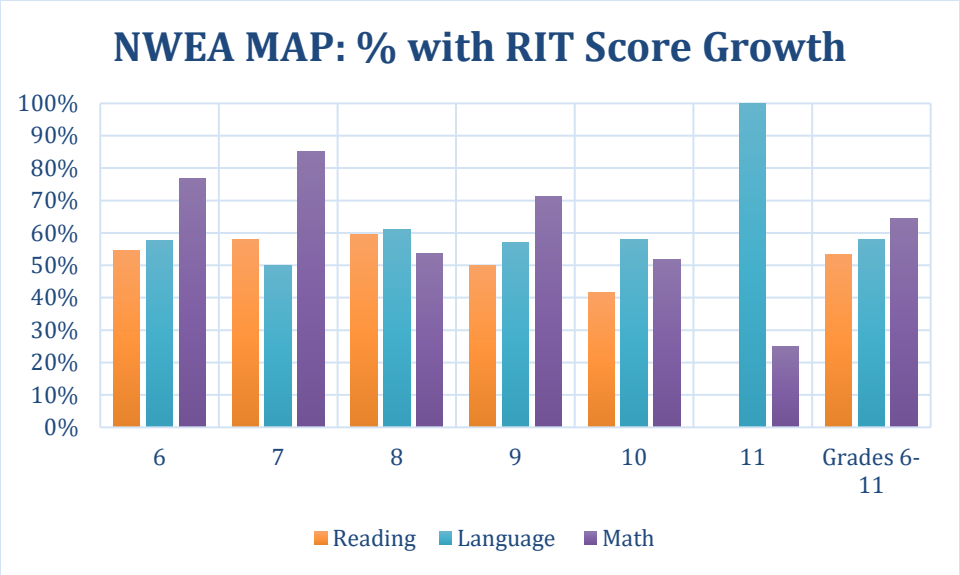


Nea's performance is on par with local elementary and high schools in ELA and the local elementary schools in Math. There has been steady growth in Math for the middle school students over the last three years, and 11th grade performance in ELA jumped 10 percentage points from 2016 to 2017.

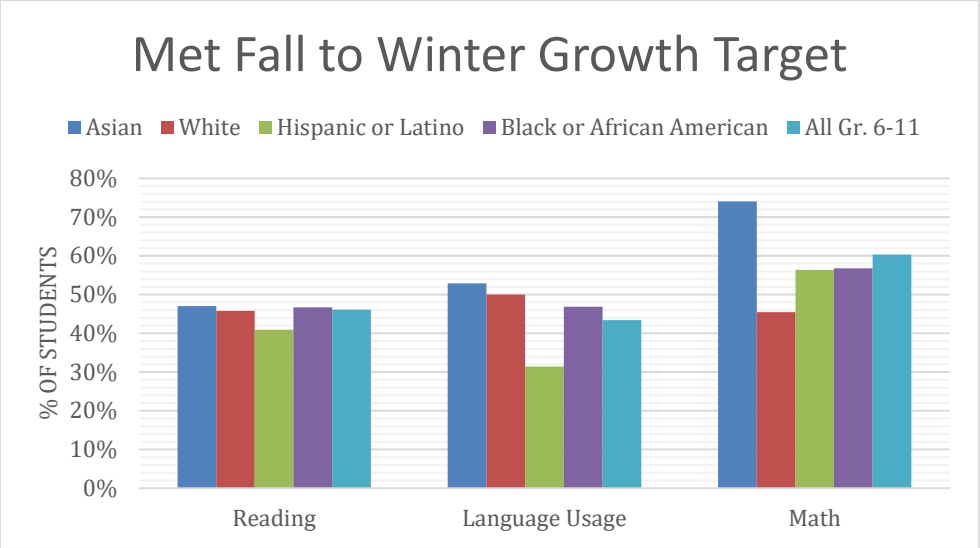


In addition to state assessment measures, Nea implemented NWEA Measures of Academic Progress (MAP) in 2017-18 to measure growth for students in grades 6-11 throughout the school year.

Over half the students made scale score growth from the Fall administration to the Winter administration in each of the subject areas tested – Reading, Language Usage, and Math. Over three-quarters of the 6th and 7th graders grew in Math.



NWEA MAP assigns growth targets for each student based on the student's starting scale score. For all students in grades 6-11 tested in both Fall and Winter, 46% met their growth target in Reading, 43% in Language Usage, and 60% in Math. Again, we can see the achievement gap closing as the percentage of African American students meeting their growth target is on par with white students at Nea.



Nea will continue to strive toward improving student performance in all subjects, particularly for its secondary students, and targeting assistance based on interim assessment data collected during the school year. The growth demonstrated by its subgroups indicates that efforts to close the achievement gap are working, so this will continue to be an area of focus for Nea Community Learning Center.

Nea Community Learning Center, Lower Village TK-5

Nea Community Learning Center's Learners participate in the democratic model. We recognize that these younger Learners need more structure and guidance from one primary adult or Facilitator than their older counterparts. Therefore, the elementary Learners have a homeroom Facilitator and a set space that is home base. These younger Learners are in multiage groups similar to the older Learners, when appropriate. With the use of differentiation within the curriculum, the low Learner-to-Facilitator ratio, and the commitment to success for all Learners by the entire Nea community, Learners have flexibility to work at their own pace within the appropriate development markers.

There is a strong focus on developing a joy of reading and writing. We emphasize comprehension and critical thinking in a variety of genres as well as across the other subject areas – math, science, social science and, the arts. We achieve this through the school wide implementation of Reading and Writing Workshop developed by Columbia University's Teacher College and Lucy Calkins, which has been used and refined by educators over the last 30 years. In this model, Learners gain ownership over their learning because they have choice in book selection and writing topics, learning is meaningful and purposeful because Learners read and write for real audiences and purposes and, authentic assessment is used to further learning and inform instruction. Instruction is differentiated across subjects, to meet the needs of the individual Learner so that Learners can work at their own pace at their appropriate level.

As important as developing literacy is in elementary school, we also recognize the need for an integrated, activity-based and hands-on math and science program. Elementary Learners must have authentic, meaningful experiences in order to truly understand abstract scientific and mathematical concepts. We use real materials, like the Full Option Science System (FOSS), in an activity-based program, to teach these concepts so Learners truly comprehend what happens in regrouping or the water cycle, rather than rote memorization of a series of steps. Finally, we embrace all the arts, not only as a PTSA-run program but through assemblies as well as through a thorough, hands-on, integrated program.

Nea community enthusiastically supported the recent passage of Assembly Bill 167 (2021), which will be gradually phased in over the next five years to eventually allow all students who are 4-years-old by September 1 to be eligible for TK by the end of the 2025-2026 school year. By providing a TK program that will expand to align with state minimum age requirements, Nea will be able to offer an engaging academic program that builds students' academic foundational skills while also supporting the development of critical social emotional skills as students transition into kindergarten. Research clearly shows that students who attend effective TK programs develop higher math and literacy skills upon entering kindergarten which are so critical to their academic success. Nea will begin with one TK class in the 2022-2023 school year, and plans to add a second TK class in the 2023-2024 school year. Nea will only operate two TK classes. The program will be designed to support students' acquisition of the critical academic and social emotional skills and qualities to support their success in Kindergarten.

Nea Elementary Requirements (TK-5)

The elementary portfolio demonstrates the young Learner's ability to meet the state standards and the performance standards as established by the Nea learning community. Each year, Learners create their portfolio and have a compilation of their best work and projects, demonstrating mastery of Common Core Standards.

TK-5 Coursework

Multiple-subject credentialed Facilitators teach Nea's courses. Coursework includes reading and writing workshops, inquiry based projects in math, science and social studies and the arts. Facilitators assess for mastery of concepts through benchmarks. Projects range in scope from individual to small group collaborative to whole school. The arts are directly taught, as well as used as a means to demonstrate understanding across content areas. TK-5 coursework involves hypothesis forming, experimentation, evaluation, documentation and presentation, and the classroom environment promotes social-emotional awareness and responsibility. All TK-5 coursework is aligned to the Common Core Standards. (See Nea TK-~~12~~ 8 Curriculum Binder.)

TK-5 Curriculum

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

I. We provide a **balanced curriculum** - not only concerned with WHAT we teach children, but HOW we teach children.
   a. Powerful teaching is **responsive teaching** that is based on the learning styles and the cultural backgrounds of the Learners.
   b. We use **evidence-based instruction** (using the research and practice developed out of Columbia University's Teacher's College, which is used throughout the country)
      1. Reading, writing, and thinking is demonstrated for the Learners so they have explicit models to follow
      2. Learners have the independence to select reading material at their level and are able to engage in self-selected writing topics
      3. We employ the reading/writing connection to improve comprehension
      4. Learners write for real audiences and purposes
      5. Reading and writing is not be limited as a subject, but used across content area subjects as well

II. We have **broadened literacy instruction across the curriculum** to include not only conventional reading and writing, but digital, visual, and critical thinking literacy. We

believe for a child to be successful, they must know how to use these literacy skills successfully.

a. Literacy instruction in mathematics incorporates the work of Eureka Math and Marilyn Burns utilizing:
    1. "Math Talks" that help Learners build mental math and computation strategies
    2. Technology as a tool for understanding changing mathematics in a technological word
    3. Creativity as an element in learning math

III. We use a project-based approach to learning science and social studies, building upon the Project-Based Learning (PBL) resources disseminated by The Buck Institute for Education (BIE)

IV. We will **expand** our use of **assessment**:
    a. We use traditional, technological and performance-based measurement tools for accountability
    b. We use data that derives from an observational (both qualitative and quantitative) context to evaluating the Learners' individual process and products.

The Common Core Standards are used as the framework for TK-5 learning and are made explicit and transparent to the TK-5 Learners and their families. To meet and exceed the Common Core Standards, TK-5 Learners are provided with multiple means to discover how they learn and to accelerate their learning. The Facilitators, working with Learners, design units of study based on the Learners' performance and the content standards. These units of study are project and constructivist based, designed for both individual work and teamwork. The brain-based principle that new knowledge and understanding is built on Learners' prior knowledge and understanding drives this work.

TK-5 students have specific classrooms for direct teaching and for support that is provided by their classroom Facilitator. These rooms are small labs, rich in learning materials that provide a developmentally appropriate environment for the TK-5. Here they keep their personal things, their work journals, and their archived work. They personalize these rooms to reflect who they are and what they are learning. They see themselves and their learning in the displays and the materials in these spaces. The classrooms as work areas are individual hubs of the community and are used by individual Learners and by teams to construct understanding of and make connections across the Common Core Standards and social development norms. Classrooms are hubs for teamwork, large projects and relationship-building.

There is also a flexible community gathering space called the "Tree". The Tree is the center for the development of the democratic community. Here, the whole TK-5 school gathers at least every other week for Contemporary Community Citizenship (CCC) where community announcements and performances occur, and which is facilitated by Learners themselves. Learners then break up into smaller multi-age CCC groups which are facilitated by the 5th graders, focusing on the "learning to learn skills" and the needs of the community.

The Facilitators for the TK-2 classes are generalists with specific competencies in literacy, mathematics, science, history, democracy, art/design, individualization, and learning to

learn skills. The two upper-elementary rotations have Facilitators that are experts in their specific subjects:

Grades 3 - 5 Rotation
The 3rd, 4th and 5th grade classes rotate through three separate core seminars with three different Facilitators. The rotation allows for Learners to engage with Facilitators with core expertise in Math/Science and Humanities (ELA/Social Studies) with an emphasis on STEaM (Science, Technology, Engineering, Arts and Humanities, and Math).

There is a mentor Facilitator in each of the TK – 2nd and 3rd – 5th grades.

Learners from grades 6-~~12~~8, under the guidance and direction of the adult Facilitators, enhance their own skills as well as those of the younger Learners by engaging as mentors for the TK-5 Learners through the Boa Me program. Derived from the Adinkra Symbol representing cooperation and interdependence, the phrase associated with the symbol reads, "Boa me na me mmoa wo" which translates to "Help me and let me help you". In this cross-age tutoring and mentoring program, Learners from Upper Village spend time with TK - 5 Learners during their seminars. Whether they work with a small group of 1st graders on their reading or organize a game of kickball at recess, the older Learners gain an invaluable experience while serving the school community as a positive influence.

In addition to the core academics, all Learners receive rich curriculum in developmentally appropriate “Learning to Learn” skills that has been created by the current school. These include:

- Teaching others
- Democratic Leadership
- Ownership of Community (Democracy and Leadership)
- Judicial System Interaction (Democracy and Leadership)
- Personal Visioning
- Technology Skills
- Systems Thinking

Each Learner in the TK - 5 Village has the opportunity to choose two electives per trimester to explore unique experiences. Past and current offerings include: Dance, Theater, Green Team (Promoting sustainable living), Buoyancy, Chess, Art History, Drawing, Yoga, Art, Aerodynamics (paper airplane making), Kickboxing, Lego Robotics, Creative Music, and more. We focus on a variety of skills at Nea that go beyond typical academics. Electives are multi-grade across TK – 2nd and 3rd – 5th grades.

School Year and School Day (TK-5)

For the 2020~~18~~-~~1~~23~~9~~ school year, Nea will provide 180 instructional days totaling 62,220 instructional minutes for TK[JAR4][MOU5] and Kindergarten, 54,080 instructional minutes for grades 1-2, and 57,785 instructional minutes for 3-5. All State minimum attendance requirements will be met. (See Appendix 8.)

In addition, Nea will be open from 7:30 a.m. to 6:00 p.m. Monday through Friday, providing before and after school care. This allows flexibility for families with unique schedules, providing Learners supervision in an engaging environment.

Sample School Schedules for TK-5th Grade

TK - 2 House					
Period	**M/T/Th/F**		**Period**	**Wednesdays**
Circle	8:1000 - 8:30		**Circle**	8:1000 - 8:15
1	8:30-9:55		**1**	8:15 - 9:10
Recess	9:55 - 10:20		**Recess**	9:10-9:35
2	10:20 - 11:20		**2**	9:35-11:05
Lunch	11:20-12:10		**Lunch**	11:05-11:50
3	12:10-1:10		**3**	11:50-12:45
Recess	1:10-1:35		**4**	12:45-1:30
4	1:35-2:35		**Circle**	1:30 - 2:00
Circle	2:35-3:00			

3rd - 5th House				
Period	**M/T/Th/F**	**Period**	**Wednesdays**
Circle	8:1000 - 8:15	**Circle**	8:1000 - 8:10
1	8:15 - 9:20	**1**	8:10-8:55
2	9:20 - 10:25	**2**	8:55 - 9:40
Recess	10:25 - 10:45	**Recess**	9:40-10:00
3	10:45 - 11:50	**3**	10:00-10:45
Lunch	11:50 - 12:35	**4**	10:45-11:50
4	12:35 - 1:35	**Lunch**	11:50 - 12:45
Recess	1:35 - 1:50	**CCC**	12:45 - 1:30

5	1:50 - 2:50		**Circle**	1:30 - 2:00
Circle	2:50 - 3:00			

Before and After School Choices (scholarships and need-based aid available)

Site Based:

- 7:30 – 8:00 Before School Care (no cost)
- 3:00 – 6:00 After School Care ($5 an hour, organized activities and free play, snack included)

MOU Based:

- After School Enrichment classes organized through Alameda Education Foundation (AEF) held on and offsite
- Alameda Arts classes organized through Alameda Arts onsite
- Alameda Boys and Girls Club offered offsite

Nea Community Learning Center, Upper Village 6-~~12~~8

~~Nea Serving High School Students~~ WASC

Nea currently holds a six-year WASC accreditation through the year 2021~~ and UC course approval~~. ~~Nea courses are approved by UC to meet the a-g requirements. Nea graduates, therefore, meet the UC a-g requirements as a result of meeting the school's Graduation Standards. Our WASC accreditation ensures that Nea courses are fully transferable to other high schools. Learners from the graduating class of 2018 are currently attending prestigious California universities such as the University of California, Berkeley, and the University of California, Davis.~~

~~Learners and their families are informed about the transferability of Nea courses to other public high schools, and the eligibility of courses to meet college entrance requirements at our annual "Back to School Night" and annual "Mandatory Parent Orientation" meeting, during individual counseling sessions with our counselor, and in course description binders. Nea shall conduct exit interviews with all families that leave during the school year, and if appropriate, counsel them about their educational alternatives.~~

Broad overall program goals

The most comprehensive and individualized goals are that all Learners at Nea meet the CLCS Graduate Profile~~ and Nea Graduation requirements~~. This profile specifies the outcomes for all Learners across a range of domains. All Nea programs and strategies are held up to this standard to determine their worth and efficacy. An example of a current Graduate Profile ~~and Graduation requirements~~ may be found in Appendices 1, 2 and 7.

Philosophical, Theoretical and Research Base for the Vision

The philosophical basis for the Nea model originates from a 1992 community-wide visioning process conducted by the AUSD leadership. This visioning process resulted in the AUSD Vision, the AUSD Graduate Profile, and was the seed of Alameda Community Learning Center, and the foundation upon which Nea was been created. Nea has implemented strategies to produce effective lifelong Learners, looking at research in socio-psycholinguistic learning, education, brain development, organizational development, and community development to determine best practices. This information has been distilled from the book *Learning to Learn: A Conceptual Framework for the School of the Future*, from which the following paragraph is taken:

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

To this end, Nea utilizes the following instructional/learning strategies:

- Learners, in collaboration with their Facilitators, establish their own individualized goals and life plans at a developmentally appropriate level. (Grades 6-~~12~~8)

- Learners work toward mastery in their studies through goal setting. Learners who progress rapidly can move on to new material that would not be traditionally taught at their age level. Learners who are experiencing difficulty achieving mastery may take longer than usual to complete specific subject matter. To the greatest extent possible, these Learners will be supported and encouraged by peers and Facilitators. Learning differences are universal, and all Nea participants are aware that no two people learn things in precisely the same manner or timeframe.

- Subject matter is addressed from multiple perspectives – utilizing learning teams, project-based approaches, presentation requirements (artistic, technological, oral, kinesthetic), and will be subjected to supportive but critical review by the learning community.

- Learners are expected to conduct developmentally appropriate, original inquiry into scientific, social, artistic, and literary topics – often gathering information from primary and secondary sources to develop and test personal or group hypotheses. This inquiry may include original research into local social, ecological, economic, and cultural phenomena that are of relevance to our community.

- The participatory governance of the Nea Community Learning Center is a part of the learning experience itself – managing legislative, judicial and executive functions of the school in a collaborative and accountable manner.

- Nea promotes effective communication between parents and Facilitators, the Lead Facilitator, and counselors by involving parents in Learner Led Conferences. Nea Learners have Learner Led Conferences semi-annually, presenting and demonstrating growth in the Learning to Learn skills to other Learners, families, as well as their own family. Facilitators formally evaluate these conferences on the basis of quality of portfolio/project work, quality of presentation, and the Learner's sense of competence in making presentations. Facilitators and Learners utilize a standardized rubric to assess the effectiveness of the Family Conferences regarding content, presentation, and original thought.

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

~~Learners in grades 9 – 12 have access to electives in art, philosophy, Green Team, electronic music, and Comparative Religions. Through the use of innovative programs such as Creative Learning Systems and UC approved online courses, Nea offers courses outside of the classroom. Nea high school Learners attend local community colleges for access to advanced courses and other electives that are UC and/or CSU transferable.~~

Learners in grades 6 – 8 also receive semester electives in Leadership, Digital Video Studio, Tinkering, Foreign Language, Creative Writing, Drama, Maker Studio, and Pioneers in Education Robotics.

Curriculum Description

The ~~Nea~~ CLCS Graduate Profile and the ~~Nea~~ CLCS Graduation Standards define the outcomes needed to graduate from ~~Nea~~ CLCS as aligned to Common Core State Standards. These skills are acquired through the existing elementary~~,~~ and middle school~~, high school and college-level~~ curricula. A detailed description of the Nea curriculum is provided as a separate volume, accompanying the renewal application. The Nea TK-8~~12~~ curriculum binder provides the grade level and course level details of our academic curriculum. Nea establishes an environment in which Learners become critical and creative thinkers in challenging learning experiences, successfully responding to expectations beyond their present skill level.

~~**Nea Graduation Requirements (6-12)**~~

~~Coursework required for graduation is aligned to Common Core Standards. The Graduate Profile, along with the Learning to Learn skills and specific Nea requirements (Senior Portfolio, Senior Project, Community Service) are outlined in the Nea handbook, which is provided to all Learners, and about which all guardians are informed. All Nea graduates meet all State standards.~~

6-~~12~~ 8 Coursework[JAR6]

Courses in mathematics include 6th grade math, Pre-Algebra, Intro to Algebra, Algebra ~~(in one or two years), Geometry, Algebra II, Pre-Calculus and Calculus~~. ~~Learners have the opportunity to take Statistics and other advanced math courses through the College of Alameda.~~ Courses in English/Language Arts and U.S/World History are taught in grades 6 and 8~~7~~ with it being integrated as Humanities in 7~~8~~th grade. ~~In grade 9, Language Arts is combined with Current Life; grades 10 and 11 are multi-age courses that alternate on a two-year cycle; and a combined English/Senior Seminar course is provided in grade 12. In grades 10 and 11, Learners take Modern World History and U.S. History, respectively, followed by Government and Economics at grade 12.~~ Science course offerings include, for grade 6 through 8, Earth, Life and Physical Science programs, in addition to technology, computer science and STEM. ~~As part of the Nea graduation requirements, all Learners take Chemistry, Biology and Physics. Honors level courses are offered, as needed, based upon Learner interest and the feasibility of offering small classes.~~

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

Embedded in the work of each course are the aforementioned "Learning to Learn" skills, necessary for the continuous learning that is crucial to success in the 21st Century by people of all ages.

School Year and School Day (6-~~12~~8)

For the 2022~~18~~-23~~19~~ school year, Nea will have 180 instructional days totaling 63,740 instructional minutes in grades 6-~~12~~8. All state minimum attendance requirements will be met. (See Appendix 8.)

In addition, Nea will be open from 7:30 a.m. to 4:00 p.m. (school will begin no earlier than 8:00am), Monday through Thursday, to allow Learners additional time to study, access technology, meet in group work teams, and receive additional tutoring from Facilitator staff. These extra hours provide Learners an additional 10,380 minutes per year of a safe place to be before and after school, and participation is not mandatory. Nea will also be open in the evenings for special projects, as necessary.

Responsibility for Special Education Services and Funding

Nea complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities ~~in~~ Education Improvement Act ("IDEIA"). Nea uses federal dollars for special education as designated by law.

For purposes of special education, Nea is its own LEA pursuant to Education Code Section 47641(a) and is a member of the El Dorado County Charter School SELPA. Nea complies with all State and federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

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

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

B. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the State and federal mandates;

C. Organize and administer the activities of the IEP Teams, including the selection of the LEA staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;

D. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;

E. Provide facilities as required to house the programs conducted by the LEA;

F. Provide for the acquisition and distribution of the supplies and equipment for programs conducted by the LEA;

G. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA;

H. Cooperate in the development of curricula for the classes and the development of program objectives with the SELPA. Cooperate in the evaluation of the programs as specified in the Local Plan, with the SELPA;

I. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the SELPA;

J. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;

K. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;

L. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;

M. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;

N. Designate a person to represent the LEA on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;

O. Designate a representative for the LEA to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;

P. Receive special education funding from El Dorado County in accordance with the Charter Consortium Allocation and Budget Plan.

ASSURANCES

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

1. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

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

2. FULL EDUCATIONAL OPPORTUNITY

It is the policy of Nea that all pupils with disabilities have access to the variety of educational programs and services available to non-disabled pupils including nonacademic and extra-curricular services and activities.

3. CHILD FIND

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

4. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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

5. LEAST RESTRICTIVE ENVIRONMENT

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

6. PROCEDURAL SAFEGUARDS

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

7. ANNUAL/TRIENNIAL REASSESSMENT

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

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

8. CONFIDENTIALTIY

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

9. PART C, TRANSITION

It is the policy of Nea that children participating in Early Intervention Programs, (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs.

10. PRIVATE SCHOOLS

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

11. COMPLIANCE ASSURANCES

It is the policy of Nea that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and 2) that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12.-13. GOVERNANCE

It is the policy of Nea to support and comply with the provisions of the governance structure and any necessary administrative support to implement the plan.

14. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

It is the policy of Nea that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.

15. PERSONNEL STANDARDS

It is the policy of Nea to make an ongoing, good faith effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

16. PERFORMANCE GOALS & INDICATORS

It is the policy of Nea to comply with the requirements of the performance goals and indicators developed by the state and provide data as required by the state.

17. PARTICIPATION IN ASSESSMENTS

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

18. SUPPLEMENTATION OF STATE/FEDERAL FUNDS

It is the policy of Nea to include this information in the Annual Budget Plan submitted annually to the state.

19. MAINTENANCE OF EFFORT

It is the policy of Nea to provide assurances that funds received from Part B of the IDEA will be expanded in accordance with the applicable provisions of the IDEA; will be used to supplement state, local and other federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expanded for the education of children with disabilities except as provided in federal law and regulations.

20. PUBLIC PARTICIPATION

It is the policy of Nea that prior to its adoption of policies and procedures, the LEA shall make the policies and procedures available to the general public, hold public hearings and provide an opportunity for comment by the general public.

21. SUSPENSION/EXPULSION

It is the policy of Nea that data on suspension and expulsion rates will be provided in a manner prescribed by the State.

22. PART C

It is the policy of Nea to submit the Part C (infant/toddler) Local Interagency Agreements to the state as part of the Annual Service Plan.

Section 504 of the Rehabilitation Act

Nea shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Nea shall be accessible for all students with disabilities.

Nea recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Nea. Any student, who has

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

A 504 team will be assembled by the Lead Facilitator and counselor and will include the parent/guardian, the Learner (where appropriate) and other qualified persons knowledgeable about the Learner, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the Learner's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the Learner has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The Learner evaluation is carried out by the 504 team, which evaluates the nature of the Learner's disability and the impact upon the Learner's education. The evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligent quotient.

- Tests selected and administered to ensure that when a test is administered to a Learner with impaired sensory, manual, or speaking skills, the test results accurately reflect the Learner's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the Learner's impaired sensory, manual or speaking skills.

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

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

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

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

Identification and Instructional Strategies for Special Populations

Nea will comply with the Individuals with Disabilities in Education Improvement Act, Education Code requirements, and applicable policies and practices of the El Dorado County SELPA (attached to this charter as Appendix Q).

Nea complies with SELPA protocol regarding the delineation of duties between the SELPA and the local school site in providing special education instruction and related services to identified pupils. Nea will meet at least annually with the SELPA to review special education policies, procedures, protocols, and forms of the SELPA and SELPA protocol, to ensure that the Nea and the SELPA have an ongoing mutual understanding of AUSD protocol and to facilitate ongoing compliance.

Nea conducts "Child Find Activities" as prescribed by federal law and has a "Special Education Process" in place that meets all applicable laws related to special education. Nea follows all procedures for identification including "Student Study Teams," assessments and IEPs.

Special needs Learners in grades TK-8~~12~~ are supported by one of our three Resource Specialist(s). The specialist(s) and a full-time counselor [JMM7][MOU8]meet at least weekly with all Nea Facilitators to consider ways to address Learner needs. All Facilitators participate in the creation and implementation of IEP and Section 504 plans, and there are ongoing efforts to find new ways to carry out specialized learning plans to meet individual needs. Learners with IEPs receive appropriate accommodations and modifications in formal and informal testing situations, as well as in the completion of daily class work. The Resource Specialist(s) and the Counselor are fully integrated Facilitators in the community.

Nea follows a comprehensive Multi-Tiered System of Supports (MTSS) process when working to identify and support Learners. Weekly Facilitator meetings also serve as Student Study Team meetings, which consider Facilitator referrals for Learners in needs of additional support. Nea's small school community enhances Facilitators' ability to identify and address individual needs, and the school's philosophy and structure greatly support unique learning styles and needs. Learning is designed to make full use of each Learner's strengths and support growth in areas of weakness. Each young person learns differently and Nea supports that reality.

Nea Special Education Overview

- All Learners at Nea with disabilities are fully included in all aspects of the general education curriculum.

- Services that remediate academic challenges are incorporated into the general education program, including Learners without disabilities.

- All Learners at Nea with and without disabilities are expected to participate in leadership roles in the community.

- Referrals for assessment for special education services are generated by Facilitators, Student Study Teams and parents. Assessments are conducted within the legal timeframe. Nea collaborates with El Dorado County Charter School SELPA, School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our Learners.

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

Resource Specialist/Full Inclusion Specialist Duties

Starred (*) sections are federally and/or state mandated duties. Duties of the RS/FI Specialist at Nea include but are not limited to:

Special Education Testing, IEP Development and Collaboration

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

- Administer State testing California Assessment of Student Performance and Progress (~~STAR and CAHSEE~~"CAASPP") to Learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*
- Report to site administrator (NCLC Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter SELPA general and special education programs on behalf of Learners with disabilities.*
- Increase access to the educational system for parents and Learners with disabilities by providing resources for advocacy within the educational system and community and providing `information and referrals to support Learners' success.*

Curriculum Accommodations and Modifications

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

Collaboration with and Referral to Outside Agencies

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

- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to Learners with disabilities (County mental health agencies, Regional Services, County social services agencies).*

Professional Development

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

Paraprofessional Supervision

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

English Language Learners

Nea's English Language (EL) Learners receive placement and ongoing assessment. EL Learners participate in mainstream classrooms led by Facilitators who are CLAD certified and provide a wide variety of differentiated instruction. Our small size enables us to work very closely with EL Learners to meet their unique needs. In many cases, EL Learners receive accommodations that include one-to-one reading support, and/or working with a Learner to create an assessment that demonstrates his/her content knowledge in a manner that isn't inhibited by language gaps. We firmly believe that this targeted assistance, as well as the language-rich environment provided by Nea (e.g., unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) are key factors in most EL Learners being re-designated R-FEP ~~by graduation~~.

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

The needs of EL Learners are identified using the same methods employed by the AUSD. Upon enrollment in Nea, parents are asked to complete the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment forms, Nea assesses the English and primary language proficiency of the Learner within the first 30 days of enrollment using the English Language Proficiency Assessments for California

("CELDTELPAC"). ~~Learners are appropriately placed based upon CELDT outcomes, adjusting to ELPAC in 2018.~~

Similarly, Nea's elementary EL Learners are identified through the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment form, Nea assesses the Learner's English and primary language proficiency using the ~~CELDT/~~ELPAC within the first 30 days of enrollment. EL Learners are placed in classrooms with other ELs, receiving instruction that utilizes sheltered methodologies, strategies, and techniques in all of their academic areas throughout the course of the day, to assist in ensuring that any existing academic deficits are addressed. In addition, EL Learners receive Facilitator directed differentiated English Language Development (ELD) instruction for 30 to 40 minutes per day, which is based on their English Language Proficiency Level. The differentiated instruction may be integrated into daily Reading and Writing Workshops, providing one-to-one conferences for EL Learners. As the need arises, differentiated ELD instruction may be provided to the EL Learners in small groups with similar proficiencies in English, at a designated time during the day. Nea's EL Learners continue to be supported by the self-directed, hands-on approach of our program.

Grade 6-~~12~~ 8 Learners with a ~~CELDT/~~ELPAC Proficiency Level of ~~Beginning, Early Intermediate, or Intermediate~~[JAR9] are placed in an English Language Development Class. Learners are held to the State ELD standards as they progress toward English proficiency. In addition, all EL Learners are placed in mainstream English classes to support their integration into our community. Their coursework is modified by the Facilitator appropriately. Content area classes at Nea are taught by qualified SDAIE (Specially Designed Academic Instruction in English) Facilitators who use strategies such as providing increased number of visual materials, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Nea's elementary EL (TK-5) Learners are placed in mainstream classes with SDAIE trained Facilitators. As with their older counterparts, elementary EL Learners are held to State ELD standards as they progress toward grade level standards. Beginning - Intermediate EL Learners receive "dedicated time" from a Facilitator who provides language lessons designed for their proficiency levels. The Facilitator provides "comprehensible input", consisting of instruction in the second language made understandable to the English Learner through Total Physical Response (TRP), games, skits, small group attention, individualized instruction and conferences. Nea uses ~~CELDT/~~ELPAC outcomes to determine when Learners may be re-designated/reclassified as Fluent English Proficient (FEP).

Learners with ~~CELDT/~~ELPAC Proficiency Levels of ~~Early Advanced, Advanced, or Proficient~~ [JAR10]are placed in a Grade 6-8~~12~~ mainstream English classes only. Daily English classes provide differentiated instruction to all Learners. Learners continue to receive additional and appropriate instruction in ELD at Nea in order to meet the requirements to be re-designated/reclassified as FEP. Content area classes at Nea are taught by qualified SDAIE Facilitators who use strategies such providing a greater number of visual materials,

active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning. Nea's EL programs are all aimed at supporting Learners' acquisition of English, while meeting age appropriate academic achievement standards for grade promotion ~~and graduation~~. EL Learners are re-tested annually using the ~~CELDT/~~ELPAC to determine if they are eligible for reclassification (based upon the additional AUSD standards for reclassification), and to ensure progress is being made. All costs associated with EL services are the responsibility of Nea.

Nea uses the ~~CELDT/~~ELPAC ~~tests~~ to assess the level of English Language proficiency in our Learners identified as ELs by either their home language survey or Calpads. Once we determine their level of proficiency, we place Learners in classes to support their language acquisition. Beginning ELs are placed in an ELD1 class. Early Intermediate and Intermediate ELs are placed in an ELD2 class. All Nea Facilitators are given access to a document listing the names, home languages, and all language levels assessed using the state test. Facilitators are encouraged to communicate with the ELD coordinator for support with their ELs. Office hours are offered three days a week after school for all Learners, including our ELs, where Learners are given extra support on class assignments.

The goals of all programs are for the Learners to learn English and meet age appropriate academic achievement standards for grade promotion ~~and graduation~~. Learners are retested yearly using the ELPAC to determine if they are eligible for reclassification (using the additional AUSD standards for reclassification), and to ensure they are making progress. All costs associated with ELL services are the responsibility of Nea.

Homeless & Foster Youth

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

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

High Achieving Learners

Nea is an ideal environment for high achieving Learners. Learners are welcome and encouraged to reach beyond the Nea curriculum to pursue their own interests and learn at their own pace.

Within the Nea program, Learners are not constrained by grade level. With Facilitator and parent approval, Learners may take seminars above their grade level if they can demonstrate that they've already met the learning outcomes for their own grade.

Within the Nea curriculum, our self-directed, project-based approach allows exceptional flexibility for high achieving Learners to approach learning according to their unique skills,

abilities and talents. The multi-aged setting of the TK-5 facility allows Learners to learn at their own rate. Additionally, our Facilitators actively guide Learners to extracurricular education and enrichment programs. Learners at Nea access programs such as Stanford's Summer College Program, UC Berkeley's Young Entrepreneurs at Haas ~~, the National Book Awards Summer Writing Program,~~ and ~~Coursera's~~ Edgenuity's online learning community**.** [JMM11]~~Due to its close proximity, older Learners are encouraged to take additional evening and summer electives not provided by the Nea at the College of Alameda.~~

Strategies for Low Achieving Learners: Nea's Safety Net

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

TIER ONE

Class Interventions

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

Safety Net

If a Learner is not successful after the implementation of class interventions, the Facilitator will meet with the Learner's grade level team and form a Safety Net. In the Safety Net meeting, Facilitators list and discuss interventions and strategies that have been used and have been successful. Facilitators will work as a team to brainstorm the causes of the Learner's challenges and identify set interventions that they will try moving forward. Each

Department Lead tracks data in the Safety Net form located in the MTSS Counseling Folder for their Village. Facilitators will then observe the Learner and report progress every 8 weeks.

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

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

TIER TWO

Intervention Team

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

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

Learner Support Team Meeting I

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

Learner Support Team Meeting II

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

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

TIER THREE

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

504 Accommodation Plan

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

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

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

Special Education Initial

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

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

Lab and Math Lab is recommended to help a Learner improve his/her skills. While attending these classes, regular assessment of learning within the support class, MAP assessment scores, as well as improved classroom grades are used to determine if the support should be continued or modified.

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

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

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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

The overall measurable educational objectives of Nea are as follows:

Content Area	Outcomes
Schoolwide	**Goal**: Nea Learners will make progress in meeting grade level exit outcomes in math, English Language arts, science and social studies, and will demonstrate improvement in the Common Core standards of literacy and mathematics
English Language Arts	**Goal**: Learners will have strong reading, writing, listening, speaking, and presentation skills. **Goal**: Learners will be able to effectively communicate ideas, opinions, and information orally and in writing.
Mathematics	**Goal**: Learners will develop abilities to reason logically, and learn and apply mathematical concepts in abstract and real-life situations.
History / Social Science	**Goal**: Learners will apply and understand civic responsibilities in and outside of their communities. Learners will have civic, historical, economic, and geographical knowledge of diverse cultures/peoples throughout the world.
Science	**Goal**: Learners will successfully utilize scientific research and inquiry methods to understand and apply the major concepts from various branches of science.
Social-Emotional Intelligence	**Goal:** Learners will build durable, meaningful relationships with peers and adults.
Attendance	**Goal**: Nea will meet or exceed a 95% student attendance rate.
Learner & Parent Satisfaction	**Goal**: High percentage of responses and high percentage of positive feedback on annual school community surveys.
Learner & Family Support	**Goal**: Learners and families will see Nea as an anchor in their community where they will find a variety of support structures and resources to grow and develop

Goals Aligned to State Priorities

Pursuant to Education Code Section 47605(cb)(5)(B), the following is a table describing Nea's outcomes that align with the State priorities and Nea's goals and actions to achieve the State priorities.

Goal 1: Ensure that students demonstrate academic growth and proficiencies, so they leave TK-~~12~~ 8 ready for college/career. (State Priorities #2, #4, #7, #8)

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

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

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

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

- Maintain high attendance rates low chronic absenteeism rates.
- Maintain low suspension rates.
- Maintain low middle ~~and high~~ school drop-out rates.
- ~~Maintain high graduation rates.~~
- ~~Maintain 4-year plans for every high school student.~~
- Continue parent education workshops and information sessions.

- Increase translation services.
- Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness.
- Maximize site communication tools
- Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs.
- Increase student engagement, positive student behavior, citizenship, and school climate.

Local Control Accountability Plan (LCAP)

Nea's 2018-2020 LCAP can be found in the Appendices.

Measurable Pupil Outcomes as Reflected in the California School Dashboard

Improvement in Outcomes
We have seen progress this year presenting in improved academic performance for our Hispanic population, all student suspension numbers in decline, and overall parent engagement. Using the Performance Levels from the California State Dashboard, we are able to disaggregate our data and dig into our area of growth and need.

This first report shows the performance levels for our Hispanic population on State Indicators from Fall 2017. We have seen great growth for this student group in mathematics. We attribute this to increasing EL services to three days a week, PBIS implementations, a student Hispanic Heritage Club, and increased reading intervention program that is serving the middle school as well as the elementary school.

Hispanic Learners Overall Performance:

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.9%	Declined Significantly -2.6%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		Low 45.1 points below level 3	Maintained -0.5 points
Mathematics (3-8)		Low 66 points below level 3	Increased Significantly +17.7 points

Suspension Data:

One of Nea's areas of greatest improvement was around suspension rates. Every subgroup "declined significantly" from Spring 2017 to Fall 2017. This is attributed to all the school

culture work that was done as part of professional development to improve the school's over all climate and create a safer school environment. Best practices with regards to Restorative Justice, PBIS and MTSS were an area of great focus with the staff at both the end of the year professional development as well as a focus at the start of the next school year. Learners were also incorporated into the community with student-led clubs and cultural celebrations which increased student opportunities for success and positive relationships with adults on campus.

The only exception to the decrease in suspensions was one event, which occurred with a student identifying as Asian, that resulted in an "increased significantly" based on the suspension of one student.

	Student Performance	Number of Students	Status	Change
All Students		551	High 5.1%	Declined -1.3%
English Learners		51	Medium 3.9%	Declined Significantly -5.8%
Foster Youth		4	*	*
Homeless		7	*	*
Socioeconomically Disadvantaged		186	Very High 11.3%	Declined Significantly -2.7%
Students with Disabilities		64	Very High 10.9%	Declined Significantly -5%
African American		104	Very High 14.4%	Declined Significantly -3.9%
American Indian		6	*	*
Asian		52	Medium 3.9%	Increased Significantly +3.9%
Filipino		17	Very Low 0%	Maintained 0%
Hispanic		102	Medium 3.9%	Declined Significantly -2.6%

Areas Identified for Improvement

- Improve Academic Performance as per LCFF ratings for ELA and Math for Socioeconomically disadvantaged students, EL students, and African American Students.

Our SBAC score shows these groups performing below level, two years in a row.

In analyzing our data we have found that we have significant work to do in serving our students with disabilities for both English Language Arts and Mathematics. For English Language Arts we also need to work on our supports with socioeconomically disadvantaged Learners and for Mathematics supports for our African American learners.

ELA

Socioeconomically Disadvantaged		83	Very Low 74.5 points below level 3	Declined Significantly -24.6 points
Students with Disabilities		28	Very Low 116.7 points below level 3	Declined Significantly -16.7 points

We focused on SBAC scores for IEP learners by revamping resource room supports to be more individualized, revamped the testing schedule so that the alternative setting for testing was familiar, we increased intervention for the 6th-12th grades and grew supports for K-5 pull out services.

Math

Students with Disabilities		28	Very Low 123.8 points below level 3	Increased Significantly +19.7 points
African American		44	Very Low 98.7 points below level 3	Maintained -1.6 points

- Nea will continue to offer Office Hour tutoring free of charge
- Nea will continue its subscription with NWEA for MAP testing
- Increase student and parent awareness on the importance and impact of State standardized Testing through parent info nights
- Adjust testing week schedule to include incentives to motivate students to perform their best on the SBAC
- Introduce IAB interim assessment training
- Monthly check in with facilitators to discuss IAB SBAC interim assessments and results

Increase parent involvement in middle ~~and high~~ school

- Create a Welcome to Nea committee to make phone calls to new families
- Stand-alone announcements for upcoming family evening events
- Phone calls from facilitators to L2L room families with a Back to School Reminder
- Hard copies of family events shared at back to school nights and posted in the office
- Continued updating of website with 'banners' that share upcoming family information upon opening site

Monitoring of struggling students through benchmark data, attendance, and Jupiter gradebook

- Teams will meet to review benchmark data and plan for learner success
- Create a position for attendance monitor to oversee the SART protocol
- Utilize Jupiter gradebook more effectively to communicate with parents regarding learner support at home

Although Nea has identified areas wherein significant improvement must be addressed, the overall program is academically sound and has proven its effectiveness over the course of the school's existence. Nea is committed to not just identifying areas for improvement, but

implementing systems of support with Facilitator and Learner input. Nea understands that, as a community, we rise and fall together; as such, it is our priority to make sure that all of our Learners are supported in their educational journeys.

ELEMENT C: METHODS OF MEASURING PUPIL OUTCOMES

Assessment Tools

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

Through the methods listed below, we provide Learners, Facilitators, and families with a comprehensive view of student achievement. Nea's Lead Facilitator is responsible for administering State-required assessments.

What We're Measuring	**Assessment Tools**
Proficiency in English Language Arts, Mathematics, History / Social Science, Science	CAASPP (annual) ELPAC (annual, where necessary) Standards-based benchmark assessments using curriculum aligned to the California History-Social Science Framework CAST ~~(when implemented)~~ Standards-based benchmark assessments using curriculum aligned to the Next Generation Science Standards Framework Internal formative and summative assessments Course grades Elementary Portfolios ~~Senior Portfolios~~ ~~Senior Project~~
Growth in Social-Emotional Intelligence	Internal formative and summative assessments Elementary Portfolios ~~Senior Portfolios~~ ~~Senior Project~~
Growth in Physical Fitness	California Physical Fitness Test (PFT) in grades ~~7~~8 ~~and 9~~ Student performance tasks Teacher observation Course grades
Growth in Proficiency Levels for Majority of Subgroups	CAASPP (annual) ELPAC (annual, where necessary) Course grades
Achievement of the Graduate Profile for Learners in Grades 6-~~12~~8	Senior Electronic Portfolios Performance Rubric Course Grades
~~**Learners in Grades 9-12 Meet A-G Requirements**~~	~~Twice-yearly evaluation of Learner transcripts by school counselor~~ ~~Course Grades~~

Majority of Annual Growth & Performance Targets are Met	California School Dashboard

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

The elementary portfolio of our TK-5 Learners demonstrates the young Learner's ability to meet the state standards and the performance standards as established by the Nea learning community. Each year, Learners create their portfolio and have a compilation of their best work and projects, demonstrating mastery of Common Core Standards.

~~For our 6-12 Learners, coursework required for graduation is aligned to Common Core Standards. The Graduate Profile, along with the Learning to Learn skills and specific Nea requirements (Senior Portfolio, Senior Project, Community Service) demonstrate the skills gained over the course of the Learner's educational journey.~~

Assessment and Accountability Committee
Each year, the Lead Facilitator convenes and chairs the Assessment and Accountability Committee, whose membership includes parent, Learner, and Facilitator representatives. The Assessment and Accountability Committee oversees the annual review of State testing data and reviews progress on quarterly NWEA assessments. The results of which are considered during curriculum and instruction design.

Forms of Assessment
Baseline – Baseline assessments are used at the beginning of the school year to gauge the Learners' level of mastery, from which point the Facilitator can appropriately plan instructional delivery.

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

Uses of Assessment Data

Maximizing Growth for Learners, Facilitators, and Nea

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

At the school level, we use the data to:

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

At the classroom level, we use data to:

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

At the Learner level, we use data to:

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

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

Reporting Data to Families

Nea strives to be in a partnership with families, working together to maximize the learning trajectory of their children. To support this partnership, a combination of formal and informal reporting takes place to ensure families have open access to information and data on their child's development. Reports are user-friendly and written feedback is provided and translated into languages other than English as needed. Informal reporting to families is on-going through such methods as phone calls, texts, written notes, emails, and face-to-face conversations and meetings. Formal reporting to families includes regular reports of

student academic progress, assessment results, and annual Student-Led Conferences. Annually, Nea reviews data from the California School Dashboard with families.

Local Control Accountability Plan (LCAP)

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

School Accountability Report Card (SARC)

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

California School Dashboard

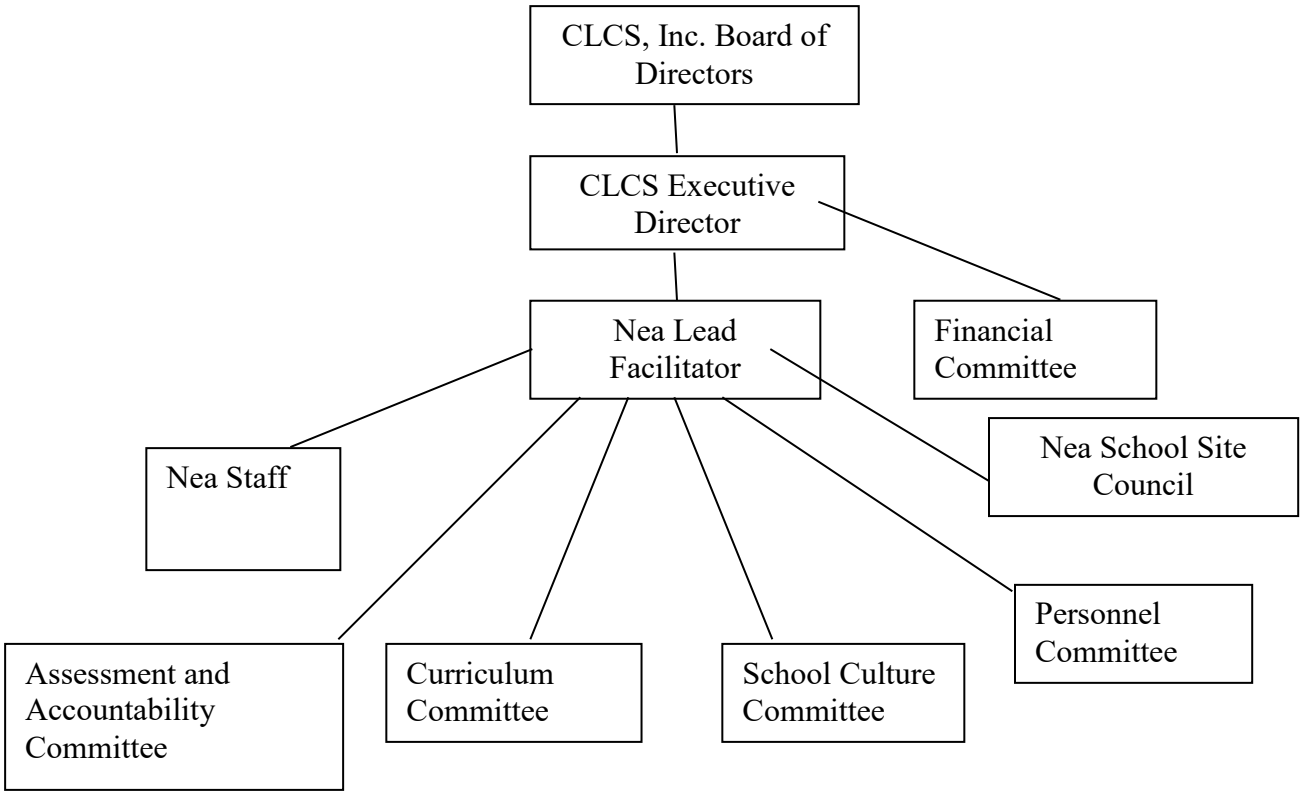
The Dashboard is a report card for local schools and districts that takes a more holistic look at the many performance areas that are key to preparing students for college and career after 12th grade. This accountability system puts equity at the center of assessing local schools and districts and provides greater transparency for parents and the community. Nea uses the data in the CA School Dashboard to assess its performance and improve its practices.

In addition, Nea adheres to any other reporting requirements, applicable to charter schools, required by AUSD, Alameda County, and the State of California.

ELEMENT D: GOVERNANCE STRUCTURE

CLCS has found that structuring governance so that community members actively participate develops Learners and engages parents, resulting in a stronger community. The following structure maintains overall control, while delegating segment responsibility to people involved in the respective activities.

Nea Charter School Governance Structure



The Nea Community Learning Center complies with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."

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

- To ensure alignment of the Nea Community Learning Center with its mission and vision.
- To monitor student performance.
- To approve the strategic and long-term plans for Nea.

- To approve all policies.
- To ensure that all internal controls are effective.
- To provide fiduciary oversight, including receipt of ongoing financial reports.
- To approve budget and contracts (including MOU, charter revisions, etc.).
- To supervise the audit process and secure audit report approval.
- To serve as the final authority on expulsions, personnel firing decisions, and legal actions.
- To serve as the appeal board for any Nea Governing Board recommended expulsions.
- To be responsible for any official interactions with AUSD / charter granting agencies, county and State, including the approval of funding applications and reports.
- To serve as the employer of all Nea staff and to approve employee contracts, pay schedules, benefits, and other employee financial transactions.
- To serve as a review board, as approved by board policy, related to employee dismissal.

Nea Community Learning Center charter school is operated by CLCS, Inc., a non-profit public benefit corporation with 501(c)3 status that was granted in 2006. With the creation of Nea, CLCS created a Board of Directors and bylaws that allow it to govern both Nea and ACLC. The CLCS Board of Directors for the corporation draws from community business leaders who helped create the original ACLC and Nea. The CLCS Board of Directors oversees the work of both the Nea School Site Council ("SSC") and ACLC Governing Board~~s~~. A Nea ~~Governing Board~~SSC has been seated according to this charter. The school is operated as an independent charter school and is directly funded. CLCS is a "separate legal entity" for the purposes of liability for the debts and obligations of the charter school. Current CLCS Board of Directors biographies and qualifications are available on our website (www.clcschools.org) along with all board policies related to "Conflict of Interest".

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

The Nea School-Site Council

Nea's School-Site Council operates under the authority granted to it by the CLCS Board of Directors. Parents, Learners and Facilitators are all empowered at every level of Nea governance as members of the school-site council, and all of the major committees (i.e., Finance, Personnel, Curriculum, Assessment and Accountability and School Culture).

Nea School-Site Council

Members

2 Alameda Community Members
4 Facilitators (including the Nea Lead Facilitators TK-5 & 6-~~12~~8)
2 Learners
2 Parents

Nea's school-site council acts as an advisory Board to Nea Community Learning Center. It is charged with development and oversight of policy, budget recommendation, organizational development, strategic planning, curriculum, program evaluation, and maintaining Nea's vision and mission. All of this is reviewed and subject to CLCS Board of Directors' approval. The School-Site Council is comprised of ~~four~~ three Facilitators (the ~~two~~ Lead Facilitator~~s~~ and t~~hree~~wo~~wo~~[JMM12] other Facilitators determined by the Nea Facilitator staff), two elected Learners from the whole 6-~~12~~ 8 body of Learners (serving one-year terms), two parents who are selected to the following year's Council, and serve alternating two year terms. Two members from the community, who each serve two-year terms (with the possibility of renewal). The CLCS Executive Director attends the meetings and acts as the communications link between the CLCS Board of Directors, the Nea School-Site Council, and the AUSD Board of Education.

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

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

School-Site Council Scope of Responsibility

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

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

Parents, Facilitators, Learners, and community members all play a role in representing their respective stakeholder groups on major school policies and make recommendations to the CLCS Board based on the best interest of the school. The School-Site Council uses school data to establish, evaluate, and improve the educational program and school policies. Data includes, but is not limited to, test scores and parent, Learner, and Facilitator satisfaction surveys.

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

Nea Committees Overseen by Lead Facilitator and CLCS Executive Director

Financial Committee
Each year, the CLCS Executive Director convenes and chairs the Nea Financial Committee whose membership includes parents, Facilitators and Learners. The committee assists in developing Nea's budget, and monitors the budget, as well as other financial activities, under the direction of the Executive Director. Each month, the Financial Committee reports to the CLCS Board of Directors and Nea's Governing Board, and makes financial recommendations, as necessary. The Executive Director has created a purchase order system for all purchases with EdTec, Nea's business services management organization. Internal financial controls have been established. Purchase order requests to EdTec require two signatures, from any of the following three people: Nea Lead Facilitator, CLCS Executive Director, or CLCS CFO. Any purchases greater than $1,000 that are not designated in the site-approved budget, requires CLCS Executive Director and Nea's Lead Facilitator approval.

School Culture Committee
Each year, the Lead Facilitator works within the outline of the Union CBA to consult with Facilitators, and appoints a Facilitator to chair Nea's School Culture Committee and supervises the committee's work. The School Culture committee is constructed such that there are parent, Learner, and Facilitator representatives. The committee works to develop the Annual Report and WASC accreditation report, and conducts the annual parent and Learner survey processes. Bi-monthly the School Culture Committee reports progress to the School-Site Counsel, making recommendations as necessary.

Personnel Committee
Each year, the Lead Facilitator convenes and chairs the Personnel Committee, whose membership includes parent, Learner, and Facilitator representatives. Under the direction of the Lead Facilitator, the Personnel Committee conducts new personnel hiring interviews as determined by CLCS Board policy. Under the direction of the Chief Operating Officer, the Personnel Committee reviews and adjusts hiring protocols as determined by CLCS Board.

Assessment and Accountability Committee
Each year, the Lead Facilitator convenes and chairs the Assessment and Accountability Committee, whose membership includes parent, Learner, and Facilitator representatives. The Assessment and Accountability Committee oversees the annual review of State testing data and reviews progress on quarterly NWEA assessments. The results of which are considered during curriculum and instruction design.

Curriculum Committee

Each year, the Lead Facilitator consults with the Facilitators and appoints a Facilitator to chair the Curriculum Committee, supervising work of this group. The Curriculum Committee includes parent, Learner, and Facilitator representatives. The committee ~~collects and documents all course outlines required for California State University standards and UC a-g requirements. They also~~ actively completes WASC-related work, evaluating new courses before submission to the School-Site Counsel[JMM13][MOU14]. Bi-monthly the Curriculum Committee reports to the School-Site Counsel and makes recommendations, as necessary.

The Financial, Personnel, Curriculum, and Program Evaluation Committees all operate under the oversight of the Lead Facilitator and CLCS Executive Director. The committees make recommendations regarding policy. The policy recommendations are subsequently reviewed and approved by the Governing Board.

Day-to-Day Operational Governance

The Nea Lead Facilitator is responsible for the day-to-day operation of the school, and makes all decisions necessary to provide a safe and constructive learning environment. As an educational leader, the Lead Facilitator seeks to empower Learners to take control of their educational experience through the Contemporary Community Citizenship class, the Leadership class, and the Judicial Committee.

Nea's governance structure is designed to maximize Learners' self-management and governance at the 6-~~12~~ 8 level, and to introduce these ideas at the TK-5 level. Learners are deeply involved governance. Nea is comprised of adolescents who are at the time in their lives that self-determination within a guiding system of law and community relationships is ~~much more important to learning than a system that is devised and imposed by adults – whether they be parents or educators~~emerging[JMM15][MOU16]. However, because no community has full self-determination, and must be subjected to the laws of the broader community – whether that be state, national or international law – we make sure that our Learners understand that their self-determination, while real, is limited by the regulations and laws that govern the larger community of which we are part.

Contemporary Community Citizenship (CCC)

The CCC is comprised of the entire community of Learners. The CCC elects the two Learners to represent them on the School-Site Counsel. Learners at Nea are not passive bystanders; they are integrated into the highest levels of decision-making.

The Nea CCC consists of a TK-5 and a 6-~~12~~ 8 group. Each group meets weekly and is charged with being the primary communication matrix of the school. This means that the entire group of Learners is regularly presented with, and provided an opportunity to discuss ongoing issues of importance to the school – from issues as mundane as noise levels and cleanliness to issues as complex and compelling as harassment or community relations. In addition to these communication and process issues, the CCC is responsible for legislative action – that is, for creating, discussing and voting on formal proposals that

relate to the daily operations of the school. This includes the creation and amendment of the Rule Book, the document that clarifies the rules and code of conduct for the entire Nea Charter School community, including Learners, Facilitators, parents, and community visitors. Many of these actions may be within the purview of the CCC and will not require any review or approval by the School-Site Council. However, issues which reflect a change in basic mission and/or philosophy, or that relate to budget and/or personnel matters will require review and approval by the CLCS Board of Directors before they take effect.

It is important to note that although some actions of the CCC may require the approval of other bodies, the bulk of the decision-making processes related to self-management is in the hands of the community of Learners. In this way, Nea's Learners are empowered to establish the operational rules of their learning community, and to make decisions about the use of some resources (e.g., purchase of specific equipment, use of funding for field trips) that are within the purview of the learning community. The CCC also conducts annual surveys that evaluate the Facilitators, the academic program, the Leadership Committee and the operation of the school, and makes recommendations for change in operational practices. The CCC is the focus for the annual Learner Convention, an opportunity for the entire community to review the operations of the year and make changes to Nea's Rule Book.

The TK-5 community collaboratively develops its own version of an age appropriate CCC. This includes community meetings to disseminate information, and fun activities to build community between the Learners of different grades. Appropriate extracurricular activities and clubs are formed during the weekly CCC meeting time. The TK-5 community of Learners does not have representatives on the School-Site Counsel.

Judicial Committee (Learner Disciplinary Policies)

The Judicial Committee (JC) for students in grades 6-~~12~~ 8 is comprised of five Learners who are elected by the Learners, and one Facilitator elected by his/her peers. The JC meets four times each week to consider issues related to infringement of rules codified in the Rule Book. The Rule Book, originally developed by ACLC's CCC over the course of more than a decade, is revised and updated on a regular basis by Nea's CCC. The TK-5 portion of the school follows the Nea Rule Book and runs its own Judicial Committee under the direction of the Lead Facilitator. The TK-5 JC consists of five Learner-elected Learners, and meets at least weekly.

The Judicial Committee is responsible for enforcing the school's rules by hearing cases submitted by Learners and Facilitators, and deciding on appropriate consequences to specific actions. The JC also mediates disputes, and assists parties engaged in some type of conflict to find common ground, allowing them to move forward in a cooperative manner. The JC is, therefore, a particularly important part of the school's governance, placing the responsibility for self-management clearly with the Learners.

Leadership Committee

The Leadership Committee is a class in which grade 6-~~12~~ 8 Learners may enroll. Taking on the executive functions of the community of Learners, 25 Nea Learners are involved in the Leadership Committee each year.

Leadership meets three times each week and works very closely with the leadership Facilitator, who is appointed by the Nea Lead Facilitator. Leadership is primarily charged with implementing proposals passed by the CCC. Proposals may include codifying recommended changes in the Rule Book, promulgating and enforcing rules in the community, coordinating center activities, supporting the smooth operation of day-to-day affairs of the community, and coordinating and facilitating the annual Learner Convention. Many functions such as coordinating field trips, CCC meetings, notification of scheduling changes, and other facilitative and communication roles are best accomplished by Leadership because they provide opportunities for students to engage in self-management and organization of their own learning community.

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

The TK-5 community has developed its own version of an age appropriate Leadership Committee. Involving Learners in grades 4 and 5 who become the school leaders for the TK-5, Learners have input in designing appropriate school-wide activities and fieldtrips for the younger grades, creating rules for the TK-5 community room, making suggestions for the purchase of educational software programs, and are responsible for creating the culture of the school.

Decision-making Process

Nea works to achieve consensus in making decisions. However, if consensus is not attainable within a reasonable timeframe, the various decision-making groups vote and a simple majority rules, unless otherwise specified by this Charter or through Bylaws adopted by the CLCS Governing Board.

Parent Participation

Nea promotes effective communication between parents and Facilitators, the Lead Facilitator, and counselors by involving parents in a Nea parent-driven PTSA. Also, parents serve on the school's School-Site Council and school committees overseen by the Lead Facilitator and Executive Director. The PTSA was formed as a means of organizing parents to provide leadership for lunch programs, new parent mentoring, volunteer tutoring, ~~for planning the graduation event,~~ supporting sports teams and other extra-curricular activities and field trip programs. Parents also serve on the WASC Focus on Learning Committees.

Parents convene regularly in both formal and informal meetings to share information and discuss their Learners' progress toward achieving Nea's vision.

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

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

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

Hiring Plan

Nea has hired ~~highly~~ well qualified, fully credentialed Facilitators ~~in our core subject areas~~, [JMM17]in addition to instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. Instructional support staff include two full-time counselors, part-time reading intervention specialist, contracted school psychologist, and 3 resource specialists. In addition to attracting talented personnel in the immediate Alameda area, Nea contacts regional graduate schools of education (e.g., UC Berkeley, Mills College, CSUEB) to publicize Nea among new and experienced educators. We also seek staff through teacher recruitment fairs, EdJoin, through our website, and by advertising to teachers in neighboring communities.

Under the direction of the Lead Facilitator, the Nea Personnel Committee conducts personnel interviews according to the CLCS Board hiring policy. Facilitators are certificated teachers who are appropriately assigned~~for the purposes of teaching the core, college preparatory curriculum of Nea~~. The Nea Personnel Committee also seeks to recruit Facilitators that share the values and educational philosophy of the Nea community. The Nea Personnel Committee recommends for hire Facilitators who meet California state teaching requirements and are profession-ready. The CLCS Executive Director has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors as needed.

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

Teachers / Facilitators

CLCS employs Facilitator staff holding ~~appropriate~~ the California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing required for their certificated assignment. ~~These Facilitators teach the "core" academic and college preparatory classes of mathematics, language arts, science, history /social studies.~~ These Facilitators are responsible for overseeing the Learners' academic progress and for

monitoring grading and matriculation decisions as specified in the school's operation policies.

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

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

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an EL Authorization/CLAD Certificate.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the Nea team to ensure continuous improvement for students, staff and Nea community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

CLCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher/Facilitator ~~unless they are instructing non-core or non-college preparatory courses and activities~~.

General Requirements, Hiring and Performance Review

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary. All employees of the school (administrative, instructional, instructional support, non-instructional support) shall meet CLCS's fingerprinting and TB qualifications for employment to ensure the health, and safety of the school's faculty, staff, and pupils. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CLCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designee will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo a check through such services as a LiveScan fingerprint process. CLCS will pay for LiveScan services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

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

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

Nea has its own Safe School Plan for fire, earthquake, and harmful intruders (lockdown drills) that is filed with the District. Nea staff receives training in emergency and first aid response, in accordance with state standards and training programs.

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

- Behavioral rules, compliance and enforcement procedures.
- Safety including hygiene, fire safety, physical obstacles, and chemical, electrical or other risks due to the instructional program activities.
- Risks to Learners due to extensive community, workplace, and other off-site activities pursuant to individual learning objectives.
- Risks to Learners due to harassment of a sexual or discriminatory nature based on race, ethnicity, national origin, disability, religion, gender, sexual orientation, or other protected classification.
- Immunization and medical screening requirements to reduce health risks.
- Criminal record checks for all ~~regular~~ volunteers who will volunteer outside of the direct supervision of a credentialed employee.
- The Chief Operating Officer of CLCS conducts criminal background checks on employee candidates, as required by Education Code Sections 44237 and 45125.1 , ~~as required by Education Code 44830.1 and 45122.1,~~ and ensures that the Nea does not hire any person who has been convicted of a violent or serious felony, as required by Education Code 44830.1 and 45122.1.
- There are health checks for all employees pursuant to state law and district personnel policies, where applicable, such as tuberculosis.
- Nea's facilities meets state and local building codes, except where exempt.
- Nea's facilities meet federal requirements, including the Americans with Disabilities Act.
- Nea complies with all state and federal laws regarding food safety and environmental protection.
- Nea complies with all state and federal laws designed to protect children, including, but not limited to, the proper administration of medication to students in schools and the reporting of child abuse.
- Nea school screen Learners' vision and hearing and for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

Diabetes

The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

The Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Behavioral Issues

Nea is a self-governing, Learner-operated community with respect to Learner behavior. In many ways this constitutes a strength that supports student safety, since the Learners establish the rules of the community and are, therefore, very conscious of the impact of their behavior on the entire community. Certainly, Facilitators, as the adults responsible for overall safety of the program, take strong action as necessary in the case of an emergency or unsafe situation. However, the Learner community and Facilitators have created the Nea Rule Book, and share the responsibility for creating and maintaining a safe community through the Judicial Committee.

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

Facilities Safety

The learning community is also partially self-regulating with respect to physical safety issues. Both campuses are subject to the regular inspection of the local fire marshal and will be maintained in compliance with Educational Code and Health and Safety Code.

Beyond these basic safeguards, the internal furnishings, equipment and risk management is the responsibility of the entire learning community as represented by the CCC and, ultimately, the Governing Board. Learners and Facilitators are responsible for identifying any obstacles or other risk factors that should be addressed to reduce hazardous conditions in the learning environment. Leadership is then responsible to ensure that corrective measures are implemented in a timely manner to mitigate risks.

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

Community Risk

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

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

- The administrative staff carefully screens volunteers and mentors prior to being authorized for student engagement. Volunteers and mentors are fingerprinted and go through a formal screening process. Generally, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic, and who are not alone with students at any time during such a visit, will be exempted from this screening.
- Work-based learning opportunities are carefully reviewed to ensure that Learners are safe. Parent permission is required before Learners are allowed to engage in off-site contact with adults, unless it is a one-time only visit, conducted in a group and supervised by Facilitators.
- Field trips are reviewed and approved by Nea's Lead Facilitator. Parents must provide permission for field trip participation.

Sexual Harassment and Discrimination

Nea Learners and staff are protected from harassment and discrimination (Appendix 3) based on all protected classes. Nea does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). This protection is guaranteed in the Nea Rule Book. (Appendix 4). We believe this Learner-led approach makes Nea safer for students than the ambient environment of the ~~high~~ school in which enforcement is the responsibility of

adults. At Nea the Learners create, review, revise, and enforce these rules to the extent that there is true Learner buy-in.

A copy of the Discrimination and Harassment Policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Health

All Nea Learners are subjected to the health screening requirements of the State of California. Learners are not admitted to the school without meeting immunization or screening requirements. Nea requires immunization of Learners as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

Nea provides Learner screening for vision, hearing and scoliosis, to the same extent as would be required if the Learners attended a non-charter public school.

In addition to these basic requirements, the learning community is provided health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other factors.

All Nea facilities are non-smoking areas.

The ~~examination~~ risk assessment of faculty and staff for tuberculosis as described in *EC* Section 49406 takes place regularly as per state law.

ELEMENT G: METHOD FOR ACHIEVING ~~RACIAL AND ETHNIC~~STUDENT POPULATION BALANCE[JMM18][MOU19]

In order to ensure a fair enrollment policy and a demographically diverse student body reflective of Alameda Unified's diversity, Nea has developed an aggressive outreach and marketing plan that has been implemented and will continue to be implemented prior to a random lottery for admission to the school shortly after the approval of its renewal petition.

Nea continues to serve a diverse student population. It is an important reason why many families send their children to Nea, as well as our strong belief that students have an even more enriching learning experience when they attend diverse schools, we annually make a strong effort to recruit a diverse student population. We also target select areas outside of AUSD boundaries whose populations are diverse racially, ethnically and socioeconomically in order to achieve racial and ethnic diversity. We believe that the number of English Learners has increased as we are incorporating the use of different languages in our campaigns for student enrollment.

Nea regularly conducts the following outreach to balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the District~~attract an ethnically diverse group of applicants~~:

1. Conduct information nights to answer questions and inform parents and Learners about the school.
2. Runs newspapers ads in in both the Alameda Journal and the Alameda Sun to advertise its next information night.
3. Mails postcards to over 10,000 targeted families identified as having school age children.

Nea monitors and adjusts its outreach plan each year, if the ~~ethnicity~~ student population goal is not met. If necessary, it hires a community consultant to provide advice on how to improve its outreach plan, to achieve the ~~ethnicity~~ student population goals set.

ELEMENT H: ADMISSION~~S REQUIREMENTS~~ POLICIES AND PROCEDURES

Nea Community Learning Center does not discriminate against applicants on the basis of sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. The admission~~s requirements~~ policies and procedures are consistent with laws regarding nondiscrimination.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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

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

To attend ACLC or Nea, Learners must:

- Be fully immunized in accordance with California law.
- Present the appropriate health exam record per California code.
- Homeless students and foster youth are exempt from documentation requirements.
- Not exceed 19 years of age, unless Learner was continuously enrolled in public school prior to age 19, and/or the Learner is being served by an IEP.
- Be five (5) years of age on or before September 1 to enter kindergarten. However, an applicant turning 5 between September 2 and October 1, may apply for ~~a~~

~~waiver~~early admission to kindergarten, with entry determined by the ~~Nea Lead Facilitator~~CLCS Board[JAR20].

- Transitional kindergarten admission eligibility:
    - In the 2022–23 school year, a child who will have their fifth birthday between September 2 and February 2.
    - In the 2023–24 school year, a child who will have their fifth birthday between September 2 and April 2.
    - In the 2024–25 school year, a child who will have their fifth birthday between September 2 and June 2.
    - In the 2025–26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1.

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

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

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

1. Existing Learners [JAR21][MOU22][MOU23]shall be exempt;
2. Applicants who are currently enrolled in or who reside in the public elementary~~, middle, high~~ school ~~of the local District~~ in which ~~CLCS schools~~Nea's ~~are~~ schoolsite is located, for the purposes of the Charter School Facility Grant Program.
3. Applicants that are children of CLCS employees and current CLCS Board, Nea and ACLC Board Members, regardless of residence;
4. Applicants that are siblings of Learners ~~currently~~ admitted to or attending the school and are residents of the City of Alameda;
5. Applicants that are residents of the District;
6. Applicants that are siblings of Learners ~~currently~~ admitted to or attending the school and are not residents of Alameda;
7. Applicants residing outside the City of Alameda

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

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

The lottery shall be designed and conducted as follows:

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

Upon offer of admission, the following information must be submitted:

- Proof of identity and guardianship
- Proof of immunization or exception, according to state of California law
- Home language survey
- A completed Emergency Medical Information form
- Proof of minimum age requirements
- Proof of residency information
- Signed permission for the release of previous school records[2]
- All other required enrollment documents
- Homeless students and foster youth are exempt from documentation requirements

Pre-Admission Procedures:

— Failure to comply with the procedures outlined below will result in denial of admission.

— An admitted Learner will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

[2] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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

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

The Admissions and Enrollment Process:

- The School will determine class size/configuration for each school year.
- The School will actively recruit interested families through marketing and public relations efforts.
- The School will hold one or more informational open houses and school tours, of which attendance at one is mandatory for admission.
- The School will maintain a specified open enrollment period so applicants have an equal opportunity for participation in the lottery.
- Applicants completing an application within the open enrollment period shall participate in the lottery.
- Applicants shall be ranked in the lottery according to the priorities outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Applicants selected in the lottery shall be eligible for offers.
- Applicants not selected in the lottery shall be placed on a waitlist in the order determined via lottery.
- Current Learners will be solicited for intention to return the following year.
- Board members and staff will be solicited for the intention to apply for admission for their children
- The School will determine the number of returning Learners per grade.
- The School will determine the number of new Learner openings per grade.
- Openings by grade level will be filled according to lottery outcomes, with offers being made in numerical order from first to last.
- Those completing applications after the lottery will be added to the waitlist according to the admission priorities outlined above, and in the order in which their application was received.
- A Learner cannot concurrently hold a seat in more than one CLCS School. If a Learner is accepted/registered in one school and offered admission to the other, one enrollment must be withdrawn or declined.
- If an existing CLCS school Learner accepts admission to another CLCS school they must immediately notify the current school and complete a withdrawal form. The withdraw form may be post-dated to the last day of the current school year.
- Enrollment registration must be completed by required deadlines as set by CLCS Admissions. If not completed within the allotted timeframe Learner will be withdrawn.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application

- Wait lists for each grade level will be maintained until May 1 of the current year. After that date, interested students must contact the school for admission decisions.
- New waitlists will be created every school year with a new round of applications and lottery activities.
- When offered a spot from the waitlist, families must accept or decline within the time frame specified by the Admissions Director.
- Spots offered in the initial round after the lottery will be given a 7-day period in which to accept or decline those offers. Spots offered after the initial round of the lottery will be given a time frame as determined by CLCS Admissions. If no response to offer by the time frame specified the offer will be rescinded.
- Spots offered after the initial lottery offering period will have a time frame specified by the Admissions Director to accept or decline that offer, no more than two weeks and no less than 24 hours.
- Declining a spot may result in the applicant being removed from waitlist.
- Failure to respond to an offer within the specified amount of time may result in an offer being rescinded.
- Failure of a Learner (new or existing) to attend classes for the first 3 days of the school year may result in withdrawal, unless the school is previously notified of absence.
- CLCS has the right to rescind or withdraw any offer or enrollment if the policies or procedures set forth are not followed or if the application information submitted is found to be false or incorrect.

ELEMENT I: ANNUAL, INDEPENDENT FINANCIAL AUDITS AND INSURANCE

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

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

The Executive Director of CLCS will oversee the audit and direct the auditor. The annual audit will be completed by December 15th of each year and a copy of the auditor's findings will be forwarded to AUSD, the California Controller, the ACOE Superintendent of Schools, State Board of Education, California Department of Education, or other agency as the State Board of Education may direct. The auditor will be hired by CLCS. The audit committee and the Executive Director of CLCS will review any audit exceptions or deficiencies and report to the CLCS Governing Board with recommendations on how to resolve them within 30 days. The CLCS Governing Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this Charter.

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

A business plan has been developed to ensure that the new Nea will be financially viable. The plan rests on state revenue limit and categorical funding sources that are ensured through state laws and regulations governing charter school funding.

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

Nea will abide by the required timelines for the budget:

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

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

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

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

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

- Nea Community Learning Center is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Nea Community Learning Center.

- The District is authorized to revoke this charter for, among other reasons, the failure of Nea Community Learning Center to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

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

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

Nea Community Learning Center shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days

notice to Nea Community Learning Center. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

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

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

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

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

Insurance Certificates

Nea shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the Alameda AUSD Board of Education. Facsimile or reproduced signatures are not acceptable. The chartering agency reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

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

Indemnification

With respect to its operations under this charter, Nea shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of Nea or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its officers, directors, and employees. The District shall be named as an additional insured under all insurance carried on behalf of Nea as outlined above.

With respect to its operations under this charter, the District shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend Nea, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the District or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of Nea, its officers, directors and employees.

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

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely

notice to each individual parent that the parent's child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree upon, and distribute to, parents of participating children a written parent involvement policy.

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

ELEMENT J: DISCIPLINARY, SUSPENSION, EXPULSION PROCEDURES

The Judicial Committee is charged with administering the rules of Nea and for establishing consequences for inappropriate behavior in all but the most serious situations. The Lead Facilitator or Judicial Committee Facilitator oversees all aspects of the Judicial Committee. Administration follows the AUSD behavioral matrix for all cases that are referred to them either by the Judicial Committee, or by staff and students. In cases that involve risks to the safety and well-being of Learners, any Facilitator may be required to take action immediately and independent of any Committee to protect the entire school community. This may take the form of immediate suspension by the Lead Facilitator.

Nea uses the principles and procedures of Restorative Justice to resolve conflicts and address behavioral issues. Suspension and expulsion are used as a last result once all other options have been exhausted.

No Learner shall be involuntarily removed by Nea for any reason unless the parent or guardian of the Learner has been provided written notice of intent to remove the Learner no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the Learner or the Learner's parent or guardian or, if the Learner is a foster child or youth or a homeless child or youth, the Learner's educational rights holder, and shall inform him or her of the right to initiate a hearing adjudicated by a neutral officer within a reasonable number of days at which the Learner has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate before the effective date of the action.

If the Learner's parent, guardian, or educational rights holder initiates the procedures specified herein, the Learner shall remain enrolled and shall not be removed until Nea issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

~~Learners who are found by the Nea Judicial Committee or Lead Facilitator, when circumstances warrant an immediate determination, to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) will be referred to the Nea Governing Board for possible expulsion from Nea. Expulsion proceedings for Nea Learners will be conducted in accord with state and federal law. AUSD Student Services and AUSD Board of Education will be notified of any expulsions from Nea. Acts which fall into this category include, but are not limited to:~~

- ~~causing serious injury to another person;~~
- ~~committing or attempting to commit sexual assault;~~
- ~~committing a sexual battery;~~
- ~~possession of a firearm, knife, explosive or dangerous object;~~
- ~~possessing or selling a controlled substance;~~
- ~~robbery or extortion;~~
- ~~assault or battery of a school employee.~~

As noted earlier in this document, no Nea Learner will be made privy to any legally protected information regarding another Nea Learner.

In all other matters that do not constitute an immediate threat to health and safety, the issue will be referred to the Judicial Committee. The JC operates based on the regulations developed in the Nea Rule Book. The Nea Rule Book was developed and approved by the Learner body and Facilitators within the first month of the new school's opening. The Rule Book is updated and revised by the CCC on a yearly basis. These matters will be decided by a group of peers, and Learners will be obligated to the entire learning community to fulfill any consequences imposed by the JC.

Protections of Constitutional Rights of Learners Related to Suspension and Removal from Program

As a public charter school, Nea is subject to protecting the federal and state constitutional rights of all Learners and parents, including the rights of the disabled and other protected classes. Nea has an approved resource specialist available for consultation on special classes of students and their rights. Nea uses the same procedure for suspension of Learners from the program for 1-5 days, as does AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the Learner's side of the suspendable incident, talks to and meets with parents, and only suspends Learners for the offenses listed in our policy. The administrative representatives of Nea balance the Learners' rights to due process with the responsibility to maintain a safe learning environment. Suspension reports are cataloged as part of our annual report.

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures are printed and distributed as part of the Student Handbook Planner and clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, Nea has developed a complete set of student discipline policies and procedures that are distributed to each student/parent as part of the Student Handbook Planner. Discipline policies are located at the end of the Learner Rule Book. (Appendix 4)

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

Nea's Lead Facilitator ensures that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input

and feedback on discipline policies and procedures. Transfer students and their parents/guardian are also advised upon enrollment. The notice states that these disciplinary rules and procedures are available on request at Nea's school office.

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

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

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

Grounds for Suspension and Expulsion of Students

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

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

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

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

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

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

A student identified as an individual with disabilities or for whom Nea has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Nea will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Nea has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

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

a) while on school grounds;

b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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

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

2. Willfully used force of violence upon the person of another, except self-defense.

~~3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the Learner(s) had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.~~

~~4.~~3. Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

~~5.~~4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcoholic beverage or intoxicant.

~~6.~~5. Committed or attempted to commit robbery or extortion.

~~7.~~6. Caused or attempted to cause damage to school property or private property.

~~8.~~7. Stole or attempted to steal school property or private property.

~~9.~~8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a Learner.

~~10.~~9. Committed an obscene act or engaged in habitual profanity or vulgarity.

~~11.~~10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

~~12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~[JMM24]

~~13.~~11. Knowingly received stolen school property or private property.

~~14.~~12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

~~15.~~13. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

~~16.~~14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

~~17.~~15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~18.~~16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

~~19.~~17. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as

defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
ii. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
iv. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

b. "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site, including, but not limited to:

1. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
3. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil

to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c. Notwithstanding paragraph (a) and subparagraph (a.i), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

d. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

~~20.~~18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

~~21.~~19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to ~~12~~8, inclusive.

~~22.~~20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to ~~12~~8, inclusive.

~~23.~~21. Intentionally harassed, threatened or intimidated Learners and/or school personnel that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of Learners or personnel by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to ~~12~~8, inclusive.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandished a knife at another person.
~~a)~~c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Alternatives to suspension or expulsion are first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be imposed only when other means of correction fail to bring about proper conduct. Suspensions are initiated according to the following procedures:

1. Conference

Suspensions are preceded, if possible, by a conference conducted by the Lead Facilitator or the designee with the Learner and his/her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The Principal or designee upon either of the following determinations will make this determination: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

E. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing;

2. A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;

3. A copy of Nea's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district

or school to which the student seeks enrollment, pursuant to California Education Code section 48915.1(b);

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Nea must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Nea must present evidence that the witness' presence is both desired by the witness and will be helpful to Nea. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. **Record of Hearing**

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

H. **Presentation of Evidence**

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

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

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

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

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

I. Written Notice to Expel

The Principal or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Nea.

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

1. The student's name; and

2. The specific expellable offense committed by the student

J. Disciplinary Records

Nea shall maintain records of all student suspensions and expulsions at Nea. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Nea as the Governing Board decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation

to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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

i. Notification of SELPA
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

ii. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

iii. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.
When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

v. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to

whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

vi. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.
The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

If Nea knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.
If Nea had no basis of knowledge of the student's disability, it may proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Nea pending the results of the evaluation.
Nea shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT COVERAGE

Employees of CLCS who work at Nea and qualify for membership in the State Teachers' Retirement System ("STRS") will be covered under that system. This includes Facilitators, Lead Facilitator, Executive Director, Chief Operating Officer, Counselor, Special Education Coordinator, and Education Specialists. Employees of CLCS who work at Nea and qualify for membership in the Public Employees" Retirement System ("PERS") will be covered under that system. This includes office managers, administrative assistants, paraprofessionals, and campus supervisors. All employees who are not members of STRS or PERS must contribute to the federal social security system. CLCS will inform prospective employees of the retirement system for employees of any CLCS charter school, as required by Education Code Section 47611.

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

ELEMENT L: PUBLIC SCHOOL ALTERNATIVES

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

ELEMENT M: RIGHTS OF RETURN FOR CHARTER EMPLOYEES

AUSD employees who accept employment with CLCS shall have no return rights to AUSD and are expected to resign their tenured positions at AUSD prior to the start of the school year.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

The staff and Governing Board members of Nea Community Learning Center agree to attempt to resolve all disputes between the District and Nea Community Learning Center regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Nea recognizes that it cannot bind the District to any of the terms contained in this section.

Any controversy or claim arising out of or relating to the charter agreement between the District and Nea Community Learning Center, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:

Nea Community Learning Center

500 Pacific Ave.

Alameda, CA 94501

To Director of Student Services

Alameda Unified School District

2060 Challenger Drive

Alameda, California 94501

2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic

confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference").

3) An Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall select a mediator from a list of six mediators with each party selecting three mediators. Each party may eliminate a mediator by taking turns until one mediator remains.

4) If the mediation is not successful, the parties agree that each party has exhausted this procedure and shall have any such recourse available by law.

Internal Disputes

1) Disputes arising from within Nea, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members shall be resolved pursuant to policies and processes developed by Nea. The AUSD Board of Education shall refer any complaints or reports regarding such disputes to the School Board or the Director.

2) The AUSD Board of Education agrees not to intervene or become involved in the dispute unless the dispute has given the AUSD Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of the School has requested the AUSD Board of Education to intervene in the dispute.

3) Disputes shall first be brought informally to the Director of the Charter School for resolution.

4) The Director shall track all disputes in writing.

5) The Director shall facilitate discussion and resolution between all parties involved in the dispute.

6) If the resolution is not resolved by discussion facilitated by the Director, the matter may be brought before the Board for resolution. The Director shall provide a written summary of the dispute and all attempts at resolution for the Governing Board.

7) The decision of the Governing Board shall be final.

When the operations of Nea give rise to disputes or complaints other than between Nea and the District, Nea will seek a mutually-satisfactory resolution, employing a process that includes: defining the problem, identifying interests, gathering facts and evaluation options for resolution. Complaints will be addressed first at the source of the problem and referred to the appropriate level of school management. Complaints will be resolved within a reasonable time. Disputes that cannot be resolved informally will be addressed as provided by Nea's adopted complaint policy, which will be consistent with California's Uniform Complaint Procedure (California Code of Regulations, Title 5, Sections 4600 – 4671). Through this procedure, disputes that cannot be resolved initially may be referred to the CLCS Governing Board.

Oversight, Reporting, Revocation, and Renewal

Any communication from the AUSD should be directed to the CLCS Executive Director. AUSD may inspect or observe any part of the charter school at any time. With only occasional exceptions, AUSD will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. Nea agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.

Addressing Parent Complaints

Nea Community Learning Center has established complaint procedures that address all complaints, including discrimination. Nea Community Learning Center will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response is in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision is issued in writing. The procedures will also identify a designee in the event the Nea employee charged with investigating the complaint is the complaint's subject. The complaint procedures shall be clearly articulated in the school's student and family handbook or distributed widely.

Nea Community Learning Center designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Nea Community Learning Center alleging its noncompliance with these laws or alleging any action or omission which would be prohibited by these laws. Nea Community Learning Center will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

~~ELEMENT O: EDUCATION EMPLOYMENT RELATIONS ACT~~

~~CLCS is considered the exclusive public school employer for the purposes of the Educational Employment Relations Act. Under the EERA, CLCS employees shall have the right to form a collective bargaining unit and to negotiate directly with CLCS. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with CLCS on their behalf, CLCS shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).~~[JMM25]

ELEMENT OP: SCHOOL CLOSURE PROCEDURES

Should the District either revoke the charter or fail to renew the charter, closure of Nea will be documented by official action of the CLCS Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The CLCS Governing Board will promptly notify parents and students of Nea, the District, the Alameda Board of Education, Nea's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses ~~and credits that meet graduation requirements~~.

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

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

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

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

As soon as reasonably practical, Nea will prepare final financial records. Nea will also have an independent audit completed within six months after closure. Nea will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff

compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

On closure, CLCS shall remain solely responsible for all liabilities arising from the operation of Nea. Any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Restricted funds shall be returned to their original source. Any net assets remaining shall be distributed in accordance with the articles of incorporation.

In the event that the Nea closes, any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Unused grant and categorical funds will be returned to the agency that provided them.

With regard to Learner records, in the event of school closure, Nea will finalize all school records in its system. The finalized records (in the event of school closure) shall be turned over to AUSD in the finalized form of the system it uses.

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the AUSD Board of Education, the SELPA in which the school participates, the retirement

systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses ~~and credits that meet graduation requirements~~. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation, but shall not be obligated to do so Consistent with the requirements of the Law, any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501I(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

ELEMENT Q: LENGTH OF TERM

The term of this charter shall be 75 years from July 1, 2019 to June 30, 2026, in accordance with Education Code Section 47607.4.

ELEMENT R: SCHOOL CALENDAR

2018-2019 Nea SCHOOL CALENDAR

Professional Development and Facilitator Work Days are non-student days.
*LV End of Trimester
~~LV~~= End of Semester
~~LV~~= Report Cards Mailed (1 week after the end of Trimesters/Semesters)

Month	M	T	W	~~Th~~	F	~~Total Hrly Days~~	~~Cum to Date Total Hrly Days~~	
AUG 2018			1	2	3			
	6	7	8	9	10			
	13	14	15	16	17			Aug.15: **FIRST DAY OF SCHOOL**
	20	21	22	23	24			
	27	28	29	30	31	13	13	
SEPT 2018								
	3	4	5	6	7			
	10	11	12	13	14			**Sept. 3: Labor Day Holiday**
	17	18	19	20	21			Sept. 24: LV and UV Make up photo day
	24	25	26	27	28	19	32	
OCT 2018								
	1	2	3	4	5			**Oct. 8: Indigenous People's Day**
	8	9	10	11	12			Oct. 22-26 Benchmark Week
	15	16	17	18	19			Oct. 26: ~~Spook Dance~~ 6-8pm
	22	23	24	25	26	22	54	
	29	30	31					
NOV 2018				1	2*			**Nov. 12: Veteran's Day (Observed)**
	5	6	7	8	[9]			***Nov. 15:*** *Giving Thanks Multi-Cultural Event* 6pm
	12	13	14	15	~~16~~			~~**Nov. 12-Nov. 16:**~~ LV Only **Parent**
	19	20	21	22	23			Conferences - 12:30 Dismissal
	26	27	28	29	30	16	70	**Nov. 19-23: Fall Recess**
DEC 2018								
	3	4	5	6	7			Dec. 5: Expo ~~Night 5:30~~ 6:30
	10	11	12	13	14			Dec. 18-21: **UV Only LLCs** Minimum Day
	17	18	19	20	(21)			12:30 Dismissal
	24	25	26	27	28			*Dec. 24– Jan. 4: Winter Recess*
						15	85	
JAN 2019			1	2	3	4		
	7	8	9	10	[11]			**Jan. 21: MLK Jr. Holiday**
	14	15	16	17	18			Jan. TBD: Winter Music Show-~~5:30~~-7:00
	21	22	23	24	25	18	103	
	28	29	30	31				
FEB 2019					1			
	4	5	6	7	8			*Feb 11-15: Benchmark Week*
	11	12	13	14	15*			Feb. 18-22: Presidents' Week
	18	19	20	21	22			~~Feb. 22~~ Expo Night 5:30-8:30
	25	26	27	28		15	118	
MAR 2019					[1]			
	4	5	6	7	8			**March 15:** ~~Professional Development Day~~-no school
	11	12	13	14	15			March TBD UV Talent Show
	18	19	20	21	22			March TBD: LV Talent Show
	25	26	27	28	29	20	138	
APR 2019	1	2	3	4	5			
	8	9	10	11	12			***April 1-April 5: Spring Break***
	15	16	17	18	19			April 12: Walkathon
	22	23	24	25	26	17	155	April 15-26: LV SBA
	29	30						April 24: Green Carnival
MAY 2019			1	2	3			
	6	7	8	9	10			May 1-10: UV SBA
	13	14	15	16	17			May TBD: Spring Music Show & UV Diversity Day
	20	21	22	23	24			May 20-23: Benchmark Week
	27	28	29	30	31	21	176	**May 24:** ~~Professional Development Day~~-no school **May 27: Memorial Day Holiday**- no school
JUNE 2019								
	3	4	5	(6)*	7			June 3-5: LV &UV LLCs & minimum days
	10	11	12	[13]	14			June 5: Graduation 3pm
	17	18	19	20	21			June 6: **LV& UV Last Day of School**, 11:00
	24	25	26	27	28	4	~~180 School~~ Days	*Crossing Over Ceremony, 12:30 dismissal*

ELEMENT S: TRANSPORTATION

Nea does not provide transportation for its Learners to and from school unless it is required under McKinney-Vento, an IEP Plan or a 504 Plan for special education services or handicapped accommodations.

ELEMENT T: INDIVIDUALS WITH DISABILITIES EDUCATION ACT, SECTION 504, AMERICANS WITH DISABILITIES ACT, TITLE VI, IX, AND OTHER FEDERAL REQUIREMENTS

Nea shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). Our special education program is described in detail in Section A, starting on page 13.

Nea shall comply with all applicable State and Federal Laws related to Title VI, Title IX, and the Americans with Disabilities Act as well as any and all applicable federal requirements for operating a charter school in California.

Nea Board Policies Related to 504 Plans

Nea Community Learning Center
Board Procedure#_____

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Nea Community Learning Center ("Charter School").

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for

participation in educational programs, activities, and school –sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – Principal, **[INSERT NAME]**, shall serve as the Charter School's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at **[INSERT PHONE NUMBER]**.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or

may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing,

academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to school policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to **School Counselor** 504 Coordinator c/o Nea Community Learning Center, **500 Pacific Ave.** Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within El Dorado SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
- The changes to the 504 Plan the parent/guardian seeks.
- Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, The Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
- Review of the 504 Plan by the Principal or designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.

8. The parent/guardian and the Charter School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Adopted:

Amended:

Nea COMMUNITY LEARNING CENTER
Board Policy#_____

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of the Nea Community Learning Center ("Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEIA"). The identification, evaluation and education of students eligible for services

under the IDEIA is addressed under the policies and procedures of the SELPA and Charter School.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If the Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. The Charter School shall periodically review the student's progress and placement.

The Charter School will implement this policy through its corresponding Procedure.

Adopted:

Amended:

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT
(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.

2. Have Nea Community Learning Center ("Charter School") advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive exceptional education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 United Nations Plaza - Room 322
San Francisco, CA 94102
(415) 437-8310

Please contact, 504 Coordinator c/o Nea Community Learning Center, with any questions regarding the information contained herein.

ELEMENT U: NATIONAL SCHOOL LUNCH PROGRAM

Both the Nea Lower Village and Upper Village participate in the Alameda Unified School District Lunch Program. Our program is approved through and overseen by AUSD.

ELEMENT V: OTHER PETITIONS

CLCS has only two charter petitions: ACLC and Nea. CLCS has no other charter petitions pending at this time with AUSD, ACOE, or CDE.

ELEMENT W: OTHER ISSUES

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

Nea Community Learning Center must submit its renewal petition to the Director of Educational Options no earlier than 360 days before the charter is due to expire unless otherwise agreed by the District Director of Educational Options.

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

a. Amendment to the Charter

Proposed amendments or changes to this Charter may be made by the CLCS Governing Board. All material changes must be subject to approval by the AUSD Board of Education.

b. Facilities to be used by the Nea Charter School

Nea will annually seek facilities from AUSD under Proposition 39. Nea seeks to have its TK-8~~12~~ program housed on one campus.

c. Manner in which administrative services will be provided

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

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

CLCS, which operates Nea, is a nonprofit public benefit corporation, thereby generally protecting AUSD from potential liability for acts of the charter school. The charter petition includes procedures to facilitate AUSD oversight. Additional oversight provisions and measures to reduce the risk of liability claims may be included in the annual operating agreement between CLCS/Nea and AUSD.

CLCS (dba Nea) will be operated as a California non-profit public benefit corporation with IRS 501c3 tax exemption status. As such, pursuant to Education Code Section 47604, AUSD will not be liable for the debts or obligations of the charter school. The school intends to purchase liability and property insurance as outlined above to protect the school's assets,

staff, Board of Directors, and Governing Board members, and, where appropriate AUSD personnel.

e. Statewide Standards and Pupil Assessment

Nea will meet all statewide assessment standards and conduct the pupil assessments required pursuant to Section 60605 ~~and 60851~~of the Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in charter schools. Assessment is discussed more fully in the section entitled "Measurable Student Outcomes" above.

f. Consultation with Parents and Teachers Regarding Educational Programs

Inherent in the governance of the Nea is engagement of both parents and Facilitators in the development and evaluation of educational programs implemented in the school. In addition to the participation of these parties, Learners are also engaged in this process.

Parents, Learners and Facilitators are involved at the policy level through the School-Site Council that is charged with establishing budget, evaluation of staff and program, reviewing Learner outcomes, and setting the direction of the school.

Parents will participate in the Personnel Committee that will gather information by Learner surveys on staff effectiveness annually.

Evaluation of the Nea educational program will incorporate formal feedback through an annual parent/Learner survey. This survey will ask detailed questions about satisfaction with specific subject matter instruction as well as general school operations. This information will be tabulated by the School Culture Committee and by Leadership, and it will be presented to the School-Site Council as an annual report.

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

g. Affirmations:

Nea will be nonsectarian in its programs, admission policies, employment practices, and all other operations. No tuition will be charged to attend the Nea. No student will be discriminated against on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics~~ethnicity, national origin, gender, or disability~~.

h. Nea Budget

Nea employs EdTec, a charter school financial service corporation with seventeen years of experience and over 300 charter school clients, to provide financial services for the school. Nea will use EdTec's financial processes and record keeping system. EdTec has worked with the CLCS Executive Director to develop the Nea budget. The CLCS Executive Director

will be monitoring the Nea budget and will submit EdTec financial reports monthly to the CLCS Governing Board.

i. Chartering Authority, Reasonable Efforts to Accommodate Growth of the Charter

j. No employee of AUSD required to be employed in the charter

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

k. No student of the AUSD required to attend the charter

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

Appendix 1

Nea Standards (K-5)

Portfolio Components:

I. Meets or Exceeds State Standards for 5th Grade in all Content Areas
(Who I am.)

II. Nea Learning to Learn Skills
(What I can do.)

III. Academic Proficiencies

(What knowledge base I have.)

IV. Learner Artifacts

(What represents who I am.)

V. Community Service

(How I am a good citizen in my community.)

VI. Advanced Collaboration Project (with 6 -8th grade Learners)

(Proof that I am ready for middle school.)

Appendix 2

1. Nea Academic Standards

A Nea Graduate:

I. Meets or exceeds AUSD / Nea Graduate Profile standards related to:

1. PERSONAL QUALITIES, WORK HABITS AND ATTITUDES — Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

2. NEW BASICS — Reads; writes; performs arithmetic and mathematical operations; listens and speaks; possesses historical, cultural, geographic, and economic understanding, understands variation and systems; thinks scientifically and applies scientific principles to life; values and appreciates the arts, and nurtures one's own health and well-being.

3. THINKING SKILLS AND REASONING — Thinks creatively, makes decisions, solves problems, visualizes; knows how to learn and reason; analyzes and understands systems; uses data to form theories, applies knowledge to solve problems, improve systems.

4. INTERPERSONAL AND COLLABORATIVE ABILITY — Works well with others,' cooperates.

5. TECHNOLOGY — Works with a variety of technologies.

(Documented in Learner ePortfolio)

II. Demonstrates an understanding of the Nea Learning to Learn Skills

Time and Task Management
Reading
Research
Effective Presentations
Whole Team Performance Evaluation
Individual Teamwork
Oral Communications
Writing
Teaching others
Democratic Leadership
Ownership of Community (Democracy and Leadership)
Judicial System Interaction (Democracy and Leadership)
Personal Visioning
Systems Thinking

Technology Skills

(Documented in Learner ePortfolio, rubrics follow)

III. Academic Proficiencies

Satisfactory completion of Nea approved courses in high school curricula with a minimum cumulative GPA of 2.00 including satisfactory completion (including no grades of "D" or "F" final semester grades) in the following areas:

English - 40 credits (8 semesters)

Mathematics - 40 credits (8 semesters)
Must include High School Algebra 1, Geometry, and Algebra 2, and either Pre-Calculus or other UC approved High School or College math course

Science – 30 credits (6 semesters)
Must include Chemistry, Biology, and Physics.

History / Social Studies – 30 credits (6 semesters)
Modern World History 2 semesters
U.S. History 2 semesters
American Government 1 semester
Economics 1 semester

Visual and Performing Arts – 10 credits (2 semesters)

Satisfactory completion of U.C. (f) requirement (Visual and Performing Arts)

College Preparatory Elective – 10 credits (2 semesters)

Satisfactory completion of U.C. (g) requirement

Foreign Language – 30 credits (6 semesters)
Three years of the same language at the high school level.

Contemporary Community Citizenship – 4 credits (8 semesters)

Satisfactory (C or better) completion all semesters at Nea

Current Life Issues – 5 credits (1 semester)

Satisfactory completion during high school years.

Physical Education – 20 credits (4 semesters in high school)

Electives as needed to meet requirement of 230 credits total.

IV. Nea Learner Portfolio

Learners shall create an electronic Learner Portfolio (web page) that will be posted on the web. It shall include the following:

1. ***Reflective essay*** *providing evidence that they meet or exceed Nea Graduate Profile standards related to:*

   Personal Qualities, Work Habits and Attitudes
   New Basics
   Thinking and Reasoning Skills
   Interpersonal and Collaborative Ability
   Technology

2. Learners shall also rate themselves on all of the "Nea Learning to Learn Rubrics" and demonstrate in their essay understanding of the skills as they relate to their Personal Vision.

3. **Personal Resume**

   Learners shall create a one page resume that they could use at this time for the purposes of seeking paid employment or enrollment in an institution providing additional job training at the employer's expense.

4. **Personal Vision with Action Plan**

   Learners shall create a one-page Personal Vision Statement that includes a personal action plan to achieve this vision within the next 20 years.

5. **Examples of the Learner's best work during their years at the Nea. (3-5 samples, 2 of which must be from Nea experiences, one must be from Nea math or science and one must be from Nea Humanities)**

V. Nea / Alameda Community Service Requirement

Learners shall engage in a purposeful Senior Project that involves or improves the Alameda / Nea communities. This will satisfy the 20 hours senior community service requirement.

Community Service (Outside of Nea) - 80 high school hours

VI. Advanced Coursework / Units of College Credit

Minimum one semester course of transferable credit to CSU / UC

VII. Business Internship Experience / Facilitator Internships Experience

Minimum of 40 hours of documented experience for graduation

Appendix 3

Nea Discrimination and Harassment Rights

Every student has a right to a safe and discrimination free education. These rights, and those of parents and district employees, are protected by federal and state laws and AUSD policies. It is important for all students, parents and employees to know about these rights and what to do if they are violated. AUSD Board of Education policies regarding what the rights are, and how to file a complaint if they are violated, are posted in every school. These policies are also given to every family at the beginning of the year, or when a new student is enrolled. If you don't have a copy of these rights please call the school at 510-521-7543. Principals at each school will review and discuss with students what discrimination and harassment is and what to do if it happens to them. Please go over the following with your child.

Children need to know three things if they feel unsafe or discriminated against:

1. They have the right to tell adults about complaints they have.
2. They have the right to be protected from retaliation due to a complaint.
3. They have the right to confidentiality when discussing the complaint.

Uniform Complaint Procedures (BP 1312.3)

There are three policies on complaints: complaints against district employees, sexual harassment, and the uniform complaint policy regarding an alleged violation of federal or state law or regulations governing educational programs, including unlawful discrimination. These policies are distributed annually to all parents, students and employees.

The Governing Board recognizes its responsibility for complying with applicable state and federal laws and regulations governing educational programs.

Community Learning Center Schools shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district. The Board of Education encourages the early, informal resolution of complaints at the site level whenever possible. If you have questions regarding the above procedures please contact the Assistant Superintendent's office at 510- 337-7063.

Non-Discrimination/Harassment (BP 5145.3)

Community Learning Center Schools maintains a strict policy prohibiting harassment of discrimination and differentiated treatment of students because *all* such harassment is unlawful.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed with the Assistant Superintendent.

Sexual Harassment (BP 5145.7)

The Board prohibits the unlawful sexual harassment of any employee, student, or other person at school or at any school-related activity. Any student who engages in the sexual harassment of anyone at school or school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4-12, the disciplinary action may include suspension and /or expulsion. Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Assistant Superintendent.

Appendix 4 - Learner and Facilitator Rule Book

Rules Protecting the General Welfare of the Nea School Community

010 Preamble

010.0 All Community members are responsible for the general welfare of the school, through actions that contribute to preserving the atmosphere of freedom, respect, fairness, trust, and order that is the essence of the school's existence and to establishing a creative and positive learning environment for all.
010.1 All Community members must abide by all Federal, State, and Local laws. All Nea community members and guests must abide by all Nea rules while on the Nea campus.
010.2 It is the responsibility of all Community members to help enforce Nea rules.
010.3 Nea rules shall apply to all Community members and visitors before, during, and after the normal school hours of 8:00 am to 4:00 pm, including all after-school, weekend, or summer hours. Visitors must have a signed Nea badge in their possession.
010.4 Nea rules also apply at all school-sponsored events and field trips.

100 Safety Regulations

100.0 Activities that present a real or potential danger to anyone's personal safety are prohibited.
100.1 Running and/or rough-housing are not permitted in any building. Rough-housing is not permitted at any school event regardless of the location.
100.2 No one may obstruct an entrance to the school, or any door or passageway used in the school.
100.3 Riding skateboards, scooters, roller blades, bicycles, etc. in any Nea area, inside or out, or on any school property is prohibited.
100.4 All Nea Learners must participate seriously in all safety drills that are conducted.
100.5 For the safety of all participants, Learners must stay and walk in a group (defined as within easy sight of the supervising Facilitator) on all walking field trips outside the Nea building.

200 Personal Rights and Their Protection

200.0 Everyone has the right to exist peaceably at school. No one may verbally or physically, sexually or cyber-harass another individual.
200.1 Respect your fellow Learners. No one may represent a symbol or a sign or use language that is known at school to represent hatred toward a particular race, religion, gender, age, sexual orientation, or person engaged in the performance of their duties.
200.2 No one may knowingly disrupt another person's learning activities by being disruptive anywhere on school grounds.
200.3 Visitors are allowed, provided they are not disruptive to the learning process, and have a signed previously obtained permission from administration and possess a visitors

badge in their possession. Visitors are defined as non-Nea Learners and guests. Disruptive visitors will be asked to leave. All visitors during the regular school day (8:00 am – 3:05 pm) must register in the Nea Office. After the normal school day, all visitors must register with the Facilitator or adult supervisor in charge after checking into the office and obtaining a visitors badge from administration.
200.4 Facilitators should act as guides to help Learners choose a respectful and appropriate way they would like to approach problems. If a Learner feels that their rights have been breached, he/she has the right to write-up the Facilitator. Facilitators remain responsible for the health and well being of all Learners.
200.5 Neither Learners nor Facilitators may alter another Learner's or Facilitator's property without his or her permission.
200.6 No one may knowingly instigate or encourage another Learner to violate the Nea rules. (For example: Encouraging someone else to fight or to say something offensive

300 Protection of Private and Public Property -
300.0 No one may litter or otherwise create a mess on any part of the Nea campus.
300.1 No one shall purposely use, damage, steal, sabotage, or destroy personal and/or Community property.
300.2 No Community member or guest shall put their shoes on the furniture.
300.3 Each individual is responsible for any Nea materials he/she checks out, unless another person damaged the materials, then the 2nd person may be held responsible through Judicial Committee hearing. All items must be returned to their appropriate location in the same condition as they were checked out.
300.4 Learners are not allowed behind Facilitator's desk without the Facilitator's permission.
300.5 No one Learners, guests, and all other community members (except for the Lead Facilitator or designee) shall touch, move, or go through any one's personal belongings without his/ her express permission.

400 General Rules
400.0 The school Community using the process of a Constitutional Convention and acting through the Judicial Committee or the Facilitators may establish boundaries that limit the range of behavior. Each individual is expected to act within these limits.
400.1 No one may leave the Nea campus during school hours unless they have a signed pass from the Lead Facilitator, parent permission, an off-campus contract to leave school for college classes, or approved off-campus lunch. Failure to do so is grounds for suspension and/or expulsion.
400.2 All skateboards, scooters, roller blades, bicycles, etc, must be stored in the bike cage or office during school hours. Skateboards, scooters, roller blades, bicycles, etc., not placed in the appropriate area will be confiscated and referred to the JC for appropriate consequences. These items should be locked. Bikes, scooters, etc must be ridden by a rider wearing a helmet.
400.3 No Learners may park their cars in the school parking lot during the school day.
400.4 Bicycles must be locked outside of the building and not obstruct entrances. No

bicycles are allowed in the building.
400.5 Nea is a closed campus at lunch except for high school Learners going to college classes on an off-campus contract or those participating in off-campus lunch with the approved criteria (GPA, contract, community service). Learners participating in Boa Me are allowed to walk directly to and from the Lower Village. Learners may not leave campus at any other time during school hours.
400.6 Learners must eat only in designated areas, such as lunch in your L2L, or immediately outside of the Tree during break with Facilitator permission. During Snack Break, Learners may eat in the Breezeways. Learners may get Facilitator permission to eat outside of a seminar after checking in.
400.7 Nea phones are for the use of Nea staff members to do their work. No one may use a Nea phone unless a staff member gives approval and is present during the phone call.
400.8 Electronics (cell phones, texts, music devices etc.) are not allowed during seminars unless the Facilitator gives permission

500 Judicial Committee Rules
500.0 Neither Learners nor Facilitators have the right to refuse 'jury duty', service on the Nea judicial committee, or participation in CCC and its requirements. JC committee service may be postponed or served in another way once, based upon hardship conditions. (Project due, just back from an illness, or scheduling conflicts, for example)
500.1 Physical or verbal intimidation, or any attempt to influence the impartial decisions of members of the Judicial Committee, Nea jurors, or Learners or Facilitators filing a complaint within the context of their judicial work may result in suspension and possible expulsion from Nea.
500.2 Failure to comply with Judicial Committee verdicts and sentences may result in suspension and possible expulsion from Nea.
500.3 Violations of any of the Nea's Group Two Behaviors (i.e. knives, guns, drugs, etc.) will be referred to both the Lead Facilitator with a referral for appropriate immediate consequence.
500.4 No one may lie in any judicial proceeding. You are expected to tell the whole truth and nothing but the truth.
500.5 Judicial Committee members must report refusals to testify to the Committee. The Committee will cite the individuals for contempt of the Community and will provide appropriate sentencing. No one will be required to provide self-incriminating evidence.
500.6 All conversations, discussions, sentences or anything that goes on in a Judicial Proceeding may only be discussed in JC unless the person being sentenced opens a dialogue outside the proceeding.
500.7 The judicial system and all judicial bodies shall not discriminate against anyone based upon gender, ethnicity, age, social status, sexual orientation, appearance or community contribution.

600 Anti-Bullying
600.1 No Learner shall engage in any harassment of another Learner for ANY reason whatsoever, including but not limited to race, religion, sexual orientation, lack of capability,

other physical attributes, etc.
600.2 No Learner shall use technology, including, but not limited to, social networking websites, blogs, or other websites to harass another Learner. This prohibition applies both on campus and off, and both during school hours and outside of school hours.
600.3 If a Learner witnesses an act of bullying, he or she may report that instance in person to any Facilitator and request to remain anonymous; requests for anonymity shall be respected by the Facilitator and the administration.
600.4 Learners can use the Ninja Report tab on the school website to anonymously report acts of bullying.
600.5 For purposes of this section, "harassment" means the following: to create an unpleasant or hostile situation for another Learner or for a Facilitator, including but not limited to verbal and physical abuse.

700 Academic Integrity

700.0 No one may skip any seminar, without written permission from the Facilitator. Attendance to every seminar is mandatory, unless there is written permission from the Facilitator.
700.1 No one shall be tardy for a seminar without a written pass from a Facilitator or administration. Tardies to seminar are prohibited, unless there is a written pass from a Facilitator.
700.2 No one may copy or plagiarize, or otherwise present another person's work as their own. Plagiarism, copying, or otherwise presenting another person's work as their own is prohibited, highly discouraged, and against the Nea Principle of Integrity.

Rules Governing Use of the School's Facilities

1000 General Use of the School

1000.0 Anyone wishing to modify the physical structure of the school, in a not easily reversible way, must obtain prior approval of the Facilitators and the Leadership class.
1000.1 Food and drink may be consumed in the outside area only, except in class during lunch, or otherwise approved by a Facilitator. Substances defined as food consist of material made up of proteins, carbohydrates, water, and fats used in the body of a Learner or a Facilitator to sustain growth, repair, and vital processes and to furnish energy. This includes candy.
1000.2 Gum is not allowed in view or consumed on campus.
1000.3 Fund-raisers selling food or drinks will be restricted to the outside area and must be approved by the Facilitators and the Leadership class.
1000.4 Each Learner is responsible for cleaning up after him/herself.
1000.5 If a room or area is badly littered, the Facilitators, or a majority of the Judicial Chairs may close that room at any time and keep it closed for a specified period of time or until it has been cleaned.
1000.6 Everyone must participate in general cleanup when they or their Home Room groups are assigned to daily duty and as a member of the community at the monthly cleanups.
1000.7 In designated quiet work areas, Learners need to keep conservations and activities at a quiet level and be working on school related work.

1000.8 We agree to abide by the Nea Community Agreements (following).

1050 Technology

1050.0 All Nea technology must only be used for educational purposes and approved games.
1050.1 Games and blogs **may** be okay as long as they're related to seminars or on an approved list of games, blogs, YouTube, etc.
1050.2 Personal laptop computers may be used with prior clearance and permission from administration and for school purposes only.
1050.3 Learners shall not bring in any applications to Nea for use on Nea technology on any medium without prior approval from the lead technology Facilitator.
1050.4 Any person using device that plays prerecorded music or sound must use headphones.
1050.5 If a Tree Aide determines that you're not using the computer for educational purposes they can take the computer away.
1050.6 Learners and Facilitators may not tie up scarce resources with activities that could be carried out in other, more appropriate locations. Negotiations are appropriate for deciding who needs a particular piece of technology equipment. The Learner least in need must respectfully allow the other Learner to use the computer or other piece of equipment.
1050.7 Tech helpers and other designated Community members must follow the rules and guidelines specified.
1050.8 All Learners must sign and abide by the Nea Technology Agreement. Going to a porn site, hate site, chat site or a site with extreme violence are grounds for dismissal from Nea. Please let a Facilitator know if you have ended up at one of these sites.
1050.9 Programs may not be downloaded from the Internet. Media files may only be downloaded for school related purposes. This is considered network vandalism and is a serious offense.
1050.10 Internet use to check email is limited to 10 minutes or less, as long as no other Learner needs then computer for school related work.
1050.11 All time limits listed above only apply if there are no connection problems.
1050.12 Tree Aides and Learners are required to plug in computers when they are returned to the computer cart in a seminar or in the Tree. All computer chargers must have numbers and be returned when you are done with them.
1050.13 Tree Aides must first distribute computers to Learners who need them to do work. Priority is given to Learners who need to do school related work on the computers.

1100 Use of the Nea Facility

1100.0 All rules and procedures regarding use of the Baobab Tree will be respected. Leadership shall yearly review the rules for the Tree and make them known to the community.
1100.1 No furniture may be taken outside the building without Facilitator approval.
1100.2 The outside area of the Tree is open for breaks and eating, but must not be left dirty or messy or it will be closed.

1200 Use of the Outside Area (Yard)

1200.0 Use of the outside area before and after school, and during lunch is permitted. Learners are expected to keep this area clean.

Nea Community Agreements

1. We agree to eat and drink in the designated areas: -L2Ls during our lunch period -outside The Tree with permission for a quick snack or drink -in the hallways/breezeways between classes -in the hallways/breezeways during Wednesday Snack Break
2. We agree to keep gum and candy off campus (breath mints acceptable)
3. We agree to drink water from our own bottles
4. We agree to clean up after ourselves: -food waste & compostable containers in green compost bins -paper, plastic in blue recycling bins -trash in the black landfill bins

LANGUAGE

1. We agree to use polite, respectful, friendly & positive language: -towards peers, staff, & community members on campus -online in emails & posts -in our verbal & body language
2. We agree to use inside voices in The Tree & classrooms, unless instructed by a Facilitator
3. We agree to listen when others are presenting, giving instructions, or speaking in discussions

RESPECT

1. We agree to respect other peers' and adults': - culture/ethnicity/background/religion - opinions - property - body/personal space
2. We agree to be helpful, kind & compassionate to others

3.	We agree to look out for the safety of our community
4.	We will agree to use self-control
5.	We agree to respect ourselves

DRESS

1. We agree to keep stomachs, chests, private parts and undergarments covered
2. We agree to wear shorts/skirts/dresses to a mid-thigh length or longer, or wear tights or leggings underneath. Leggings should be worn under outerwear.
3. We agree to wear required shoes for Physical Education
4. We agree to wear appropriate messages and graphics

SCHOOL TECHNOLOGY

1. We agree to use laptops for research, class assignments, and listening to music while doing your work with headphones
2. We agree to go on websites for school-related educational purposes only -Grooveshark & Pandora are acceptable for music with headphones
3. We agree to sign-out and sign-in laptops properly and on time
4. We will take good care of the laptops: - Keep food and drinks away from the computers - Walk with the laptop closed

PERSONAL TECHNOLOGY

1. We agree to keep our phones on silent or vibrate (in seminar, silent only as vibrate makes a loud noise)
2. We agree to step outside of the Tree to take a call
3. We will check Facebook, Twitter and other social networking sites if we have finished with our academic work during break times outside the Tree or in the hallway/breezeway.
4. We agree to play educational games in the Tree and other video games outside of school.

5. We will use headphones when listening to music at a volume that does not disturb others
6. We will bring our own chargers and ask permission from Facilitators before charging in a classroom
7. We will quickly text in the Tree or during break times in the hallway/breezeway (in seminar only if it is an emergency and with permission of the Facilitator).
8. We will use devices in seminar when it is appropriate for the lesson and the Facilitator gives permission, otherwise we will keep stored out of sight.
9. We will ask permission before taking photos of others

CONSEQUENCES and WORKING GUIDELINES for SENTENCING by JUDICIAL COMMITTEE

OVERARCHING GOALS for JC CONSEQUENCES:

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

A. Problem Solving prior to referrals...

- Explain what you think the other Learner is doing wrong. Be clear, polite, and honest. Make an "I" statement.
- Come right out and say something directly to the person breaking the rule. Point it out in the list of rules.
- Get another Learner or Facilitator to help you confront someone by whom you are intimidated.
- Arrange a meeting with Nea's guidance counselor.

B. Nea Judicial Consequences

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

- Apologies (written and/or verbal)
- In school clean up
- Peer mediation
- Posting signs
- Educational projects
- Service Learning detention during lunch or afterschool

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

2. After School Consequences

More serious offenses or repeat offenses for violating the same rule could be immediately given an After School Consequence of 30 or 60 minutes, activity to be determined by supervising Facilitator. Parents would be notified of mandatory attendance.
Learners who were assigned the After School Consequence of 30 minutes for failure to serve In School Consequences who did not show and participate in the activity would automatically be reassigned to the next After School Consequences activity and their sentence would be doubled. (30 to 60 minutes, or 60 to 120 minutes) Additionally, there would be a mandatory parent/Learner/Facilitator/JC Clerk conference where parents and Learner would draw up a contract for appropriate consequences for the Learner's failure to abide by judicial system consequences, including After School Consequences. The contract might include suspension from the Nea and will begin the discussion of transferring the Learner to another AUSD program if the Learner cannot begin to respect the judicial process of the Nea community.

3. Out of School Consequences

For serious violations of school rules where Judicial Committee recommends oversight by the Lead Facilitator, the Lead Facilitator will review the case and give appropriate consequences.
For serious violations of school rules where there has been a referral to the Lead Facilitator any community member, The Nea Learner and Family Handbook and Nea Charter suspension/expulsion policies are reviewed and appropriate consequences are applied by Lead Facilitator or designee.
Suspension may be recommended for repeated failure to serve JC sentences or after a parent/Learner/Facilitator/JC clerk contract is written and violated.

Appendix 5

Community Learning Center Schools, Inc. (CLCS)

Facilitator Effectiveness Measurement System (EMS)





Introduction:

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

Purposes of the Facilitator EMS

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

Design of the Facilitator EMS

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

Facilitator EMS Implementation

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

Effectiveness Ratings:

1 = Ineffective (0 – 50%) **2** = Inconsistently Effective (51- 60%) **3** = Generally Effective (61 – 70%)
4 = Consistently Effective (71 – 89%) **5** = Exceptional/Master Facilitator (91 – 100%)

Classroom Observation and Evaluation Schedule

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

Learner Growth Assessments Schedule

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

Survey Administration Schedule

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

Classroom Observation and Evaluation Tools

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

Formal Evaluations

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

Informal Evaluations

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

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

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

The *Effective* level describes solid, expected professional performance; Facilitators should

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

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

Improvement Support Plan

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

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

2) any applicable instructions for the Facilitator,

3) any applicable resources that are available,

4) overview of timelines and target dates

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

Learner Growth Assessment Tools:

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

Survey Tools

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

The surveys will include the following:

Learner Survey

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

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

Facilitator Peer Survey

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

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

Family Survey

FAMILIES WILL RATE THE FACILITATORS IN THE FOLLOWING AREAS:
FAMILIES REPORT THAT THE FACILITATOR :

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

CLASSROOM EVALUATION RATING DOCUMENTS

FACILITATOR NAME: **SCHOOL:**

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

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

DOMAIN A: Planning and preparation for Learning –See Attached Rubric	*ing:* **2 3** 4

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

DOMAIN B: Classroom Management –See Attached Rubric	*ting:* **2 3**
Expectations: Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. **Date skill observed:**	**1 2**
Relationships: Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	**2 3**
Respect: Wins all students' respect and creates a climate in which disruption of learning is unthinkable. **Date skill observed:**	**1 2 4**
Social- emotional: Implements a program that successfully develops positive interactions and social-emotional skills. **Date skill observed:**	**1 2 4**
Routines: Successfully inculcates class routines so that students maintain them throughout the year. **Date skill observed:**	**1 2 4**
Responsibility: Successfully develops students' self-discipline, self-confidence, and a sense of responsibility. **Date skill observed:**	**1 2 4**
Repertoire: Has a highly effective discipline repertoire and can capture and hold students' attention any time. **Date skill observed:**	**1 2 4**
Efficiency: Uses coherence, lesson momentum, and silky- smooth transitions to	**1 2**

get the most out of every minute. **Date skill observed:**	**4**
Prevention: Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud. **Date skill observed:**	**1 2 4**
Incentives: Classroom is clean, organized and reflects current learning content. **Date skill observed:**	**1 2 4**
Evidence, Examples, Details, Observations, etc:	***Av***
rating:	

DOMAIN C: Delivery of Instruction –See Attached Rubric	*ing:* **2 3 4**
Expectations: Exudes high expectations and determination and convinces all students that they will master the material. **Date skill observed:**	**1 2 3**
Mindset: Teaches students to be risk- takers, learn from mistakes, and believe that through effective effort, they will get smarter. **Date skill observed:**	**1 2 3**
Goals: Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars. **Date skill observed:**	**1 2 3**

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

DOMAIN D: Monitoring/Assessment and Follow-up –See Attached Rubric	*ing:* **2**	**3**	**4**
Criteria: Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. **Date skill observed:**	____**1**		**2**
Diagnosis: Gives students a well- constructed diagnostic assessment up front, and uses the information to fine- tune instruction. **Date skill observed:**	**1**	**2**	**3**
On-the-Spot: Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. **Date skill observed:**	**1**	**2**	**3**
Self- Assessment: Has students set ambitious goals, continuously self- assess, and take responsibility for improving performance. **Date skill observed:**	**1**	**2**	**3**
Recognition: Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort. **Date skill observed:**	**1**	**2**	**3**
Interims: Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. **Date skill observed:**	**1**	**2**	**3**
Tenacity: Relentlessly follows up with struggling students with personal attention to reach proficiency. **Date skill observed:**	**1**	**2**	**3**
Support: Makes sure that students who need specialized diagnosis and help receive appropriate services immediately. **Date skill observed:**	**1**	**2**	**3**
Analysis: Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others. **Date skill observed:**	**1**	**2**	**3**
Reflection: Works with colleagues to reflect on what worked and what			

didn't and continuously improves instruction. **Date skill observed:**	**1 2 3**
Evidence, Examples, Details, Observations, etc: : ***rating:***	***A***

DOMAIN E: Family and Community Outreach –See Attached Rubric	*ing:* **2 3 4**
Respect: Shows great sensitivity and respect for family and community culture, values, and beliefs. **Date skill observed:**	**1 2 3**
Belief: Shows each parent an in- depth knowledge of their child and a strong belief he or she will meet or exceed standards. **Date skill observed:**	**1 2 3** **4**
Expectations: Gives parents clear, user- friendly learning and behavior expectations and exemplars of proficient work. **Date skill observed:**	**1 2 3** **4**
Communication: Makes sure parents hear positive news about their children first, and immediately flags any problems. **Date skill observed:**	**1 2 3** **4**
Involving: Frequently involves parents in supporting and enriching the curriculum as it unfolds. **Date skill observed:**	**1 2 3** **4**
Homework: Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback. **Date skill observed:**	**1 2 3** **4**

Responsiveness: Deals immediately and successfully with parent concerns and makes parents feel welcome any time. **Date skill observed:**	**1 2 3 4**
Reporting: In student-led conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress. **Date skill observed:**	**1 2 3 4**
Outreach: Is successful in contacting and working with all parents, including those who are hard to reach. **Date skill observed:**	**1 2 3 4**
Resources: Successfully enlists classroom volunteers and extra resources from homes and the community. **Date skill observed:**	**1 2 3 4**
Evidence, Examples, Details, Observations, etc: ***Average rating:***	

DOMAIN F: Professional Responsibilities –See Attached Rubric	*ing:* **2 3 4**
Attendance: Has perfect or near-perfect attendance (98-100%). **Date skill observed:**	**1 2 3 4**
Language: In professional contexts, speaks and writes correctly and eloquently. **Date skill observed:**	**1 2 3 4**
Reliability: Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	**1 2 3 4**

Date skill observed:	
Professionalism: Presents as a consummate professional and always observes appropriate boundaries.	**1 2 3 4**
Judgment: Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality. **Date skill observed:**	**1 2 3 4**
Above-and- beyond: Is an important member of Facilitator teams and committees and frequently attends after-school activities. **Date skill observed:**	**1 2 3 4**
Leadership: Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement. **Date skill observed:**	**1 2 3 4**
Openness: Actively seeks out feedback and suggestions and uses them to improve performance. **Date skill observed:**	**1 2 3 4**
Collaboration: Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments. **Date skill observed:**	**1 2 3 4**
Growth: Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best. **Date skill observed:**	**1 2 3 4**
Evidence, Examples, Details, Observations, etc: : ***Average rating:***	

LEARNER ACHIEVEMENT ASSESSMENT DATA (30%)*:

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

*ASSESSMENT REPORTS ATTACHED

DOMAIN SUMMARY (55%)

AVERAGE RATINGS:

DOMAIN A : _____

DOMAIN B: _____

DOMAIN C: _____

DOMAIN D: _____

DOMAIN E: _____

DOMAIN F: _____

COMMUNITY SURVEY DATA FROM PROGRAM EVALUATION COMMITTEE (15%)

PARENT SURVEY DATA SCORE (5%): _____

LEARNER SURVEY DATA SCORE (5%): _____

PEER SURVEY DATA SCORE (5%):_____

SUMMARY AND RECOMMENDATION:

OVERALL EFFECTIVENESS RATING:

FOCUS AREAS OF STRENGTH

FOCUS AREAS FOR GROWTH

RECOMMENDATION FOR NEXT YEAR

_____

_____

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

_____

_____

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

KEY AREAS FOR GROWTH & GOAL SETTING **PAGE 1**

Standard/Indicator:	
Goal	
1. *What is the specific goal to be reached in this area of growth?*	
2. How will you measure the progress and growth in this area?	
3. What support, learning and dispositions will be needed in order to reach the goal?	

4. How long will it take to reach the goal? What/when are the key benchmarks that will show progress?	

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

_____

_____

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

_____

_____

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

KEY AREAS FOR GROWTH & GOAL SETTING
PAGE 2

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

Standard/Indicator:	
Goal	
1. *What is the specific goal to be reached in this area of growth?*	
2. *How will you measure the progress and growth in this area?*	

3. What support, learning and dispositions will be needed in order to reach the goal?	
4. How long will it take to reach the goal? What/when are the key benchmarks that will show progress?	

_____

_____

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

_____

_____

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

Appendix 6 – Nea Learning to Learn Rubrics

Nea **Learning to Learn Rubric**

Learning to Learn Skill: **Time and Task Management**

	Attainment Level	**Demonstrated Behaviors**	**Nea Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Has no system, and may not even know if one is needed. Randomly meets commitments.			
2	**NOVICE** Aware of a pathway to competence, and is beginning to	Knows there are systems (tools and disciplines) to become for effective, and is experimenting with one or more.			

	practice the skill with discipline	Sometimes meets commitments.			
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Uses at least one system effectively in routine circumstances. Knows how to reschedule and re-plan work. Usually meets commitments.			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Has multiple-discipline (system) capabilities, and always applies the appropriate method or tool. Always meets commitments. Can plan personal and work time very well.			
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Has multiple-discipline (system) capabilities, and always applies the appropriate method or tool, plus can diagnose needs of others and teach or consult to assist them. Always meets commitments.			

Nea **Learning to Learn Rubric**

Learning to Learn Skill: **Reading**

	Attainment Level	**Demonstrated Behaviors**	**Nea Curriculum Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Rarely reads and does so with difficulty (200 wpm or less). Does not voluntarily read books, newspapers, e-mail or magazines. Unaware of the theories of reading and how to improve one's reading			
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	Aware of reading deficiencies, but takes only minimal, primitive steps to improve. Recognizes that reading is important, but for school, reads only, rarely, or intermittently. May avidly read materials in area of passionate interest, like sports or music. Occasionally reads a book.			
3	**ADVANCED BEGINNER**	Committed to constantly improving reading			

	Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	ability, and regards, reading as essential to personal development. Has developed and practices a "reading strategy" to optimize reading time and knowledge acquisition. Reads one book monthly and on vacation. Occasionally reads newspapers and magazines pertaining to personal interest.			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Recognizes that enhancing reading ability requires knowledge of reading theory. Has taken disciplined steps to improve reading speed and comprehension. Practices learned reading techniques whenever reading.			
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Reads purposefully at suitably variable speeds (to 800 wpm) at over 90% comprehension. Actively surveys and read for professional development and pleasure.			

Nea Learning to Learn Rubric
Learning to Learn Skill: **Research**

	Attainment Level	**Non-Internet Sources**		**Internet Sources**	
		Demonstrated Behaviors	**Nea Curriculum Challenge**	**Demonstrated Behaviors**	**Nea Curriculum Challenge**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	No understanding of what they need to find out. Finds resources by chance.		Unaware that the Net contains useful information.	
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	Understands the need to find out what is already out there, re: a concept or topic. Can do "key word" searches in easily available resources. Performs "cut and paste" to present findings: no synthesis or analysis. May consider only one side of an issue.		Is aware of the Internet, and can find some specialized search engines useful to the topic.	
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday	Becomes adept at clearly defining the question that the research is designed to answer. Has		Has basic search skills using "engines" and search logic. Recognizes the	

	environments. Understands the basic methods and tools, and can demonstrate them to others.	become aware of a variety of potential useful resources, and can usually select the most appropriate. Knows that sources can also include other Learners or members of the community (business, government)		basic nature of a URL (edu, com, org, gov) to suggest the validity of the source and copyright rules and conventions.	
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Is routinely adept at clearly defining the question that the research is designed to answer. Has formulated a "research strategy" to evaluate and select the most appropriate and useful sources. The results are effectively organized and presented. Recognizes multiple perspectives.		Can use numerous search engines, and has developed a personal list of key resources. Can use advanced search logic, and has a broadening vocabulary of key words. Uses Net copyright rules appropriately.	
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Has a clear understanding of the need for the research, and knows when the research answer is found and when reasonable alternatives are		Rapidly uses appropriate sources and search logic. Judges appropriatenes s of sources. Knows and uses copyright and	

		explored and/or exhausted. Knows many potential sources, and efficiently selects the appropriate ones. Selectively uses the information found to thoroughly answer the question.		attribution rules in all reports.	

Nea Learning to Learn Rubric

Learning to Learn Skill: **Research (Non-Internet Sources)**

	Attainment Level	**Demonstrated Behaviors**	**Nea Curriculum Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	No understanding of what they need to find out. Finds resources by chance.			
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	Understands the need to find out what is already out there, re: a concept or topic. Can do "key word" searches in easily available resources. Performs "cut and paste" to present findings: no			

		synthesis or analysis. May consider only one side of an issue.			
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Becomes adept at clearly defining the question that the research is designed to answer. Has become aware of a variety of potential useful resources, and can usually select the most appropriate. Knows that sources can also include other Learners or members of the community (business, government)			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Is routinely adept at clearly defining the question that the research is designed to answer. Has formulated a "research strategy" to evaluate and select the most appropriate and useful sources. The results are effectively organized and presented. Recognizes multiple perspectives.			
5	**PROFICIENT** An "expert" in the understandin g and practice	Has a clear understanding of the need for the research, and knows when the			

	of the skill. Can teach and consult at a high level	research answer is found and when reasonable alternatives are explored and/or exhausted. Knows many potential sources, and efficiently selects the appropriate ones. Selectively uses the information found to thoroughly answer the question.			

Nea Learning to Learn Rubric

Learning to Learn Skill: **Research (Internet Sources)**

	Attainment Level	**Demonstrated Behaviors**	**Nea Curriculum Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware that the Net contains useful information.			
2	**NOVICE** Aware of a pathway to competence, and is	Is aware of the Internet, and can find some specialized search engines useful to the topic.			

	beginning to practice the skill with discipline				
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Has basic search skills using "engines" and search logic. Recognizes the basic nature of a URL (edu, com, org, gov) to suggest the validity of the source and copyright rules and conventions.			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Can use numerous search engines, and has developed a personal list of key resources. Can use advanced search logic, and has a broadening vocabulary of key words. Uses Net copyright rules appropriately.			
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Rapidly uses appropriate sources and search logic. Judges appropriateness of sources. Knows and uses copyright and attribution rules in all reports.			

Nea Learning to Learn Rubric

Learning to Learn Skill: **Systems Thinking**

	Attainment Level	Demonstrated Behaviors/Skill Steps	Nea Curriculum Challenge	Suggested Training Activities	Comments
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware of how to begin formal development of the skill. May be aware of the need to acquire it.			
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	(1) Identify events relative to the focus issue or problem. Speculate about their relationship to each other. (2) Propose Key and associated variables that emerge from the relevant events in the system. (3) Detect and describe, using Behavior over Time graphs, the patterns of behavior of the system's variables.			
3	**ADVANCED BEGINNER** Routinely practices the skill in	(4) Use Causal Loop Diagramming (CLDs) to propose/hypothesize the structures that			

	everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	produce dynamic behavior in system variables. (5) Describe the System Archetypes as structure-behavior pairs. (6) Use System Archetypes to describe and diagnose complex systems.			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	(7) Detect Levels, Rates, Auxiliaries, Parameters, Graphical Functions, and other System Dynamics variable types. (8) Use Stock and Flow diagrams to "operationally" describe complex systems.			
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	(9) Convert CLDs and/or Stock and Flow Diagrams to system dynamics computer simulation models. (10) Interpret system dynamics models and their simulated behavior, and then effectively communicate the resulting observations or insights.			

Nea Learning to Learn Rubric

Learning to Learn Skill: **Effective Presentations**

	Attainment Level	Demonstrated Behaviors/Skill Steps	Nea Curriculum Challenge	Suggested Training Activities	Comments
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware of how to begin formal development of the skill. May be aware of the need to acquire it.			
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	(1) The presenter has achieved good posture and body control. (2) The presenter has developed an effective use of language. (3) The presenter has developed the capability to present with a smooth pace and a confident attitude.			Up through this level, the focus is on the Physical Attributes of effective presentations.
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	(4) The presenter has a clear understanding of the purpose and desired outcomes of the presentation. (5) The presenter has developed the capability to effectively sequence the points and arguments. (6)			In skill steps 4-7, the focus is on Structuring the Message.

		The presenter includes supporting examples and illustrations.			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	(7) The presenter uses multimedia to amplify the attractiveness and impact of the presentation. (8) The presenter can effectively deliver the presentation, as planned, and on time. (9) The presenter can handle disruptive distractions, i.e., annoying people, technology, or interruptions.			Skill steps 8-10 focus on the Delivery of the presentation.
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	(10) The presenter is effective in handling a Question and Answer period following the presentation. (11) Gathering assessment feedback and learning to continually improve, and to reach Expert status.			Skill step 11 focuses on Learning.

Nea Learning to Learn Rubric

Learning to Learn Skill: **Participatory Democracy**

	Attainment Level	**Ownership of Community**	**Judicial System Interaction**	**Leadership**	
		Demonstrated Behaviors	**Demonstrated Behaviors**	**Demonstrated Behaviors**	

1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	You exhibit no concept of how an individual's behavior relates to anything else.	You don't recognize the need for being an active participant in the community. But, you generally follows community norms.	You don't recognize that you can do anything to change things or have any want or need to do so.	
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	You have become aware of the negative and positive impacts that people have on you.	You know how to report problems to the Judicial Council and can use it occasionally (for violations against yourself).	You can follow; can do small (simple) individual tasks; and can contribute to small group tasks.	
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	You are aware of how you and your actions affect the health of the community, and then alter your behavior accordingly,	You appropriately use the Judicial Council system for violations against the community in order to improve the quality of the community.	You are a good, solid member of a team. You understands and practices division of tasks.	
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases.	You are an active participant in the school community; take positive steps to make a difference in the community; respect the community; and	You demonstrate the ability to improve the quality of the community without always relying on the Judicial Council. You use outside resources and	You use a variety of leadership styles in working with diverse groups and on all varieties of large (complex) tasks.	

	Capable of teaching others.	produce proposals to improve the community.	model good behaviors.		
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	You are an active participant not only in the school community, but also in the greater worldwide community. You take ownership of school and community property.	You are effective at conflict management, and are able to use a variety of problem solving and leadership styles.	You use the following disciplines to bring about needed change: vision, alignment, empowerment, and path finding.	

Nea Learning to Learn Rubric

Learning to Learn Skill: **Ownership of Community (Participatory Democracy)**

	Attainment Level	**Demonstrated Behaviors**	**Nea Curriculum Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	You exhibit no concept of how an individual's behavior relates to anything else.			
2	**NOVICE** Aware of a pathway to	You have become aware of the negative and positive impacts			

	competence, and is beginning to practice the skill with discipline	that people have on you.			
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	You are aware of how you and your actions affect the health of the community, and then alter your behavior accordingly,			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	You are an active participant in the school community; take positive steps to make a difference in the community; respect the community; and produce proposals to improve the community.			
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	You are an active participant not only in the school community, but also in the greater worldwide community. You take ownership of school and community property.			

Nea Learning to Learn Rubric

Learning to Learn Skill: **Judicial System Interaction (Participatory Democracy)**

	Attainment Level	Demonstrated Behaviors	Nea Curriculum Challenge	Suggested Training Activities	Comments
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	You don't recognize the need for being an active participant in the community. But, you generally follows community norms.			
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	You know how to report problems to the Judicial Council and can use it occasionally (for violations against yourself).			
3	**ADVANCED BEGINNER** Routinely practices the	You appropriately use the Judicial Council system for violations against			

	skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	the community in order to improve the quality of the community.			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	You demonstrate the ability to improve the quality of the community without always relying on the Judicial Council. You use outside resources and model good behaviors.			
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	You are effective at conflict management, and are able to use a variety of problem solving and leadership styles.			

Nea Learning to Learn Rubric

Learning to Learn Skill: **Leadership (Participatory Democracy)**

	Attainment Level	Demonstrated Behaviors	Nea Curriculum Challenge	Suggested Training Activities	Comments
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	You don't recognize that you can do anything to change things or have any want or need to do so.			
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	You can follow; can do small (simple) individual tasks; and can contribute to small group tasks.			
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	You are a good, solid member of a team. You understands and practices division of tasks.			
4	**COMPETENT** Competent in almost all aspects of the skill.	You use a variety of leadership styles in working with diverse groups and on all			

	Can apply the skill in challenging cases. Capable of teaching others.	varieties of large (complex) tasks.			
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	You use the following disciplines to bring about needed change: vision, alignment, empowerment, and path finding.			

Nea Learning to Learn Rubric

Learning to Learn Skill: **Personal Visioning**

	Attainment Level	**Demonstrated Behaviors**	**Nea Curriculum Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware	Has no personal vision, nor a desire to create one. Not self-aware, and highly reactive. Responds to external motivation only.			

	of the need for it.				
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	Is capable of imagining a successful future for him or her, and at least one pathway there. Recognizes being on a journey. Develops an interest in the lives of successful, esteemed people through biographies. Has a sense of control and freedom to choice.			**Below are several of the desired behaviors practices by Learners with proficient personal visioning skills.** ● Imagination of possibilities for the world and community ● Knowing one's capabilities, currently and full future potential
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Can articulate one or more visions for the future, and can plan to get there. Has a useful awareness of current states vs. the vision.			● Creativity – unique pathways to achieve what's imagined Desire to share the vision with others ● Has clearly articulated individual values guiding behaviors ● Knowledge of how to "plan back"

					from the future
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Develops a rich sense of what's possible for himself or herself: can see great possibilities and personal capacity. Has created a compelling, highly motivating vision of what is possible.			● Realistic knowledge of the current state surrounding one's vision ● Begin with the end in mind – articulate a personal vision ● Reach exceeds our grasp
5	**PROFICIENT** An "expert" in the understanding and practice of the skill. Can teach and consult at a high level	Spends most of the time dealing with important, non-urgent, high impact (Quadrant II) objectives. Plus, demonstrates through actions the full range of effective personal visioning behaviors.			● Powerful commitment to achieve one's vision – intrinsic motivation ● Love of biographies – have "hero" models for living

Nea Learning to Learn Rubric

Learning to Learn Skill: **Individual Teamwork**

	Attainment Level	**Task Planning and Management**	**Understands Team Roles**	**Team Organization**	

		Demonstrated Behaviors	Demonstrated Behaviors	Demonstrated Behaviors	Comments
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Team member does not complete tasks. No understanding of team plan.	Unaware that team members have various roles.	Team member does not show up. May not be even aware of meeting. Completely unprepared.	
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	Team member completes some of the tasks. Understands only their part of the overall team plan.	Aware of various team roles and assumes the role he/she is comfortable with.	Team member sometimes shows up. Is prepared some of the time.	
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Team member completes all of the tasks assigned. Understands everyone's parts of the overall team plan.	Aware of roles and assumes different roles as needed when asked to.	Team member always shows up. Is usually prepared.	
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in	Team member does all of his/her tasks and more. Understands how each person's part fits	Assumes different roles comfortably after identifying the team's need on his/her own.	Team member always shows up on time. Is always prepared and able to help others to show	

	challenging cases. Capable of teaching others.	together in the overall team plan.		up for the meeting.	
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Team member does all of his/her tasks and more. Understands how everyone's part fits together and helps others to understand overall plan.	Assumes different roles comfortably and is able to teach others how to take on different roles.		

Nea Learning to Learn Rubric
Learning to Learn Skill: **Individual Teamwork**

	Attainment Level	**Team Communication Skills**	**Quality**	**Conflict Management**	
		Demonstrated Behaviors	**Demonstrated Behaviors**	**Demonstrated Behaviors**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Discourages ideas of others by put-downs. Refuses to share own ideas. Unwilling to listen to constructive feedback. Unable to give constructive feedback.	Team member produces no work	May pick fights, and/or undermine teammates Causes conflicts and/or makes no attempt to resolve conflict	

2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	Encourages some people but not others to share their ideas. Will share ideas only when asked. Has difficulty listening to constructive feedback. Sometimes gives constructive feedback in a way that offends team.	Team member produces low quality work that requires other members to almost completely rework it.	Tries to get along with team, but sometimes causes arguments that hurt team Makes some attempt to resolve conflicts	
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Encourages everyone to share his or her ideas. Freely shares ideas with group. Willing to listen to constructive feedback. Able to give constructive feedback.	Team member produces good quality work that demonstrates understand but may require little help from team.	Gets along well with the team Works to resolve conflicts when they occur	
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Actively encourages everyone to share his or her ideas. Freely shares ideas with group. Willing to listen to constructive feedback and modify actions accordingly. Able to give and explain constructive feedback.	Team member produces high quality work that demonstrates knowledge and understanding. Is able to sufficiently explain work so that other members would understand.	Gets along well with the rest of the team Works to resolve conflicts Helps team avoid conflicts by negotiating differences in a constructive manner.	

5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Actively encourages everyone to share their ideas. Freely shares ideas with group. Encourages others to give constructive feedback and modifies actions accordingly. Able to give and explain constructive feedback and help others to modify their actions accordingly.	Team member produces high work that demonstrates knowledge and understanding and is virtually error-free. Is able to fully explain work so that other members would understand.	Gets along well with the rest of the team Works to resolve conflicts Is able to anticipate possible conflicts and help team members proactively teach team ways to avoid conflicts	

Nea Learning to Learn Rubric

Learning to Learn Skill: **Oral Communication**

	Attainment Level	**Demonstrated Behaviors**	**Nea Curriculum Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware of the type of communication acceptable for the situation. Unaware of the "unwritten rules" of the encounter. Speaks without clarity op purpose or inquiry. Can't formulate useful questions. No perceived listening skills. Can't or won't find the appropriate language or vocabulary.			
2	**NOVICE** Aware of a pathway to	Beginning to break down perceived "barriers" to talking			

	competence, and is beginning to practice the skill with discipline	with people outside of their normal "comfort zone". Knows the basics of "attentive listening". Can assess vocabulary gaps, and is attempting to improve. Aware of how body language or gestures can impact others, either good or bad.			
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Effective at initiating conversation with all strata of the community. Can self-monitor re: context appropriate communication. Effective at listening to others. Will ask for clarity of vocabulary used by others. Aware of how the physical setting or arrangements of communication space impacts the quality of the conversation (face to face)			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Clear about what the desired outcomes of the conversation is for all concerned. Asks skillful questions. Has a wide, effective vocabulary. Exhibits effective affirmation or acknowledgement signals to others. Effective use of personal emotions. High comfort level with oral			

		communication. High degree of empathy.			
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Knows the kind of response that best fits the dialog partner's needs. Effective at evaluating the context – and implications – regarding what's useful and effective. Has a powerful, broad, context-sensitive vocabulary. Can form evocative questions. Adept at offering illustrative stories or examples. Can be an effective "pro" Facilitator.			

Nea Learning to Learn Rubric

Learning To Learn Skill: **Writing**

	Attainment Level	**Demonstrated Behaviors**	**Nea Curriculum Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Does not understand the importance of written communication. Does not communicate in writing unless required to do so. Writes poorly. Writing is not organized and not structured. Writer does not understand purpose of writing. No voice. Does not demonstrate			

		understanding or knowledge.			
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline.	Appreciates the importance of written communication. Understands basic structure of good writing for simple communication. Can brainstorm effectively. Can be creative (harness imagination) based on one's own experience.			
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Strives for continuous improvement. Understands grammar. Reads instructional material and seeks feedback. Understands the writing process. Understands the role and aims of the audience. Understands the value of concise writing. Peer editing and proof reading. Voice is apparent. Can use technology to enhance skills.			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging case. Capable	Structure and grammar require no correction. Writing is concise and economical. Users of writer's work can easily and fully understand letters, memos, etc. Strong			

	of teaching others.	voice – writing is thoughtful and thought provoking.			
5	**PROFICIENT** An "expert" in the understanding and practice of the skill. Can teach and consult at a high level.	Regarded as expert by peers and adults with whom he or she works with. Readers are able to gather info and learn from writing easily. Seeks opportunities to utilize writing skills to advance goals. Keeps journals, writes stories or letters, or in other ways. Uses writing for creative expression. Utilizes writing as a learning process. A strong, articulate voice.			

Nea Learning to Learn Rubric
Learning to Learn Skill: **Understanding How We Learn**

	Attainment Level	**Motivation: Individual Values and/or Behaviors**	**Effective Use of My Biology of Learning**	**Capability to Create an Environment for Learning**	**Emotional Intelligence or Quotient (for young people)**
		Demonstrated Behaviors	**Demonstrated Behaviors**	**Demonstrated Behaviors**	
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Fully, easily dependent on external motivation (peers)	Clueless! On the couch. Just vegging!	Has on control over, nor a desire to change his or her environment.	Not aware of emotional intelligence, nor one's emotional quotient
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	"Pushes back" to find his or her own values	Is aware of "bad habits" of learning. Knows how good eating, sleeping and exercising habits can improve learning potential.	Can arrange who to work with, i.e., useful interaction opportunities with other Learners/	Is self-aware, including the presence of some EQ strengths and weaknesses.
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Has internal motivation to learn, based on personal values	Awareness of his or her learning strengths and weaknesses Can self-assess his or her cognitive capacities.	Can effectively schedule his or her learning time.	Demonstrates successful self-management capabilities; can accept delayed gratification – no pain, not gain. Knows what he or she likes, and doesn't like, about himself or

					herself, as well others.
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Has ownership of how he or she learns/	Has a set of tools to maximize his or her learning productivity. Knows ones neurological makeup, enabling his or her to overcome weaknesses.	Is proactive in creating the "ideal" personal learning environment.	Possesses a high level of self-esteem and self awareness.
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Has enthusiasm and passion, plus helps to motivate others	Actively uses successful strategies to overcome his or her learning weaknesses.	Can design and implement high quality learning environments for others.	Is effective at limiting and controlling stress. Is aware of people around me, and how they learn.

Nea Learning to Learn Rubric

Learning To Learn Skill: **Teaching Others**

	Attainment Level	**Demonstrated Behaviors**	**Nea Curriculum Challenge**	**Suggested Training Activities**	**Comments**
1	**UNAWARE** Lack awareness of how to begin formal development of	Does not see any value in teaching others.			

	the skill. May be aware of the need for it.				
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline.	Is capable of 1:1 ratio (as in a tutor role). Can observe and follow pre-set clear structures (a checklist approach). Develops an awareness of structure. Q&A is difficult, however. Possesses sufficient content knowledge and credentials to satisfy the Learner.			
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Is capable of working well with small groups. Has acquired and use some basic presentation skills. Can organize Learners into sub-groups to address issues or topics. Need help from Facilitator to assess Learners' work.			
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging case. Capable of teaching others.	Can work at 1:4 ratio well. Has achieved competence in effective presentation & oral communication skills. Can handle Q&A with confidence & correctness. Gets "good" feedback scores. Others can use the materials too. Can team with others to create high quality program materials. Motivates others to want to teach. Competent in assessing the Learners.			
5	**PROFICIENT** An "expert" in the understanding and practice of the skill. Can teach and consult at a high level.	Has strategies to handle either a 1:20 or 1:4 ratio. Can structure prep alone– needs to know only the desired outcomes. Has or can create relevant examples. Has a relaxed demeanor, and non-anxious about delivery. Is aware opportunities in spontaneous teaching moments. Materials are used as models for others.			

		Frequently offers motivation and inspiration.			

Nea Learning to Learn Rubric

Learning To Learn Skill: **Note-Making**

	Attainment Level	Demonstrated Behaviors	Nea Curriculum Challenge	Suggested Training Activities
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Unaware of copyright and plagiarism issues. Can't detect what to capture in notes. May try to write it all down, but fail and, thereby, create useless nonsense.		
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline.	Reproduce the teacher's whiteboard. Can copy sources and attribute source. Knows copyright and plagiarism rules. Aware of the value of indexes and tables of contents in books.		
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Is able to establish the purpose of notes making, and can formulate useful questions to guide the process. Can outline and "map" information from written or oral sources. Practices synthesis of materials. Does not plagiarize materials. Uses indexes and tables of contents well.		
4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging case. Capable of teaching others.	Knows the purpose of the note-making effort, and uses the appropriate strategy to make notes: the format fits the purpose. Has an efficient "shorthand" system. Identifies topics or terms that need off-line elaboration or investigation. Exhibits good organization and		

		synthesis. Knows and practices proper attribution rules.		
5	**PROFICIENT** An "expert" in the understanding and practice of the skill. Can teach and consult at a high level.	Always has a clear purpose when making notes. Knows and applies a variety of notes making strategies appropriate for the circumstances. Can effectively "map" or outline complex issues. Has developed successful memory-stimulating methods to assist knowledge recall and application.		

Nea Learning to Learn Rubric

Learning to Learn Skill: **Whole Team Performance Evaluation, Part 1**

	Attainment Level	**Materials**	**Scheduling**	**Task Distribution**	**Team Climate**
		Demonstrated Behaviors	**Demonstrated Behaviors**	**Demonstrated Behaviors**	**Demonstrated Behaviors**
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	Group has no system for managing materials	Group has no scheduled meetings, and rarely meets at all.	No one knows what his or her task is.	The group's climate is hostile and unwelcoming to its members.
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	Group has a system for managing materials, but doesn't always use it.	Group has a schedule, but doesn't always follow it. It sometimes meets as scheduled.	Tasks are assigned randomly or unevenly.	The group's climate is welcome to some, but not all, the members of the team.
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	Group has a system for managing materials, and always uses it.	Group has a schedule and follows it. Meets as scheduled.	Tasks are assigned fairly and evenly.	The group climate is welcoming to all team members.

4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	Group has many systems for managing materials, and uses them well.	Group follows schedules, even when conflicts arise. Meets as scheduled or re-schedules effectively.	Tasks are assigned according to a group understanding of how each person can best accomplish the team's tasks.	The group climate is welcoming to all members and can accommodate times when members are not at their best.
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	Group has many effective systems for managing and acquiring materials.	Group follows schedules and can anticipate schedule disruptions, and plans or re-plans accordingly.	Tasks are negotiated so that each member has a chance to learn a new skill from his or her team members.	The group climate is welcoming, and the team can actively problem solve if a team member's personal life interferes with the team's productivity.

Nea Learning to Learn Rubric

Learning to Learn Skill: **Whole Team Performance Evaluation, Part 2**

	Attainment Level	**Ability to Meet Deadlines**	**Conflict Management**	**Quality the Team's Product**	**Comments**
		Demonstrated Behaviors	**Demonstrated Behaviors**	**Demonstrated Behaviors**	
1	**UNAWARE** Lack awareness of how to begin formal development of the skill. May be aware of the need for it.	The team rarely meets deadlines.	The team has no plan for handling conflict.	The team does not produce any product, or the product is of such low quality that it cannot be evaluated.	
2	**NOVICE** Aware of a pathway to competence, and is beginning to practice the skill with discipline	The team sometimes meets deadlines.	The team has a sketchy plan for handling conflict.	The team product is low quality	
3	**ADVANCED BEGINNER** Routinely practices the skill in everyday environments. Understands the basic methods and tools, and can demonstrate them to others.	The team meets deadlines except in challenging circumstances.	The team has a solid plan for handling conflict, but stress may cause the plan to crumble.	The team product is high quality.	

4	**COMPETENT** Competent in almost all aspects of the skill. Can apply the skill in challenging cases. Capable of teaching others.	The team always meets deadlines, even in challenging circumstances.	The team has a solid plan for handling conflict that does not crumble during times of stress.	The team product goes beyond the project's expectations.	
5	**PROFICIENT** An "expert" in the understandin g and practice of the skill. Can teach and consult at a high level	The team always meets deadlines and can anticipate challenging circumstances and plan for them accordingly.	The team has a solid plan for handling conflict, and is able to productively identify potential stressors and, thus, avoid team conflict.	The team product is exceptional, and can be used as a teaching tool.	

Appendix 8 – Instructional Minutes Calculations

KINDERGARTEN

Day Types	A	B	C	D	E	TOTALS	REQUIRED	DIFFERENCE
Day Description	M,T,H,F	W	Min					
Total Number of Days	136	36	8			180	175	5
Start Time	8:00 AM	8:00 AM	8:00 AM					
End Time	3:00 PM	2:00 PM	12:30 PM					
Excess Passing Time Minutes	0	0	0					
Recess Duration [Instructional time]	50	25	30					
Lunch Duration [Including Passing Time]	50	45	45					
Total Number of Hours	7:00	6:00	4:30					
Total Daily Number of Minutes	420	360	270					
Actual Daily Instructional Minutes	370	315	225					
Annual Number of Minutes	50320	11340	1800			63460	36000	27460

GRADES 1-2

Day Types	A	B	C	D	E	TOTALS	REQUIRED	DIFFERENCE
Day Description	M,T,H,F	W	Min					
Total Number of Days	136	36	8			180	175	5
Start Time	8:00 AM	8:00 AM	8:00 AM					
End Time	3:00 PM	2:00 PM	12:30 PM					
Excess Passing Time Minutes	0	0	0					
Recess Duration [Non-instructional time]	50	25	30					
Lunch Duration [Including Passing Time]	50	45	45					
Total Number of Hours	7:00	6:00	4:30					
Total Daily Number of Minutes	420	360	270					
Actual Daily Instructional Minutes	320	290	195					
Annual Number of Minutes	43520	10440	1560			55520	50400	5120

GRADE 3

Day Types	A	B	C	D	E	TOTALS	REQUIRED	DIFFERENCE
Day Description	M,T,H,F	W	Min					
Total Number of Days	136	36	8			180	175	5
Start Time	8:00 AM	8:00 AM	8:00 AM					
End Time	3:00 PM	2:00 PM	12:30 PM					
Excess Passing Time Minutes	0	0	0					
Recess Duration [Non-instructional time]	35	20	20					
Lunch Duration [Including Passing Time]	45	55	30					
Total Number of Hours	7:00	6:00	4:30					
Total Daily Number of Minutes	420	360	270					
Actual Daily Instructional Minutes	340	285	220					
Annual Number of Minutes	46240	10260	1760			58260	50400	7860

GRADES 4-5

Day Types	A	B	C	D	E	TOTALS	REQUIRED	DIFFERENCE
Day Description	M,T,H,F	W	Min					
Total Number of Days	136	36	8			180	175	5
Start Time	8:00 AM	8:00 AM	8:00 AM					
End Time	3:00 PM	2:00 PM	12:30 PM					
Excess Passing Time Minutes	0	0	0					
Recess Duration [Non-instructional time]	35	20	20					
Lunch Duration [Including Passing Time]	45	55	30					
Total Number of Hours	7:00	6:00	4:30					
Total Daily Number of Minutes	420	360	270					
Actual Daily Instructional Minutes	340	285	220					
Annual Number of Minutes	46240	10260	1760			58260	54000	4260

GRADES 6-8

Day Types	A	B	C	D	E	TOTALS	REQUIRED	DIFFERENCE
Day Description	M	T,H	W	F	Min			
Total Number of Days	31	73	37	34	5	180	175	5
Start Time	8:20 AM	8:20 AM	8:20 AM	8:20 AM	8:20 AM			
End Time	3:25 PM	3:25 PM	1:35 PM	3:05 PM	12:25 PM			
Excess Passing Time Minutes	0	0	0	0	0			
Recess Duration [Non-instructional time]	0	0	10	0	0			
Lunch Duration [Including Passing Time]	40	40	0	40	0			
Total Number of Hours	7:05	7:05	5:15	6:45	4:05			
Total Daily Number of Minutes	425	425	315	405	245			
Actual Daily Instructional Minutes	385	385	305	365	245			
Annual Number of Minutes	11935	28105	11285	12410	1225	64960	54000	10960

GRADES 9-12

Day Types	A	B	C	D	E	TOTALS	REQUIRED	DIFFERENCE
Day Description	M	T,H	W	F	Min			
Total Number of Days	31	73	37	34	5	180	175	5
Start Time	8:20 AM	8:20 AM	8:20 AM	8:20 AM	8:20 AM			
End Time	3:25 PM	3:25 PM	1:35 PM	3:05 PM	12:25 PM			
Excess Passing Time Minutes	0	0	0	0	0			
Recess Duration [Non-instructional time]	0	0	10	0	0			
Lunch Duration [Including Passing Time]	40	40	0	40	0			
Total Number of Hours	7:05	7:05	5:15	6:45	4:05			
Total Daily Number of Minutes	425	425	315	405	245			
Actual Daily Instructional Minutes	385	385	305	365	245			
Annual Number of Minutes	11935	28105	11285	12410	1225	64960	64800	160

Appendix 9
BYLAWS

of

Nea Community Learning Center Governing Board

Revised August 2017

A public charter school of the Alameda Unified School District

The name of this corporation is Community Learning Center Schools, Inc. ("**CLCS**" or the "**Corporation**").

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is 1900 Third Street, Alameda, CA, 94501. The Board may change the location of the principal office. Any such change of location must be noted by the Secretary on these Amended and Restated Bylaws (the "**Bylaws**") opposite this Section; alternatively, this Section may be amended to state the new location.

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

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

The specific purposesfor which this Corporation is organized are for the advancement of public education bymanaging, operating, guiding, directing and promoting California public charter schools. In the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of this Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and this Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

This Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charters of ACLC, Nea or any other charter in California established by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors (the "**Board**") may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board deems appropriate.

ARTICLE VII
BOARD OF DIRECTORS

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

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

a. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles and these Bylaws; fix their compensation; and require from them security faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; and alter the forms of the seal.

e. Approve any contracts or transaction to which the Corporation is a party, including, without limitation, real estate contracts, such as leases, purchase and sale agreements and amendments and addenda thereto.

f. Purchase insurance for the Corporation, including, without limitation, personal injury and property insurance and directors and officers insurance.

Section 3. DESIGNATED DIRECTORS AND LENGTH OF TERMS. The number of directors (each a "**Director**") on the Board shall be no less than seven (7) and no more than seventeen (17), unless changed by amendments to these Bylaws. All Directors shall be nominated and elected by the existing Board. Each Board member who remains in good standing shall serve one (1) term consisting of three (3) years (with the exception of Learner representatives which shall serve a two (2) year term) until a successor Director has been nominated and elected. Board members shall serve one (1) term on the Board, except if she or he decides to run for executive office in which the case such term shall be as described below. Board members may not serve more than one (1) three-year term consecutively. Board members wishing to return to office may do so after the passage of three (3) full years from the last day of their prior term. Directors shall be recruited so to the extent reasonably possible, Directors' terms will be staggered so that approximately one-third (1/3) of the Directors will complete their term each year. The names of Directors and term expiration dates shall be revised yearly at the August meeting and attached and signed by the Secretary as an Exhibit at the end of the Baws.

a. Length of Term for Executive Leadership Positions: Board members who seek executive leadership positions (i.e. President, Executive Vice-President, Secretary, Treasurer or Parliamentarian) may run for office in their 2nd or 3rd year of service of their first term. Should said member be voted to serve in executive office, she or he may extend their term for two (2) more years, not exceeding five (5) consecutive years. Board members who serve a general term as well as an executive term consecutively, may be eligible, as determined by the Board, to serve a second full term in two (2) years.

b. Extended Terms: Should a Board member desire to extend his or her term beyond five (5) years, he or she must be recommended by the Recruiting and Development Committee and approved by two-thirds (2/3's) of the voting members in good standing.

Section 4. RESTRICTION ON INTERESTED PERSONS/LEARNER MEMBERS AS DIRECTORS.

a. No more than forty-nine percent (49%) of the persons serving on the Board may be "**interested persons**". An interested person is: (a) any person compensated by the Corporation for services rendered to the Corporation within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director in his or her capacity as a Director; and (b) any brother, sister, relative, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this section shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt other policies circumscribing potential conflicts of interest as it determines appropriate.

b. When the Board is scheduled to discuss an issue related to employee performance, employee compensation, legal or other human resource concerns related to an individual or group of individuals employed by CLCS, ACLC, Nea or another charter school of the Corporation, any Director that is a student at ACLC, Nea or the other charter school. Also, Learner members shall not be present or vote on issues related to suspension or expulsion of other Learners.

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

a. Board Recruitment and Development. The Board engages in strategic thinking as a continuous process that drives organizational effectiveness and success. An ideal Board will think intentionally and thoughtfully about the Corporation's mission, shared values and vision, considering how to operate efficiently and effectively, and achieve sustainability. We seek membership of individuals who possess a wide range of expertise, skills and talent. Prospective members who have experience and training in the educational field are a bonus, but this is a not required criteria. The recruitment of Board members to the Board shall be based on CLCS guiding principles. Prospective Board members:

i. should bring a strong belief in and commitment to the CLCS vision and/or mission of the organization;

ii. shall be recruited based on the skills and expertise they can bring to support the current strategic plan or current goals of the Board;

iii. should possess the background, education or abilities, skills and experience appropriate to undertake the tasks and duties of the Board;

iv. shall exhibit high ethical standards and practices, display honesty and integrity in their own behavior, and attempt to ensure that honesty and integrity as a prospective Board member;

v. shall be diverse, representing a population cross section to reflect the desired diversity in the Board as well as ensure the array of viewpoints that spurs innovation and creativity in Board planning and decision-making;

vi. should demonstrate cultural awareness and competence to ensure recognition, accurate interpretation and respect for diversity;

vii. shall be able to provide, offer and respect objective feedback; and

i. should understand and respect the need for confidentiality and discretion with respect to certain Board tasks and discussion topics.

The Board shall establish a recruitment time-line and will calendar and carry out community outreach efforts. Prospective Board members may be nominated by current Board members who are in good standing or by current CLCS Facilitators or employees. Prospective Board members may also respond to community outreach efforts of the Recruiting and Development Committee.

b. Recruitment and Nomination. The Board Recruiting and Development Committee (the "**Recruiting and Development Committee**") shall implement the community outreach and recruitment of new members. At the onset of the outreach and recruitment process the Recruiting and Development Committee shall have at least three (3) Board members in good standing assigned to the committee. Prospective Board members will be invited to an initial meeting with the chairperson of the Recruiting and Development Committee to review expectations of Board membership and for the Recruiting and Development Committee chairperson gain insight on a prospective member's interest and skills.

c. Evaluation/Selection of Board Candidates: Candidates invited to become members of the Board shall provide for consideration a resume/CV and a statement of interest. The Recruitment and Development Committee will review candidates resumes/CVs and statements and conduct short in-person interviews with each candidate. Candidates who meet the Board qualifications as outlined in this section, shall be advanced in the nomination process. Advanced candidates may meet with members of an ad-hoc group consisting of interested members of the full Board who may host short

interviews with candidates. Feedback from the ad-hoc Board group shall be forwarded to the full committee. In addition to meeting with prospective Board members, the Recruiting and Development Committee shall request that prospective Board members visit the Nea and ACLC school sites. The Recruiting and Development Committee shall forward the final recommendations list and information packet to the full Board for consideration and voting. The recommendation packet shall include resumes/CVs, statements and Recruitment and Development Committee feedback.

d. New Director Confirmation and Board Development: Upon Board consideration and approval of any prospective candidate, the President shall send an official congratulatory letter inviting prospective candidates to join the Board for one (1) term. Before accepting Board membership, nominees shall disclose any roles or relationships they have which would pose a conflict of interest (or appearance of a conflict) with their role as a Board member. The President and the Recruiting and Development Committee shall determine eligibility.

e. Board Orientation: An orientation will be provided to each new Board member, which will include: (i) information on current Board membership; (ii) Board culture; (iii) governing rules, policies and practices; (iv) overview of programs, school sites and budgets; and (v) a Board mentor: each new Board member shall be paired with a current Board member who will mentor the new member during the first three (3) months of service; and, the Board mentor(s) will be selected by the Recruitment and Development Committee.

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

Section 7. EVENTS CAUSING VACANCIES ON BOARD.

a. Vacancy. A vacancy or vacancies on the Board shall occur in the event of: (i) the death, resignation, or removal of any Director; (ii) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (iii) the increase of the authorized number of Directors; or (iv) the failure of the Directors, at any meeting of Directors at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting.

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

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the President or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies

a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

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

Section 10. REMOVAL OF DIRECTORS. Any Director may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code as said chapter may be modified by subsequent legislation) (the "**Brown Act**"). The person who is subject to removal is excluded from participating in the vote. Any vacancy caused by the removal of a Director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board or, if the number of Directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the Directors then in office at a regular or special meeting of the Board, or (c) a sole remaining Director.

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

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

place within the granting agency's boundaries that has been designated in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 14. MEETINGS. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet in August for the purpose of organization, appointment of new Directors, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors.

Section 15. REGULAR MEETINGS. Regular meetings of the Board, shall be held monthly, except for the month of July, and a year long calendar shall be approved.At least seventy-two (72) hours before a regular meeting, the Board, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

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

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

a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is: (i) personally delivered to the recipient, (ii) delivered to a common carrier for transmission, or (iii) transmitted by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum.. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

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

a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda[3];

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call[4].

Section 20. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as Directors or officers, only such reimbursement of expenses, as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two (2) or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

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

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

b. Fill vacancies on the Board or any committee of the Board;

c. Fix compensation of the Directors for serving on the Board or on any committee;

d. Amend or repeal these Bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or

h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its Directors has a material financial interest.

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

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

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

ARTICLE VIII
OFFICERS OF THE CORPORATION

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

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

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

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

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

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

Section 7. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Directors present at Board and committee meetings; and the vote or abstention of each board member present for each action taken. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles and Bylaws, as amended or revised to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may require.

Section 8. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times. The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (b) disburse the Corporation's funds as the Board may order; (c) render to the President and the Board, when requested, an account of all transactions and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, any contract, job specification or the Bylaws may require. If required and approved by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 9. PARLIAMENTARIAN. The Parliamentarian shall act as the Corporation's expert on rules of order and the proper procedures for the conduct of all Board and committee meetings. The Parliamentarian shall assist the Corporation in the interpretation of the Bylaws and rules of order, and the planning and conduct of meetings.

ARTICLE IX
CONTRACTS WITH DIRECTORS

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

a. The Director with a material financial interest in the proposed contract or transaction fully discloses his or her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board meeting minutes.

b. The Director with a material financial interest in the proposed contract or transaction recuses himself or herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Director who recuses himself or herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

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

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

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., executive director, lead Facilitator, chief operating officer, other officer or other key decision-making employee) directly or indirectly has a material financial interest unless all of the requirements in the CLCS Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XII
INDEMNIFICATION

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

ARTICLE XIII
INSURANCE

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

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

This Corporation shall keep (a) adequate and correct books and records of account; and (b) written minutes of the proceedings of the Board and committees of the Board; and such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

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

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

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

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board shall cause an annual report to be sent to each member of the Board within one hundred twenty (120) days after the end of the Corporation's fiscal year. That report shall contain the following information, in

appropriate detail:

a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these Bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall, within one hundred and twenty (120) days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

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

b. The amount and circumstances of any indemnifications aggregating more than $10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII
BYLAW AMENDMENTS

The Board may adopt, amend or repeal any of these Bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters that created the ACLC, Nea or other other charter school operated by the Corporation, if any, or make any provisions of these Bylaws inconsistent with those charters, the Corporation's Articles or any laws.

ARTICLE XVIII
FISCAL YEAR

The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

ARTICLE XIX

BOARD MEMBER ABSENCES

Making the commitment to become a CLCS Board member is one that is to be taken seriously, including attending regular monthly and special Board meetings. As such, Board members are held to the following attendance standards:

- Excused Absences: Board members are to notify the Board Secretary in advance, when they are not able to attend a Board meeting. More than two excused absences in a given school year will trigger a conversation with the Board President to determine if extenuating circumstances are interfering with Board meeting attendance. Three or more excused absences may result in that member being removed from the Board.
- Unexcused Absences: Board members who do not notify the Board Secretary in advance that they won't be attending a meeting are taking "unexcused" absences. One unexcused absence during the school year will trigger a conversation with the Board President to determine if extenuating circumstances are interfering with Board meeting attendance. Two or more unexcused absences may result in that Board member being removed from the Board.

The CLCS Board Secretary is tasked with tracking Board members' attendance. S/He will notify the Board President when a discussion with a member of the Board about attendance is needed.

Appendix 10

CLCS / ACLC / Nea Fiscal Policies and Procedures Revised 6.14.12

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

Budget Policies

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Fiscal Policies

Summary Quick Reference Table:

Area	Policy	Comment
Budget Calendar	March / April: Budget Plan from respective Fin. Comm. By June 15: Deadline for Nea/ACLC Board Budget Approval, June 30, Deadline for CLCS Board Budget Approval July 1: Start of Fiscal Year Sept: Update Budgets if needed for actual enrollment Sept / Oct: CLCS Board approves prior fiscal yr audit. Monthly: Actual and Forecast report to CLCS board	
Purchasing	Executive Director (ED), Chief Operating Officer (COO) in the EDs absence, Lead Facilitator (LF), or Office Manager approve up to $500 Executive Director or COO in the EDs absence, and **Respective** Lead Facilitator approve up to $10,000 CLCS Board Approval Contracts over $10,000 Competitive Bids required over $10,000	
Bus. Service Contact	EdTec: edtec.com 510.663.3500 Peter Laub, SVP; peter@edtec.com x 314	
CLCS Finance Committee	Annalisa Moore, Executive Director Kymberly Miller, CLCS Board President Alphonso Mance, CLCS Board Vice President Cheryl Taylor, CLCS Board Treasurer	

A. Budget Development and Oversight Calendar and Responsibilities

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

January – February

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

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

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

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

- Ongoing monitoring and revision of current year budgets by Executive Director, or the COO in the EDs absence, EdTec and ACLC/Nea Finance Committees.

March – April

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

- Ongoing monitoring and revision of current year budgets. [Executive Director, or the COO in the EDs absence, EdTec]

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

May – June

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

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

- Ongoing monitoring and revision of current year budgets. [Executive Director, or the COO in the EDs absence, EdTec]

July – August

- Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit. [Executive Director, or the COO in the EDs absence, EdTec]

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

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

September – December

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

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

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

- Ongoing monitoring and revision of current year budgets. [Finance Committees, Executive Director, or the COO in the EDs absence, EdTec]

B. Controls, Budget, and Fiscal Management

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

Segregation of Duties

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

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

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

Budget Transfers

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

Banking Arrangements

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

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

Petty Cash Checking Accounts – Account Setup and Maintenance:

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

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

Petty Cash – Purpose and Usage:

The purpose of the Petty Cash Checking Accounts is for payment of incidental expenses when there is insufficient time for processing through the General Checking Account. Examples of proper expenses include, but are not limited to, pizzas for teachers doing curriculum work, last minute field trip expenses, and emergency plumbing repairs. Petty cash shall not be used for

teacher expense reimbursement. The Executive Director, or the COO in the EDs absence, and respective Lead Facilitator shall have access to petty cash not to exceed $2,000. Both the Executive Director's, or the COO's in the EDs absence, and the respective Lead Facilitator's authorizations are required for disbursements greater than $500. The Office Manager shall have access to petty cash not to exceed $500. Such funds shall be used at the discretion of the Executive Director, or the COO in the EDs absence, subject to Board oversight and consistent with the approved budget and School rules and regulations. The Executive Director, respective Lead Facilitator and respective Office Manager must obtain each other's authorization on petty cash checks made payable to their names. Use of petty cash shall require original receipts for all purchases.

Purchasing Procedures

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

Contracts:

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

Commitments and Purchase Orders:

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

Invoices:

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

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

Accounts Payable:

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

Credit and Debit Card Usage:

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

Employee Reimbursements:

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

Travel Policies:

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

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

Personal Use of School Funds:

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

Record Keeping

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

Property Inventory

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

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

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

Payroll Services

Payroll New Employees:

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

Union employees shall accrue vacation and/or sick leave time based on the collective bargaining agreement for certificated and classified employees. Administrative employees will accrue vacation and/or sick leave time based on the personnel policy for those positions.

Timekeeping (for hourly staff):

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

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

Payroll Requests:

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

Personnel File

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

Independent Payroll Contractors:

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

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

Attendance Accounting

CLCS has established and each school's front office staff will maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at each school and engaged in the activities required of them by the school. The annual audit will

review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the respective school.

- Each school's instructional calendar will include at least 180 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
- Attendance will be tracked in a computerized Student Information System (SIS), but a certificated teacher will sign and file hard copy attendance reports at least weekly.

- If offered by ACLC or Nea, independent study must be pre-arranged by the student's adult guardian and the respective school and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

Annual Financial Audit

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

Revenue and Expense Allocation and Treasury Management Among CLCS Schools

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

- Revenues related to ADA shall be allocated to the schools according to ADA and then current ADA funding rates. This is expected to account for the large majority of revenues.
- Staff and other costs incurred at a single school shall be allocated to that school. This is expected to account for the large majority of expenses.
- CLCS Revenue not designated by the funding agency or the donor to a particular school shall be accounted for as CLCS revenue.

- CLCS CMO staff expenses not incurred at a single school shall be allocated proportionally based upon public revenues.
- Treasury shall be managed to earn interest on surplus cash and reduce borrowing to avoid interest expense. Within the first fiscal year, the board shall direct EdTec to review a reasonable allocation of interest earned and expense to each school.

Capitalization and Depreciation

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

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:
- Leasehold Improvement – Term of current Lease
- Equipment – 3 years
- Furniture – 5 years

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

C. Negotiating Funding Entitlements

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

D. Required Budget and Other Fiscal Reports

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

E. Property and Liability Insurance

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

F. Board Compensation

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

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

G. Authority to Enter Into Contracts and Agreements

Except as otherwise provided in these policies, the Executive Director, or the COO in the EDs absence, may enter into contracts and agreements not to exceed $10,000 without CLCS Board approval, provided funds sufficient for the contract or agreement are authorized and available within the respective school's board-adopted budget. Contracts and agreements in excess of $10,000 must be submitted for CLCS Board approval and may be executed by the Executive Director, or the COO in the EDs absence, or other person specifically designated by the CLCS Board after the CLCS Board has duly approved the contract or agreement.

H. Conflict of Interest

Any Nea/ACLC/CLCS Board member with a financial interest in a matter presented to their respective board shall fully disclose such interest prior to board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The

CLCS/ACLC/Nea Boards have developed a comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act.

I. Fundraising, Grant Solicitation, and Donation Recognition

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

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

J. Board Spending Policy

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

Nea Community Learning Center
Budget Assumptions for Charter Material Revision

The attached budget projection is based on estimates of the actual revenues and expenses associated with Nea Community Learning Center's program as described in the charter material revision for the period of FY23 – FY25. Information used to create the projection are based on the school's historical financial data, rates published by the state of California and federal government, and future estimates.

I. Revenues

Enrollment & Attendance Assumptions

Grade Level	2022 – 23 Year 1	2023 – 24 Year 2	2024 – 25 Year 3
TK – 3	216	236	236
4 – 6	153	159	159
7 – 8	70	84	104
9 – 12	121	80	46
Total	**560**	**559**	**545**

The average daily attendance is projected at 95.0% for all years.

Nea's unduplicated pupil percentage has been projected using FY22 CALPADS data. Nea submitted a single year unduplicated percentage of 42% via its CALPADS Fall 1.17 report and that percentage carries forward in the budget projection years.

Local Control Funding Formula

Nea is using the Local Control Funding Formula to drive the general-purpose entitlements. The table below shows the schedule of Nea's LCFF target funding from FY23 through FY25 and the total general-purpose entitlement generated each year.

LCFF Assumptions	2022 – 23 Year 1	2023 – 24 Year 2	2024 – 25 Year 3
COLA	5.33%	3.61%	3.64%
Target LCFF per ADA	$10,163	$10,436	$10,705
Total LCFF Entitlement	$5,406,735	$5,542,036	$5,542,495

Special Education Revenue

Nea operates as an independent Local Education Agency (LEA) member in the El Dorado County Charter SELPA. The school provides its students with special education services directly and receives both state and federal special education funding. Funding is budgeted at a rate of $820 per P-2 ADA and $125 per prior year enrollment. Additionally, Nea is projecting $48,000

of annual revenue in Educationally Related Mental Health Services (ERMHS) in FY23 – FY25. This is based on their FY22 $48,000 allocation.

To account for the costs associated with being an independent LEA for special education, Nea is also projecting a 3.06% administrative fee on these revenues (based on the fee structure of the El Dorado County Charter SELPA).

Other Federal Revenue

Nea's other federal funding revenues include Title funding. Nea has projected the receipt of Title I, Title II, and Title IV funds based on the FY22 allocations of $65,034, $13,148, and $10,000, respectively. Title funding increases each year based off a 3% COLA. Nea is also projecting a combined $376,427 in FY23 between ESSER II, ESSER III, and ELO SB86 GEER funds. In FY24, Nea is projecting $225,445 in ESSER III funding.

Other State Revenue

Nea will continue to receive SB740 Facility Grant funds for their private lease. These grant funds have been included in the budget since Nea met the requirements for applying for the facilities grant in FY22 and is projected to continue to meet requirements in future years. That revenue is included in the budget at the lesser of $1,232 per ADA (for students located at the private lease site) or 75% of the lease costs.

State Lottery revenues for FY23 are projected to be $228 per ADA in FY23. This rate remains consistent for the subsequent years of the budget projection with no COLA growth included.

In FY23, Mandated Cost Reimbursements are projected at $18 per prior year K – 8 ADA, and $50 per prior year 9 – 12 ADA.

Lastly, one-time funds from the state In Person Instruction Grant, Expanded Learning Opportunities Grant, and Educator Effectiveness Grant are projected to total $203,677 in FY23, $136,304 in FY24, and $31,925 in FY25.

Local Revenue

Nea collects fees from parents for its afterschool program and has budgeted for $30,900 in FY23 with small increases for subsequent years. Additionally, the school collects voluntary donations from families for Field Trips, of which $16,480 is budgeted for FY23 with small increases in FY24 and FY25. The increases for both afterschool and Field Trip revenue are due to a 3% annual COLA assumption. Both of these revenue sources will be adjusted based on actual expenses.

Nea is projected to receive $429,372 in FY23 as a result of Measure B1 and Measure A Alameda Parcel Taxes. This projection remains constant in FY24 and decreases to $354,372 in FY25 to account for the drop in student enrollment.

Lastly, Nea has budgeted for $100,000 of revenue from its school site fundraising program, which is in line with prior year values. This projection decreases to $90,000 in FY25 to account for the drop in student enrollment.

II. Expenses

At a high level, expense assumptions are based on Nea's programmatic structure and historical data, and they have been increased for inflation or on current year ADA to account for changes in student enrollment.

Salaries and Benefits

Projections for salary increase include a 3.5% increase for both certificated and classified employees for both FY23 and FY24.

Nea offers health benefits for all full-time staff members. The maximum expected cost of health benefits per employee is estimated at $7,906 for FY23. This expense is projected to grow by 8% in each of the following years. Additionally, employees who opt out of the health insurance plan are eligible to receive an In-Lieu of Medical Stipend of $3,355 per year.

A summary of Nea's staffing is included in the table below:

Category	**2022 – 23 Year 1**	**2023 – 24 Year 2**	**2024 – 25 Year 3**
1100 – Certificated Teachers	28.83	28.22	24.82
1103 – Substitute Teachers	0.33	0.33	0.33
1148 – Special Education Teachers	3.44	2.44	2.44
1200 – Certificated Pupil Support	1.00	0.52	0.52
1300 – Certificated Administrators	3.53	3.20	2.90
1930 – Certificated Counselors	0.38	0.38	0.38
2100 – Classified Aides	10.75	11.68	10.72
2300 – Classified Supervisor & Administrators	2.21	2.21	2.00
2400 – Classified Clerical & Office	3.80	3.20	3.00
2900 – Classified Counseling Positions	2.50	1.50	1.20
2904 – Classified Security/Yard Duty	1.00	1.00	1.00
2905 – Classified After School	0.50	0.50	0.50
2930 – Classified Maintenance/Grounds	0.60	0.60	0.50
Total	**58.87**	**55.78**	**50.31**

Books and Supplies

Nea is budgeting $183,650 for Books and Supplies in FY23, $188,242 in FY24, and $192,948 in FY25.

In FY23, some of the major expenses are as follows:

- Approved Textbooks and Curriculum Materials: $19/current year enrollment
- Educational Software: $24/current year enrollment
- Instructional Materials and Supplies: $29/current year enrollment
- Computers: $65/current year enrollment

Services and Operating Expenses

Nea is budgeting $1,364,612 in Services and Other Operating Expenses in FY23. Combined with Books and Supplies, the average per student expenses for the 4000's and 5000's is $2,765. To account for the reduction in students in FY25 and to keep the average per student expenses in line with historical averages, there is a $70,000 reduction in a 5101 Holding Account for 4000 and 5000 expenses. This leads to a $2,784 per student expense in FY25.

Nea currently has private lease agreements with Community Learning Center Schools (CLCS) and Boys and Girls Club of America. We are projecting lease expenditures of $46,761 for the CLCS site and $25,693 for the Boys and Girls Club of America for FY23, and 2.5% COLA increases for FY24 and FY25.

Nea is projecting to pay 3.3% of its state and federal revenue in district oversight fees to Alameda Unified School District in each of the forecasted budget years.

Nea plans to continue to use its back-office service provider, EdTec, to support financial and operational needs of the school. Services include accounts payable, accounts receivable, accounting, budgeting and finance, payroll, and student data management. The cost for these services is forecasted at $115,875 in FY23, with a 2.5% COLA increase in both FY24 and FY25.

Other significant service and operating expense categories in FY23 include:

- Insurance: $96,900
- Janitorial Expenses: $83,232
- Third Party Substitutes: $92,820
- Special Education Contract Instructors: $232,560

Contingencies and Reserves

Nea expects to end each year with a positive operating income which will lead to an increase in their fund balance. Nea's fund balance as a percentage of expenses is expected to grow from 32% in FY23 to 39% in FY25. Nea has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections, additional spending will be considered in future years.

Cash Flow

The cash flow forecast assumes all LCFF revenue is received the month after it is distributed. Timing of other revenues and expenses have been projected according to past receipt or expenditure trends.

A small number of expenses are projected to accrue based on historic trends in invoicing. Public revenue will be accrued based on amounts owed according to CDE certified exhibits, and philanthropy and grants will be accrued based on written commitments. Accrued revenue will be reflected in the cash forecast in the year it is expected, according to reasonable and historic assumptions regarding disbursement/collection.

Nea's cash flow is projected to remain healthy and positive through all of the budgeted years. To address any potential cash flow issues that may arise, Nea will incorporate various cash flow management strategies, including timing of payables, and continually reviewing the budget for any areas of potential cuts,

NEA
Multi-year Projection
As of Select above FY2023

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
SUMMARY			
Revenue			
LCFF Entitlement	5,406,735	5,542,036	5,542,495
Federal Revenue	534,329	388,388	165,307
Other State Revenues	883,863	802,384	699,656
Local Revenues	479,216	480,711	407,251
Fundraising and Grants	100,000	100,000	90,000
Total Revenue	**7,404,143**	**7,313,519**	**6,904,709**
Expenses			
Compensation and Benefits	5,732,118	5,567,109	5,250,995
Books and Supplies	183,650	188,242	192,948
Services and Other Operating Expenditures	1,364,612	1,375,812	1,324,372
Depreciation	-	-	-
Other Outflows	-	-	-
Total Expenses	**7,280,381**	**7,131,163**	**6,768,315**
Operating Income	**123,762**	**182,356**	**136,394**
Fund Balance			
Beginning Balance (Unaudited)	2,229,605	2,353,367	2,535,723
Audit Adjustment			
Beginning Balance (Audited)	2,229,605	2,353,367	2,535,723
Operating Income	123,762	182,356	136,394
Ending Fund Balance	**2,353,367**	**2,535,723**	**2,672,117**
Total Revenue Per ADA	13,918	13,772	13,336
Total Expenses Per ADA	13,685	13,428	13,073
Operating Income Per ADA	233	343	263
Fund Balance as a % of Expenses	32%	36%	39%

NEA
Multi-year Projection
As of Select above FY2023

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Key Assumptions			
Enrollment Breakdown			
TK	20	40	40
K	48	48	48
1	48	48	48
2	48	48	48
3	52	52	52
4	52	52	52
5	52	52	52
6	49	55	55
7	35	49	55
8	35	35	49
10	46	-	-
11	36	46	-
12	39	34	46
Total Enrolled	**560**	**559**	**545**
ADA %			
K-3	95.0%	95.0%	95.0%
4-6	95.0%	95.0%	95.0%
7-8	95.0%	95.0%	95.0%
9-12	95.0%	95.0%	95.0%
Average ADA %	**95.0%**	**95.0%**	**95.0%**
ADA			
K-3	205	224	224
4-6	145	151	151
7-8	67	80	99
9-12	115	76	44
Total ADA	**532**	**531**	**518**
Demographic Information			
CALPADS Enrollment (for unduplicated % calc)	560	559	545
# Unduplicated (CALPADS)	236	236	230
# Free & Reduced Lunch (CALPADS)	186	186	181
# ELL (CALPADS)	89	89	87

NEA

Multi-year Projection
As of Select above FY2023

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
New Students	21	-	-
School Information			
FTE's	58.9	55.8	50.3
Teachers	33	31	28
Certificated Pay Increases	3%	4%	4%
Classified Pay Increases	3%	4%	4%
# of school days	-	-	-
Default Expense Inflation Rate		3%	3%

NEA
Multi-year Projection
As of Select above FY2023

		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
REVENUE				
LCFF Entitlement				
8011	Charter Schools General Purpose Entitlement - State Aid	2,543,836	2,684,249	2,756,280
8012	Education Protection Account Entitlement	1,016,678	1,014,863	989,446
8096	Charter Schools in Lieu of Property Taxes	1,846,221	1,842,924	1,796,769
	SUBTOTAL - LCFF Entitlement	**5,406,735**	**5,542,036**	**5,542,495**
Federal Revenue				
8181	Special Education - Entitlement	67,375	70,000	69,875
8291	Title I	66,985	68,995	71,064
8292	Title II	13,542	13,949	14,367
8294	Title IV	10,000	10,000	10,000
8299	COVID LLM & ESSER	376,427	225,445	-
	SUBTOTAL - Federal Revenue	**534,329**	**388,388**	**165,307**
Other State Revenue				
8381	Special Education - Entitlement (State	442,620	427,655	432,085
8382	Special Education Reimbursement (State	48,000	48,000	48,000
8545	School Facilities Apportionments	48,907	50,129	51,383
8550	Mandated Cost Reimbursements	13,971	13,834	12,968
8560	State Lottery Revenue	126,689	126,463	123,295
8590	All Other State Revenue	203,677	136,304	31,925
	SUBTOTAL - Other State Revenue	**883,863**	**802,384**	**699,656**
Local Revenue				
8660	Interest	978	1,008	1,038
8676	After School Program Revenue	30,900	31,827	32,782
8693	Field Trips	16,480	16,974	17,484
8702	Leadership	1,485	1,530	1,576
8703	Alameda Parcel Tax Revenue	429,372	429,372	354,372
	SUBTOTAL - Local Revenue	**479,216**	**480,711**	**407,251**
Fundraising and Grants				
8801	Donations - Parents	100,000	100,000	90,000
	SUBTOTAL - Fundraising and Grants	**100,000**	**100,000**	**90,000**

NEA

Multi-year Projection
As of Select above FY2023

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
TOTAL REVENUE	**7,404,143**	**7,313,519**	**6,904,709**

NEA
Multi-year Projection
As of Select above FY2023

		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	2,222,995	2,252,342	2,074,779
1102	Teachers - Extra Duty Hours	5,766	5,967	6,176
1103	Teacher - Substitute Pay	60,779	62,906	65,108
1148	Teacher - Special Ed	274,065	193,592	200,250
1200	Certificated Pupil Support Salaries	83,491	44,825	46,277
1300	Certificated Supervisor & Administrator Salaries	370,741	354,095	331,948
1930	Other Cert - Counselor	33,640	34,818	36,036
	SUBTOTAL - Certificated Salaries	**3,051,476**	**2,948,545**	**2,760,574**
Classified Salaries				
2101	Classified - Electives	64,957	67,231	69,584
2104	Classified- Para	121,357	125,604	93,460
2105	Learner Support Coach	255,817	292,088	303,471
2300	Classified Supervisor & Administrator Salaries	248,498	256,960	240,053
2400	Classified Clerical & Office Salaries	264,121	213,593	204,481
2900	Classified Counseling Positions	171,806	115,517	96,397
2904	Other Classified - Security/yard duty	46,560	48,189	49,876
2905	Other Classified - After School	27,541	28,505	29,503
2930	Other Classified - Maintenance/grounds	22,278	23,058	19,888
	SUBTOTAL - Classified Salaries	**1,222,935**	**1,170,745**	**1,106,712**
Employee Benefits				
3100	STRS	577,913	558,081	522,000
3200	PERS	309,074	306,405	295,062
3300	OASDI-Medicare-Alternative	139,398	133,968	126,402
3400	Health & Welfare Benefits	361,681	382,078	378,065
3500	Unemployment Insurance	26,897	26,094	23,506
3600	Workers Comp Insurance	42,744	41,193	38,673
	SUBTOTAL - Employee Benefits	**1,457,707**	**1,447,819**	**1,383,709**
Books & Supplies				

NEA
Multi-year Projection
As of Select above FY2023

		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
4100	Approved Textbooks & Core Curricula Materials	10,404	10,664	10,931
4200	Books & Other Reference Materials	9,364	9,598	9,838
4315	Custodial Supplies	2,081	2,133	2,186
4320	Educational Software	13,480	13,817	14,163
4325	Instructional Materials & Supplies	16,320	16,728	17,146
4326	Art & Music Supplies	1,040	1,066	1,093
4330	Office Supplies	20,808	21,328	21,861
4335	PE Supplies	2,039	2,090	2,142
4340	Professional Development Supplies	520	533	547
4350	Uniforms	4,162	4,266	4,372
4351	Yearbook	1,783	1,828	1,874
4353	Leadership Program	1,852	1,898	1,946
4354	SPED supplies	3,121	3,199	3,279
4410	Classroom Furniture, Equipment & Supplies	35,700	36,593	37,507
4420	Computers and Hardware (individual items less than $5k)	36,414	37,324	38,257
4430	Non Classroom Related Furniture, Equipment & Supplies	20,400	20,910	21,433
4720	Other Food	4,162	4,266	4,373
	SUBTOTAL - Books and Supplies	**183,650**	**188,242**	**192,948**
	Services & Other Operating Expenses			
5101	Holding Account for 4000 and 5000 reductions	-	-	(70,000)
5210	Conference Fees	4,080	4,182	4,287
5220	Travel and Lodging	10,200	10,455	10,716
5300	Dues & Memberships	1,561	1,600	1,640
5305	Dues & Membership - Professional	11,992	12,292	12,599
5400	Insurance	96,900	99,323	101,806
5515	Janitorial, Gardening Services & Supplies	83,232	85,313	87,446
5535	Utilities - All Utilities	23,853	24,449	25,060
5605	Equipment Leases	35,215	36,096	36,998
5610	Rent Boys-Girls Club, etc	25,693	26,336	26,994
5611	Rent (portables)	46,761	47,930	49,128
5615	Repairs and Maintenance - Building	11,304	11,587	11,876
5803	Accounting Fees	8,843	9,064	9,291
5809	Banking Fees	2,622	2,687	2,755
5812	Business Services	115,875	119,351	122,932
5815	Cnsultantss - Third-Party Substitutes	92,820	95,141	97,519
5818	Consultants - Coaching	15,606	15,996	16,396

NEA
Multi-year Projection
As of Select above FY2023

		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
5819	Consultants - Program Implementation	25,000	25,625	26,266
5820	Consultants - Non Instructional - Custom 1	24,462	10,664	10,931
5824	District Oversight Fees	225,223	222,183	211,446
5828	After School Program Expenses	2,081	2,133	2,186
5830	Field Trips Expenses	20,400	20,910	21,433
5833	Fines and Penalties	741	759	778
5836	Fingerprinting	2,079	2,131	2,184
5845	Legal Fees	30,600	31,365	32,149
5851	Marketing and Student Recruiting	13,510	13,848	14,194
5857	Payroll Fees	5,561	5,700	5,843
5860	Printing and Reproduction	2,885	2,957	3,031
5863	Professional Development	15,300	15,683	16,075
5869	Special Education Contract Instructors	232,560	238,374	244,333
5872	SELPA Admin Fee	15,918	15,921	16,460
5875	Staff Recruiting	2,815	2,885	2,957
5877	Student Activities	5,202	5,332	5,465
5878	Student Assessment	10,200	10,455	10,716
5880	Student Health Services	1,748	1,788	1,787
5881	Student Information System	20,400	20,910	21,433
5887	Technology Services	20,808	21,328	21,861
5896	Internet/Website consulting	14,045	14,397	14,756
5899	Miscellaneous Operating Expenses	7,283	7,465	7,651
5905	Communications - Cell Phones	531	544	557
5910	Communications - Internet / Website Fees	48,899	50,121	51,374
5915	Postage and Delivery	8,997	9,205	9,199
5920	Communications - Telephone & Fax	20,808	21,328	21,861
	SUBTOTAL - Services & Other Operating Exp.	**1,364,612**	**1,375,812**	**1,324,372**
Depreciation Expense				
	SUBTOTAL - Depreciation Expense	**-**	**-**	**-**
Other Outflows				
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**7,280,381**	**7,131,163**	**6,768,315**

NEA
Monthly Cash Forecast
As of Select above FY2023

	2022-23 Actuals & Forecast													
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**951,115**	**698,840**	**1,019,666**	**693,608**	**840,282**	**772,754**	**673,264**	**1,072,998**	**775,744**	**522,218**	**842,566**	**762,909**		
REVENUE														
LCFF Entitlement	-	119,909	224,340	716,393	355,078	355,078	622,917	355,078	374,214	787,045	369,372	369,372	5,406,735	757,940
Federal Revenue	-	-	-	-	60,275	37,643	37,643	60,275	37,643	71,330	60,275	37,643	534,329	131,605
Other State Revenue	-	19,938	19,938	35,889	35,889	49,860	200,666	65,748	67,337	44,660	86,745	69,982	883,863	187,211
Other Local Revenue	9	9	8	9	8	1,895	(2,195)	8	1,939	63	58,441	402,072	479,216	16,950
Fundraising & Grants	-	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	100,000	-
TOTAL REVENUE	**9**	**139,856**	**269,287**	**752,291**	**451,250**	**469,475**	**859,030**	**481,108**	**506,132**	**903,098**	**574,833**	**904,069**	**7,404,143**	**1,093,706**
EXPENSES														
Certificated Salaries	24,689	268,304	268,304	276,888	268,304	293,151	268,304	276,888	268,304	268,304	276,888	293,151	3,051,476	-
Classified Salaries	23,019	104,567	105,660	118,575	105,660	105,660	105,660	118,575	105,660	105,660	118,575	105,660	1,222,935	-
Employee Benefits	84,936	124,763	133,192	131,130	123,778	128,857	134,537	131,130	125,123	119,771	125,778	94,710	1,457,707	-
Books & Supplies	26,280	25,981	22,057	24,552	21,716	21,318	9,360	4,359	(10,106)	4,444	6,292	23,243	183,650	4,155
Services & Other Operating Expenses	170,389	63,996	79,522	76,581	77,932	42,087	114,006	264,843	34,276	102,003	144,388	250,570	1,364,612	(55,980)
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**329,313**	**587,610**	**608,736**	**627,726**	**597,390**	**591,074**	**631,866**	**795,795**	**523,257**	**600,182**	**671,921**	**767,334**	**7,280,381**	**(51,824)**
Operating Cash Inflow (Outflow)	**(329,304)**	**(447,754)**	**(339,449)**	**124,565**	**(146,140)**	**(121,599)**	**227,163**	**(314,687)**	**(17,125)**	**302,915**	**(97,089)**	**136,734**	**123,762**	**1,145,530**
Revenues - Prior Year Accruals	218,849	713,171	(4,041)	4,677	12,431	4,677	-	-	(11,968)	-	-	-		
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	40,564	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(182,383)	17,432	17,432	17,432	17,432	17,432	17,432	17,432	17,432	17,432	17,432	17,432		
Ending Cash	**698,840**	**1,019,666**	**693,608**	**840,282**	**772,754**	**673,264**	**1,072,998**	**775,744**	**522,218**	**842,566**	**762,909**	**917,075**		

NEA
Monthly Cash Forecast
As of Select above FY2023

	2023-24 Actuals & Forecast													
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**917,075**	**611,047**	**947,189**	**872,102**	**1,043,644**	**1,019,252**	**957,572**	**1,332,811**	**1,074,246**	**902,525**	**1,177,559**	**1,089,416**		
REVENUE														
LCFF Entitlement	-	134,453	245,226	717,731	389,712	389,712	643,882	389,712	388,752	751,234	369,740	369,740	5,542,036	752,142
Federal Revenue	-	-	-	-	45,780	22,545	22,545	45,780	22,545	57,545	45,780	22,545	388,388	103,325
Other State Revenue	-	22,131	22,131	39,836	39,836	53,670	158,807	71,508	59,520	36,843	81,047	62,166	802,384	154,890
Other Local Revenue	9	9	9	9	9	1,921	(2,261)	8	1,997	65	58,443	403,004	480,711	17,489
Fundraising & Grants	-	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	100,000	-
TOTAL REVENUE	**9**	**156,593**	**292,365**	**757,575**	**475,337**	**492,847**	**822,972**	**507,009**	**497,813**	**845,687**	**555,011**	**882,455**	**7,313,519**	**1,027,846**
EXPENSES														
Certificated Salaries	23,903	258,778	258,778	267,662	258,778	284,495	258,778	267,662	258,778	258,778	267,662	284,495	2,948,545	-
Classified Salaries	18,844	100,054	101,175	114,542	101,175	101,175	101,175	114,542	101,175	101,175	114,542	101,175	1,170,745	-
Employee Benefits	86,540	123,723	131,931	130,439	122,798	128,053	133,235	130,439	124,102	118,936	125,272	92,351	1,447,819	-
Books & Supplies	26,937	26,630	22,609	25,166	22,258	21,851	9,593	4,468	(10,359)	4,555	6,449	23,824	188,242	4,259
Services & Other Operating Expenses	170,772	64,412	81,517	72,415	79,887	43,145	116,838	265,209	41,420	103,957	145,975	247,552	1,375,812	(57,287)
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**326,996**	**573,596**	**596,009**	**610,223**	**584,895**	**578,718**	**619,619**	**782,320**	**515,116**	**587,400**	**659,901**	**749,397**	**7,131,163**	**(53,028)**
Operating Cash Inflow (Outflow)	**(326,987)**	**(417,004)**	**(303,643)**	**147,352**	**(109,558)**	**(85,871)**	**203,353**	**(275,312)**	**(17,303)**	**258,286**	**(104,890)**	**133,058**	**182,356**	**1,080,874**
Revenues - Prior Year Accruals	160,886	698,422	211,809	7,443	19,670	7,443	-	-	70,700	-	-	-		
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	51,824	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(191,752)	16,747	16,747	16,747	16,747	16,747	16,747	16,747	16,747	16,747	16,747	16,747		
Ending Cash	**611,047**	**947,189**	**872,102**	**1,043,644**	**1,019,252**	**957,572**	**1,332,811**	**1,074,246**	**902,525**	**1,177,559**	**1,089,416**	**1,239,221**		

NEA
Monthly Cash Forecast
As of Select above FY2023

	2024-25 Actuals & Forecast													
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**1,239,221**	**922,063**	**1,232,982**	**1,135,712**	**1,345,918**	**1,339,984**	**1,292,166**	**1,614,857**	**1,375,753**	**1,193,582**	**1,445,017**	**1,351,200**		
REVENUE														
LCFF Entitlement	-	141,354	251,930	729,304	401,871	401,871	655,587	401,871	387,711	717,554	361,589	361,589	5,542,495	730,263
Federal Revenue	-	-	-	-	23,858	-	-	23,858	-	34,938	23,858	-	165,307	58,795
Other State Revenue	-	21,383	21,383	38,489	38,489	51,457	86,175	70,105	62,052	39,375	83,836	64,698	699,656	122,215
Other Local Revenue	9	9	9	9	9	1,771	(2,329)	8	2,057	67	48,249	339,161	407,251	18,222
Fundraising & Grants	-	-	22,500	-	-	22,500	-	-	22,500	-	-	22,500	90,000	-
TOTAL REVENUE	**9**	**162,746**	**295,821**	**767,802**	**464,227**	**477,599**	**739,433**	**495,842**	**474,320**	**791,934**	**517,532**	**787,948**	**6,904,709**	**929,495**
EXPENSES														
Certificated Salaries	22,708	241,549	241,549	250,745	241,549	268,166	241,549	250,745	241,549	241,549	250,745	268,166	2,760,574	-
Classified Salaries	16,291	95,356	95,356	109,191	95,356	95,356	95,356	109,191	95,356	95,356	109,191	95,356	1,106,712	-
Employee Benefits	84,081	118,351	125,403	124,976	117,176	122,611	126,578	124,976	118,351	113,550	120,175	87,480	1,383,709	-
Books & Supplies	27,611	27,296	23,174	25,795	22,815	22,397	9,833	4,580	(10,618)	4,669	6,611	24,420	192,948	4,366
Services & Other Operating Expenses	169,217	60,123	77,714	68,386	76,045	38,383	113,921	260,812	34,116	100,731	139,984	243,032	1,324,372	(58,091)
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**319,909**	**542,675**	**563,196**	**579,093**	**552,941**	**546,914**	**587,238**	**750,304**	**478,755**	**555,856**	**626,705**	**718,454**	**6,768,315**	**(53,725)**
Operating Cash Inflow (Outflow)	**(319,899)**	**(379,929)**	**(267,374)**	**188,709**	**(88,714)**	**(69,315)**	**152,195**	**(254,462)**	**(4,435)**	**236,078**	**(109,174)**	**69,494**	**136,394**	**983,220**
Revenues - Prior Year Accruals	133,932	637,514	154,747	6,140	18,673	6,140	-	-	48,773	-	-	-		
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	53,028	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(184,219)	15,357	15,357	15,357	15,357	15,357	15,357	15,357	15,357	15,357	15,357	15,357		
Ending Cash	**922,063**	**1,232,982**	**1,135,712**	**1,345,918**	**1,339,984**	**1,292,166**	**1,614,857**	**1,375,753**	**1,193,582**	**1,445,017**	**1,351,200**	**1,436,052**		

Community Learning Center Schools, Inc. Minutes of a Meeting of the Board of Directors held on February 17, 2022

Agenda available here: https://resources.finalsite.net/images/v1645002331/clcs/nestkvfhv8n0sayggt1d/CLCSAgendaFebruary172022.pdf

Item A: Call to Order and Attendance

6:17 Meeting called to order by Gaylon Parsons, President of the Board. In attendance at that time, and constituting a quorum, were: Annalisa Moore, Gaylon Parsons, Heather Dutton, Jim Kaufman, Laura Jones, Philip Milestone, Tony Steuer, Shauna Callow

6:21 Annett Pilz joined the meeting

6:35 Robert Clark joined the meeting

Absent: Juan Segura, Robin Lynn Wilson

Item B: Review and Approval of Agenda

6:20 Heather Dutton moved to approve the agenda, with the following changes: addition of a public comment period F(5a) and elimination of item D(2) Approval of February 17, 2022 Board Meeting Minutes. Shauna Callow seconded. The vote to approve was unanimous.

Item C: Public Comment

6:22 The Board moved to public comment. There were no public comments.

Item D: Consent Agenda

6:23 The Board moved to Item D: Consent Agenda.

6:23 Tony Steuer moved to approve items:

- D(1) January 27, 2022 Board Meeting Minutes
- D(3) ACLC LCAP Midyear Review
- D(4) ACLC LCAP Supplemental
- D(5) Nea LCAP Midyear Review
- D(6) Nea LCAP Supplemental

Annett Pilz seconded. The vote to approve was unanimous.

Item E: Presentations

6:25 The Board moved to Item E: Presentations.

6:25 E(1) COVID-19 Update: Annalisa Moore presented
6:47 E(2) Data Review Nea: Jana Chabre presented
6:57 E(3) Data Review ACLC: Mike McCaffrey presented

Item F: Discussion Items

7:15 The Board moved to Item F: Discussion Items.

7:15 F(1) Public Hearing: CLCS's Initial Proposal for reopener negotiations for 2021-2022 with NAU for certificated employees. Annalisa Moore presented.

7:15 F(2) Public Hearing: CLCS's Initial Proposal for reopener negotiations for 2021-2022 with NAU for classified employees. Annalisa Moore presented.

7:15 F(3) Public Hearing: The CTA/NAU Initial Proposal for reopener negotiations for 2021-2022 with CLCS for certificated employees. Annalisa Moore presented.

7:15 F(4) Public Hearing: The CTA/NAU Initial Proposal for reopener negotiations for 2021-2022 with CLCS for classified employees. Annalisa Moore presented.

7:18 F(5) CLCS Resolution to Restructure and Unify High School. Gaylon Parsons and Annalisa Moore presented.

7:30 F(5a) Public Comment

There were 4 public comments

Item G: Action Items

8:03 The Board moved to Item G: Action Items.

8:04 Item G(1) and G(2): Pillip Milestone moved to approve CLCS's Initial Proposal for reopener negotiations for 2021-2022 with NAU for certificated employees and CLCS's Initial Proposal for reopener negotiations for 2021-2022 with NAU for classified employees: articles 7 and 8, Gaylon Parsons seconded. The vote to approve was unanimous with 4 abstentions.

8:08 Item G(3) CLCS Resolution to Restructure and Unify High School. Gaylon Parsons moved to approve the following resolution:

WHEREAS, CLCS currently operates two public schools, Nea Community Learning Center (Nea), a K-12 program and Alameda Community Learning Center (ACLC), a 6-12 program;

WHEREAS, the COVID-19 global pandemic has, and will have, lasting effects on our world, our country, our state, our county, our city, our district, our schools and our community;

WHEREAS, each of us has, and will continue, to find a path forward through these novel times;

WHEREAS, CLCS schools, like schools and school districts everywhere, are grappling with issues related to lower enrollment, higher costs, staffing and the unique needs of learners;

WHEREAS, while confronting these issues head on, CLCS has and always will keep foremost the needs of its learners, and community;

WHEREAS, during its last charter renewal, AUSD requested ACLC and Nea to review the current programming and restructure for efficiency;

WHEREAS, while we acknowledge hardship, we also recognize the opportunity for growth in change;

WHEREAS, the CLCS Board, with the advice and consent of CLCS administration, believe it to be in the best interest of our learners, our staff, our families, our community, our school and our organization to restructure and unify the high schools (grades 9-12) of Nea and ACLC into one high school operated by ACLC;

WHEREAS, to accommodate the new students, ACLC will add a "section" to each grade such that at by 2026 there will be 3 cohorts of each grade up from 2 cohorts now;

WHEREAS, to respect and honor the current learners and staff at Nea's high school, those learners will have the opportunity to complete their high school years at Nea with their teaching team;

WHEREAS, to implement the high school restructure and unification, Nea will cease enrolling new 9th graders effective 2022 and ACLC will add a cohort of 9th graders effective 2022. such that by 2025 Nea will restructure to a TK-8th grade program;

WHEREAS, students in 8th grade in Nea will be given a preference for admittance to ACLC should they choose; and

NOW THEREFORE BE IT RESOLVED, the CLCS Board, acting with the guidance of CLCS administration and the CLCS financial office, believe it to be in the best interest of our learners, our staff, our families, our community, our school, and our organization to restructure and unify the high schools (grades 9-12) of Nea and ACLC into one high school operated by ACLC;

RESOLVED FURTHER, effective immediately, CLCS, ACLC and Nea shall begin the process of restructuring the high schools operated by Nea and ACLC into ACLC;

RESOLVED FURTHER, the admission policies of Nea and ACLC shall be altered to grant to 8th graders from Nea who wish to attend ACLC a preference for admission;

RESOLVED FURTHER; current enrollees at Nea's high school shall have the opportunity and support to complete their high school education at Nea;

RESOLVED FURTHER; that each of the directors, officers, employees and staff of CLCS, Nea, and ACLC is and are authorized and empowered to take all such actions, engage in such conversations and to execute and deliver all such documents as may be necessary, reasonable or advisable to carry out the intent and accomplish the purposes of the foregoing resolutions and to effect any transactions contemplated thereby and the performance of any such actions and the execution and delivery of any such documents shall be conclusive evidence of the approval of the Board of Directors thereof and all matters relating thereto.

Tony Steuer seconded the motion. The vote to approve was unanimous with 4 abstentions.

Item H: Board announcements and/or future agenda item suggestions

8:10 The Board moved to announcements and/or future agenda item suggestions.

Adjournment

8:13 Gaylon Parsons adjourned the meeting.

Community Learning Center Schools
Board Resolution

February 17, 2022 Resolution No. 2021-2022.02

Summary of the Board Resolution

CLCS operates two public schools, Nea and ACLC. Nea is a K-12 school, and ACLC is a 6-12 school. In reviewing financial projections, enrollment trends, our next charter renewal period, and the consequences of the two-year COVID-19 pandemic, the CLCS board of directors recognizes that operating two small high schools in a single location is unsustainable. Moreover, two small high schools cannot offer high school learners the full breadth of opportunity possible in a single, unified high school.

Because of these facts, the board believes it is in the best interest of our community to restructure and unify the two high school programs over a four year period. CLCS will add one cohort to each high school grade level at ACLC beginning with 9th grade in Fall 2022. We will then continue to add one cohort over the next three years, until each high school grade level at ACLC moves from two cohorts to three. At Nea we will reduce the high school by one grade level each year beginning with 9th grade in Fall 2022, until the Class of 2025 graduates. Current Nea high school students will graduate from Nea. An admissions preference will be given to rising Nea 8th graders who wish to enroll in the unified high school operated by ACLC.

The CLCS board is guided by the values of putting learners first, of being thoughtful and strategic with our school cultures, and of being fiscally responsible. We look forward to a unified, larger high school, with additional course offerings for high school learners and a steady, sustainable organization.

Community Learning Center Schools (CLCS) Board Resolution

WHEREAS, CLCS currently operates two public schools, Nea Community Learning Center (Nea), a K-12 program and Alameda Community Learning Center (ACLC), a 6-12 program;

WHEREAS, the COVID-19 global pandemic has, and will have, lasting effects on our world, our country, our state, our county, our city, our district, our schools and our community;

WHEREAS, each of us has, and will continue, to find a path forward through these novel times;

WHEREAS, CLCS schools, like schools and school districts everywhere, are grappling with issues related to lower enrollment, higher costs, staffing and the unique needs of learners;

WHEREAS, while confronting these issues head on, CLCS has and always will keep foremost the needs of its learners, and community;

WHEREAS, during its last charter renewal, AUSD requested ACLC and Nea to review the current programming and restructure for efficiency;

WHEREAS, while we acknowledge hardship, we also recognize the opportunity for growth in change;

WHEREAS, the CLCS Board, with the advice and consent of CLCS administration, believe it to be in the best interest of our learners, our staff, our families, our community, our school and our organization to restructure and unify the high schools (grades 9-12) of Nea and ACLC into one high school operated by ACLC;

WHEREAS, to accommodate the new students, ACLC will add a “section” to each grade such that at by 2026 there will be 3 cohorts of each grade up from 2 cohorts now;

Community Learning Center Schools
Board Resolution

February 17, 2022 Resolution No. 2021-2022.02

WHEREAS, to respect and honor the current learners and staff at Nea's high school, those learners will have the opportunity to complete their high school years at Nea with their teaching team;

WHEREAS, to implement the high school restructure and unification, Nea will cease enrolling new 9th graders effective 2022 and ACLC will add a cohort of 9th graders effective 2022. such that by 2025 Nea will restructure to a TK-8th grade program;

WHEREAS, students in 8th grade in Nea will be given a preference for admittance to ACLC should they choose; and

NOW THEREFORE BE IT RESOLVED, the CLCS Board, acting with the guidance of CLCS administration and the CLCS financial office, believe it to be in the best interest of our learners, our staff, our families, our community, our school, and our organization to restructure and unify the high schools (grades 9-12) of Nea and ACLC into one high school operated by ACLC;

RESOLVED FURTHER, effective immediately, CLCS, ACLC and Nea shall begin the process of restructuring the high schools operated by Nea and ACLC into ACLC;

RESOLVED FURTHER, the admission policies of Nea and ACLC shall be altered to grant to 8th graders from Nea who wish to attend ACLC a preference for admission;

RESOLVED FURTHER; current enrollees at Nea's high school shall have the opportunity and support to complete their high school education at Nea;

RESOLVED FURTHER; that each of the directors, officers, employees and staff of CLCS, Nea, and ACLC is and are authorized and empowered to take all such actions, engage in such conversations and to execute and deliver all such documents as may be necessary, reasonable or advisable to carry out the intent and accomplish the purposes of the foregoing resolutions and to effect any transactions contemplated thereby and the performance of any such actions and the execution and delivery of any such documents shall be conclusive evidence of the approval of the Board of Directors thereof and all matters relating thereto.

PASSED AND ADOPTED by the Governing Board of Community Learning Center Schools on this 17th day of February, 2022, by the following vote:

AYES: 6

NOES: 0

ABSENT: 2

ABSTENTIONS: 4

Secretary of the Board

Community Learning Center Schools

Alameda County, California

Community Learning Center Schools, Inc. Minutes of a Meeting
of the Board of Directors held February 28, 2018

Agenda available here: https://www.clcschools.org/uploaded/CLCS_Board/CLCS_Board_18-19/CLCS_Agenda_February_2019.pdf

Meeting called to order by Kimberly Miller, president of the board, at 18:51.

In attendance at that time, and constituting a quorum, were: Noah Foster, Anne--Marie Gamble, Philip Milestone, Kymberly Miller, Annett Pilz, and Cheryl Taylor. Mr. Mance joined the meeting at 19:22.

No community Members were in attendance and no public comments were made.

At 18:53 the Board moved to item D(1): EdTec Financial Presentation

At 19:24 the Board discussed the consent agenda.

Mr. Foster moved and Ms. Taylor seconded approval for item E(1). The vote to approve was unanimous.

Mr. Foster moved and Ms. Miller seconded approval for item E(2). The vote to approve was unanimous, but for Ms. Taylor and Mr. Mance abstaining.

Ms. Taylor moved and Ms. Pilz seconded approval for item E(3). The vote to approve was unanimous.

Ms. Gramble moved and Ms. Taylor seconded approval for itme E(4). The vote to approve was unanimous.

At 19:28 Mr. Wienclawski presented his Nea Lead Facilitator Report. Key points of the report include the growth in the number of concurrently enrolled learners (~40% to over 60%), possibility of learners graduating with an AA degree and high school diploma, and more growth than projected in MAP test scores in both English and Math for the majority of grade levels.

At 20:07 item F(2) was canceled in meeting and sent out online. Item J was moved to the next meeting.

At 19:09 Ms. Moore presented her Executive Director report. Highlights include the Nea/ACLC girls middle school basketball team winning the champion ship and a presentation of goals. The full report (including the goals) can be found at https://www.clcschools.org/uploaded/CLCS_Board/CLCS_Board_18-19/CLCS_Board_ED_Report_February_2019.pdf

At 20:24 the board moved to discussion items. Discussion ensued.

At 21:10 Ms. Taylor moved and s. Miller seconded approval of items J(1) and J(2). The vote was unanimous.

At 21:12 The board adjourned to closed session.

Noah Foster, Secretary of CLCS, Inc.

Community Learning Center Schools, Inc.

a Non-profit Public Benefit Corporation Operating

Nea Community Learning Center & Alameda Community Learning Center

Board of Directors' Meeting Agenda

February 28, 2019 – 6:45 PM

This meeting will be held in Alameda Community Learning Center's Center Room 12
Located at 1900 Third Street, Alameda CA 94501

CLCS Board Public Comment Policy

The CLCS Board of Directors (hereafter referred to as Board) welcomes your participation at the Board meetings. The purpose of a public meeting of the Board is to conduct the affairs of the CLCS organization in public. We are pleased that you are in attendance, and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our Schools. To foster clarity and ease in speaking/participating, the following guidelines are provided:

1. Copies of the agenda are available at the door to the meeting for all in attendance to reference.
2. "Request to Speak" forms are available to all who wish to speak on any agenda item(s) or under the general category of "Presentations on Agenda Items" and "Public Comments on Closed Session Topics". Any person may address the Board on agenda or non-agenda items, as indicated in the agenda. To be recognized by the Board President, an individual must write their name and the agenda item(s) on the cards provided and submit this to the Board President or Secretary. The Board President or Secretary will then announce the person's name at the appropriate time during the meeting. Each person will be granted up to three minutes to make his or her presentation. If requested, the Board President may grant additional time to individuals, circumstances permitting.
3. "Presentations from the Floor" is a portion of the meeting set aside for members of the audience to raise issues that are not specifically on the agenda. These presentations are limited to three minutes each and total time allotted to non-agenda items will not exceed fifteen (15) minutes. Due to public meeting laws, the Board can only listen to your issue/concern/comment, and cannot respond or take action. The Board may, however, give direction to staff to respond to your concern.
4. With regard to the items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three minutes. Following a presentation on an agenda item by staff, committees, or the public to the Board, the President will recognize members of the public who have submitted a "Request to Speak" on that agenda item. This period precedes Board discussion and deliberation.
5. Formal presentations to the Board by members of the public may be scheduled in advance by notifying the President and/or Executive Director (ED) in writing two weeks prior to the next regularly scheduled Board meeting. The President and/or ED shall determine whether the community member request is or is not an item directly related to school business prior to it being placed on the agenda. No community-requested item shall be placed on the agenda if it is repetitive of a previous item that had been placed on the agenda and considered by the Board. Scheduled formal presentations shall not exceed 15 minutes in duration.

In addition to the above, any Board member may ask a member of the public to answer brief questions or make comments on an agenda item under discussion in order to gather information before deliberating on a decision. Furthermore, in order to permit adequate time for public comment prior to any decisions being made, whenever

practical, new items are initially placed on the agenda for discussion. If a decision is required in this area, the topic or issue will be agendized as an action item for the following month.

Access to the Board meeting is available through the far left gate in the rear of the building, as well as through the Tree door that faces Brush Street.

A. Call to Order and Attendance 6:45PM

Meeting is called to order by the Board President at _____

Board Members	Present	Absent
Noah Foster (Learner)	_____	_____
Ann-Marie Gamble (Community Member)	_____	_____
Alphonso Mance (Vice President)	_____	_____
Philip Milestone (Secretary)	_____	_____
Kymberly Miller (President)	_____	_____
Annett Pilz (Community Member)	_____	_____
Cheryl Taylor (Treasurer)	_____	_____
Tytus Witt (Learner)	_____	_____

*Identification of the Facilitator/Staff Representative(s) attending tonight's meeting: _____

B. Review and Approval of Agenda

C. Public Comments: 6:50PM

At this time, any person wishing to speak on any item on the agenda (public or closed portion), or not on the agenda will be granted three minutes to make a presentation to the Board of Directors. The Board reserves the right to limit the time for public comments to 10 minutes.

D. Presentations 6:55PM

1. EdTec Financial Presentation

E. Consent Agenda 7:20PM

1. Approval of January 2019 Board Meeting Minutes
2. Approval of February 2019 Special Board Meeting Minutes
3. Approval of ACLC's Second Interim Report
4. Approve Nea's Second Interim Report

F. Reports from Administration 7:25PM

1. Nea Lead Facilitator Report – Matt Wienclawski
2. Technology Report – Theresa Quigley
3. CLCS Executive Director Report – Annalisa Moore

G. Adjourn to closed session 7:45PM

1. With respect to every item of business to be discussed in closed session pursuant to Section 54957:
   Public Employee Discipline/Dismissal/Release
   Agency designated representatives: Annalisa Moore and Theresa Quigley

H. Reconvene public session 8:10PM

Announcement of action(s) taken in closed session and the vote of every member regarding these actions.

I. Discussion Items 8:15 PM

1. Nea Low Performing Block Grant Spending Plan
2. Draft CLCS Campus Safety Policy
3. Charter Discussion Panel and Board Recruitment
4. Admissions Policy

J. Action Items 8:30 PM

1. Nea Low Performing Block Grant Spending Plan
2. Admissions Policy

J. Committee Work Block 8:35 PM

1. Strategy & Finance
2. Integration & Communications Committee
3. Governance Committee
4. Data Committee

H. Board announcements and/or future agenda item suggestions 9:15 PM

Adjournment 9:20 PM

Next regular meeting is scheduled for 6:45PM on March 21, 2019, to be held in ACLC Room 12, located at 1900 Third Street, Alameda CA 94501.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE
Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY
The Board of Directors' presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE
Notice is hereby given that consistent with the requirements of the *Bagley-Keene Open Meeting Act*, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Board of Directors may request assistance by contacting Community Learning Center School, Inc., 1900 Third Street, Alameda, CA 94501, phone (510) 263-9266.

FOR MORE INFORMATION
For more information concerning this agenda or for materials pertaining to the board meeting, please contact Community Learning Center Schools, Inc., 1900 Third Street, Alameda, CA 94501, phone (510)263-9266, during school hours.

Enrollment & Attendance Assumptions

Grade Level	2022 – 23 Year 1	2023 – 24 Year 2	2024 – 25 Year 3
TK – 3	216	236	236
4 – 6	153	159	159
7 – 8	70	84	104
9 – 12	121	80	46
Total	**560**	**559**	**545**

Admissions Policy – Community Learning Center Schools
February 2019

General Policy

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

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

To attend ACLC or Nea, learners must:

- Be fully immunized or excepted, according to California state law.
- Present the appropriate health exam record per California code.
- Homeless students and foster youth are exempt from documentation requirements.
- Not exceed 19 years of age, unless learner was continuously enrolled in public school prior to age 19, and/or the learner is being served by an IEP.
- Be five (5) years of age on or before September 1 to enter kindergarten. However, an applicant turning 5 between September 2 and October 1, may apply for a waiver, with entry determined by the Nea Lead Facilitator.

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

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

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

1. Existing learners shall be exempt;
2. Applicants who are currently enrolled in or who reside in the elementary, middle, or high school of the local District in which CLCS schools are located for the purposes of the Charter School Facility Grant Program.
3. Applicants that are children of CLCS employees and current CLCS Board, Nea and ACLC Board Members, regardless of residence;
4. Applicants that are siblings of learners currently attending the school and are residents of the City of Alameda;
5. Applicants that are residing in the attendance zone of a title 1 school;
6. Applicants that are residents of the City of Alameda;

7. Applicants that are siblings of learners currently attending the school and are not residents of Alameda;
8. Applicants residing outside the City of Alameda

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

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

The lottery shall be designed and conducted as follows:

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

Upon offer of admission, the following information must be submitted:

- Proof of identity and guardianship
- Proof of immunization or exception, according to state of California law

- Home language survey
- A completed Emergency Medical Information form
- Proof of minimum age requirements
- Proof of residency information
- Signed permission for the release of previous school records
- All other required enrollment documents

Homeless students and foster youth are exempt from documentation requirements

Pre-Admission Procedures:

— Failure to comply with the procedures outlined below will result in denial of admission.
— An admitted learner will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

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

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

The Admissions and Enrollment Process:

- The School will determine class size/configuration for each school year.
- The School will actively recruit interested families through marketing and public relations efforts.
- The School will hold one or more informational open houses and school tours, of which attendance at one is mandatory for admission.
- The School will maintain a specified open enrollment period so applicants have an equal opportunity for participation in the lottery.
- Applicants completing an application within the open enrollment period shall participate in the lottery.
- Applicants shall be ranked in the lottery according to the priorities outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Applicants selected in the lottery shall be eligible for offers.
- Applicants not selected in the lottery shall be placed on a waitlist in the order determined via lottery.
- Current learners will be solicited for intention to return the following year.
- Board members and staff will be solicited for the intention to apply for admission for their children
- The School will determine the number of returning learners per grade.
- The School will determine the number of new learner openings per grade.

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