

NEA COMMUNITY LEARNING CENTER

INTERIM PROGRESS REPORT

PROGRESS REPORT

1900 Third Street

Alameda, CA 94501

Charter Management: Community Learning Center Schools, Inc.

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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PREFACE

During the 2014-2015 school year, Nea Community Learning Center (Nea) participated in the Western Association of Schools and Colleges (WASC) self-study accreditation process. The self-study process involved the entire school community, including teachers, staff, parents, and students. The process helped us complete a detailed self analysis of our strengths, refinements, and critical areas for follow-up. At the end of the process, Nea received a six year accreditation and had a mid-cycle two day visit in February 2017. The visiting committee indicated the following areas of strength and recommended areas for follow-up:

School Wide Areas of Strength

1. **The positive learning environment.** Many of the learners at Nea repeatedly pointed out to the visiting committee that they enjoy the close-knit community, the support from their facilitators, and the access to a counselor when in need.
2. **Strong educational program within the Lower Village (K-5).** The facilitators in the Lower Village work diligently to align the curriculum throughout the grade levels and across disciplines to align projects. They also have worked together to create assessments that drive their curriculum.
3. **Staff being strong advocates for the Nea program and school.** Staff are dedicated to their mission and vision of the school. The learners of Nea recognize and appreciate this dedication.
4. **Facilities aesthetic much improved, strong positive, welcoming environment.** The staff has taken a facility that was tired and ill-cared for and made it into an environment that is welcoming and conducive to learning. The visiting committee recognizes that this was no small task.

Recommended Areas For Follow Up

1. **Strengthen academic program of Upper Village.** The visiting committee recognizes that there is a strong rollout of assessment and training to the Lower Village that will build the educational program schoolwide, however the focus needs to be on developing, implementing, and assessing the high school program.
2. **Need to expand program including facilities and master schedule, to support the program they envision.** There is concern that the classroom limitation has created a master scheduling problem that has led to learners having scheduling conflicts. The visiting committee is greatly concerned that some learners have been scheduled in two classes during one period. The visiting committee recommends that the staff continue to work on facility solutions whether it is new and/or additional facilities or new creative uses of their current facility. As well, the committee questioned legal compliance of the lack of ramps to a few of the portables.
3. **Continue to develop a system to analyze Upper Village benchmarks and assessments that focuses on individual student achievement.** The visiting committee recognizes that the staff at Nea has spent a great deal of time analyzing data from the CAASPP. There is concern that this data is not significant or timely enough to drive curriculum decisions; as the test is given once a year and not to all students. The visiting committee is concerned that there is not a plan in place in the upper village to collect data that is time sensitive and enables curriculum adjustments throughout the year to advance their learners.

I: General School Data

Nea Community Learning Center (Nea) was founded in 2009 as Alameda's only K-12 public charter school. The school is located on the west side of the Island of Alameda, in an Alameda Unified School District (AUSD) elementary school campus and currently serves 551 students (as of May 2018). Enrollment is expected to increase to 575 in 2018-19, as Nea looks to expand its 6-12 program. Approximately two-thirds of our students come from AUSD (our home district); the rest are admitted from a variety of cities around the Bay Area. Alameda has an exceptionally high cost of real estate, which has caused many families to move to surrounding cities after enrolling their children. Nea shares its campus and many resources with Alameda Community Learning Center (ACLC), Nea's sister school.

Nea serves a diverse student population, reflecting the wide ethnic and socioeconomic spectrum that exists in the Bay Area. The local community is predominantly White and Asian, with a long established African American, and Hispanic population from our neighboring urban communities. Nea has a higher percentage of English Language Learners than in previous years (12.8% compared to 8.7% in 2016-17), but is still lower than that of Alameda Unified (17%). Spanish and Arabic are the two predominant second languages. The most noteworthy change in our student population since our initial WASC visit in 2014 has been an increased percentage of students with disabilities. It has gone from 4.8% in 2014-15 to 13.4% in 2017-18 and is currently higher than that of the State (10%) and fractionally higher than AUSD's 12%. It is interesting to note that a handful of families at Nea mentioned in IEP meetings that the school has been recommended to them by the learner's private therapists.

Families of K-1st grade learners are attracted to Nea because they seek an educational program that is project based. A considerable percentage of the 2nd-12th grade learners join Nea after struggling at the large elementary, bigger middle school, or comprehensive high school. Many learners have left their previous school because they feel that they "didn't fit in". Others moved to Nea because of personal or emotional issues that were not as easily addressed in a larger school setting. Some upper grade students have enrolled at Nea because of its flexible credit system. Overall, families want a safe school, a small school, and/or a more personal, individualized experience.

Nea is known as a very inclusive place with a strong sense of "family". Our classes are small, interactive, heterogeneous, and non-competitive. Learners work at their own pace until mastery is achieved. Our staff is constantly mindful of the "whole child" and strives to individualize instruction and assessment in ways that are not possible in a more traditional classroom. Our school also has higher graduation requirements than those of Alameda Unified School District. The Nea curriculum is aligned with Common Core and our courses satisfy UC "a-g" admission requirements.

To ensure that *all* our learners are adequately supported, achieve their full potential and meet their self-defined academic, career, and life goals, Nea has reconfigured its administration but increased its staffing since the mid-cycle visit. Rather than having two full time Assistant Lead facilitators (Vice Principals) who supported the Lead Facilitator (Principal), we now have two Lead Facilitators managing the site. Jana Chabre is the lead for Lower Village (K:5) and Matt Wienclawski is the lead for Upper Village (6-12). The position of Dean of Students, who supports, monitors and enforces student behavior, remains. Nea is currently staffed with

34 Facilitators who, on average, have five years experience in education. Also included in the certificated staff are two counselors, one part-time college counselor, a full-time Speech and Language Pathologist, five full time paraprofessionals, two part time and three education specialists. The main office has one school manager and one office manager. There are five campus yard supervisors, two aftercare supervisors, a custodial team of three, and one campus security supervisor. Two reading interventionists now support both villages.

VISION

- To provide a safe, highly collaborative and flexible learning community accessible to all learners and learning styles. Our vision is to set every learner on a path of exploration, excellence and lifelong learning.

MISSION

- The Nea Community Learning Center's educational model empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to participate actively as members in a democratic society.

SCHOOLWIDE LEARNER OUTCOMES

1. Self-Directed Learners

- Nea is dedicated to a self-directed, project based learning model wherein learners (students) are supported by facilitators (teachers). Self directed learners are prepared for success in academic settings beyond high school. They can demonstrate academic skills that meet state requirements, as well as develop a range of learning skills and strategies. Learners can identify, advocate for and pursue their personal interests and abilities.

2. *Critical and Creative Thinkers*

- Learners demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information. They experience, investigate and evaluate different perspectives, empowering them to develop their own opinions. Learners are motivated to initiate their own in depth exploration of a variety of issues and interests. They access their imaginations to envision solutions and express ideas.

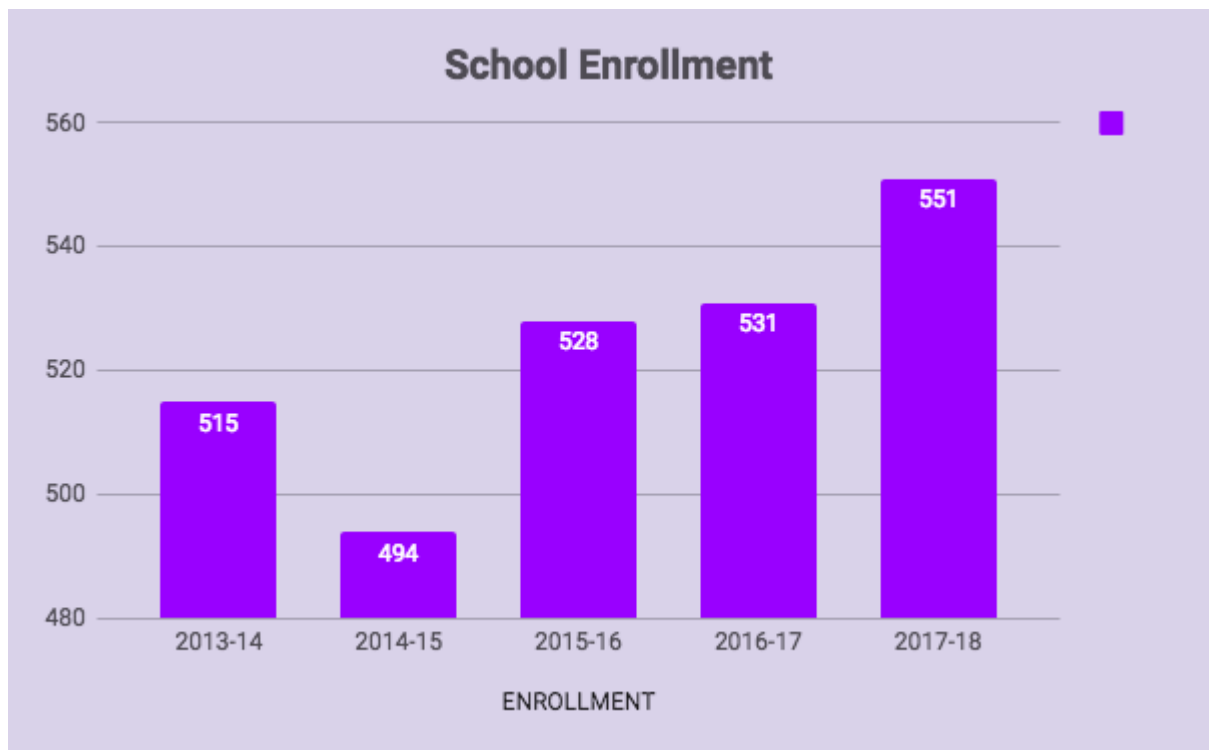
3. *Effective Communicators*

- Learners demonstrate proficiency in the use of written and oral language. They can use technological tools for problem solving and communication. We believe that our model encourages learners to be present and connected with others, listening with empathy and open minds.

4. *Responsible Citizens*

- Learners seek active membership within their communities. They are respectful, open and ethical in communications and decision-making. Learners recognize their value and worth, and practice responsibility to the community at large.

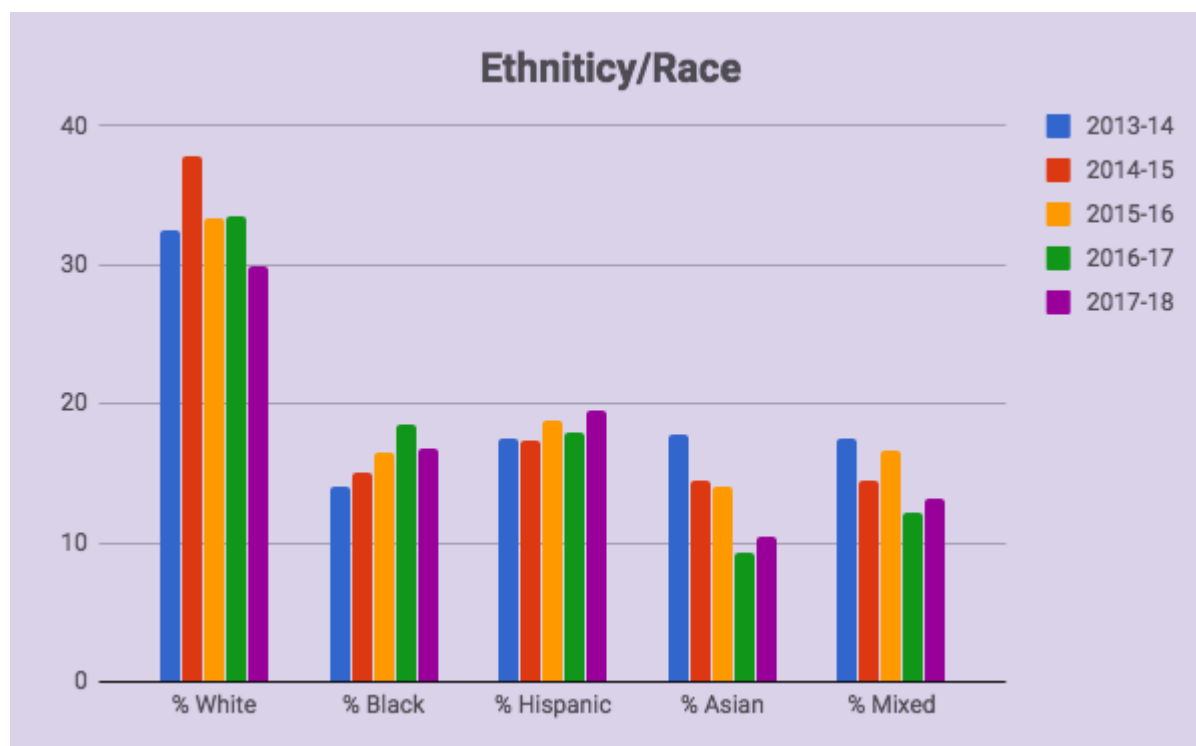
DEMOCRATIC DATA



Total enrollment at Nea as of May 1st, 2018 was 551. As demonstrated by the graph, there has been a steady increase over the past four years, but a significant increase from 2014-15 to now (11.5%). The lower enrollment for 2014-15 can be attributed to the number of families that left Nea, in reaction to the Lead Facilitator being released. Nea has aggressively sought learners over the past three years, and is near capacity due to facility restrictions. With the installation of three additional portables this Summer, enrollment is expected to increase to 575 (300 K-5, 275 6-12).

Historically, our Lower Village yields a healthy wait list of learners both in-and-out of district, and enrollment interest remains high. Our elementary program is at capacity, while our 6-12 program is at a historic high. A concerted effort has been made to retain our current fifth graders to the middle school program. Typically, there has been some degree of attrition from year to year and in response, administration implemented a

retention strategy in the Winter of 2017-18 that included: shadow days for current fifth graders (they could opt out of rather than opt in), participation in an exclusive Nea 5th grade to Middle School Info night, and invitation to middle school events and dances. Thus far, the intent to return has been more encouraging than previous years. The 2018-19 enrollment is showing our highest retention of 22 of 52 current 5th graders moving on to our 6th grade.



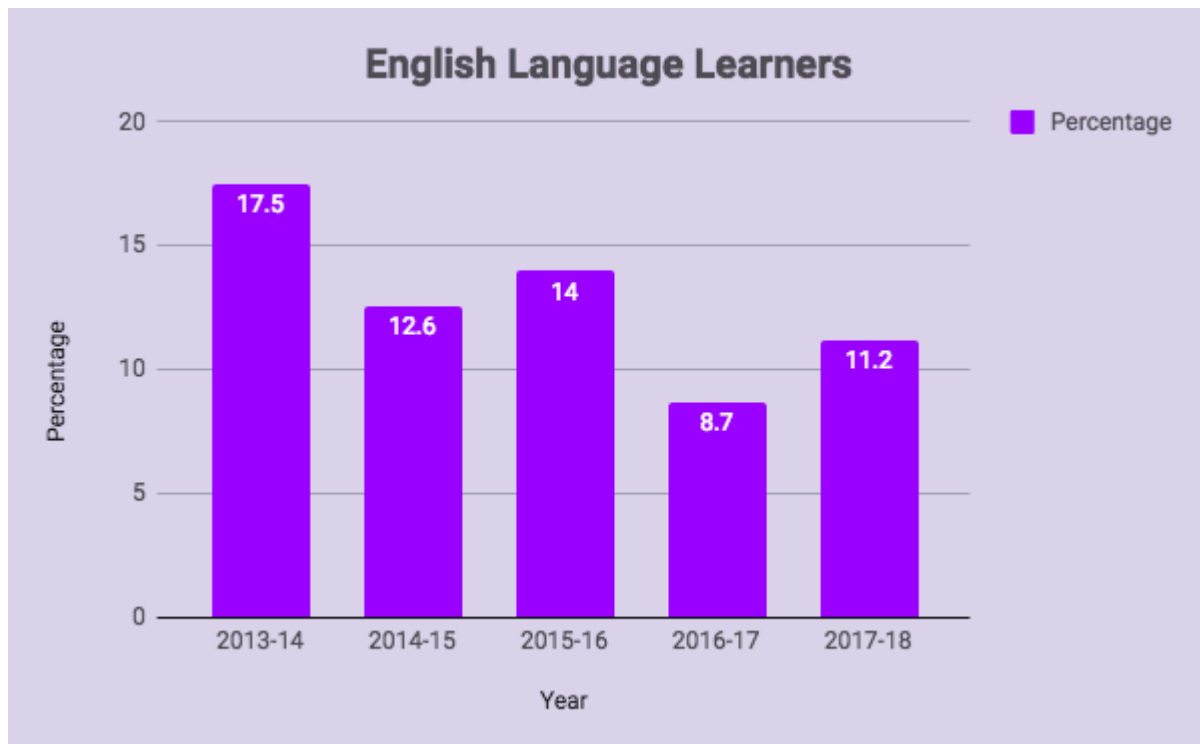
Nea is a diverse community of learners with a student population drawn from across the island and from our neighboring communities (i.e., Oakland, San Leandro, Hayward). From 2016-17 to 2017-18, there has been a slight decrease in the white and black student population and an increase amongst hispanic student enrollment but nothing dramatic. In analyzing data over a five year span, our student population remains consistently diverse. Compared with Alameda Unified, we have a greater proportion of Black/African American learners than in AUSD (16.82% compared to 7%). Conversely, Nea has significantly fewer Asian (10.49%) learners then enrolled in AUSD (29%).

For a more specific breakdown, the official CALPADS counts as of March 29, 2018 for the 2017-18 school year are as follows:

- **Hispanic:** 108, (12 English Learners, 2 Title III Eligible Immigrants, 57 socio-economically disadvantaged, 7 Special Ed)
- **White:** 165, (8 English Learners, 4 Title III Eligible Immigrants, 21 socio-

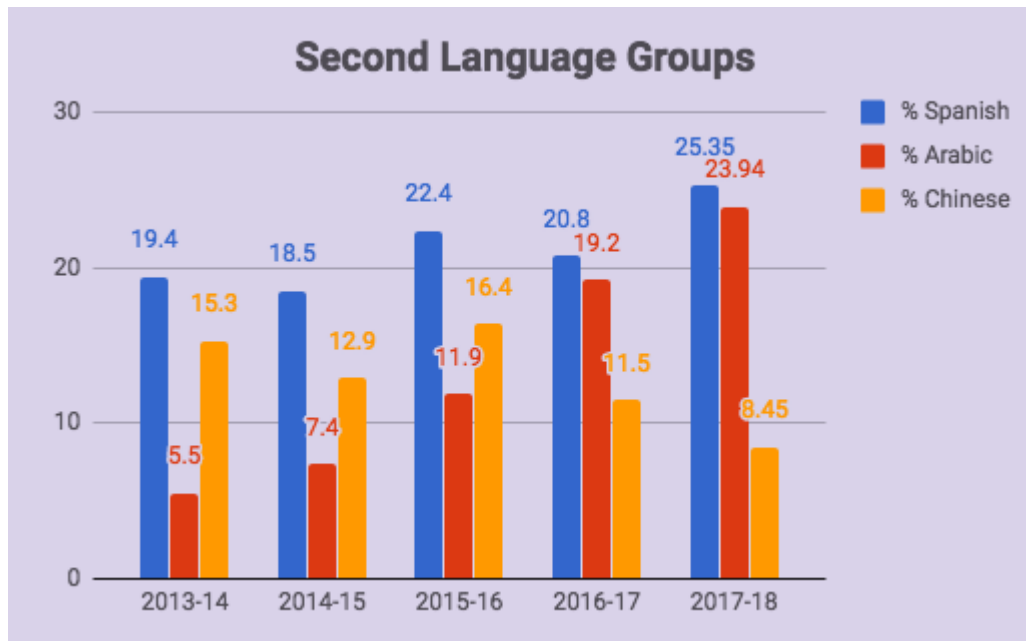
economically disadvantaged, 18 Special Ed)

- **Asian:** 58, (23 English Learners, 2 Title III Eligible Immigrants, 27 socio-economically disadvantaged, 3 Special Ed)
- **African American:** 93 (4 English Learners, 1 Title III Eligible Immigrants, 46 socio-economically disadvantaged, 13 Special Ed)
- **Multiple:** 73, (2 English Learners, 0 Title III Eligible Immigrants, 10 socio-economically disadvantaged, 5 Special Ed)
- **American Indian/Alaska Native:** 3, (0 English Learners, 0 Title III Eligible Immigrants, 12 socio-economically disadvantaged, 2 Special Ed)
- **Filipino:** 19, (2 English Learners, 2 Title III Eligible Immigrants, 3 socio-economically disadvantaged, 0 Special Ed)
- **Missing or not reported:** 18, (7 English Learners, 1 Title III Eligible Immigrants, 1 socioeconomically disadvantaged, 2 Special Ed)
- **Native Hawaiian/other Pacific Islander:** 0

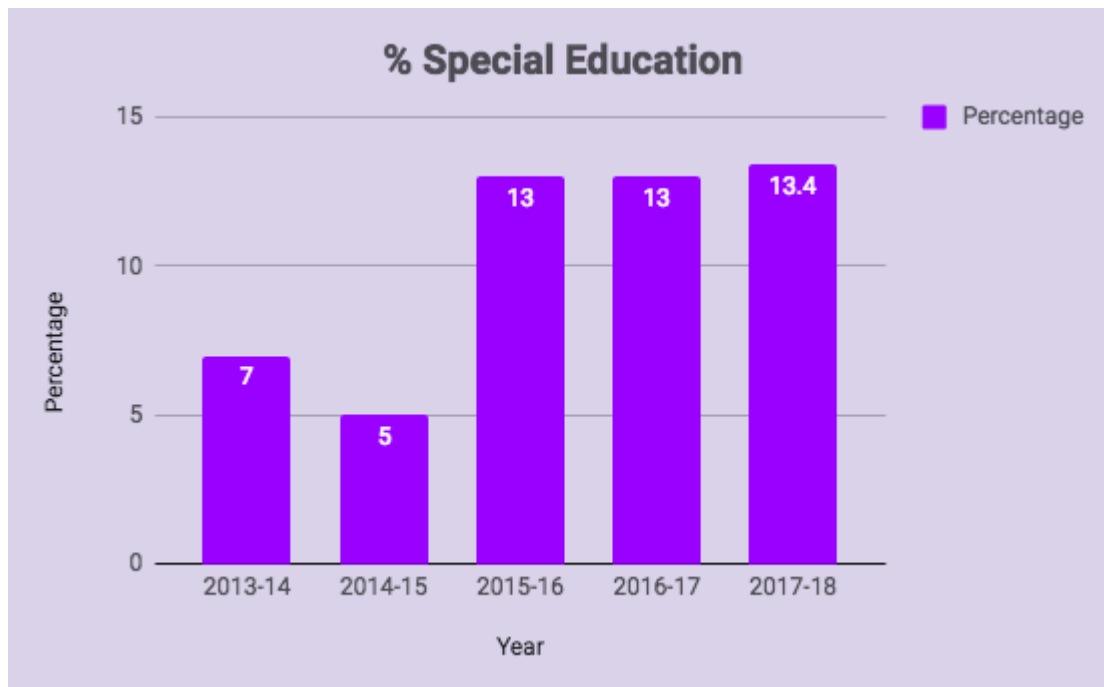


Nea's percentage of English Language Learners (ELL) has fluctuated over the past few years. There has been an increase of nearly 4% from 2016-17 to 2017-18, and notably there has been an influx in Arabic speaking households. The predominant primary language spoken at home by students' families other than English has consistently been

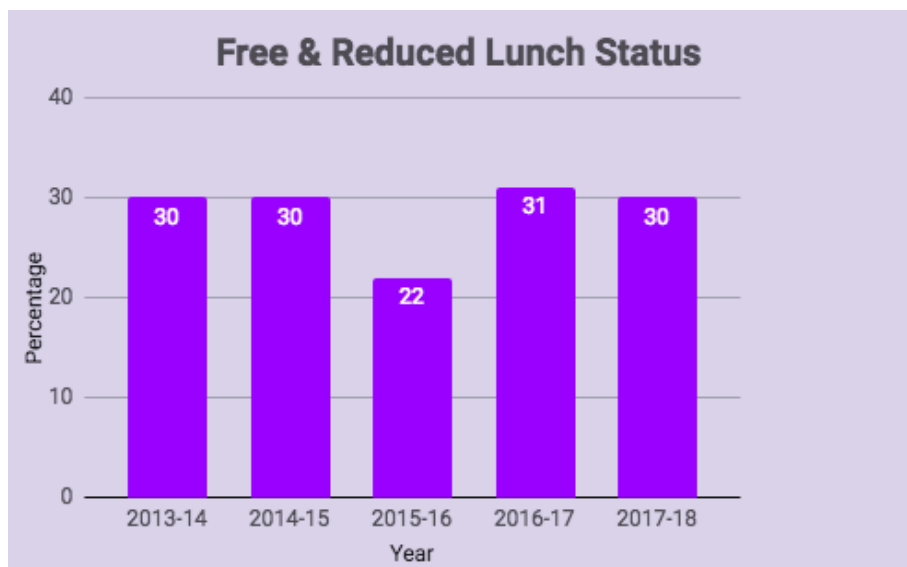
Spanish. In 2017-18, the number of Spanish speaking learners were 18, compared to 17 Arabic speaking learners. There is clearly a significant increase of Arabic speaking learners enrolled. Due to local demographic changes, we expect this upward ELL trend to continue. That said, our number of ELL are still lower than Alameda Unified. They have approximately 17%.



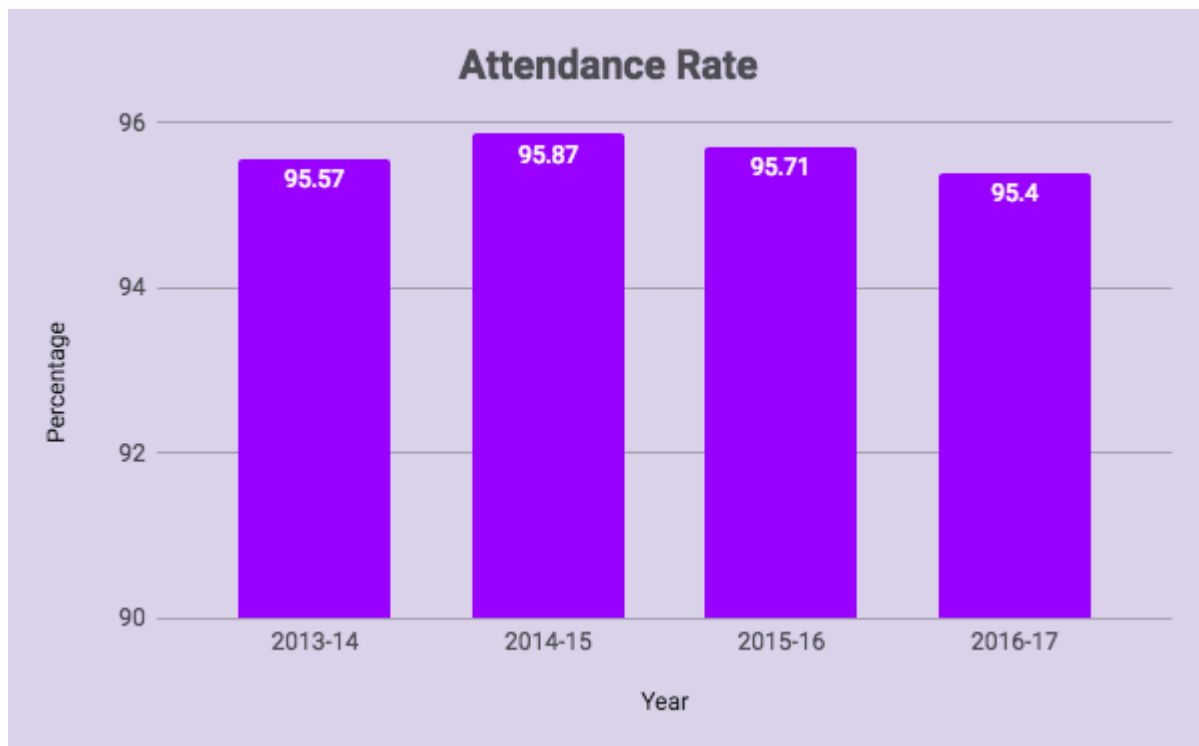
Nea believes that a strong ELD program is absolutely essential in our efforts to close the achievement gap. While we have had an ELD facilitator for the past six years, last year we added an additional ELD Coordinator to solidify support to our English Learners, and to help staff learn how best to serve this population. In January of this year (2018), the Intermediate English Language Development class underwent restructuring. The course shifted from a focus on reading and vocabulary to a multidisciplinary approach to academic literacy. Learners receive small group direct instruction and intensive push-in support. They also attend after school office hours and participate in a conversation club. The Coordinator meets with staff, leads professional development workshops, and completes all CELDT testing.



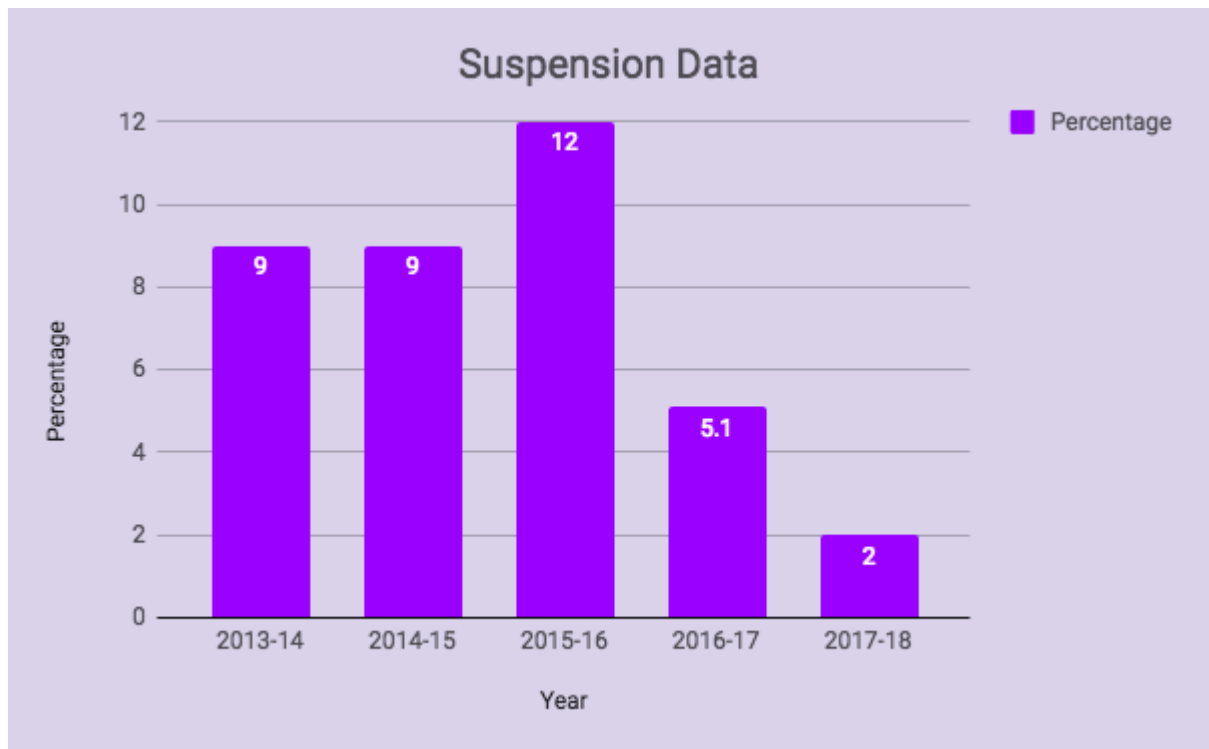
As of May, 2018 Nea provides special education services for 74 learners; 13.4% of our student population. This is the highest it's ever been (with a slight .4% increase), although it has remained relatively consistent for the past three years. In a commitment to providing a program that is conducive for those who need a more individualized, self-paced environment, Nea has expanded its Special Education Department to provide additional support (please see section two below).



Nea Currently has a free and reduced population of 30%. The overall percentage has stayed relatively consistent these past four years, although since WASC visited Nea in 2014, it has grown considerably (13% in 2012-13). As a result of these FRM percentages, Nea received Title 1 funding for the first time in 2015-16.

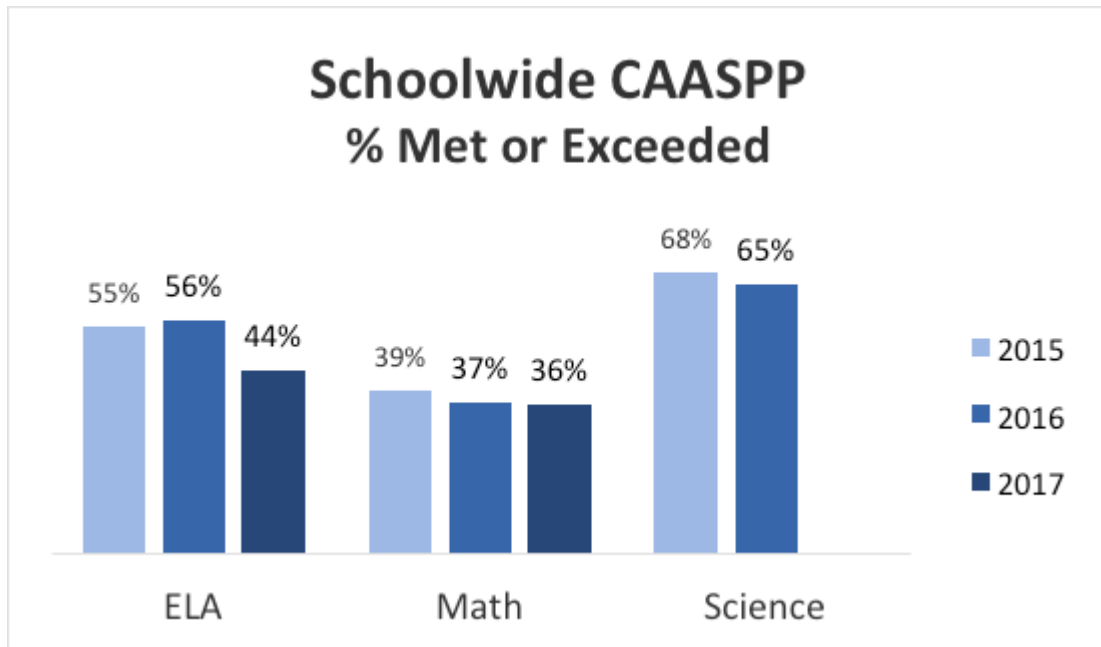


Nea recognizes the importance of regular attendance and punctuality in student achievement. If there are more than three unexcused tardies or absences in an given semester, learners meet with Administration to implement successful habits. Truancy letters are mailed on a schedule of every 6 weeks. In previous years, families that received 3 letters or more were considered habitual truant and a parent conference was held. This year, Nea increased the budget to enable the creation of a new position: Attendance Officer. The Attendance Officer will work to raise attendance and punctuality, offering support, communicate in ways that are meaningful to families, their cultural background and values, build trusting relationships and act as a link between home and school helping to encourage regular school attendance.

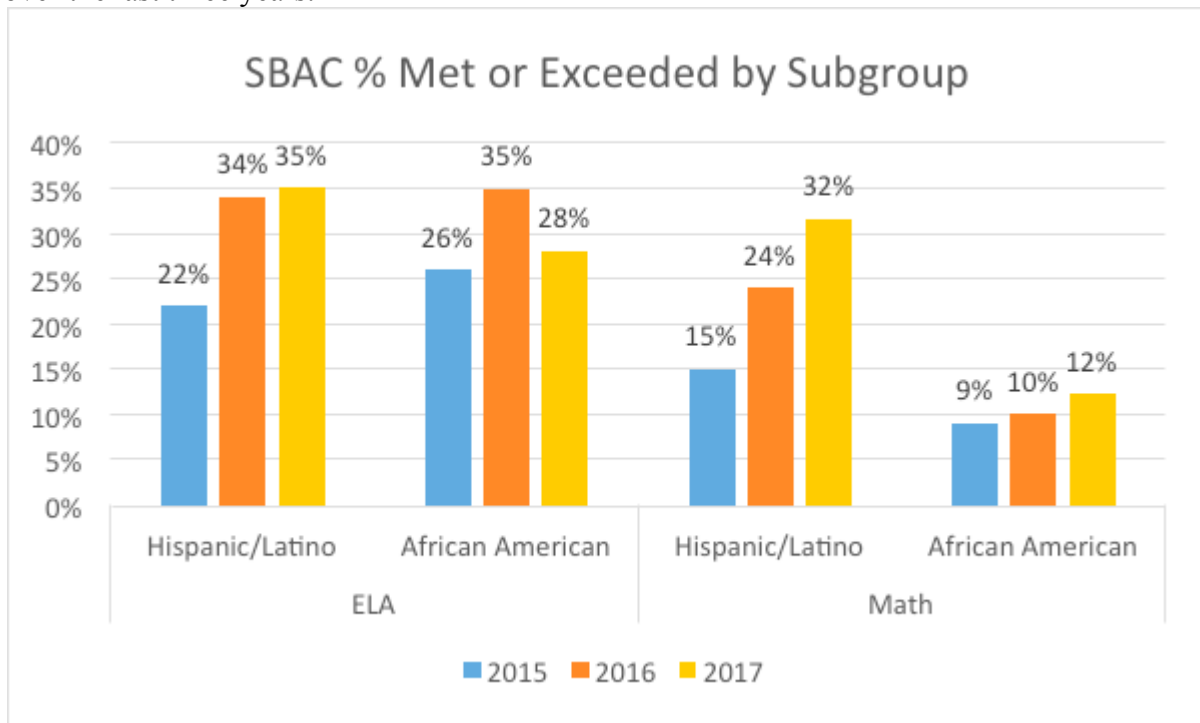


One of Nea’s areas of greatest improvement was around Suspension rates. Every sub-group “declined significantly” from Spring 2017 to Fall 2017. This is attributed to all the school culture work that was done as part of professional development to improve the schools over all climate and create a more safe school environment. Best practices with regards to Restorative Justice, PBIS and MTSS were greatly focused on 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.

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.

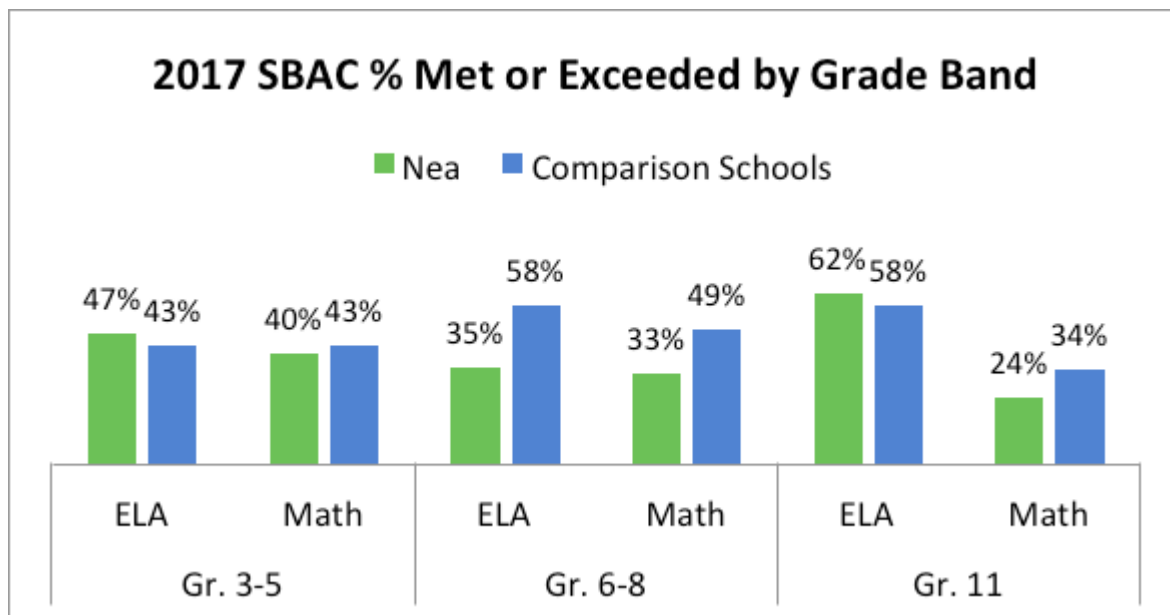


Hispanic/Latino students have improved 13 percentage points in English Language Arts (ELA) and 17 percentage points in Math from 2015 to 2017. Although the growth for African American students has been less consistent, they have also improved 2-3 percentage points over the last three years.

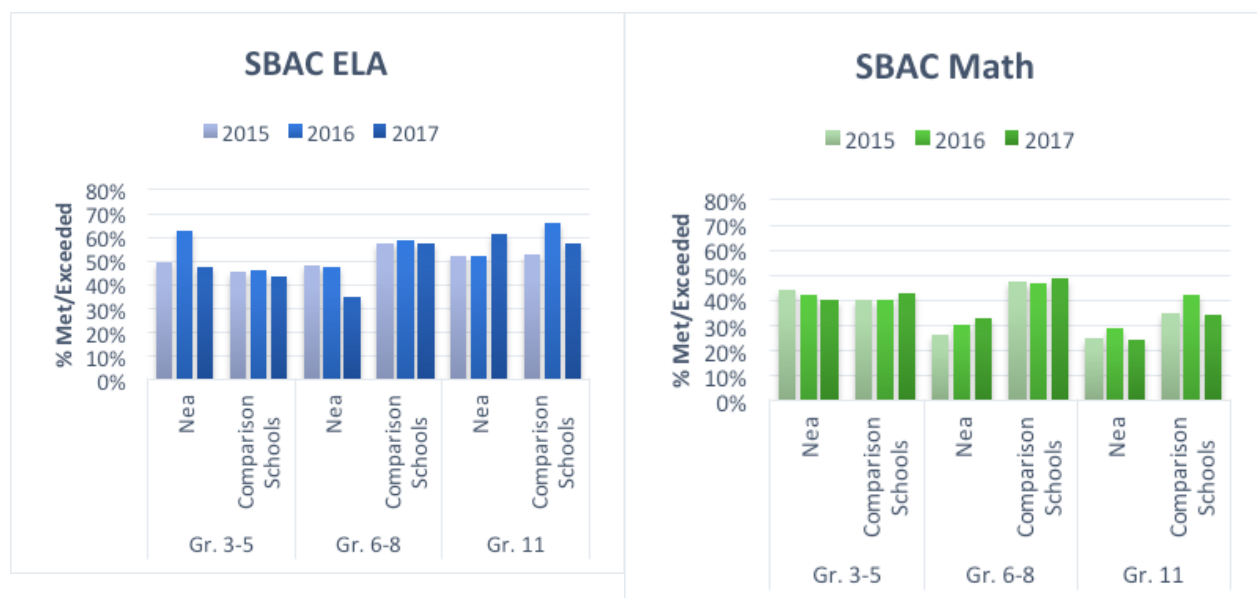


Since Nea is a K-12 school, comparing performance to neighboring schools makes the most sense by grade span. Nea's grade 3-5 students surpassed the comparison elementary school average for 2017 in ELA, as did their 11th grade students compared to the local high schools. Its middle school students in grades 6-8 are lagging behind the comparison middle schools

though, and this is an area of focus for improvement for Nea.

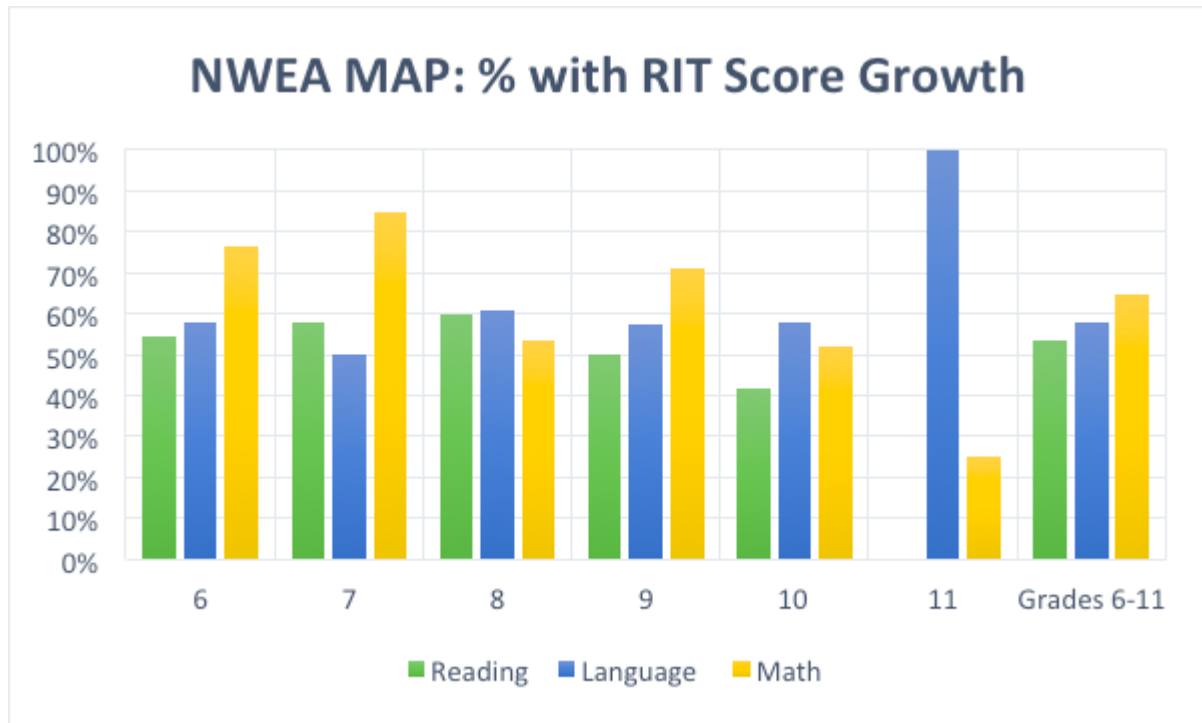


Nea's performance is on par with local elementary and high schools in ELA and the local elementary schools in Math. There has been steady growth in Math for the middle school students over the last three years, and 11th grade performance in ELA jumped 10 percentage points from 2016 to 2017.

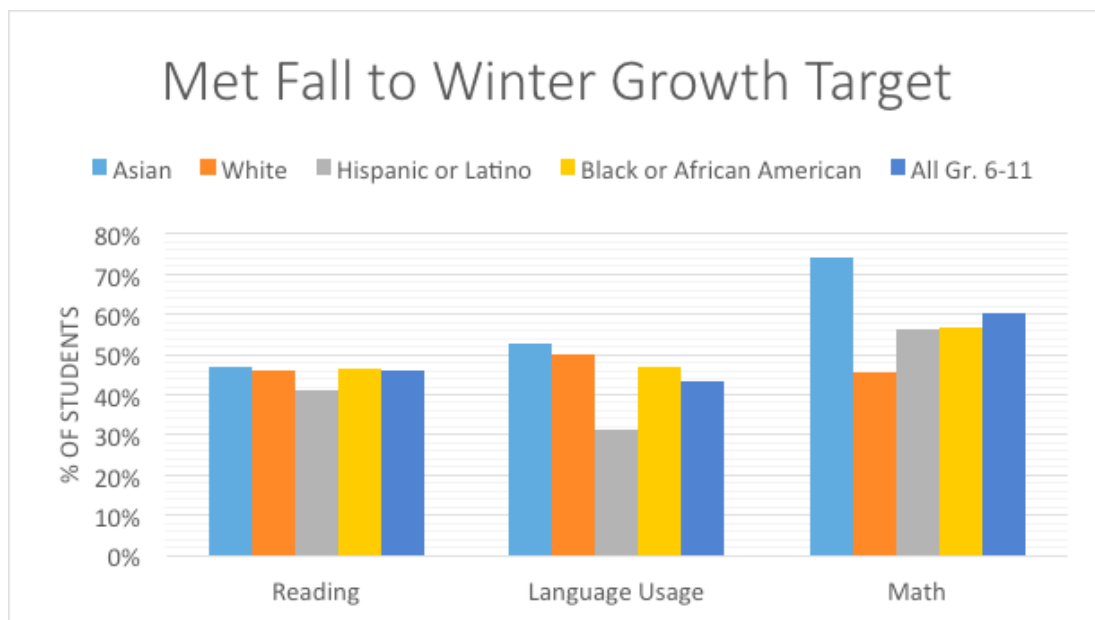


In addition to state assessment measures, Nea implemented NWEA Measures of Academic Progress (MAP) in 2017-18 to measure growth for students in grades 6-11 throughout the school year.

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 towards 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 that will continue to be an area of focus for Nea Community Learning Center.

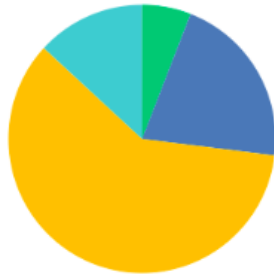
Learner Survey Results & School Culture

In March of 2018, we conducted a student survey in addition to our annual parent survey. Both were revamped to target information about community involvement and inclusivity.

Upon walking through Nea, there is a feeling of comfort and acceptance. This is highlighted fully in the survey results. The largest positive response illuminated the academic culture of Nea. 90-95% of respondents said that they care deeply about not just their grades, but also the learning process.

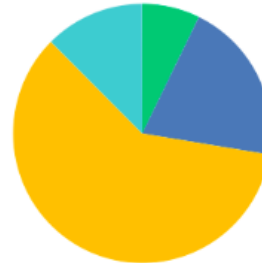
Survey Results - Academics

I feel challenged by the work load in my classes



Strongly Disagree Disagree Agree Strongly Agree

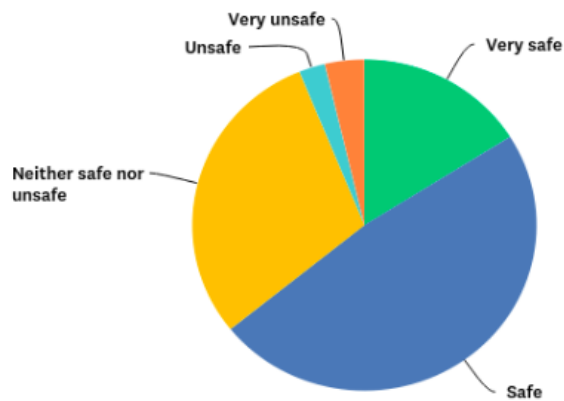
I feel challenged by the content in my classes



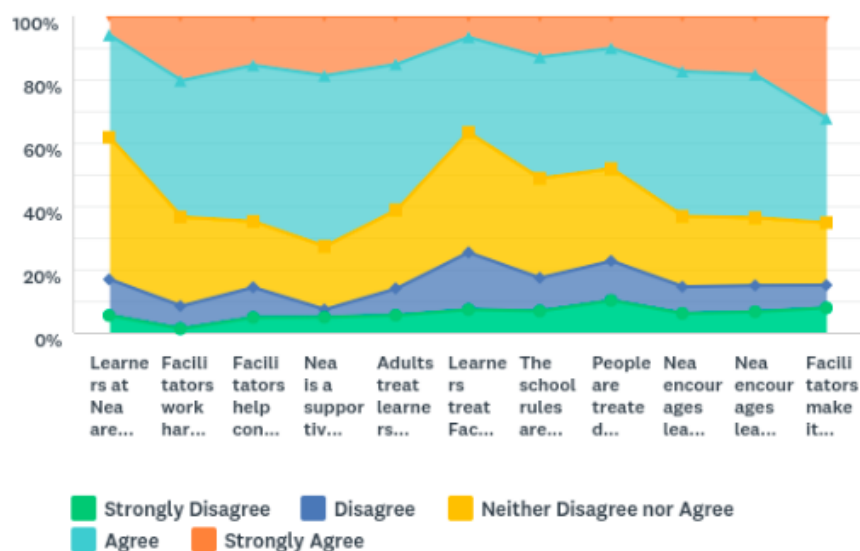
Strongly Disagree Disagree Agree Strongly Agree

Survey Results - Safety

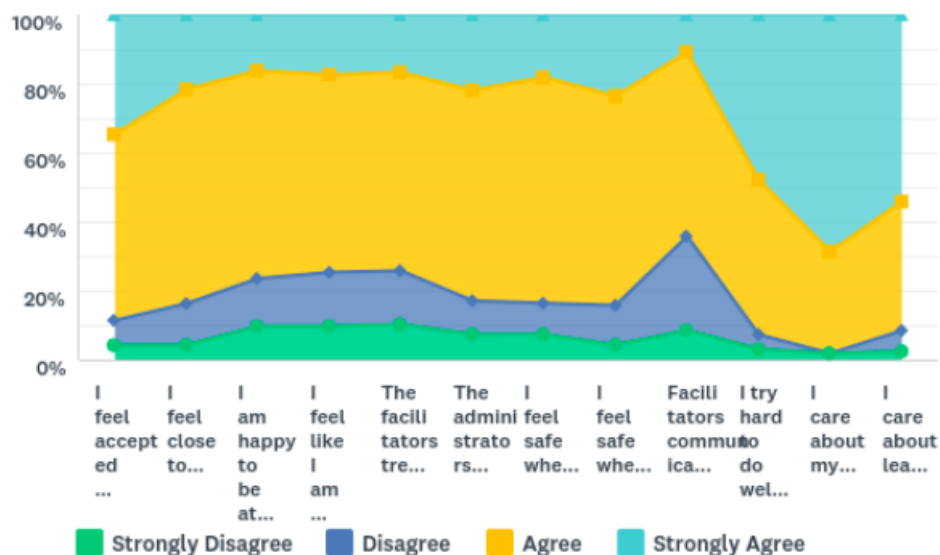
Q15 How safe do you feel when you are at school?



Survey Results - Relationships and Equity



Survey Results - Acceptance



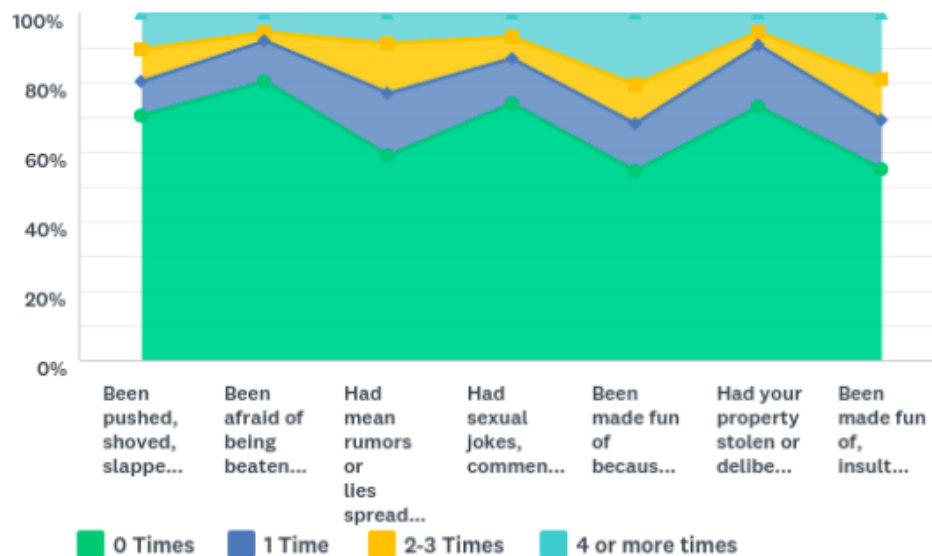
The survey was aimed at establishing, among other things, how much learners felt as if they are part of our community. In this category, 85% of respondents strongly agreed that they feel accepted for who they are. 75% replied that they were happy to be a part of the school community and felt like an important part of the school community. This is a nice improvement from past years and as the Nea learner populations at UV continues to grow, the school staff will continue to be intentional about how they foster community within the

school.

Survey Results - Positive Peer Interactions



Survey Results - Negative Peer Interactions



The biggest issues for bullying appeared to be name calling and making fun of others for “other reasons” i.e. not indicated by one of the categories. Rumors were also listed as high incidence than other bullying behaviors such as physical violence or intimidation, which was

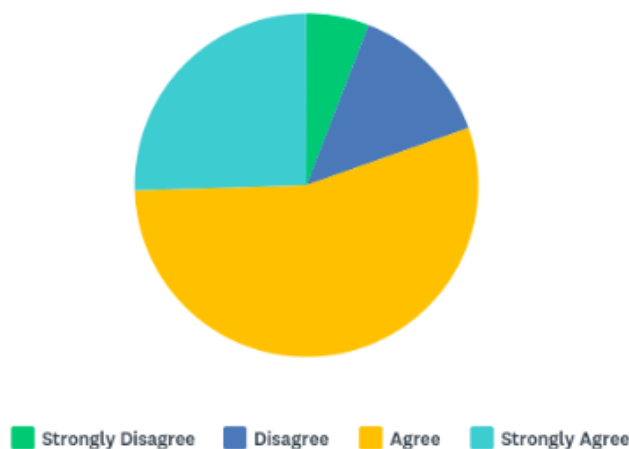
low. Only 20% of learners reported having felt scared of physical violence from another learner whereas over 40% of respondents said that they had had rumors spread about them. 30% of respondents said that they had been subject to some sort of physical violence at school with 10% each citing 1 instance, 2-3 instances, and 4 or more instances.

The Nea staff and administration is working on combating instances of social media bullying and the spreading of rumors at the middle and high school levels by creating fostering further opportunities for learner leadership. During the 2017/2018 school year, high school learners started two separate clubs. They brought both cultural awareness to the campus and a greater sense of community to the learners involved.

When the survey asked about equity, 70-75% of respondents felt that the school rules were fair and that people were treated fairly when they broke the rules. 65% said that facilitators treat learners equally and 70% said that administrators treat learners equally when they break the rules.

Survey Results - Support

Q26 I feel supported by my facilitators.



Leastly, the parent survey distributed was largely completed by Lower Village parents, with a few Upper Village parents responding as well. The results from that survey showed a warm and welcoming environment with one notable exception. When asked for comments and anecdotes about the culture at Nea, many respondents (individually and unprompted) commented on the language and behavior of the Upper Village learners before and after school. Swearing in particular was noted, but also a general lack of respect for one another and the adults in the community.

Overall the survey confirmed many of the observations by administration, facilitators, and staff. It reinforced the belief that in many ways we have a strong and caring community here at Nea and the learners want to do well, want to belong, and enjoy being a part of the community. It also pointed to some very specific areas that we need to improve in.

STAFF PROFILE

CLCS employs a facilitator staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These facilitators teach the “core” academic and college preparatory classes of mathematics, language arts, science, history /social studies. All facilitators are responsible for overseeing the learners’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operation policies. With few exceptions (ie. those teaching electives part time), all our facilitators are credentialed. We currently have 58 staff members compared to 45 in 2016-17, and 34 in 2013-14. Our staff population differs from the makeup of the learner population. The vast majority of Nea’s team are female (65%) and Caucasian (51%). This reflects a slight shift since the last WASC report when our staff population was 74% female and 68% Caucasian.

The school provides access to new facilitator support through ongoing coaching as well as in 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. CLCS employs a facilitator staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

From 2015-2017, Nea was able to retain more than 80% of their certificated staff, yet, at the end of the 2017/2018 school year, Nea’s rate of staff retention was approximately 74%. Many of the exits were due to geographic relocation as well as a desire to seek employment in different districts. Administration has looked at this, and agreed to cost of living increases in collaboration with the Union’s Bargaining Committee.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

ADMINISTRATION AND SUPPORT STAFF

Several changes on the administrative and support staff have occurred since the last visit, starting with a change of principal. In July 2017, Annalisa Moore was promoted from being Nea's Lead Facilitator to the district level role of Executive Director at CLCS (our charter's management organization). Annalisa had been the Lead Facilitator at Nea for three years and had served on Nea's leadership team since 2013. Upon her advancement, the Lead position was divided between Jana Chabre (K-5) and Annahita Rad (6-12) who were both Assistant Lead Facilitators previously. In April 2018, Annahita Rad formally announced that she would move from being Lead Facilitator for Upper Village to a newly created (0.6) position of Curriculum and Instruction Lead. This would enable her to manage the schools' instructional supervision efforts while also spending time with her newborn son. After an interview process that included staff, administration, learners and CLCS management, Matt Wienclawski replaced Annahita as the Upper Village Lead. It will be under the leadership of Jana Chabre and Matt Wienclawski that the remaining steps of the WASC One Day visit and subsequent changes and growth will take place.

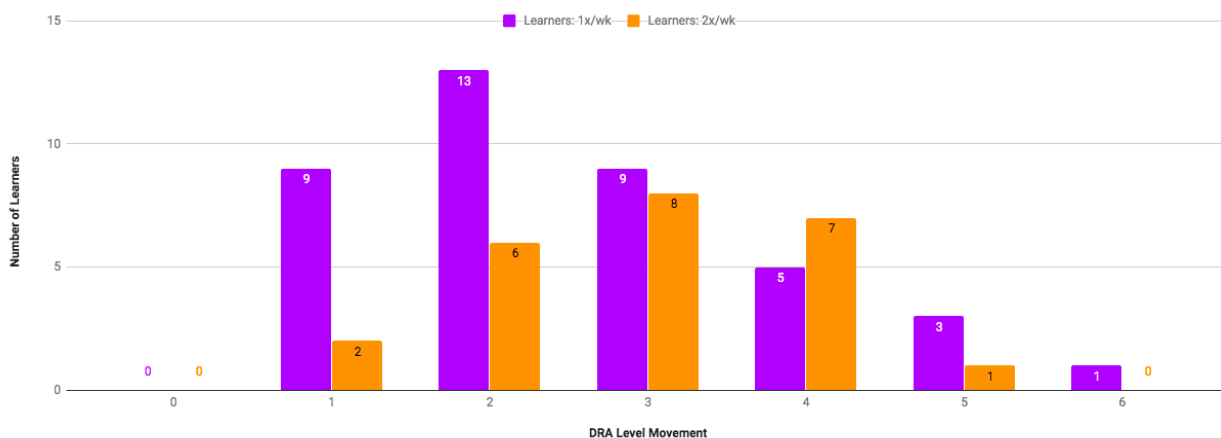
Starting in the Fall of 2018, Annahita Rad will work on program development to support teachers in providing differentiated opportunities so all learners can access the curriculum sandwiched with best practices around classroom management to provide a safe and clean learning environment. The Curriculum and Instruction Lead position will address and support development of rigorous curriculum to meet the college and career readiness goal, aligning with the goals of WASC and LCAP.

In order to support those learners at risk, another position has been newly created; an Attendance Officer (providing support with families getting kids to school). Nea is in the hiring process, and the Attendance Officer will work to raise attendance and punctuality for learners, offering support where there may be issues, build trusting relationships and act as a link between home and school helping to secure access to education and encourage regular school attendance. This is a continuation of Nea's efforts to build on its school culture and empower learners to make decisions to help them achieve their full potential. In 2017-18, a full time campus supervisor was employed for Upper Village. They work closely with administration and our Dean of Students around discipline and supporting school culture. Student behavior before school, during lunch or between periods is supervised while an environment that stimulates the growth of desirable social and emotional habits is maintained.

Finally, this year marks the second consecutive year of a half-time credentialed teacher serving as the K-5 reading intervention facilitator. Intervention was needed to support learners that struggle to close the achievement gap. Reading intervention in K-5 happens three days per week, and we increased our services by adding a part-time

staff member for middle school intervention courses in January of this year (2018). Learners participating in reading groups are showing great growth. LV students are moving up in levels at a rate of 22% in 1st-5th grades. 63 students are part of the 1st-5th reading intervention grade program, 15 have IEPs, 3 EL learners, and 11 exited by the time this report was written and are meeting grade level. Middle school reading groups support 30 general education, Sped and ELD learners.

Learners: 1x/wk vs. Learners: 2x/wk



School Culture & Equity

School culture remains a high priority at Nea. The emphasis on school culture is happening in tandem with creating a stronger climate of thinking and inquiry within academic classes. Restorative Justice and Positive Behavior Intervention Support (PBIS) practices have been ongoing for the past three years. Learner survey results (detailed in Section One) showed that the school received very high marks on portions including communication, safety, and relationships with adults on campus. Nea's school culture has been consistently accepting of individuals within the community.

At the beginning of the 2016/2017 school year, the Nea administration made the decision to pilot professional development strands that allowed for staff to focus on an targeted area and equity was one of the strands offered. In September 2016, 17 staff members gathered for the first time to consider their work as educational professionals through an equity lens. Staff members included facilitators, counselors, paraprofessionals and the office managers. It was critical that all types of staff be involved, rather than just teaching staff. The equity strand met for seven sessions, with the goal of deepening the staff's understanding of how to be more inclusive and equity-minded. To maximize staff engagement of this critical topic, each staff member

developed an equity-centered inquiry question and, they were provided with the opportunity to refocus their asset-lens to a perspective that supported the needs of student families and students.

Throughout the seven PD sessions, participants showed growth in their thinking around student achievement, family engagement, and classroom culture. In order to do this, we focused less on reaching specific student outcomes and more on recognizing staff mindset as a catalyst for student achievement and participation. Staff began to consider how they approached students and their families differently. They began to maintain more of an asset mindset and look at their interactions with students and families as opportunities for growth. Knowing that staff only controlled their own actions and reactions helped shape their positive and much more effective approach to their interactions with others. It allowed for staff to interrupt their deficit thinking and begin to see themselves as true agents of educational change and growth.

In order to continue our focus on equity in 2017/2018 school year, Nea hired a part-time equity consultant and created an equity committee to focus on next steps. The equity committee reviewed the current discipline practices to evaluate whether practices were equitable. The committee pinpointed areas of concern and strengths within the current practices. Upon drawing conclusions, the committee lead presented findings and ideas to administration. They also discussed areas for the consultant's focus and assisted in the planning of equity PD for the Upper Village staff. In the Lower Village, the consultant created lesson plans/snapshots that illustrated positive/simple ways to incorporate more equitable points of view/perspectives in the classroom. In the Upper Village, our consultant completed classroom observations, and with the help of administration coached two facilitators in classroom culture and curriculum development. This allowed for some of the equity work to be continued in a manner different to the year prior. Moving into the upcoming school year, staff will continue to work through targeted equity focused professional development.

Mindfulness Training & Buddy Classrooms

As of the 2016/2017 school year, Nea continued to fully adopt both restorative justice and PBIS (Positive Behavior Intervention Support) programs to better serve the social emotional needs of learners. Key staff members and administrators participated in a training off-site by PBIS and Restorative Justice experts, and brought the information back to Nea. These specific staff members were charged with training the rest of the staff in implementing these strategies. The first year (2015/2016) presented a major challenge as it required a school culture shift, not only with the staff, but with the families as well. However, because of a lack of consistent training and general understanding among staff during this transition, Nea's discipline process became riddled with inconsistencies. The administration was then charged with fostering the consistency needed to fully support the learner population through training.

Nea currently uses restorative justice as a way to build school community and foster accountability. As an introduction to restorative justice, staff received training from key staff members on restorative circles as a way to build community. Staff reinforced these teachings by participating in circles during staff meetings and various professional development sessions. The circles provide learners with the opportunity to share aspects of their life and who they are in a safe environment. In turn, they also provide facilitators with the opportunity to share, but also a glimpse into their learners' lives. An increasing number of classes began to transition from circles that build community to circles that problem solve. Circles have become a method for learner input in the classroom as well as the overall school community.








Restorative circles are used in all grades K-12 at Nea. K-2 has circles everyday to discuss social emotional concerns as well as build communication skills. In grades 3-5, the learners participate in circles once a week, and finally at the 6-12 level, circles happen in assigned academic classes that rotate. One week humanities classes host circles, while the next week science classes host circles. This ensures that the learners build relationships and community throughout a variety of classes.

Even with the use of circles and Restorative Justice, staff and families continued to see a social emotional need within the learner population. After some research on trauma informed schools, key staff members (facilitators and classified staff) developed a mindfulness curriculum proposal to present to the PTSA during the 2016/2017 school year. The proposal to train staff members in mindful practices was presented on November 2nd and was unanimously approved by the PTSA. Approximately thirteen staff members attended a 2 day training with Niroga Institute (Oakland, Ca) in February 2017 and received a copy of *Teaching Transformative Life Skills to Students: A Comprehensive Dynamic Mindfulness Curriculum*. Upon completing their training, the trained staff members began to use mindfulness in their classrooms. Key staff was sent to the training across a number of different school roles. There were members of certificated and classified staff in attendance. Facilitators were then able to send learners to the office for "mindful breaks" because the Office Managers were trained in mindful practices. Staff could use these breaks as a proactive approach to shifting behavior challenges in the classroom. Less students in these classes were sent out in a punitive manner, and more were asked to take a mindful break. Facilitators were better in tune to anticipate the social emotional needs of the learners.

At the beginning of the 2017/2018 school year, administration invited the Niroga Institute to train all staff during professional development. More teachers picked up mindfulness as a classroom management strategy but did not actively utilize mindful breaks the way they should have been used. For some, the breaks were still used punitively, but not tracked as discipline. Moving into the upcoming school year (2018/2019), Nea will look at how to better create sustainability and consistency with their mindfulness curriculum and implementation across all grades as it is proven to help interrupt trauma and help learners better focus at school.

Correlation With Suspension Data

One of Nea's areas of greatest improvement is around suspension rates. Taken from the dashboard, every subgroup "declined significantly" from Spring 2017 to Fall 2017. The only exception to the decrease in suspensions was one event which occurred with a student that was identified as Asian, that resulted in an "increased significantly" based on that 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%

This notable change is attributed to all of the school culture work that was done as part of professional development to improve the school's overall climate and create a more safe school environment. Many facilitators have reported experiencing a shift in their own thinking about their responsibilities resulting from a growth mindset. In the past, a likely scenario would involve a learner being sent out immediately to administration in reaction to a behavior. The same situation today presumes a positive outcome through collaborative team-building between the facilitator, learner and family. With this outcome, Nea promotes the sense of value that all stakeholders should experience in school and in the spirit of community.

We have also seen progress this year presenting in improved academic performance for our Hispanic population, and overall parent engagement. Learners felt more inclusive in the community with student led clubs and cultural celebrations which increased student opportunities for success and positive relationships with adults on campus. The Black Student Union and Latino Heritage Club were formed in the Spring of 2018 and fostered a renewed sense of school pride. Most notable family event attendance at the Upper Village was this year's Expo Night which was paired with the Black Student Union. Food was organized for purchase across grades K-12, and

enjoyed at family style seating. Nea fully supports student involvement in activities outside the walls of the classroom.

Student Leadership

As a learner led model, multiple efforts have been made by administration and facilitators to better capture student voice. Student leaders can chose to be in the leadership elective or participate in the school's governance with the Judicial Committee (JC) elective. Whilst both electives have been in existence since Nea was founded, efforts were made to make these more meaningful and purposeful. In 2017-18, Upper Village's assembly, known as "CCC" (Contemporary Community Citizenship), was ran by the learners rather than the Lead Facilitator, providing a voice and a place for learners to express concerns/set agenda's regarding their school.

UV leadership host the annual Constitutional Convention known as Con Con. Con Con is a time for the Upper Village learners to review the rules laid out in the learner handbook, make suggestions for rule and policy changes, and share ideas for improving our community. With each year, Con Con has grown stronger and for the past three years administration has supported a potluck lunch celebration to celebrate their achievements and sense of empowerment. Leadership at the Middle School level has made some important strides. They organized our first school-wide kindness week two years ago, planning activities for Upper Village and Lower Village learners to share during recess and lunch periods. They also coordinated a special meeting of Akoma Buddies to do a kindness project together. This was repeated in 2017-18 (and has now become an annual event on the master calendar). It helps build student leadership and promote connection, communication, relations and participation to help learners feel safe, a sense of belonging, motivation and resilience.

Facilities

An ongoing challenge for the school relates to the lack of classroom space at our existing location. This has directly impacted Upper Village and the last Visiting Committee expressed their concern that the classroom limitation had created a master scheduling problem that was both complex and lacked flexibility. Some learners were being scheduled in two classes during one period, while others had too many tree periods. Whilst administration worked hard to creatively find short term solutions, the lack of classroom space threatened the sustainability of the Upper Village Program. This was exasperated by an ongoing dispute with AUSD over space and student enrollment. At one point, the then Executive Director, Patti Wilczek, gave an interview to the local press ("A Clash of Allegiance"; Oakland Magazine) and described the

atmosphere between the school district board and the charter schools as “toxic” and said that relationships “couldn’t get any worse”.

In 2014, AUSD and CLCS signed an agreement that CLCS would pay for all expenses associated with the placement of five portable classroom buildings on our current site. The project was well along its way, with ACLC having paid more than \$100,000 when AUSD declared that the project was going to be too costly, and AUSD would not approve the project. Despite having a written signed agreement, all additional underground testing that was required by California Geological Survey was stopped. ACLC engaged in a process with district staff and the school board to get their reversal. AUSD agreed verbally to move forward with installing portables, as long as Nea agreed to a cap on enrollment, based upon 2015-16 numbers. While there was some movement, with AUSD moving our in-district enrollment threshold from 85% to 65%, negotiations to acquire additional space was slow and not forthcoming in a resolution.

In September 2017, CLCS entered into mediation with AUSD regarding installation of portable classrooms on our site. After two mediation sessions, both parties came to a mutual agreement allowing the installation of seven portables on the blacktop. Two portables are assigned to ACLC, three portables assigned to Nea, one Administrative portable, and one ACLC/Nea restroom. Groundbreaking took place in the Spring of this year, with the project completed during the summer months to enable staff and learners to occupy the new classrooms at the beginning of the 2018-19 school year. In addition, the PTSA raised \$12,000 to support beautification of the project.



The PTSA have worked closely with the school over the past few years to improve the site's aesthetics. Community work days are held throughout the year, and help accomplish community forming and the completion of a number of projects including:

- Self-led botanical exploration gardens, including butterfly, hummingbird, and fragrant plant gardens
- Succulent fairy garden
- Flower planting, weeding, pruning, composting, and mulching
- Kinder-yard outdoor classroom and nature exploration garden
- Main entry aesthetic planting improvements
- K-yard storage container
- Fake vine screen at portables

In 2017, Nea received a \$20,000 grant, intended to extend outdoor learning opportunities in the Kindergarten yard. Improvements included the installation of a large shade structure, a greenhouse, chalkboards, sensory tables, and a soft area for motor fitness. The grant also included installation of a deck but during the summer of 2017 AUSD performed a site inspection and identified this as something that did not go through a formal change facility request process with AUSD and requested for it to be immediately removed. In its place, the area became a natural exploration sand area for Kindergartners to enjoy.

FUNDING

The May Revise was released on 5/11/18 and reflects the latest thinking of the Governor on the state budget. State revenues tracked higher in the winter and spring than projected in the January Budget, so the state budget outlook in the near term is looking more positive and proposed education funding increased in the May Revise budget as noted below. However, the Governor was very clear in his messaging that this most recent period of economic expansion in California is longer than normal, and a correction/recession is likely based on historic economic cycles. The Governor indicated that even as funding rates for education are reaching historic highs, those rates may decrease in the future when a recession hits. He recommended all state programs be prudent in how they budget with the additional funding and that they prepare for more challenging times ahead.

The major education funding proposals in the May Revise are:

LCFF	<ul style="list-style-type: none">• Proposes \$3B increase to <u>fully fund LCFF</u>, two years ahead of schedule• 100% gap closure and 3% increase of base rates
COLA	<ul style="list-style-type: none">• Proposes 2.71% COLA increase, versus previous 2.51%• Affects programs such as Special Education and Nutrition
One-Time Funds	<ul style="list-style-type: none">• Proposes over \$2B in one-time, discretionary funding (~\$343 / PY ADA), up about \$50 from January proposal
SB 740 Facilities Grant	<ul style="list-style-type: none">• Proposes increasing 18-19 program funding to \$136.8M (down \$3.6M from January)• Increases funding in 2017-18 funding to \$133.2M• Decreases deficit factor from 25% to 10%

For Nea, these funding proposals have the following impact on the revenues in 18/19:

May Revise

18/19

Incremental funding due to LCFF rate increases	\$312,841	Full gap closure; 3% increase in base rate
One-time Mandate	\$179,763	One time -- not likely in 19-20
SB 740	\$29,160	
Total	\$521,764	

Recognizing that funding rates may decline in future years from the historical highs projected for next year and that the One-time funds will likely go away, the Board is working to determine how much of the incremental growth in revenues will be placed into reserves to accelerate the rebuilding of reserves after the facilities project and to avoid building in fixed expenses that will be difficult to unwind in the event of decreased funding.

Enrollment - Elementary to Middle School Retention

Whilst Lower Village is at enrollment capacity, and Upper Village is at an historical high, there is traditionally attrition from 5th grade to 6th grade at Nea. Lower Village families do not choose Upper Village as an option for Middle School, even though they describe their elementary experience as mostly positive. In an effort to reverse this trend, administration implemented a more targeted retention strategy this year.

In the Fall, Nea invited current families to participate in an exclusive Nea 5th grade to Middle School information night. To support our 5th grade families in meeting other Nea families and better understand the UV program, this night was designed with 6th grade facilitators and current families to help provide them with the real feel of curriculum and community at UV. Adults and learners shared their perspective on Upper Villages' exciting experience. During the Spring, Middle School Leadership and Web Leaders hosted shadow days for every 5th grade learner (which families could opt out of rather than in), promoting connection and familiarity with UV learners. The intention being that 5th grade learners would have a feeling of comfort and relationship with Middle School at Nea, a persuasive factor for families in their choice for Middle School. The intent to return has been more encouraging than previous years and the retention strategy will continue with more 5th to Middle School events planned throughout the

year. WEB (Where Everyone Belongs) Program for incoming 6th graders and those 7th graders who are new to our school was introduced in the 2016-17 year, and continues to be a great orientation and transition to Upper Village.

Technology

The availability of technology has steadily increased at Nea. With the acquisition of new technology in 2016-17, Nea began offering a UC/CSU approved computer programming course. Computer programming, digital citizenship, project lab and learning-to-learn class time (L2L) enabled facilitators to ensure learners continued to progress and access technology in a safe and impactful way. In 2017-18, seventy-eight new Chromebooks were purchased to replace some old machines and also to fill two new computer carts. Increasing the number of machines allowed more learner productivity in their academic courses. Targeted professional development around tech time at Nea lead to the following driving questions:

- How can tech time at Nea be more effective and consistent across grade levels?
- What standards should Nea adopt in order to provide learners with the best possible technology education?
- How can we create responsible digital citizens?
- How can we as facilitators bridge the home/school tech environment?

Faculty discussion coupled with investment in more computer carts helped our goal of aligning student learning to state adopted standards through materials, instruction and technology. Student's access was noticeably increased in an effort to promote collaboration, classroom and school engagement, and advance students' creative, technical and organizational skills. The Math Department utilized technology with Reflex Math, Prodigy and Khan Academy, providing an accessible and customizable math intervention/differentiation resource across grades K-12. Reflex math continued after a pilot year in 4th grade and was extended for grades 1st-8th. It showed 100% growth in proficiency for EL and learners with disabilities. The Math Department Lead presented a guided question to staff of whether adding a Khan Academy Mastery component helped students perform better in testing and improve their confidence about their ability in math. She found that whilst learners sometimes complained about Khan, it did seem to help their confidence and the Fall to Winter MAP and Khan results indicated that including Khan Academy helped with procedural fluency. The Math Department found that learners growth was higher in the classes that had both direct instruction/and Khan work. The ability to issue students with a Chromebook has thus become an important educational tool to use. Within the Humanities Department, Tenth grade learners participated in the Kindle Project during the 2017/2018 school year. The

facilitator received a donation of Kindles to use in her classroom to better encourage independent reading. Learners were allowed to borrow the Kindles and use them both at school and at home. Although it is still in the early stages of implementation, the learners appeared to find enjoyment in the use of e-readers.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Nea's personalized, learner-focused educational model by its very nature, demands and encourages stakeholder engagement. Parents, learners, staff, CLCS management and Nea Governing Board are all valued as integral partners, placing equal value on respect for diversity of thinking. Administration developed a comprehensive LCAP Stakeholder

Engagement Plan to implement and monitor the school-wide action plan. Ensuring stakeholder partners have multiple opportunities and modalities to provide feedback as this progress report moved through development to the Board approval action steps included (but not limited to):

- Data analysis
- Needs analysis
- Strategic and focus goal development
- Action/service determination
- Evaluation strategies and determination of metrics
- Budget development

Nea parents are dedicated to learner achievement and progress on a daily basis. Facilitators use Class Dojo to keep parents up-to-date of their learners' behavior and classroom happenings. Parents can also access all data related to learners' scores on assignments, benchmarks, quizzes and tests, via Jupiter Grades, an online grade book. Parents receive SBAC assessment data as soon as that is made available. Our lead facilitators also host coffee mornings once a month, and give a report at the bi-monthly PTSA meetings to discuss facilities, academics, school events, WASC progress and LCAP goals, and ask for parents input and feedback.

In addition to daily participation from parents, the school has a number of active committees and a governing board. Members of committees include the Lead Facilitator, Assistant Lead Facilitators, Department Leads, Facilitators and Support Staff, Parents and Learners. Committee meetings relate to finance, curriculum and standards, program evaluation, equity/school culture, LCAP, WASC, and personnel. The Lead Facilitator meets regularly with these teams to guide them through analyzing data, determining professional development needs, providing learner support structures, and addressing other curricular issues. Annually, progress on the school-wide action plan

is evaluated and modified for the upcoming school year. Further, the Lead Facilitator prepares progress reports for both the Nea Governing Board and CLCS Board of Directors for their review. The progress report is a culmination of information gathered since the WASC Accreditation in November of 2014, paying close attention to the recommendations made by the Visiting Committee in January 2017.

Nea staff meets in a number of capacities and configurations throughout the school year. There are all-staff meetings, village meetings, house meetings, grade term collaboration meetings and inquiry strands throughout the month. Facilitators evaluate student and program success, and give input regarding suggestions for improvement. In addition, the new LCAP process has complimented review of WASC goals and added

another layer of stakeholder involvement. Staff sees both WASC and LCAP working in tandem to improve learner success.

All stakeholder groups participated in the creation of this WASC progress report. Nea's administration, staff, Nea Governing Board, UV leadership learners, PTSA and parents, assessed the school's progress on the Critical Areas of Follow Up. Committee and Department Leads were asked to compile shared data and writing and shared with the WASC Chairs. During professional development days the staff worked in small groups to gather information, and in turn, Department Leads were asked to compile and put this data into section IV of this report. The final document was evaluated and approved by Nea staff, the Executive Director and the Board of Directors

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**

· If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

è *Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

WASC Critical Areas of Follow-Up from 2017:

Nea is still working toward further implementation of all recommendations made by the 2017 WASC Visiting Committee. However, the Schoolwide Action Plan has been revised to directly address the 2017 recommendations, and are also reflected in the goals of LCAP. Important strides have been made, as outlined below.

AREA OF GROWTH #1: Strengthen academic program of Upper Village

While the Lower Village presents a strong, cohesive program, the Visiting Committee felt that the Upper Village program appeared to be not as viable. The VC recognized that there was a strong rollout of assessment and training to the Lower Village that would build the educational program schoolwide, however the focus needed to be on developing, implementing, and assessing the high school program.

Professional Development

Continued work towards all staff and village specific professional learning continues. Professional development aligned with school-wide initiatives like Project Based Learning and cross curricular planning was available for all staff as professional learning time. As part of the Nea's learning model, learners engage in interdisciplinary project based learning.

Buck Institute for Education (BIE): Staff had targeted professional development training prior to school starting by way of the Buck Institute. For facilitators, BIE offers professional development on how to design, assess, and manage projects that engage and motivate students. For schools, BIE helps bring coherence to PBL practices across grade levels and subject areas, and supports the creation of school-wide processes and structures to support PBL. We had all staff training four years ago and because of the great support this offered, we felt it was important for facilitators to have time to write new projects or fine tune existing ones. Using common rubrics for collaboration and

presentations as designed by BIE, facilitators were able to develop and align interdisciplinary lessons and those that were content specific.

Niroga Dynamic Mindfulness: As mentioned in Section Two (under school culture) all staff grades K-12 learned how to integrate mindfulness into their work with youth using research-backed Mindful Schools Curriculum. In March 2017, the PTSA sent 13 staff members (teachers, office staff, para-professionals) to mindfulness training with the Niroga Institute. In looking at discipline data, a large portion of students struggled with inattention or impulsivity challenges, or both. Upon further research, staff felt that mindfulness could be an answer. After a mere two months, facilitators observed that those learners who regularly practiced mindfulness had better focus in class and could better manage their social frustrations. It also increased self-compassion, and reduced feelings of stress and improve anxiety and distress when placed in a stressful social situation. Prior to the next school year, Niroga Institute visited the entire staff during professional development, and held a mindfulness workshop to train staff with dynamic mindfulness within the classroom.

Professional Development Strands: In 2017-18, Administration decided to pilot professional development strands that occur once a month for seven months. Every Nea staff member - from facilitators to office staff - now are required to look at their influence on the school community, their impact on our learners, and the academic rigor of the program with regards to a specific academic outcome/skill to focus on. This year, the strand options from which staff selected to participate included:

- A.R.C. Nea's Action Research Cohort (facilitated by Katie Reyes/ UV Humanities Lead). This is an inquiry based exploration of a topic, question, or challenge we experience in our classrooms that we strongly feel impacts our learners. We identify an overarching inquiry question, collect data that supports our assessment of this inquiry. Given what the data tells us, we brainstorm and experiment with pedagogical practices, adjustments, or implementations that impact the effectivity of our classroom learning, culture, and/or socio-emotional support of our learners. We repeat this inquiry cycle, and share our findings to the whole staff during our Colloquium. Nea's A.R.C. supports and normalizes the processes of reflection, collaboration, and pedagogical change to fit learner needs.
- Writers Workshop - A component of balanced literacy and writing curriculum researched and developed by Teachers College Reading and Writing Project (TCRWP). This PD was led by Sara-Alicia Gonzalez and Honora Gioia. After attending training with TCRWP at Columbia University over the summer, they

returned to Nea to share what they learned about successfully implementing Writing Workshop. They began by covering routines and expectations for daily workshop structures including the mini lesson and writing partnerships where learners use teamwork to evaluate and elevate each others' writing. Time in our PD strand was also spent learning how to plan and execute effective individual and small group instruction to advance learners in narrative, informational, and opinion writing. Later, they transitioned into discussing best practices for assessing learner growth in writing. After administering writing assessments across Lower Village, K-5 facilitators worked together to analyze data and determine school wide strengths and weaknesses in our writing program. Sessions later in the year were spent planning for the 2018-2019 school year. Facilitators collaborated with their grade level partners to create a yearlong scope of writing units as well as long term goals for their instruction.

- Department Collaboration - As part of our Wednesday's PD monthly schedule, department time is designated to common practice, vocabulary, and increasing classroom rigor. This has encouraged the development of common formative and summative assessments and rubrics and supported the vertical alignment of departmental outcomes. In addition, we foster collaboration among novice and veteran staff to improve teacher retention and teacher satisfaction. We provide time to foster an integrated professional culture in which staff needs are recognized and all staff share responsibility for learner success.

Coaching & Strengthening the Quality of Instruction

To create a learning community in which student achievement and academic rigor is at the core, Nea is committed to increasing the curriculum and instruction coaching for facilitators. As mentioned in Section Two, our newly created Curriculum and Instruction Lead position will provide professional development for instructional staff to strengthen their strategies and techniques to increase student engagement and achievement.

Instructional Rounds: In 2017-18 administration continued its focus on raising rigor and meeting student needs in the classroom. Nea began participating in instructional rounds schoolwide, and continues to do so. Instructional Rounds are a process of professional practice to offer the opportunity to describe and identify effective learning and teaching. By working collaboratively, participants have an opportunity to dive into problems of practice and learn and work on ways to create coherence. This community practice expects engagement from participants to learn from each other and to push each other to grow.

Facilitators are scheduled to observe in 3-4 classroom in a team of two. They take notes on the process, affirmation, validation, and deepening of learning they see in various classrooms both inside and outside of their teaching department and grade level. Nea facilitators look for and take notes on affirmations of learners in authentic ways, verbally and non-verbally, opportunities to validate a learner's experience, look for ways to deepen understanding, and ways to process content so the learning is synthesized. After the rounds, facilitators meet together to discuss four areas they took notes on and discuss similarities, differences, and ah-ha moments and affirm practices that benefit our program. We also include PE, art, music and yard facilitators to inform our entire community completely.

Finally, we also meet as a whole staff after several days of Instructional Rounds and staff shares out as a whole group. This has shown support for the Nea professional learning community and facilitators take away a better knowledge of their peers, ways to improve instruction to reach learners, and take this knowledge back to their own classes. Instructional Rounds guide future conversations regarding best practices to support student learning. This has had an effect on the collaborative nature of the school; facilitators are not only more aligned, but they are sharing their successes and failures so that we can all benefit from each other's expertise.

Nea Committee Restructure

Working with the WASC Leadership team and CLCS Administrative Team, we have discussed better means to utilize the committee structure to support our ongoing WASC and LCAP work. For 2017-18, we had the following restructured committee's that all staff signed up for, and met at least once a month (during Wednesday's PD):

- Standards and Curriculum (Staff Stipend)
- School Culture and Support (Staff Stipend)
- Personnel & Instruction (Lead Facilitator)
- Assessment and Accountability (Lead Facilitator)
- WASC (Staff Stipend)
- Finance & Organization (Executive Director)
- Equity

Equity Committee - The committee continued to work towards a whole school focus on curriculum growth for learners and on professional development for facilitators. The equity consultant also worked closely to adjust curriculum maps so that learners are working on projects and having discussions around history that looks at equity from

many lenses, not just how it has been done for years. Materials for walls depicting culturally relevant themes for UV increased in science and humanities classes. Class sets of texts, and small collections of Literature Circle texts were purchased in order to evolve our curriculum with our changing learner demographic. This has allowed many points of access within the classroom, and a wider array of texts that are thematically, culturally, and historically relevant to our learner's lives. Our UV Humanities team received a grant from the Philanthropic Ventures Foundation, for a class set of *The Hate You Give* including curriculum and instructional materials. Increased culturally relevant curriculum materials and texts continues to be one of our LCAP goals.

The Standards and Curriculum Committee - The K-12 Curriculum Committee worked in three subcommittees this year to maximize our productiveness and use data to drive our decision making. These subcommittees included the Curriculum Evaluation Committee, the Grant Writing, and Technology Committee and the Research and Development Committee.

The Curriculum Evaluation Committee examined our curriculum maps and DRA and SBAC data. Additionally, they spoke with facilitators about enhancements in our current program. At the LV level, we updated curriculum maps. At the UV level, science was updated while Hum 6, English 3, Government/Econ and Pre-Algebra are works in progress. The committee collaborated with the Humanities Department to recommend the investment in core curriculum. UV Social Studies will use a base curriculum from TCI for all social studies courses in grades 6-12 (detailed below). LV will pilot the California Series texts for 3rd-5th grade humanities in 2018-19. Our evaluation also showed that LV needed more support with ELA questions that involve inferential thinking and multi-step problems. We anticipate that we will purchase a site license of the Tumblebooks program for next year to address this need better.

The Curriculum Committee Evaluation also concluded that we need more math support for essential fact fluency. The program Reflex math was purchased to address this at the 2nd-5th-grade levels during weekly tech time, and will be implemented schoolwide in the Fall. Reflex math data is showing increased proficiency and supports Nea's goals for both student engagement and college and career readiness.

The Grant Writing and Technology Committee members worked on researching and writing grants for future projects. The committee members wrote grants to fund a program called Break-Out Edu to enhance our 3-5 electives for next year. These games require inferential thinking and multiple steps to unlock a series of locks within a set amount of time. They also successfully wrote a grant to improve classroom libraries and add current titles to our 4th-grade spaces. Their work culminated with the submission of

a grant to CTA's IFT to update our K-2 and 6-8 FOSS science kits. This grant intends to improve the elective offerings in K-2 and science classes in middle school.

The Research and Development Committee looked at similar schools for inspiration, improvements, and adaptations to our current program. Out of this work and conversations with our LV and UV science facilitators came the recommendation that we add more FOSS science kits. We also went on a tour of a local school (Lighthouse Community K-12 Charter) that has fully embraced a maker's program. Based on what we saw at this school, we will purchase and equip a maker's cart for check-out during our weekly choice time routine this next year.

Curriculum - As noted above, a great deal of professional development and resources have been invested in order to strengthen our academic program not just for Upper Village but schoolwide. Firstly, we have established a more robust curriculum repository in which Curriculum Maps, specific units and the corresponding lessons/cornerstone projects are shared. Thus, curriculum is not lost if there are staffing changes, and this ensures consistency around the quality and calibre of curriculum/units that our program offers.

Humanities Curriculum - The Upper Village Humanities Department has collaborated on recursive skills to be mastered at each specific grade level, Legacy projects within each grade level, standards-aligned units and master texts. All of this has supported cohesion and clear expectations calibrated throughout the Humanities/ELA courses. The Middle School History courses invested in an online subscription to TCI's History Alive!; this provides not only a foundational curriculum for the courses, but a more available and differentiated platform to engage with. The TCI Curriculum also allows for enrichment or stretch assignments for learners who are capable of independent work. Moving forward, TCI has been purchased for the entire Upper Village in digital format, allowing facilitators to create more in depth analysis of topics and texts while cross curricular planning with the Humanities Department. Further, a pilot will be tested at 3rd-5th grade level in the Fall of 2018, which if successful will help carry K-5 Social Studies into the 6-12 program.

Its emphasis on inquiry-based critical thinking skills, integrated literacy activities, and active citizenship makes this curriculum investment an especially thoughtful one for Nea's goal of strengthening its academic program.

Math Curriculum - Nea continues its work to address overall Learner performance in Math. Following a review of assessment data from 2012-2015, grades 6 through 12 Math Department decided to change the math curriculum from College Preparatory Mathematics (CPM) to Eureka Math. The adoption of this program thus aligned Nea's

math for grades K-12, with all utilizing Eureka Math as the foundation curriculum, adding supplemental materials as identified. Eureka is a rigorous program that promotes deep and creative thinking among Learners. Going deeper, not wider, it concentrates on fewer topics and forces teachers to deeply teach content, keeping critical thinking high. However, our SBAC data still showed that learners were performing below level in Math, several years in a row. The true effects of Eureka - stamina, perseverance when working on difficult problems, and the use of higher level vocabulary - take a few years to really shine. Moreover, instruction is often as good as its teachers. This year, four math facilitators were sent to math conferences to grow competencies for instruction. Whilst Eureka does a great job at slowing down learning, the timelines of the modules and lessons can be a challenge when it comes to pacing of assessments and knowing what to supplement. In 2017-18, MAP (Measures of Academic Progress) was used in 6th-12th grades to serve as a means of gaining a better understanding of where the learner's knowledge currently lies. MAP data in Math helped drive a detailed needs assessment where students are lacking. MAP testing began with UV first benchmarks in September 2017 and follow-ups were administered two more times this year. Facilitators and administration have found that the data better supports targeted curriculum and instruction planning as well as identifying learners that would benefit from intervention classes. Gen.Ed. math intervention classes have been scheduled for the 2018-2019 academic year with the data that was derived from the MAP testing.

Math Intervention Software - One of the main sources of math curriculum is Eureka Math. Arguably, the most difficult part of Eureka to implement effectively is the fluency section. The sprints included in Eureka are worksheets where students are asked to complete as many math facts as they can within a set time period. Facilitators found that their Learners struggled in math fluency. In 2017-18, fourth grade pilot tested Reflex math, which is a web-based math fact fluency program that provides math fact practice to students through the use of gaming. They saw significant improvement and engagement. The program begins with an assessment, then tracks individual students' progress. Students earn rewards and "Milestone Rewards" as they progress through Reflex, at their own pace. Facilitators can assign Reflex math intervention to students who are assessed as needing additional skill-building and practice. This time may occur during centers within the classroom, as part of Rtl time, or as a whole class. Following staff feedback, and because of the impact this program had on math fluency for learners, Reflex will be adopted school-wide this year.

In addition to Reflex, Nea's Upper Village Learners in the Special Education Department have started to use Transmath. Transmath covers three specific areas; number sense, rational numbers and pre-algebra, in order to supplement math skills for learners who require additional math support. Our Lead Ed. Specialist began implementing the

program twice a week with our middle school learners. The learners receiving this intervention have shown growth, not only with their math skills, but also with their perspective towards the subject. We are continuing the math intervention program at Nea next year for middle school and have scheduled a high school math intervention class for our learners with IEPs using the same program.

Next Generation Science Standards (NGSS) & Foss - Facilitators implemented a rolling start for Next Generation State Standards (NGSS), beginning with 3rd grade 2014-2015, 4th grade 2015-2016, and 5th grade 2016-2017. Our upper division also designed benchmark assessments that are used each year with slight adjustments to inform instruction, and began using NGSS in 2014-2015. Discussion amongst staff indicated that updated Foss Science Kits would improve science for 2nd-5th grade and for our Middle School. Foss Next Generation puts NGSS into practice and this year, Nea was successful in its grant application for more Foss Kits. These will be in classrooms in the Fall for the 2018-19 school year. At the high school level in the Upper Village, Lab Aides curriculum is utilized as it is NGSS, fitting in with our project-based inquiry model. Learners explore phenomena anchored in real-world events making learning interesting, rigorous and relevant as learners think about and connect the importance of science and why it matters.

Math & Reading Intervention & SpEd Support- Our MTSS process was scrutinized before the start of the 2017-18 school year to ensure it was supporting learners appropriately and that we were having fewer learners recommended for SpEd assessment and then not qualifying. Facilitators update the MTSS Data Tracker roughly every three weeks for Upper Village and roughly every four weeks for Lower Village.

Nea's Upper Village learners in the special education program use the resource of the Academic Resource Center (ARC), also known as the learning lab, to access assistance with academics, emotional support and overall well-being throughout the school day. Nea's SpEd department readjusted the purpose and scheduling of their ARC program in order to develop a more targeted system of support for learners that meets their various needs. Previously ARC was scheduled and used as a dedicated resource pull out room for Upper Village (6-12) where learners worked on homework, classwork or make-up tests with the support of irregular SpEd staff. After staffing and scheduling adjustments to this program the department has established a wholly different purpose. ARC is now arranged by class level (6-12), where facilitators are the learner's case managers. SpEd paraprofessionals are also organized by their academic

strengths and provide support in general education classes as a way to streamline curriculum, assignments and skill support. Several sections of ARC have been adjusted to provide direct intervention support in one of three areas, math, reading, and executive functioning.

At the Lower Village level, co-teaching will be piloted at the start of the 2018-19 school year. In the 5th grade in particular, there are a high number of learners with disabilities who also have significant academic needs. Our 5-8th Education Specialist will be co-teaching with the 5th grade team in Math and English Language Arts in order to address this need. The planning and placement of two credentialed teachers in each of these classes will allow for more structured academic intervention and supports within the classroom setting with strategic groupings and differentiated instruction that will support all learners to be successful in that setting.

For two consecutive years, we have hired a credential teacher serving as the reading intervention facilitator. The reading intervention program is a great success. This year the program served 62 learners in 1st to 5th grades, and 20 learners at the Middle School level. This is a new development for Upper Village. Nea staff and administration noted the success of the elementary reading intervention and found a critical need in the middle school as well. In January 2018, a half time reading interventionist was hired specifically to provide targeted support for older Learners who went on to improve by 18% from the initial benchmark MAP test in the Fall. At the Lower Village, we had 14 exists, including seven from 1st grade, three from 2nd grade, three from 4th grade, and one from 5th grade. This created space for new learners to enter the program, especially at the 1st grade level, where rapid improvement happened after a few months of instruction. Learners at 4th-5th grade and in Middle School, tend to have more missing puzzle pieces in their reading lives and more diagnosed special needs. One observation from this year is the desire for these older and less proficient readers to have access to age and level appropriate books they can borrow from the reading room. Both reading intervention facilitators are working with the PTSA to add a lending library to the program for 2018-2019. Another observation comes from the classroom facilitators regarding learners who participate in the groups. Facilitators consistently note how much more confidence these learners gain in their willingness to read in small groups or to the class after they begin to make progress in the program. Although the enthusiasm for reading work varies from learner to learner, the reading facilitator reports that end of the year DRA growth is substantial for almost all learners, including those with special needs. Reading intervention will continue to remain a priority, and the program will be expanded as part of Nea's 2018-19 LCAP goal to close the achievement gaps (especially for unduplicated learners).

In similar vein to our literacy efforts, Upper Village will provide additional math intervention and remediation. Starting in 2018-19, Math intervention has been added to the Master Schedule as an additional course to support learners who have been identified as needing support in Math. Facilitator recommendation for returning learners in addition to their MAP assessment scores, as well as the data collected from the MAP assessment conducted as a baseline for new learners, have informed those who would most benefit from such an intervention class. The course will be taught by our Math Dept. lead with support based on the areas of growth as identified in the MAP data in small groups and one-on-one instruction when possible. Khan Academy also links up with MAP testing which will provide for additional practice and is a resource that will also be utilized not only with learners receiving intervention support but all learners.

Additional UC Approved Courses

In improving on academic rigor in the Upper Village Program, Nea has broadened its approved UC elective course list, as well as offer Honors and Advanced Placement Classes. UC-approved English Honors classes have been implemented at the 12th and 11th, grades, and an Accelerated English class at the 9th grade level. The AP Music Theory program has undergone curricular and organizational changes during the 2017-2018 school year. This year featured an intensified focus on sight singing, an important element of the Advanced Placement Music Theory exam. The learners now have access to two sight singing books, both developed for first year collegiate students. Additionally, at the request of both the courses facilitator and learners, the weekly hours of instruction expanded from three hours and forty minutes in 2016-17, to three hours in the fall of 2017, to four hours in the winter of 2018, dramatically increasing instruction time, and allowing for more in depth inquiry, review, and additional project based learning opportunities, while still maintaining a balance as an assessment-oriented seminar. Next year, the course will have four hours of weekly instruction from the beginning of the year.

Since the last WASC visit, three new UC approved electives are now offered in addition to those previously available:

- Comparative Religions
- History Through Film
- World Geography
- LGBTQ Studies
- Introduction to Computer Programing
- Introduction to Robotics

Learners, grades 8th-12th, meet with the school counselor to review course lists and plan for graduation. A Junior Seminar was introduced in addition to Senior Seminar, and this year Sophomores will also have a weekly seminar built into their schedule which will be facilitated by the counselor. This is proving to be an effective strategy. The number of learners enrolled in Honors or Community College from Fall of 2016 to Fall of 2017 went from 24 to 54 learners - a total of 47% of 9th-12th grade learners. High school learners were invited to parent info and college prep nights. We had materials for those evenings translated into Spanish to reach a broader audience. Nea paid for all 10th graders to take the PSAT and filed SAT fee waiver forms for Juniors and Seniors as needed.

Sustainability Plan

In order to accomplish our LCAP & WASC goals, and be competitive with Nea's unique program, we began surveying stakeholders and gathering data. As a K-12 school we decided to review each of our departments/houses, as well as the whole-school in order to look at both attracting families, and retaining current families. Upon surveying staff and working in focus groups, we recognized a few areas to adjust in order to better distinguish ourselves from other local schools.

In reviewing the initial stakeholder data for the K-2 program, we have concluded that our currently PBL model is an incredible strength of the program and draw for why families choose Nea. With this, we want to enhance PBL through the addition of a performance based cornerstone project presentation for the larger community. The learners would work on writing and producing a thematic end of the year performance that would be made up of cross age groups. With cross age groupings during elective periods, the performance will fit as a culminating product providing opportunity for collaboration and supporting academic standards. This is a great opportunity to ask for community support and will allow us to reach a goal of the learners learning through doing. Volunteers can support by working with small groups to write, practice and produce a show. A local theater group, Tomorrow Youth Rep, has offered fee based after school classes at Nea for seven years. They would be a supportive resource to help structure this program addition. By adding an in-house performance, families who cannot afford the after school program will be offered the benefit of performing art for their young children.

Another defining addition to the K-2 house would be a creativity lab that would be a space for learners to be immersed in STEM based activities. A Maker Space could be added on the Kindergarten yard where a studio would be equipped with tools like drills,

saws, sewing machines, glue guns, hammers, nails and more for facilitators to build in engineering components to their projects. We would also like to use this space as a mandated elective that each K-2 learner has once a year to explore STEM based activities.

Nea's 3-5 grade stands out in the community because of its daily academic rotation. Learners have a full hour of humanities, math, and science each day facilitated by and educator who has honed and finely tuned their educational knowledge base in their area. The addition of required computer programming and robotics classes for the 3rd-5th grades would allow access to this learning to a young age group. The learners are ready for this type of course. This is a natural addition to our existing STEM 3rd-5th program. The program could be set up so all learners take one programming and one robotics class each year. With our unique master schedule, we could offer these classes to all during electives and seminar blocks and the classroom facilitators could teach the courses. Having targeted professional development would be necessary to make the most of the program.

In a review of school-wide surveys families indicated that they choose the Nea 6-12 program because of its small size and rich diversity. Offering an AVID (Advancement Via Individual Determination) type program. AVID is an elective class offered to students who would like to prepare for four-year colleges and universities. Students must have satisfactory citizenship, good attendance, a G.P.A. of 2.0 or higher and motivated to work toward college eligibility.

A second initiative staff would like to explore is shifting course offerings continue with our College Preparatory courses and add in Advance Placement or Middle College courses. With additional facilities coming soon, the site would like to increase honors course offerings, provide additional Advance Placement offerings, and possibly look at International Baccalaureate classes.

The third initiative is to expand our current technology infrastructure and increasing STEM offerings. Our fourth initiative to research is the potential to increase our Social Justice focus. Finally, we would like to continue down the path of incorporating mindfulness practices throughout the program.

AREA OF GROWTH #2 - Need to expand program including facilities and master schedule, to support the program they envision
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The Visiting Committee recognized that Nea is aware of our facility limitations and understands that the team is working to find solutions to limited classroom space. However, they were concerned that the classroom limitation has created a master scheduling problem that has led to learners having scheduling conflicts. Specifically, they were greatly concerned that some learners have been scheduled in two classes during one period. The VC recommended that the site continues to work on facility solutions whether it was new and/or additional facilities or new creative uses of our current facility.

To remedy the facilities issue, Nea purchased three new portables to be installed and open for use at the start of the 2018-2019 school year. These new portables allow for a more flexible master schedule with the additional space providing opportunity for more class offerings. It also addressed and minimized class conflicts for learner schedules. The additional classrooms also permits individual class spaces for facilitators so facilitators do not have to travel between classrooms. In fact, all but three of our facilitators now have their own classrooms. This supports a more positive staff morale and will be an additional perk when it comes to staff retention.

With the addition of the three new portables we increased instructional minutes for English and Social Science breaking our previous Humanities sections for grades 6 and 7 into separate courses. For 9th grade we have expanded our English course minutes to give learners entering high school and additional boost setting them up for their high school career. In addition, we have expanded the number of days our elective courses meet. Our most important development that our new classroom space provides is an opportunity for us to build in math intervention courses for Middle School, High School, and Special Education.

Prior to the purchase of the new portables, creative solutions were explored and implemented to better utilize the space available on the main campus in creating more classroom spaces to help alleviate some of the master schedule concerns. We shifted the large main office to a small conference room and converted the space into a classroom. We put up a panel wall up in the Tree (multi-purpose room) dividing the room in to two sections to provide a space for a Special Education Resource room. We created small nooks in two of our larger classrooms to provide pull out space for ELD. Finally, we purchased two small tuff shed cottages to provide pull out space for small reading groups as a part of our reading intervention program.

AREA OF GROWTH #3 - Continue to develop a system to analyze Upper Village benchmarks and assessments that focuses on individual student achievement.

The VC recognized that the staff at Nea has spent a great deal of time analyzing data from CAASPP. That said, they were concerned that this data was not significant or timely enough to drive curriculum decisions; as the test is given once a year and not to all students. At the time of the last visit, WASC felt that there was not a plan in place for the Upper Village to collect data that was time sensitive and that would enable curriculum adjustments throughout the year to advance their learners. Over the past three years, Nea has worked hard to rectify this.

Student Achievement Overview & CAASPP Disaggregation

At Nea, 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. We attribute this to increased EL services to three days a week, PBIS implementations, an active Hispanic student body, and increased reading intervention that is serving LV and the middle school. Although the growth for African American students has been less consistent, they have also improved 2-3 percentage points over the last three years. Last year, we focused on SBAC scores for IEP learners by revamping resource room supports to be more individualised, revamped the testing schedule so that the alternative setting for testing was familiar, increased intervention for Upper Village and grew supports for K-5 pull out services.

Since Nea is a K-12 school, comparing performance to neighboring schools makes the most sense by grade span. Nea's grade 3-5 students surpassed the comparison elementary school average for 2017 in ELA, as did their 11th grade students compared to the local high schools. Its middle school students in grades 6-8 are lagging behind the comparison middle schools though, and this is an area of focus for improvement for Nea. 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.

With the development of the California School Dashboard, we do recognize that SBAC in ELA and Math scores show English learners have a low rating in Math and in ELA and socioeconomically disadvantaged learner results show a low rating in math and very low in ELA. We continue to use nationally normed tests, such as CAASPP, CELDT, SAT and AP tests, A-G completion rates and graduation data to report out our student achievement. With the WASC Mid-cycle progress report, we have also sought to develop a robust RTL program, develop common benchmark and summative assessments and MAP test our Learners to early identify and better understand student achievement (especially for our struggling Learners).

Adopted MAP Assessment - All core-subject courses implement standards-based Benchmark Assessments multiple times throughout the year. This data is used to assess standards that need to be revisited, measuring where depth versus breadth is needed, and to measure individual growth/areas of need. In 2017-18, Nea's Upper Village instituted MAP testing to serve as a means of gaining a better understanding of where the learner's knowledge currently lies and how they are progressing. NWEA MAP assigns growth targets for each student based on the student's starting scale score. MAP testing was new to Nea and learners in grades 6-11 took three tests in Language, Reading Comprehension and Math throughout the school year. The first test is administered at the beginning of the school year to gauge where the learner's knowledge currently lies. The next test is administered at the beginning of the second semester, and the last test is administered before the school year has ended. The facilitators use the information gained from the assessments to inform instruction. The instruction can change in various ways, whether it be reteaching a concept, working at a slower pace, or using the information to create more beneficial groupings or pairings. For all students in grades 6-11 who tested in both Fall and Winter, 46% met their growth target in Reading, 43% in Language Usage, and 60% in Math. We can see the achievement gap closing as the percentage of African American students meeting their growth target was on par with White students at Nea.

Staff found that benchmarks and MAP assessments helped better inform both class wide objectives as well as intervention need/strategies to better grow the learners academically. Nea will continue its subscription with NWEA for MAP testing, using 6th-11th MAP data to drive detailed needs assessment, and will add MAP to 3rd-5th grades so that facilitators have better data to guide their instruction.

Targeted Professional Development and Support -

With a focus on state assessment performance improvement, Facilitators will be trained to use Interim Assessment Blocks through the CAASPP website. Accounts will be set up for each facilitator and they will load in their classes. Using the IABs allows facilitators to disaggregate areas of need and target assessment for individual or groups of students as needed while using the same platform as the actual test. Interim assessment focus areas for ELA are Read Literary Texts Read Informational Texts, Brief Writes, Revision, Edit/Revise, Language and Vocabulary Use, Editing, Listen/Interpret, Research, and Performance Task. For mathematics, facilitators can focus on Operations and Algebraic Thinking, Number and Operations—Fractions, Measurement and Data, Number and Operations in Base Ten, Geometry, Ratios and Proportional Relationships, The Number System, Expressions and Equations, Statistics and Probability, Expressions & Equations I, Expressions & Equations II, Functions, Algebra & Functions I, Algebra & Functions II, Geometry and Right Triangle Trigonometry, Seeing Structure in Expressions and Polynomial Expressions, Geometry Congruence, Geometry Measurement and Modeling, Interpreting Functions, Number and Quantity, and Mathematics Performance Task. Time will be set aside at our September PD's to get all 3rd-5th, 6th-8th and 11th grade facilitators set up. Grade level and department teams will meet to review results and plan accordingly for classroom instruction.

V: School-wide Action Plan Refinements

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

→ Note: *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Nea has committed to using the WASC Action plan as a living document, noting progress and updating the plan annually. We have refined the plan so that we continue to build on accomplishments while adding new areas of growth. Blue type indicates goals that have been completed while red type indicates continues growth.

Alignment of WASC and LCAP goals was a priority to ensure adequate funding to support the action goals, which directly supports learner achievement. The action plan

will be reviewed on a regular basis at staff, department and leadership meetings to identify areas of progress and continued areas for growth. This same process will continue throughout the term of our next accreditation, to ensure continued school improvement.

Goal 1: Ensure that students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career.

Task	Timeline	Person involved	Means to Assess Improvement
Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk Completed each year	Summer & Fall 2017	Lead Facilitator Assistant Lead Facilitator, Designated Facilitators	Quarterly meeting process with Lead Facilitators and Department Leads.
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 Completed each year	Fall 2017 and ongoing	Lead Facilitators, Intervention Specialists and Whole Staff	Monthly MTSS meetings where data is inspected-Lead, Facilitators and Counselors
Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework Completed each year-	Fall 2017 and ongoing	ELD specialists	Growth on MAP assessments and Developmental Reading Assessment.

hired ELD and REading Intervention specialist for UV in Spring of 2018 to increase support			
Provide targeted Special Education supports to include common assessment process including release time, calibration, refinement, and data analysis Completed each year UDL training and follow up this Fall	Fall 2017 and ongoing	Sped Director and staff working with Ged Ed Facilitators	Planned professional development time to review data and align instruction with Gen Ed Facilitators.

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

Task	Timeline	Person involved	Means to Assess Improvement
Provide teacher professional development and collaboration aligned with WASC and school-wide goals. Completed	2017 and ongoing	Lead Facilitators, Sped Director and Department and House Leads	Staff meeting agenda and notes, mater staff meeting schedule

each year			
Identify and prioritize and purchase instructional material needs. Completed each year	2017 and ongoing	Curriculum and Standards Committee	Committee meeting notes and Governing Board Meeting notes
Inventory, track, and upgrade existing technology hardware and software. Completed each year	2017 and ongoing	Tech Support and Linde Group	Tech cart notebooks with notes and Google sheet to track hardware status and monthly meets with tech team.
Create and implement professional development pathways to enhance and advance technology use via training and support for all staff. Completed each year	2017 and ongoing	Whole Faculty	Staff meeting agenda and notes, master staff meeting schedule.
Provide professional development and training for counselors regarding college and career readiness and four year plans. Completed each year	2017 and ongoing	School Counselor	Monthly meeting with counslor.
Implement custodial cleaning standards. Completed	2017 and ongoing	Custodial STaff and Lead Facilitators	Check sheets for bathroom clean up, morning site walks, and daily part time custodian on site.

each year Began bathroom cleaning checklists and having a part time custodian in Fall 2017 and have seen great results.			
Provide targeted instructional supports, programs, and professional development. Completed each year Facilitators choose the area of PD they want to work on at our Wednesday monthly PD strand meetings	2017 and ongoing	Whole Faculty	Staff meeting agenda and notes, master staff meeting schedule.

Goal 3: Engage parents, staff, and community to promote unique educational opportunities for students.

Task	Timeline	Person involved	Means to Assess Improvement

Maintain 4 year plans for every high school student. Completed each year	2017 and ongoing	School Counselor	Monthly check in meeting
Continue parent education workshops and information sessions. Completed each year Did not have any during the 2017-18 school year and it is an area to support 2018-19	2017 and ongoing	School Counselor and PTSA	Three family presentations at PTSA focusing on child development and college planning.
Increase translation services. Completed each year Office manager is working on translating most used docs into Spanish. Seeking out an Arabic translator	2017 and ongoing	Lead Facilitators	Hire services to translate pertinent documents for families.
Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness. Completed	2017 and ongoing	Upper Village Facilitators, counselor and community members	Learner placement in internships

each year			
<p>Maximize site communication tools</p> <p>Completed each year- 2017-18 moved from weekly community newsletter to monthly based on family response to the quantity of info received at home was excessive. Sending short, targeted enotify reminders as needed</p>	2017 and ongoing	Whole Faculty	Google Drive, Walkie Talkies, Websites, Weekly Team Newsletter and monthly community newsletter.
<p>Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs.</p> <p>Completed each year</p>	2017 and ongoing	School Counselor and staff	Career Night, College Night, internships
<p>Increase student engagement, positive student behavior, citizenship, and school climate.</p> <p>Completed</p>	2017 and ongoing	Whole Faculty	PBIS, Ninja Star Cards, Monthly Nea Principle Awards

each year			
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LCAP Year select from 2017-18, **2018-19**, 2019-20

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & reg
[Appendix A](#): Priorities 5 and 6 Rate Ca
[Appendix B](#): Guiding Questions: Use a
[LCFF Evaluation Rubrics](#): Essential da
analyze the LEA's full data set; specific
the template.

LEA Name	Contact Name and Title	Email and Phone
Nea Community Learning Center	Jana Chabre- Lead Facilitator (K-5) Annahita Rad- Lead Facilitator (6-12)	jana.chabre@neacalc.org anna.rad@neacalc.org (510) 748-4008

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them:



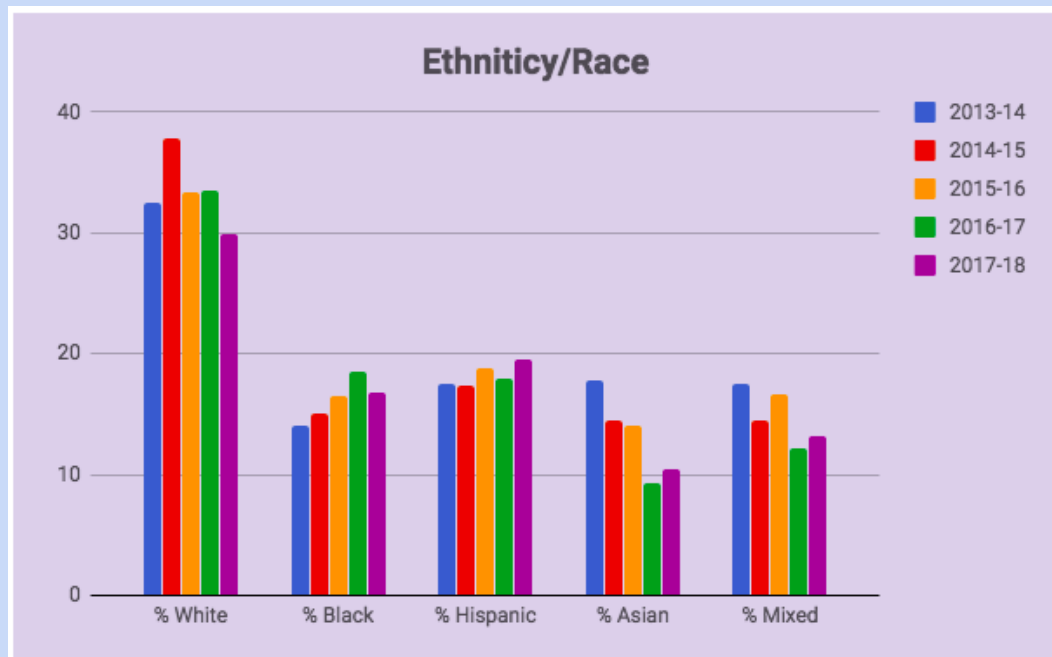
Nea Vision: To provide a safe, highly collaborative and flexible learning community accessible to all learners and learning styles. Our vision is to set every learner on a path of exploration, excellence and lifelong learning.

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

Nea was founded in 2009 as Alameda's only K-12 public charter school. The school is located on the west side of the Island in a pre-existing school site. Approximately two thirds of our students come from Alameda Unified (our home district); the rest are admitted from a variety of cities around the Bay Area.

Nea serves a diverse student population, reflecting the wide ethnic and socioeconomic spectrum that exists in the Bay Area. The local community is predominantly White and Asian, with a long established African American, and Hispanic population from our neighboring urban communities.

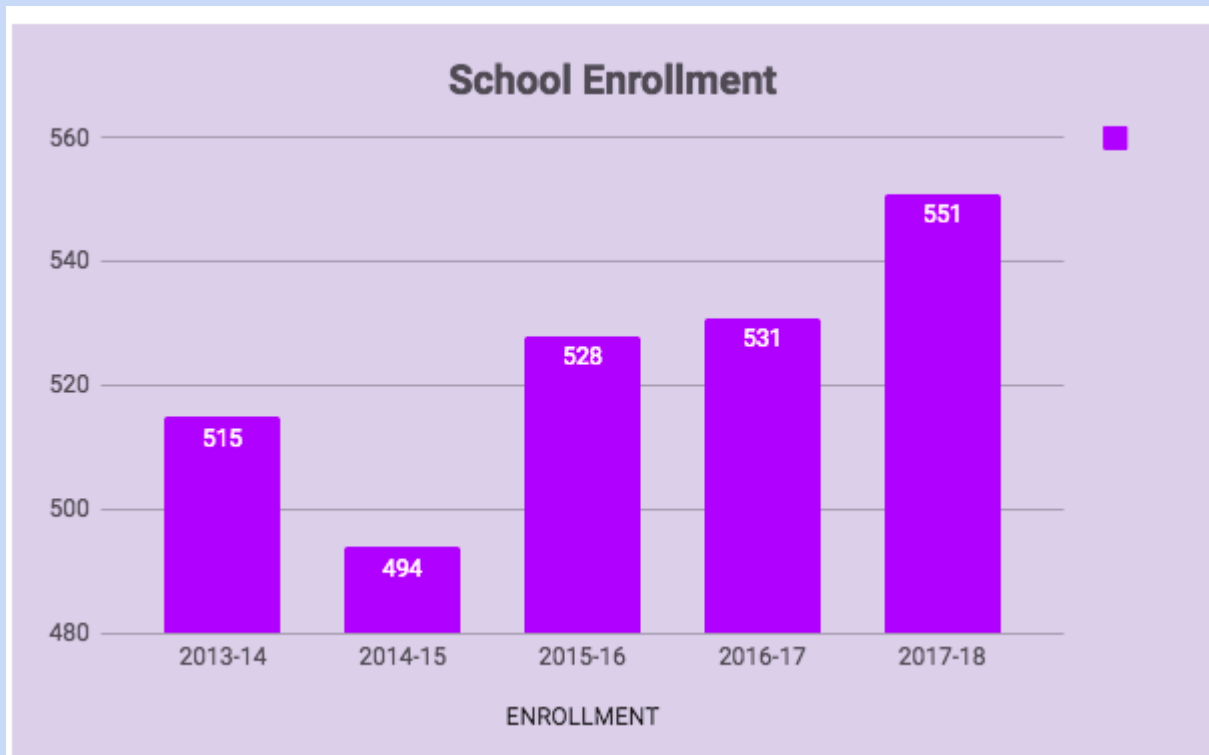
The official CALPADS counts as of March 29, 2018 for the 2017-18 school year are as follows:



- Hispanic: 108, (12 English Learners, 2 Title III Eligible Immigrants, 57 socio-economically disadvantaged, 7 Special Ed)
- White: 165, (8 English Learners, 4 Title III Eligible Immigrants, 21 socio-

- economically disadvantaged, 18 Special Ed)
- Asian: 58, (23 English Learners, 2 Title III Eligible Immigrants, 27 socio-economically disadvantaged, 3 Special Ed)
- African American: 93 (4 English Learners, 1 Title III Eligible Immigrants, 46 socio-economically disadvantaged, 13 Special Ed)
- Multiple: 73, (2 English Learners, 0 Title III Eligible Immigrants, 10 socio-economically disadvantaged, 5 Special Ed)
- American Indian/Alaska Native: 3, (0 English Learners, 0 Title III Eligible Immigrants, 12 socio-economically disadvantaged, 2 Special Ed)
- Filipino: 19, (2 English Learners, 2 Title III Eligible Immigrants, 3 socio-economically disadvantaged, 0 Special Ed)
- Missing or not reported: 18, (7 English Learners, 1 Title III Eligible Immigrants, 1 socioeconomically disadvantaged, 2 Special Ed)
- Native Hawaiian/other Pacific Islander: 0

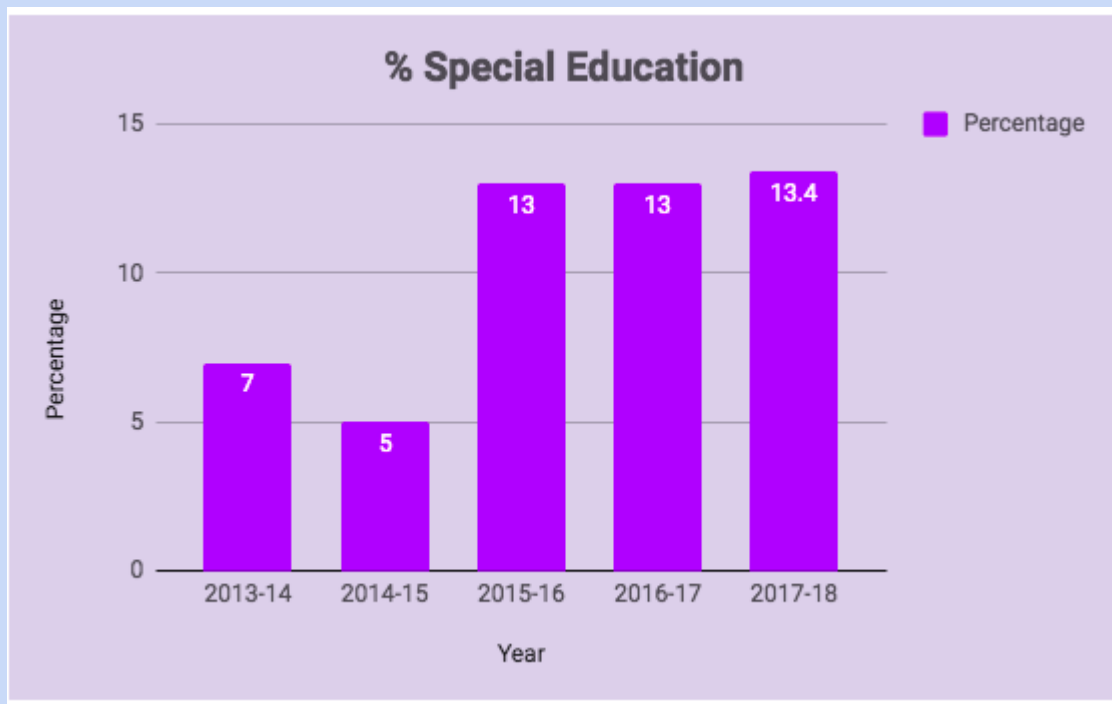
School Enrollment:



K-1st grade learners are attracted to Nea because they seek an educational program that is project based. A considerable percentage of the 2nd-12th grade learners join Nea after struggling at the large elementary, bigger middle school, or comprehensive high school. Overall, families move to Nea because they are in search of a safe school, a small school, and/or a more personal, individualized experience.

Total learner enrollment at Nea as of October 2017 was 528. Nea has aggressively sought learners over the last three years. Our strategies have produced a healthy wait list of learners both in- and out-of-district for our Lower Village (K-5), while our Upper Village (6-12) continues to slowly climb. The 2018-19 enrollment is showing our highest retention of 22 of 52 current 5th graders moving on to our 6th grade.

Nea currently has a free and reduced population 32% for 2017-18. Nea's percentage of Non Speaking English Households have remained relatively consistent, currently at 11%. As of October 2017 Nea currently provides special education services for 75 learners; 13.4% of our student population. As a result, we have expanded our Special Education Department to provide learners with additional support. Nea is committed to providing a program that is conducive for those who need a more individualized, self-paced environment.



SCHOOLWIDE LEARNER OUTCOMES

1. *Self Directed Learners*

Nea is dedicated to a self-directed, project based learning model wherein learners (students) are supported by facilitators (teachers). Self directed learners are prepared for success in academic settings beyond high school. They can demonstrate academic skills that meet state requirements, as well as develop a range of learning skills and strategies. Learners can identify, advocate for and pursue their personal interests and abilities.

2. *Critical and Creative Thinkers*

Learners demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information. They experience, investigate and evaluate different perspectives, empowering them to develop their own opinions. Learners are motivated to initiate their own in depth exploration of a variety of issues and interests. They access their imaginations to envision solutions and express ideas.

3. *Effective Communicators*

Learners demonstrate proficiency in the use of written and oral language. They can use technological tools for problem solving and communication. We believe that our model encourages learners to be present and connected with others, listening with empathy and open minds.

4. *Responsible Citizens*

Learners seek active membership within their communities. They are respectful, open and ethical in communications and decision making. Learners recognize their value and worth, and practice responsibility to the community at large.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Goal 1: Ensure that students demonstrate academic growth and proficiencies so they leave

K-12 ready for college/career.

- 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

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

- 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.

- 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.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

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. The Dashboard uses the following indicators to detail performance increase or decline for subgroups:

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)








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 increased 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
Chronic Absenteeism 	N/A	N/A
Suspension Rate (K-12)		Medium 3.9%
Graduation Rate (9-12)		*
College/Career (9-12) Select for one year of available data		*
English Language Arts (3-8)		Low 45.1 points below
Mathematics (3-8)		Low 66 points below

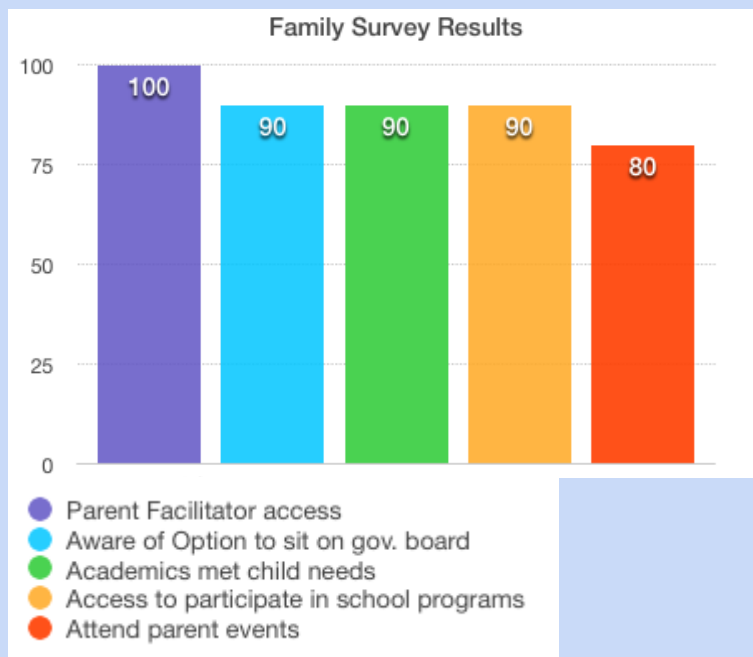
Suspension Data: The only exception to the decrease in suspensions was one event which occurred with a student that was identified as Asian, that resulted in an “increased significantly” based on the

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 schools over all climate and create a more safe school environment. Best practices with regards to Restorative Justice, PBIS and MTSS were greatly focused on 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. suspension of one student.

	Student Performance	Number of Students	Status
All Students		551	High 5.1%
English Learners		51	Medium 3.9%
Foster Youth		4	*
Homeless		7	*
Socioeconomically Disadvantaged		186	Very High 11.3%
Students with Disabilities		64	Very High 10.9%
African American		104	Very High 14.4%
American Indian		6	*
Asian		52	Medium 3.9%
Filipino		17	Very Low 0%
Hispanic		102	Medium 3.9%

Family Engagement:

Nea has had an LCAP Goal stating: "Engage parents, staff, and community to promote unique educational opportunities for students." This commitment is also reflected in the Nea Board's goal to promote Board and committee involvement from all stakeholders. To measure the effectiveness of Nea's efforts to seek input from parents/guardians in school and district decision making and promoting parental participation in programs, Nea sends out a comprehensive survey twice per school year.



A comments section in the survey provide an opportunity for parents to outline additional areas that they are supportive of or would like to see adjustments in. These areas showed that parents are dedicated to learner achievement and progress on a daily basis.

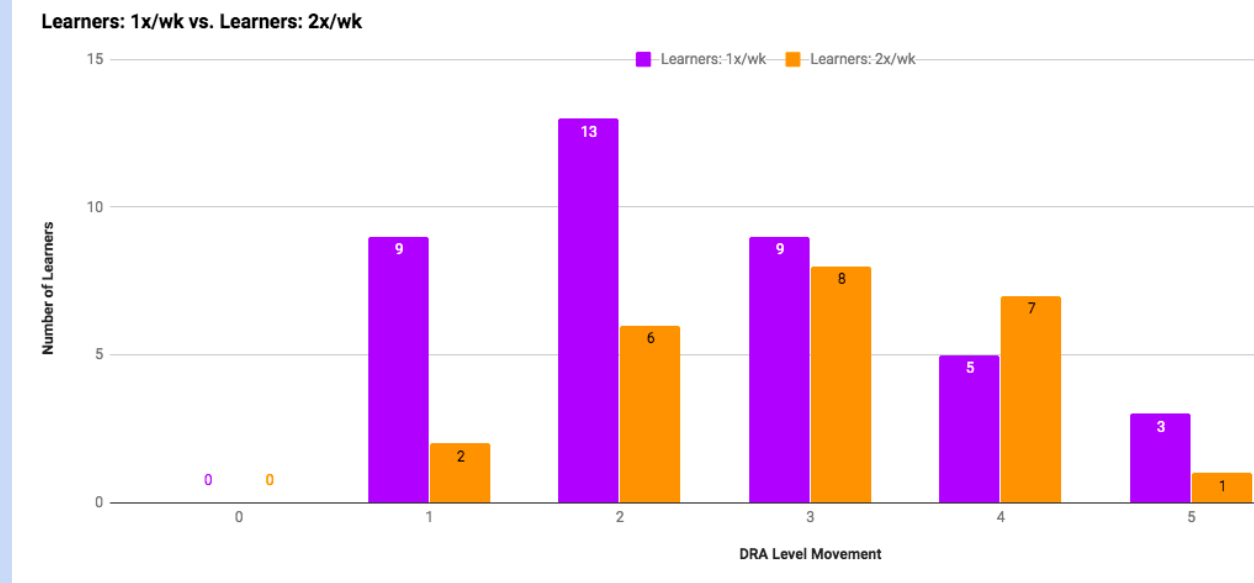
- Facilitators use Class Dojo to keep parents up to date of their learners behavior and classroom happenings.
- Parents can access all data related to learners' scores on assignments, benchmarks, quizzes and tests, via Jupiter
- Parents receive state assessment data as soon as its available and are able to visit staff websites for content specific questions.
- Nea has a number of active committees and a governing board. Committees are composed of the Lead Facilitator, Department Leads, Facilitators, Support Staff, Parents and Learners. Committee meetings relate to finance, curriculum and standards, program evaluation, LCAP, WASC, and personnel. The Lead Facilitator meets regularly with these teams to guide them through analyzing data, determining professional development needs, providing learner support structures, and addressing other curricular issues.
- Annually, the progress on the school-wide action plan is evaluated and modified for the upcoming school year. Further, the Lead Facilitator prepares progress reports to both the Nea Governing Board and CLCS Board of Directors for review and approval.

The learner survey focuses on a variety of items that impact their experience at the school. Survey results showed that the school received very high marks on portions including communication, safety, and relationship with adults on campus. Nea's school culture has been consistently accepting. Learners have overwhelmingly felt accepted at Nea. Some of the highest marks on the survey were in the area of feeling

connected to the school and staff. Learners have reported that they feel very comfortable with technology to support their academics. The availability of technology has steadily increased at Nea. With the acquisition of new technology in 2016, Nea began offering a UC/CSU approved computer programming course. Computer programming, digital citizenship, and learning-to-learn class time (L2L) enables facilitators to ensure learners continue to progress and access technology in a safe and impactful way.

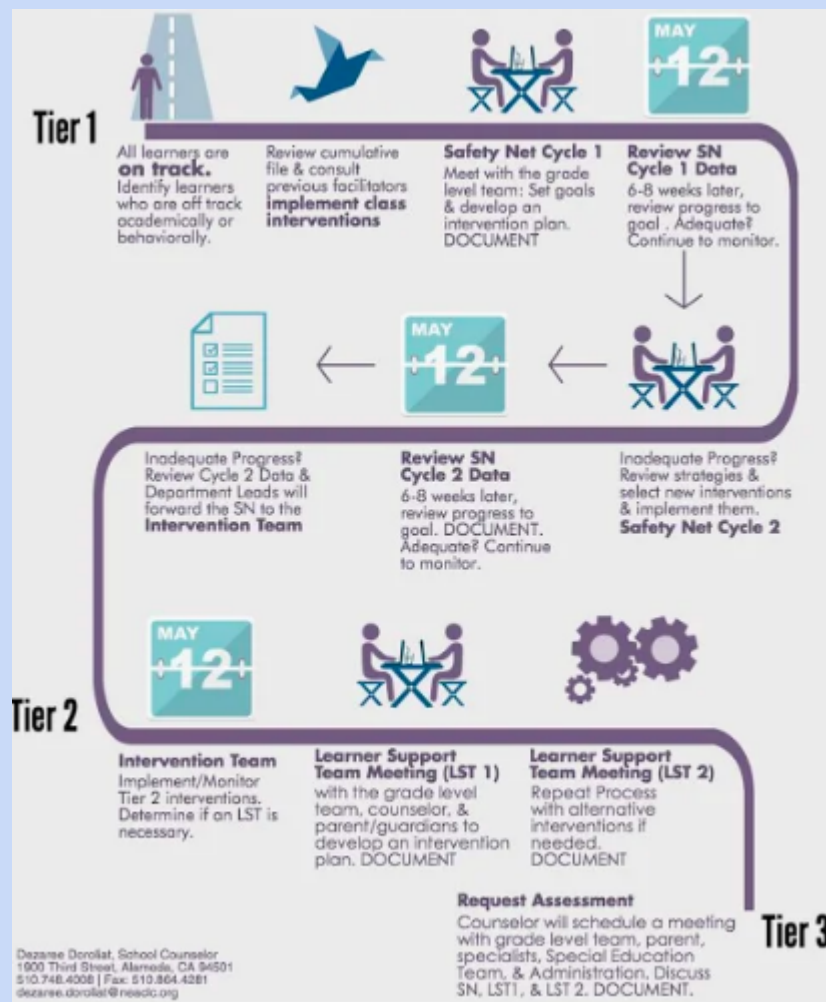
The reading intervention program is a great success. The specialist meets with 63 learners per week, 13 of which have IEP's or 504 plans. The groups are organized by reading level. The goal of the reading intervention groups is to support learners to reach grade level reading proficiency. Of the 63 learners across the many groups, 14 have exited this year (22%)! Middle School reading intervention is underway serving 20 students.

Lower Village Developmental Reading Assessment (DRA) Level Movement:



Our MTSS process was scrutinized before the start of the 2017-18 school year to ensure it was supporting learners appropriately and that we were having fewer learners recommended for Sped assessment and then not qualifying. We continued with the following:

1. MTSS full implementation



Tier 1: 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 Safety Net & 504 Google Sheet located in the Counseling Folder. The Safety Net & 504 sheet has a Roster of Support so facilitators may see if there have already been interventions in place. This sheet also has prior school year Safety Net notes, 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 individual facilitator tracks data using the MTSS Data Tracker Google Form located in the Counseling Folder. (When completing the form, facilitators will select the preview button (eye symbol) on the top right and answer the form in the Preview screen to ensure changes are not made to the form). Facilitators will then schedule a follow-up meeting in 6-8 weeks. Facilitators can review other facilitator responses in the MTSS Data Tracker (Responses) Google Sheet in the

Counseling Folder. In the Responses Google Sheet, facilitators may sort by learner name to see other responses as well as date stamps. In 6-8 weeks, facilitators will fill out the MTSS Data Tracker Google 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 refer the learner to the Intervention Team by completing the Referral Form located in the Counseling Folder and submit to administration.

Tier 2: Intervention Team The Intervention Team (IT) consists of the Lead Facilitator, Assistant Lead Facilitators, Counselors, and Deans. IT meets 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. If the learner has seen adequate progress in 6-8 weeks, 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.

Tier 3: 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 16-17 MTSS Data Tracker roughly every three weeks for Upper Village and roughly every four weeks for Lower Village.

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. Nea’s SPED learners are fully included with their peers. Education specialists and paraprofessionals help through push-in support or pullout support. In the Lower Village, this support is offered in the classroom. In the Upper Village, learners with pullout support are brought to the Arc (resource room) to work in a separate space with additional resources.

The program in place has provided vital time for facilitators to meet and discuss learners, set up LST's, and get suggestions from or make recommendations to the schools counselors or Sped staff. Through this process the learners have had more appropriate and effective supports put in place sooner in the school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?


Greatest Needs

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

Our SBAC score show 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

<u>Socioeconomically Disadvantaged</u>		83
<u>Students with Disabilities</u>		28

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

African American



44

- 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

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Nea's performance gaps on the LCFF Evaluation Rubrics show continued struggles for "all students in ELA and mathematics. In particular, SBAC in ELA and Math scores show English learners have a low rating in math and in ELA and Socioeconomically Disadvantaged learner results show a low rating in math and very low in ELA.

To address this gap for unduplicated students we will work to close this gap by:

- offering extra tutoring
- increase rigor in math and english courses to push learners further
- ensure that curriculum is relevant and engaging for the Nea community
- organize support for on-line SAT test prep after school
- add time for monthly MTSS meetings for faculty to meet and plan
- additional equity work with staff so diversity is seen as an asset
- monthly meeting with leadership teams to assess progress of curriculum
- increase curriculum and instruction coaching for facilitators
- assign a staff member the job of SART to improve our chronic absenteeism.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Nea will increase or improve services by:

- implementing use of SBAC summative practice tests in place of benchmarks so facilitators can look at scores to direct needs in there curriculum and instruction
- using 6th-11th MAP data to help drive this detailed needs assessment where students are lacking.
- adding in MAP testing to 3rd-5th grades so that facilitators have better data to guide their instruction.
- assigning a staff member with the role of McKinney Vento liaison to ensure homeless children have the service and supplies they need
- assigning a staff member to truancy management

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
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Total General Fund Budget Expenditures For LCAP Year	\$ 5,708,137
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 4,749, 393

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Facility
Attorney Fees
AUSD Management
Back Office
CLCS Management

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 4,749, 393

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Ensure that all students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority #4 Student Achievement (Pupil Outcomes) #7 Course Access, and #8 other Pupil Outcomes

Annual Measurable Outcomes

Increase reading proficiency of below grade level students by 3%	63 1st-5th graders meet with the reading intervention specialist. 15 learners have IEP's. Increased proficiency of below grade level learners grew to 22%
Disaggregate DRA data to ensure progress for socio-economically disadvantaged	23% of the reading intervention learners from 1st-5th grade are socio-economically disadvantaged. The over-all average growth for this group was three reading levels.
Disaggregate DRA data to ensure progress for learners with disabilities	25% of IEP learners in reading intervention showed over-all growth
Disaggregate Reflex Math data to ensure progress for socio-economically disadvantaged	100% of Reflex math data is showing increased proficiency in math fact fluency for socio-economically disadvantaged
Disaggregate Reflex Math data to ensure progress for learners with disabilities	100% of Reflex math data is showing increased proficiency in math fact fluency for learners with disabilities
Disaggregate Reflex Math data to ensure progress for English Learners	100% of Reflex math data is showing increased proficiency in math fact fluency for English Learners
Disaggregate Reflex Math data to ensure progress for Hispanic Learners	100% of Reflex math data is showing increased proficiency in math fact fluency for Hispanic Learners
Increase the # of high school students enrolled in at least one Honors or Community College Class by 2%	The number of learners enrolled in Honors or Community College from

	Fall of 2016 to Fall of 2017 went from 24 to 54 learners-a total of 47% of 9th-12th grade learners
Increase English Language proficiency by 2% as measured CELDT Scores	CELDT scores showed increased proficiency by 2%
Increase the # of all students meeting SBAC met/exceeded status by 3%	Nea overall Learner performance on SBAC from 2016 to 2017 showed ELA moving down from 56% meeting or exceeding standard to 44% and in Math from 37% to 36%
Increase the # of English Language Learners meeting SBAC met/exceeded status by 2%	Nea English Language Learner performance on SBAC from 2016 to 2017 showed ELA move down from 56% meeting or exceeding standard to 43% and in Math going up 36% to 37%
Increase the # of Socio-Economically Disadvantaged students meeting SBAC met/exceeded status by 2%	Nea Socio Economic Learner performance on SBAC from 2016 to 2017 showed ELA moved down from 34% meeting or exceeding standard to 26% and in Math going down from 25% to 13%
Increase the # of Special Education students meeting SBAC met/exceeded status by 2%	Nea Special Education Learner performance on SBAC from 2016 to 2017 showed ELA moved down from 16% meeting or exceeding standard to 7% and in Math going down 7% to 4%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continued implementation through professional learning aligned with school-wide initiatives</p> <ul style="list-style-type: none"> • Project based learning • Cross curricular project based learning • Writing across the curriculum • Student centered learning • Eight Standards of Mathematical Practice • Depth of Knowledge (DOK) 	<p>Implementation through professional learning aligned with school-wide initiatives</p> <ul style="list-style-type: none"> • Project based learning • Cross curricular project based learning • Writing across the curriculum • Student centered learning • Eight Standards of Mathematical Practice • Depth of Knowledge (DOK) 	\$100,000	\$75,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk</p> <ul style="list-style-type: none"> • Project Based Learning • Cross curricular project based learning • Writing across the curriculum • Depth of Knowledge (DOK) • Student centered learning • Restorative Justice • PBIS • Mindfulness 	<p>Professional development training was implemented in:</p> <ul style="list-style-type: none"> • Project Based Learning • Cross curricular project based learning • Writing across the curriculum • Student centered learning • Restorative Justice • PBIS • Mindfulness 	\$100,000	\$80,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p> <ul style="list-style-type: none"> • Exploration • Office Hours • L2L • Academic Prep • Digital Citizenship • Restorative Justice 	<p>Implemented academic interventions for students who need additional support, with emphasis on long-term English Learners, Foster & Homeless Youth, and students of low socioeconomic status</p> <ul style="list-style-type: none"> • Office Hours • L2L • Academic Prep • Digital Citizenship • Restorative Justice • PBIS 	\$150,000	\$160,000

<ul style="list-style-type: none"> • PBIS • Mindfulness • Summer Academy ELA & Math • Reading Intervention • Reflex Math • ELD Instruction • Intervention Curriculum • MAP Assessment 	<ul style="list-style-type: none"> • Mindfulness • Summer Academy ELA & Math • Reading Intervention • Reflex Math • ELD Instruction • Intervention Curriculum • MAP Assessment 		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework: <ul style="list-style-type: none"> • Student data chats • Modeling of instructional strategies for integrated and designated ELD • Administer EL specific assessments • Monitor EL student progress • Ensure student completion of supplemental curriculum 	Continued ELD specialist model to provide targeted support aligned to ELA/ELD Framework: <ul style="list-style-type: none"> • Student data chats • Modeling of instructional strategies for integrated and designated ELD • Administer EL specific assessments • Monitor EL student progress • Ensure student completion of supplemental curriculum 	\$150,000	\$160,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide targeted Special Education supports to include: <ul style="list-style-type: none"> • Full Inclusion • Learning Center Program • Summer Academy • Intervention Curriculum • Language and Speech Services • Occupational/Physical Therapy • Adaptive Physical Education 	Provided targeted Special Education supports to include: <ul style="list-style-type: none"> • Full Inclusion • Learning Center Program (ARC) • Summer Academy • Intervention Curriculum • Language and Speech Services • Occupational/Physical Therapy • Adaptive Physical 	\$500,000	\$500,000

	Education <ul style="list-style-type: none"> NPS placement 		
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Common Assessment Process Department Release time Calibration Refinement Data Analysis	Common Assessment Process Department Release time Calibration Refinement Data Analysis	\$100,000	\$100,000

Goal 2

Align student learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority #1 Basic (Conditions of Learning), Priority #2 State Standards (Conditions of Learning),
Priority #6 School Climate (Engagement)

Annual Measurable Outcomes

Expected	Actual
Increase culturally relevant curriculum materials and texts to support PBL in each classroom by 15% or higher	Book purchases and relevant curricular materials were purchased for K-12. Materials for walls depicting culturally relevant themes for UV increased in science classes and humanities classes.
Provide one-to-one adopted text for ELA in each 6-12 classroom by 10%	Class sets of books were purchased for 6th grade humanities class and infill of missing books in class sets for the year 2017-18. We did not meet this, but provided for facilitators as they saw for learner need.
Maintain the positive responses on Professional Development surveys at 90% or higher	95% of facilitators responded positively to the offered PD strands this school year
Create 4-year plans for all students in grades 8-12	Learners grades 8-12 met with school counselor to review course lists and plan for graduation.

Provide targeted professional development and support for math teachers on State approved math materials	Continue professional development and support for math teacher on State approved materials
Create digital library for curriculum materials with 90% or higher completion rate	K-12th facilitators post curriculum maps, scope and sequence charts and support materials on the school Google Drive
Improve positive respondent rate on school cleanliness survey by 2%	The School Culture Committee decided to not include this as a question as a part of the schoolwide survey.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teacher professional development and collaboration aligned with WASC and school-wide goals. <ul style="list-style-type: none"> School-wide mathematics plan School-wide literacy plan Support transition to Next Generation Science Standards or NGSS ELA/ELD Framework Enhanced student engagement strategies 	Provided teacher professional development and collaboration aligned with WASC and school-wide goals. <ul style="list-style-type: none"> School-wide mathematics plan School-wide literacy plan Support transition to Next Generation Science Standards or NGSS ELA/ELD Framework Enhanced student engagement strategies 	\$50,000	\$50,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify and prioritize and purchase instructional material needs to <ul style="list-style-type: none"> Ensure supplemental materials address the needs of at-risk students Purchase supplemental materials and technology 	Identified, prioritized and purchased instructional material needs to <ul style="list-style-type: none"> Ensure supplemental materials address the needs of at-risk students Purchase supplemental materials and technology 	\$100,000	\$100,000

for targeted unduplicated students <ul style="list-style-type: none"> • Provide multi-ethnic, culturally diverse classroom text 	for targeted unduplicated students <ul style="list-style-type: none"> • Provide multi-ethnic, culturally diverse classroom text 		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Inventory, track, and upgrade existing technology hardware and software 	Inventoried, tracked, and upgraded existing technology hardware and software	\$250,000	\$200,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create and implement professional development pathways to enhance and advance technology use via training and support for all staff: <ul style="list-style-type: none"> • Project based learning • Connected Classrooms • Google Apps for Education (GAPE) 	Created and implemented professional development pathways to enhance and advance technology use via training and support for all staff: <ul style="list-style-type: none"> • Project based learning 	\$250,000	\$80,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development and training for counselors regarding college and career readiness and four year plans.	Provided professional development and training for counselors regarding college and career readiness and four year plans.	\$150,000	\$150,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement custodial cleaning standards	Implemented custodial cleaning standards	\$200,000	\$200,000

<ul style="list-style-type: none"> • Designation of day custodian • Night custodial crew • Custodial Evaluation 	<ul style="list-style-type: none"> • Designation of day custodian • Night custodial crew • Custodial Evaluation 		
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide targeted instructional supports, programs, and professional development: <ul style="list-style-type: none"> • Reading intervention/differentiation • Math intervention/differentiation • ELA/ELD Supplemental materials • Integrated and designated ELD professional development and instructional strategies 	Provided targeted instructional supports, programs, and professional development: <ul style="list-style-type: none"> • Reading intervention/differentiation • Math intervention/differentiation • ELA/ELD Supplemental materials • Integrated and designated ELD professional development and instructional strategies 	\$200,000	\$200,000

Goal 3

Engage parents, staff, and community to promote unique educational opportunities for students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority #2 State Standards (Conditions of Learning), Priority #3 Parent Involvement (Engagement), Priority #5 Pupil Engagement (Engagement), Priority #6 School Climate (Engagement)

Annual Measurable Outcomes

Expected	Actual
Increase attendance, feedback, and participation at	We had an increase in parent attendance in school

parent events by 3%	events like back to school night, music shows, science fair, expo nights, and multicultural night. The measurable growth was at Science Fair/ Expo Night in February. The newly form Black Student Union offered dinner and the number of UV parents visiting UV classrooms increased from previous years.
Increase number of students enrolled in CTE courses/Career Pathways by 2%	We had a decrease in enrollment. Nea discontinued transporting the learners to Eden Area ROP. We only had 1 of the original 15 learners that continued and completed her health assisting certification.
Increase the number of students who score in the Healthy Fitness Zone by 1%	Learners grew 3% of meeting 6 of 6 fitness standards in the Healthy Fitness Zone.
Maintain a 94% or higher attendance rate	Attendance reached a 95% rate.
Increase attendance rates for socio-economically disadvantaged by 1%	Met
Decrease the suspension rate by 2%	Suspensions dropped from 42 in 2017 to 13 in 2018 April to April
Maintain an expulsion rate of 1% or less	We have 0 expulsions
Decrease chronic truancy rate by 1%	Met
Measure drug and alcohol respondent rates on CA Healthy Kids Survey in grades 9 & 11	The School Culture Committee decided to not include this as a question as a part of the schoolwide survey.
Increase by 1% student connectedness to school as measured by CA Healthy Kids Survey and Nea Climate Survey	Met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 4 year plans for every high school student and provide college/career preparedness programing <ul style="list-style-type: none"> • PSAT • PSAT Prep • SAT Prep • SAT • CTE 	Maintained 4 year plans for every high school student and provide college/career preparedness programing <ul style="list-style-type: none"> • PSAT • PSAT Prep • SAT Prep • SAT • College workshop 	\$50,000	\$60,000

<ul style="list-style-type: none"> • College workshop • Internships • A-G Course Development 	<ul style="list-style-type: none"> • Internships • A-G Course Development 		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent education workshops and information sessions	Minimal Parent education workshops	\$50,000	\$15,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase translation services	Increased translation services	\$20,000	\$5,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness	Collaborated with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness	\$50,000	\$10,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maximize site communication tools <ul style="list-style-type: none"> • Jupiter Grades • PowerSchool • SchoolMint • ENotify • Robo Call • Landline phones/fax • Internet 	Maximize site communication tools <ul style="list-style-type: none"> • Jupiter Grades • PowerSchool • SchoolMint • ENotify • Robo Call • Landline phones/fax • Internet • Tech Support-added 	\$50,000	\$50,000

<ul style="list-style-type: none"> Tech Support 	staff		
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs.	Implemented creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs by reaching out to community to speak to high school learners	\$100,000	\$25,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase student engagement, positive student behavior, citizenship, and school climate <ul style="list-style-type: none"> BoaMe & Akoma PBIS Restorative Justice Mindfulness Achievement breakfast Greater Kindness Challenge Dean of Students Digital Citizenship Middle School and High School Leadership Con Con JC CCC W.E.B. (Where Everybody Belongs) 	Increased student engagement, positive student behavior, citizenship, and school climate <ul style="list-style-type: none"> BoaMe & Akoma PBIS Restorative Justice Mindfulness Achievement breakfast Greater Kindness Challenge Dean of Students Digital Citizenship Middle School and High School Leadership Con Con JC CCC W.E.B. (Where Everybody Belongs) Black Student Union Latino Heritage Club 	\$200,000	\$200,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

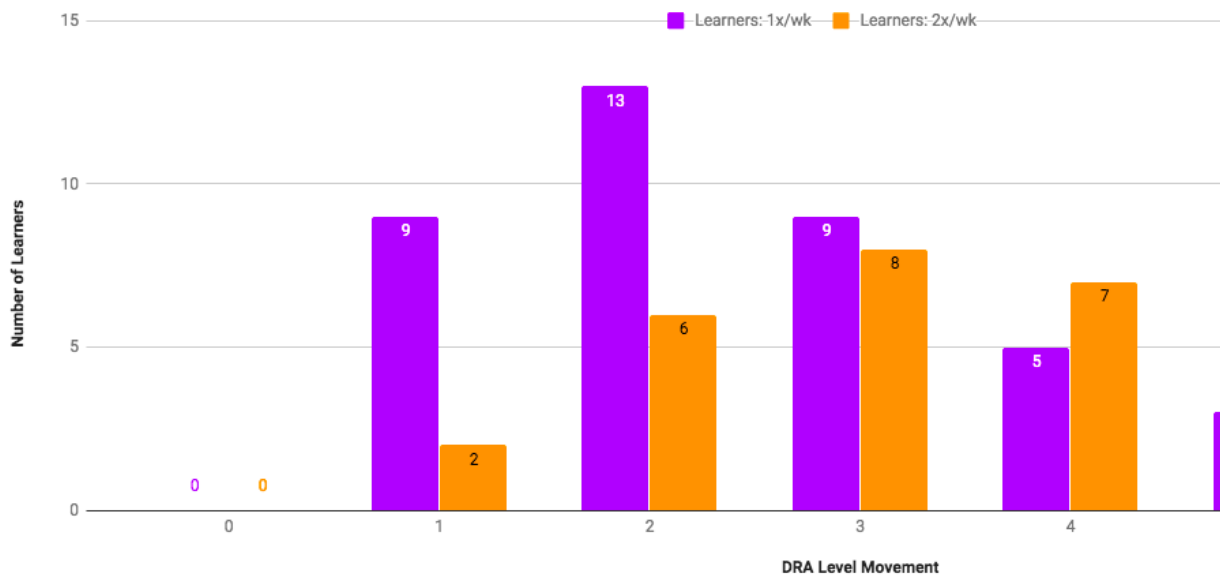
Goal #1: Ensure that all students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career.

Nea implemented many programs to work towards demonstration of academic growth so learners leave ready for college and career. Reading intervention in K-5 continued 3 days per week and middle school intervention courses began in January. Office hours continue to be available for K-12 learners to receive extra instruction in a content area or support for homework. MAP testing began with their first benchmark in early September 2017 and follow-ups were administered two more times this year. The NWEA subscription for MAP will be renewed as the data has supported targeted curriculum and instruction planning. Reflex math continued after a pilot year in 4th grade and was extended for grades 1st-8th as another support for learner success.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Reading intervention groups are showing great growths. LV students are moving up in levels at a rate of 22% in 1st-5th grades. 63 students are part of the 1st-5th reading intervention grade program, 15 have IEPs, 3 EL learners, and 11 exited by the time this report was written and are meeting grade level.

Learners: 1x/wk vs. Learners: 2x/wk



Middle school reading groups supports 30 gen ed, Sped and ELD learners. Reflex math showed 100% growth in proficiency for EL, SED, and learners with disabilities. 47% of the 9th-12th graders took an honors course or a class at the local community college. Overall, middle school learners who were identified and received reading intervention support improved by 18% from the initial benchmark MAP test in the fall. The data provided facilitators with the necessary information to tailor learning objectives to meet the needs of the particular learners.

Continued work towards implementation through professional learning aligned with school-wide initiatives like Project Based Learning and cross curricular planning which was available for all staff as professional learning time. PBIS, mindfulness and Restorative Justice continued in classroom across the school. With this focus we more prepared to learn in the classroom and had structure in place to manage socially and emotionally. The focus to offer supports for Foster and Homeless and SED learners through Office Hours, Reading Intervention and Academic Prep remained a priority and the teams met monthly and followed out MTSS process to ensure effective student support. High School learners were invited to parent info and college prep nights. We had materials for these evenings translated into Spanish to reach a broader audience. Nea paid for all 10th graders to take the PSAT and filed SAT fee waivers forms for Juniors and Seniors as needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our budget increased from due to supporting academic intervention for EL, Foster/Homeless Youth, and students of Low-Economic status. It increased to support Restorative Justice,

PBIS, Mindfulness, and intervention curriculum.

We also increased our ELD/reading intervention services by adding a part-time staff member.

The budget decreased in profession development because of staff lead workshops in Writing Across Curriculum, and Cross-Curricular Project Based Learning.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal did not change for the 2017-2018 school year

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

The curriculum and standards committee gathered to find relevant icons in science room with whom our learners can identify with and these were posted in classrooms. Book purchases were made as requested for all facilitators. There were two new full class sets of books added to the middle school humanities curriculum and any additional books that were needed to complete class sets were purchased. Facilitators engaged in Action Research Consortium, Science Team, or Writer's Workshop Professional Development strand. Facilitators were able to choose the best area for professional growth where collaboration and professional growth happened once a month. The High School counselor worked with all learners on a four year get to college plan. Three math facilitators were sent to math conference to grow competencies for instructions. Facilitators have continued to add their materials to the online curriculum repository. Furthermore, custodial services were increased to include a full day position.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, Nea continued to provide facilitators with the materials and technology to instruct and grow learners. Teacher had targeted Professional Development training prior to school starting by the Buck Institute. Further professional development happened monthly in our focus strand of either writing or the Action Research Consortium, where facilitators focus on an area they wanted to grow in professionally. The strands culminated in presentations to the staff of the goals, metrics and data of their work. In the UV the Standards and Curriculum committee sought out support from the board to purchase social studies and history curriculum. The committee worked closely with facilitators to choose the best fit for Nea. Seventy-eight new Chromebooks were purchased to replace some old machines and also to fill two new carts. Increasing the number of machines allowed more learner productivity in their academic courses. Targeted professional development around Universal Design for Learning and how to best support English Language Learners in the classroom are both examples of effective tools provided to teachers in support of best practices for all learners. These many supports collectively helped us towards our goal of aligning student learning to state adopted standards through materials, instruction and technology.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Create professional opportunities and support systems for facilitators focused on increasing learning opportunities for all pupils. (Addresses WASC Goal #1-#4)

Hardware and software expenditures necessary to support this goal did not use the anticipated budgeted expenditures. The hardware updates were not needed as expected since hardware life expectancy exceeded our time frame.

Due to timing constraints were not able to provide professional development training as hoped for Connected Classroom and Google Education apps as planned. We had to make a choice between the professional development we had over planned for and opted to provide facilitators with PD around curriculum which would more directly impact their practice and learners.

Overall however, our budget decreased due to the lack of implementation of Connect Classrooms and Google Apps for Education Training as well as less spending on upgrading existing technology hardware and software.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal did not change for the 2017-18 school year.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal #3: Engage parents, staff, and community to promote unique educational opportunities for students

Family event attendance at Nea Upper Village increased and remained high at the Lower Village. Most notable attendance increase was the UV Science Fair as it was paired with the newly learner formed Black Student Union. Food was organized for purchase and enjoyed at family style seating. The PE facilitators had great results on the Healthy Fitness Zone test where learners reaching 6 of 6 fitness standards grew 3%. Finally, Nea's attendance rate grew 1% to 95% as planned. Suspension rates have dropped dramatically. Facilitators are meeting monthly to discuss the MTSS process and more targeted supports for learners. Learner connectedness increase because of learner driven petitions that were submitted for new clubs on campus. All were approved to proceed: American Red Cross, Black Student Union, and Latino Heritage Club.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The growth in family engagement has allowed Nea to share with families the many unique programs that we have to offer and also to show off learner work to the community.

Nea provides many educational opportunities that bring about the engagement of our parents, staff and community due to the nature of project based learning. The LV music performance at Michaan's Theater in the Spring brings out the largest number of Lower Village families. Upper Village also has many events that promote unique educational opportunities, the biggest

turnout being with the Upper Village Science fair. Judges who are engineers in the greater community are invited to look at and judge the science projects that Upper Village learners work on in the first semester. Learners who then place in the top levels of recognition or advanced then to the county and state, resulting in winners or honorable mention. The experience being more important than the awards for learners in terms of unique experiences. But these unique experiences go beyond the Science program. Our U.S. History class participates in a mock trial at City Hall each year as they learn about landmark trials. And the High School Robotics team takes their robot invention to the UC Berkeley Pioneers and Engineering Competition. And one last example of the many unique experiences that students in Nea's Pre Calculus class participate in is the Bridge competition in San Francisco that is put on by the Engineering Alliance for the Arts. These experiences are not including Nea's graduation requirement which sets the expectation for all Seniors to have the experience of an internship in an area of interest as part of our College and Career Readiness goal with overlaps here as it always provides our students with unique learning in our community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased in estimate budget expenditures for maintaining 4 year College and Career planning due to the increase in students served at the high school level.

We had a reduction in the Estimated Actual Expenditures for parent education workshops which were planned through the PTSA. The PTSA's schedule was modified this year only meeting every other month, reducing the opportunity to host the workshops as planned.

The cost of translation services was also reduced because of staff that came onboard mid year with the skill set to provide translation services in house nullifying the need to contract out with other providers.

The cost associated with the career pathways program through ROP was discontinued due to complications with sustaining transportation reducing the estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to budget constraints, Nea was not able to continue offering transportation to the Eden ROP site in Hayward. Learners had the option to continue if they could arrange private transportation. 3 of 15 learners continued and completed their program of study.

Stakeholder Engagement

LCAP Year: 2017-2018

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Nea Community Learning Center works collaboratively involving stakeholders in the planning, implementation and evaluation of educational programs and services for students and families. Parents, students, staff, local businesses, non-profit organizations, and institutes of higher learning, are all valued as integral partners in the delivery of high quality educational services for students.

The Lead Facilitator developed a comprehensive LCAP Stakeholder Engagement Plan that identified essential LCAP partners.

Nea Community Learning Center recognizes the need for broad stakeholder engagement and involvement. The Nea community places exceptionally high value on its rich cultural diversity. It places equal value on respect for diversity of thinking. It was this diversity and the expectation/norm of collaboration, and authentic stakeholder involvement that formed the creative network used to design the Nea's Local Control Accountability Plan.

The foundation planning considerations included:

- Engaging stakeholder partners in the development of the LCAP
- Engaging stakeholder partners in the review and refinement of the LCAP
- Ensuring stakeholder partners have multiple opportunities and modalities to provide feedback to the LCAP as it moved through development to the Board adoption.

Action steps included:

- Data analysis
- Needs analysis
- Strategic and focus goal development

- Action/service determination
- Evaluation strategies and determination of metrics
- Budget Development

January 2018: CLCS Board Meeting and Nea Governing Board Meeting

February 2018: CLCS Board Meeting and Nea Governing Board Meeting

March 2018: Nea Governing Board Meeting

April 2018: Nea Governing Board Meeting
Nea PTSA Meeting

April 2018: Leadership consisting of all grades (6-12) met with both a Lead Facilitator and facilitator member in attendance to discuss the facilities, academics, and school behavior plan to provide their input in line with LCAP guiding questions.

May 2018: Meetings with full facilitator group
Discussions with specialist facilitators (e.g., facilitator of ELLs)
Survey distributed to all parents/guardians
PTSA meeting presentation and feedback with parents

May 2018: CLCS Board meeting and Nea Governing Board Meeting

June 2018: CLCS Board meeting and Nea Governing Board meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations helped to shape the LCAP with support in determining metric used and how to quantify progress being made. In addition, these groups supported with designating our local indicators that align with State indicators all helping to drive actions and services.

Nea Community Learning Center conducted approximately 25 Stakeholder consultation meetings. As a result of these meetings and input from the community surveys Nea refined our LCAP goals, annual measurable outcomes, proposed actions and services, as well as expenditures to reflect the identified priorities.

As a result LCAP goals were refined and focused from the 2016-17 LCAP. Based on stakeholder feedback, WASC, and Board priorities, three overarching goals were developed from the original goals adopted for the 2016-17 school year. These goals include:

1. Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and clean environment
2. Ensure that students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career
3. Engage parents, staff, and community to promote unique educational opportunities for students

Metrics/Success Indicators were developed to support progress towards each of these three goals and reflective of the common themes from community input.

Common themes from the community are:

1. Continued effective professional development and support for implementation of Common Core State Standards
2. Increased availability to instructional materials aligned to new state standards
3. Increased access to instructional technology and training for staff
4. Improved cleanliness of school facilities
5. College/Career readiness for all students

The plan includes specific supports and expenditures for unduplicated students (Foster Youth, English Learners, and Low-Income Students). Programs, services, and aligned expenditures are detailed in subsequent pages and are tied to the academic data and needs of our students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Ensure all students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career

State and/or Local Priorities addressed by this goal:

State Priorities: Priority #4 Pupil Achievement (Pupil Outcomes)

Identified Need:

Need identified in WASC to have through-lines and carry the K-5 program into the 6-12 program, SBAC scores, Dashboard, as well as information provided during staff feedback sessions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Disaggregate DRA data to ensure progress for socio-economically disadvantaged	N/A	23%	Continued increase in progress	Continued increase in progress
Disaggregate DRA data to ensure progress for learners with disabilities	N/A	25%	Continued increase in progress	Continued increase in progress
Disaggregate Reflex Math data to ensure progress for socio-economically disadvantaged	N/A	100%	100%	100%
Disaggregate Reflex Math data to ensure progress for	N/A	100%	100%	100%

learners with disabilities				
Disaggregate Reflex Math data to ensure progress for English Learners	N/A	100%	100%	100%
Disaggregate Reflex Math data to ensure progress for Hispanic Learners	N/A	100%	100%	100%
Increase the # of high school students enrolled in at least one Honors or Community College Class by 2%	21%	47%	49%	51%
Increase English Language proficiency by 2% as measured CELDT Scores	64.3%	Baseline (ELPAC)	N/A	N/A
Increase the # of all students meeting SBAC met/exceeded status by 3%	56% in ELA 37% in Math	44% in ELA 36% in Math	47% in ELA 39% in Math	50% in ELA 42% in Math
Increase the # of English Language Learners meeting SBAC met/exceeded status by 2%	32% in ELA 21% in Math	20% in ELA 30% in Math	22% in ELA 32% in Math	24% in ELA 34% in Math
Increase the # of Socio-Economically Disadvantaged students	34% in ELA 25% in Math	26% in ELA 13% in Math	28% in ELA 15% in Math	30% in ELA 17% in Math

meeting SBAC met/exceeded status by 2%				
Increase the # of Special Education students meeting SBAC met/exceeded status by 2%	16% in ELA 7% in Math	7% in ELA 4% in Math	9% in ELA 6% in Math	11% in ELA 8% in Math
Increase reading proficiency of below grade level students by 3%	60%	82%	85%	88%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

New

2017-18 Actions/Services

Continued implementation through professional learning aligned with school-wide initiatives

- Project based learning-

2018-19 Actions/Services

Continued implementation through professional learning aligned with school-wide initiatives

- Project based learning
- Cross curricular project

2019-20 Actions/Services

Continued implementation through professional learning aligned with school-wide initiatives

- Project based learning
- Cross curricular project

<ul style="list-style-type: none"> ○ Buck Institute PD ● Cross curricular project based learning ○ Built into Wed. PD ● Writing across the curriculum ● Student centered learning ● Eight Standards of Mathematical Practice ● Depth of Knowledge (DOK) 	<ul style="list-style-type: none"> ● based learning ● Writing across the curriculum ● Student centered learning ● Math PD-Dept. ● Equity PD 	<ul style="list-style-type: none"> ● based learning ● Writing across the curriculum ● Student centered learning ● Eight Standards of Mathematical Practice
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$100,000	\$125,000
Source	<ul style="list-style-type: none"> ● Certificated Personnel Salaries ● Classified Personnel Salaries ● Professional Development ● Instructional Materials 	<ul style="list-style-type: none"> ● Certificated Personnel Salaries ● Classified Personnel Salaries ● Professional Development ● Instructional Materials 	<ul style="list-style-type: none"> ● Certificated Personnel Salaries ● Classified Personnel Salaries ● Professional Development ● Instructional Materials
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

English Learners, Foster Youth, Low-income

Nea Community Learning Center

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk</p> <ul style="list-style-type: none"> • Project-based learning • Cross curricular project based learning • Writing across the curriculum • Depth of Knowledge (DOK) • Student centered learning • Restorative Justice • PBIS • Mindfulness 	<p>Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk</p> <ul style="list-style-type: none"> • Project-based learning • Cross curricular project based learning • Writing across the curriculum • Student centered learning • Restorative Justice • PBIS • Mindfulness • Equity PD 	<p>Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk</p> <ul style="list-style-type: none"> • Project-based learning • Cross curricular project based learning • Writing across the curriculum • Depth of Knowledge (DOK) • Student centered learning • Restorative Justice • PBIS • Mindfulness • Equity PD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$100,000	\$100,000
Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Books, materials and supplies • Professional Development 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Books, materials and supplies • Professional Development 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Books, materials and supplies • Professional Development
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

English Learners, Foster Youth, Low-income

Nea Community Learning Center

Actions/Services

Select from New, Modified, or
Unchanged for 2017-18

Select from New, Modified, or
Unchanged for 2018-19

Select from New, Modified, or
Unchanged for 2019-20

Modified

Modified

New

2017-18 Actions/Services

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

- Exploration
- Office Hours
- L2L
- Academic Prep
- Digital Citizenship
- Restorative Justice
- PBIS
- Mindfulness
- Reading Intervention
- Reflex Math
- ELD Instruction
- Intervention Curriculum
- MAP Assessment
- Homework Club
- Lit. Circles
- Tree Branch

2018-19 Actions/Services

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

- Exploration-expanded
- Office Hours
- L2L
- Academic Prep
- Digital Citizenship
- Restorative Justice
- PBIS
- Mindfulness
- Reading Intervention
- Reflex Math
- ELD Instruction
- Intervention Curriculum
- MAP Assessment
- Homework Club
- Lit. Circles
- Tree Branch
- Parent Info Nights

2019-20 Actions/Services

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

- Exploration
- Office Hours
- L2L
- Academic Prep
- Digital Citizenship
- Restorative Justice
- PBIS
- Mindfulness
- Reading Intervention
- Reflex Math
- ELD Instruction
- Intervention Curriculum
- MAP Assessment
- Homework Club
- Lit. Circles
- Tree Branch
- Parent Info Nights

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$160,000	\$200,000	\$200,000
Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Books, materials and 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Books, materials and 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Books, materials and

	supplies <ul style="list-style-type: none"> Professional Development 	supplies <ul style="list-style-type: none"> Professional Development 	supplies <ul style="list-style-type: none"> Professional Development
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

English Learners

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework:

- Student data chats
- Modeling of instructional strategies for integrated and designated ELD
- Administer EL specific assessments
- Monitor EL student progress
- Ensure student completion of supplemental curriculum
- Translated Forms/notices
- ELAC Support

2018-19 Actions/Services

Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework:

- Student data chats
- Modeling of instructional strategies for integrated and designated ELD
- Administer EL specific assessments
- Monitor EL student progress
- Ensure student completion of supplemental curriculum
- Translated Forms/notices
- ELAC Support

2019-20 Actions/Services

Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework:

- Student data chats
- Modeling of instructional strategies for integrated and designated ELD
- Administer EL specific assessments
- Monitor EL student progress
- Ensure student completion of supplemental curriculum
- Translated Forms/notices
- ELAC Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$160,000	\$175,000	\$150,000
Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Instructional Materials • Educational Software • Computers 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Instructional Materials • Educational Software • Computers 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Instructional Materials • Educational Software • Computers
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Foster Youth, Low-income

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Provide targeted Special Education supports to include:

- Full Inclusion
- Learning Center Program
- Summer Academy
- Intervention Curriculum
- Language and Speech Services
- Occupational/Physical Therapy
- Adaptive Physical Education

2018-19 Actions/Services

Provide targeted Special Education supports to include:

- Full Inclusion
- Learning Center Program
- Summer Academy
- Intervention Curriculum
- Language and Speech Services
- Occupational/Physical Therapy
- Adaptive Physical Education

2019-20 Actions/Services

Provide targeted Special Education supports to include:

- Full Inclusion
- Learning Center Program
- Summer Academy
- Intervention Curriculum
- Language and Speech Services
- Occupational/Physical Therapy
- Adaptive Physical Education

Budgeted Expenditures

Year	2017-2018	2018-19	2019-20
Amount	\$500,000	\$525,000	\$490,000
Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salaries • Books, Supplies, Materials • Contracts 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salaries • Books, Supplies, Materials • Contracts • NPS Placement 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salaries • Books, Supplies, Materials • Contracts • NPS Placement
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

English Learners, Foster Youth, Low-income

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Common Assessment Process
Department Release time
Calibration
Refinement
Data Analysis

2018-19 Actions/Services

Common Assessment Process
Department Release time
Calibration
Refinement
Data Analysis

2019-20 Actions/Services

Common Assessment Process
Department Release time
Calibration
Refinement
Data Analysis

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Educational Software 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Educational Software 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Salary • Educational Software
Budget Reference	1000-2915	1000-2915	1000-2915

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Align student learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority #1 Basic (Conditions of Learning), Priority #2 State Standards (Conditions of Learning),
Priority #6 School Climate (Engagement)

Identified Need:

Stakeholders input identified needs for continued professional development; instructional materials aligned with the state standards, technology training support for upgrades and safe, clean, efficient learning environments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Increase culturally relevant curriculum materials and texts to support PBL in each classroom by 15% or higher	50%	65%	80%	95%
Provide one-to-one adopted text for ELA in each 6-12 classroom by 10%	70%	80%	90%	95%
Maintain the positive responses on Professional Development surveys at 90% or higher	N/A	95%	95%	95%
Create 4-year plans for all students in grades 8-12	36%	90%	100%	100%
Provide targeted professional development and support for math teachers on State-approved math materials	65%	68%	80%	90%
Create digital library for curriculum materials with 90% or higher completion rate	75%	90%	90% or higher	90% or higher
Improve positive respondent rate on school cleanliness survey by 2%	N/A	70%	72%	74%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Provide teacher professional development and collaboration aligned with WASC and school-wide goals.

- School-wide mathematics plan
- School-wide literacy plan
- Support transition to Next Generation Science Standards or NGSS
- ELA/ELD Framework
- Enhanced student engagement strategies

2018-19 Actions/Services

Provide teacher professional development and collaboration aligned with WASC and school-wide goals.

- School-wide mathematics plan
- School-wide literacy plan
- Support transition to Next Generation Science Standards or NGSS
- ELA/ELD Framework
- Equity PD
- De-escalation PD

2019-20 Actions/Services

Provide teacher professional development and collaboration aligned with WASC and school-wide goals.

- School-wide mathematics plan
- School-wide literacy plan
- Support transition to Next Generation Science Standards or NGSS
- ELA/ELD Framework
- Equity PD
- De-escalation PD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000

Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Instructional Materials • Educational Software • Text Books 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Instructional Materials • Educational Software • Text Books 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Instructional Materials • Educational Software • Text Books
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

unchanged

unchanged

2017-18 Actions/Services

Identify and prioritize and purchase instructional material needs

- Ensure supplemental materials address the needs of at-risk students
- Purchase supplemental materials and technology for targeted unduplicated students
- Provide multi-ethnic, culturally diverse classroom text

2018-19 Actions/Services

Identify and prioritize and purchase instructional material needs

- Ensure supplemental materials address the needs of at-risk students
- Purchase supplemental materials and technology for targeted unduplicated students
- Provide multi-ethnic, culturally diverse classroom text

2019-20 Actions/Services

Identify and prioritize and purchase instructional material needs

- Ensure supplemental materials address the needs of at-risk students
- Purchase supplemental materials and technology for targeted unduplicated students
- Provide multi-ethnic, culturally diverse classroom text

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
Source	<ul style="list-style-type: none"> Classified Salary Certificated Salary Instructional Materials Educational Software Text Books 	<ul style="list-style-type: none"> Classified Salary Certificated Salary Instructional Materials Educational Software Text Books 	<ul style="list-style-type: none"> Classified Salary Certificated Salary Instructional Materials Educational Software Text Books
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Inventory, track, and upgrade existing technology hardware and software

2018-19 Actions/Services

Inventory, track, and upgrade existing technology hardware and software

2019-20 Actions/Services

Inventory, track, and upgrade existing technology hardware and software

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$250,000	\$250,000
Source	<ul style="list-style-type: none"> Certificated Personnel 	<ul style="list-style-type: none"> Certificated Personnel 	<ul style="list-style-type: none"> Certificated Personnel

	Salaries <ul style="list-style-type: none"> Classified Personnel Salaries Computers Technology 	Salaries <ul style="list-style-type: none"> Classified Personnel Salaries Computers Technology 	Salaries <ul style="list-style-type: none"> Classified Personnel Salaries Computers Technology
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Create and implement professional development pathways to enhance and advance technology use via training and support for all staff:

- Project based learning
- Connected classrooms
- Google Apps for Education (GAPE)

2018-19 Actions/Services

Create and implement professional development pathways to enhance and advance student learning based on identified areas of need using LCFF Rubric results.

- Project based learning
- Connected classrooms
- Google Apps for Education (GAPE)

2019-20 Actions/Services

Create and implement professional development pathways to enhance and advance student learning based on identified areas of need using LCFF Rubric results.

- Project based learning
- Connected classrooms
- Google Apps for Education (GAPE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$80,000	\$100,000	\$100,000
Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Computers • Educational Software 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Computers • Educational Software 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Computers • Educational Software
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	Nea Community Learning Center
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	modified	modified
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2017-18 Actions/Services

Provide professional development and training for counselor regarding college and career readiness and four year plans.

- Contract College Planning Counselor
- Exploration (Junior/Senior Sem)
- Career Fair

2018-19 Actions/Services

Provide professional development and training for counselor regarding college and career readiness and four year plans.

- Contract College Planning Counselor
- Exploration (Junior/Senior Sem)
- Career Fair

2019-20 Actions/Services

Provide professional development and training for counselor regarding college and career readiness and four year plans.

- Contract College Planning Counselor
- Exploration (Junior/Senior Sem)
- Career Fair

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$150,000
Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Materials 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Materials 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Classified Personnel Salaries • Professional Development • Materials
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

- Implement custodial cleaning standards
- Designation of day custodian
- Night custodial crew
- Custodial Evaluation

2018-19 Actions/Services

- Implement custodial cleaning standards
- Designation of day custodian
- Night custodial crew
- Custodial Evaluation
- Implement weekly L2L designated School Clean-up
- Student led School Wide training on correct use of trash/recycling bins

2019-20 Actions/Services

- Implement custodial cleaning standards
- Designation of day custodian
 - Night custodial crew
 - Custodial Evaluation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000	\$200,000
Source	<ul style="list-style-type: none"> • Contracts • Classified Personnel Salaries • Certificated Salary • Materials • Facilities 	<ul style="list-style-type: none"> • Contracts • Classified Personnel Salaries • Certificated Salary • Materials • Facilities 	<ul style="list-style-type: none"> • Contracts • Classified Personnel Salaries • Certificated Salary • Materials • Facilities
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Provide targeted instructional supports, programs, and professional development:

- Reading intervention/differentiation
- Math intervention/differentiation
- ELA/ELD Supplemental materials
- Integrated and designated ELD professional development and

2018-19 Actions/Services

Provide targeted instructional supports, programs, and professional development:

- Reading intervention/differentiation
- Math intervention/differentiation
- ELA/ELD Supplemental materials
- Integrated and designated ELD professional development and

2019-20 Actions/Services

Provide targeted instructional supports, programs, and professional development:

- Reading intervention/differentiation
- Math intervention/differentiation
- ELA/ELD Supplemental materials
- Integrated and designated ELD professional development and

instructional strategies	instructional strategies	instructional strategies
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000	\$200,000
Source	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Professional Development • Instructional Materials • Educational Software 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Professional Development • Instructional Materials • Educational Software 	<ul style="list-style-type: none"> • Certificated Personnel Salaries • Professional Development • Instructional Materials • Educational Software
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engage parents, staff, and community to promote unique educational opportunities for students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority #2 State Standards (Conditions of Learning), Priority #3 Parent Involvement (Engagement), Priority #5 Pupil Engagement (Engagement), Priority #6 School Climate (Engagement)

Local Priorities: WASC Finding #1

Identified Need:

Stakeholder input identified needs for offering innovative programs to ensure career and college readiness. In addition, stakeholder feedback for the need to increase 6-12 parent involvement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase attendance, feedback, and participation at parent events by 3%	35%	38%	41%	44%
Increase number of students enrolled in CTE courses/Career Pathways by 2%	6%	1%	N/A	N/A
Increase the number of students who score in the Healthy Fitness Zone by 1%	N/A	<i>Baseline</i>		
Maintain a 94% or higher attendance rate	93% ADA	95%	95%	95%
Increase attendance rates for socio-economically disadvantaged by 1%	94.68%	95.68%	96.68%	97.68%
Decrease the suspension rate by 2%	5.1%	3.1%	2.5%	2.5%
Maintain an expulsion rate of 1% or less	1%	0%	1%	1%
Decrease chronic truancy rate by 1%	10.7%	9.5%	8%	7%
Measure drug and alcohol respondent rates in grades 9 & 11	N/A	N/A	<i>Baseline</i>	

Increase by 1% student connectedness to school as measured by schoolwide survey	N/A	90%	91%	92%
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

Maintain 4 year plans for every high school student and provide college/career preparedness programing

- PSAT
- PSAT Prep
- SAT Prep
- SAT
- College workshop
- Internships
- A-G Course Development
- Career Fair

2018-19 Actions/Services

Maintain 4 year plans for every high school student and provide college/career preparedness programing

- PSAT
- SAT Prep
- SAT
- College workshop
- Internships
- A-G Course Development
- Career Fair

2019-20 Actions/Services

Maintain 4 year plans for every high school student and provide college/career preparedness programing

- PSAT
- SAT Prep
- SAT
- College workshop
- Internships
- A-G Course Development
- Career Fair

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$75,000	\$75,000
Source	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Materials and supplies • Instructional • Contracts 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Materials and supplies • Instructional • Contracts 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Materials and supplies • Instructional • Contracts
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Parent education workshops and information sessions

- Financial Aid Night
- College Application Night

2018-19 Actions/Services

Parent education workshops and information sessions

- Financial Aid Night
- College Pathways Workshop
- College Application Night
- Jupiter Grades Orientation
- Parent Equity Education

2019-20 Actions/Services

Parent education workshops and information sessions

- Financial Aid Night
- College Pathways Workshop
- College Application Night
- Jupiter Grades Orientation
- Parent Equity Education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$50,000	\$50,000
Source	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Materials 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Materials 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Materials
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

Increase translation service Spanish

2018-19 Actions/Services

Increase translation services

- Specifically Spanish & Arabic

2019-20 Actions/Services

Increase translation services

- Specifically Spanish and Arabic

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$20,000	\$20,000
Source	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Contracts 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Contracts 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Contracts

Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series
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Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or
Unchanged for 2017-18

Select from New, Modified, or
Unchanged for 2018-19

Select from New, Modified, or
Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness

2018-19 Actions/Services

Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness

- Senior Internship
- Engineers Alliance for the Arts
- Great America Physics/Math Day
- Boys and Girls Club

2019-20 Actions/Services

Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness

- Senior Internship
- Engineers Alliance for the Arts
- Great America Physics/Math Day
- Boys and Girls Club

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$25,000	\$25,000

Source	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

Maximize site communication tools

- Jupiter Grades
- PowerSchool
- SchoolMint
- ENotify
- Robo Call
- Landline phones/fax
- Internet
 - Websites/Newsletters
- Tech Support

2018-19 Actions/Services

Maximize site communication tools

- Jupiter Grades-enroll parents
- PowerSchool
- SchoolMint
- ENotify
- Robo Call
- Landline phones/fax
- Internet
 - Websites/Newsletters
- Tech Support

2019-20 Actions/Services

Maximize site communication tools

- Jupiter Grades-enroll parents
- PowerSchool
- SchoolMint
- ENotify
- Robo Call
- Landline phones/fax
- Internet
 - Websites/Newsletters
- Tech Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$50,000	\$50,000	\$50,000
Source	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Educational Software • Technology Services • Utilities 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Educational Software • Technology Services • Utilities 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Educational Software • Technology Services • Utilities
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea Community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

New

2017-18 Actions/Services

Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs.

- Robotics competition
- ROP
- Career Fair

2018-19 Actions/Services

Implement opportunities for increased student engagement and global awareness

- United Counsel (Representative from each grade)
- Social Justice class
- Global Awareness class
- Judicial Committee-revamped
- MS Intro Culture/Language Classes

2019-20 Actions/Services

Implement opportunities for increased student engagement and global awareness

- United Counsel (Representative from each grade)
- Social Justice class
- Global Awareness class
- Judicial Committee-revamped
- MS Intro Culture/Language Classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$50,000	\$50,000
Source	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Books, materials, and supplies 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Books, materials, and supplies 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Books, materials, and supplies
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Nea community Learning Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Increase student engagement, positive student behavior, citizenship, and school climate

- BoaMe & Akoma
- PBIS
- Restorative Justice
- Mindfulness
- Achievement breakfast
- Greater Kindness Challenge
- Dean of Students

2018-19 Actions/Services

Increase student engagement, positive student behavior, citizenship, and school climate

- BoaMe & Akoma
- PBIS
- Restorative Justice
- Mindfulness
- Achievement breakfast
- Greater Kindness Challenge
- Dean of Students

2019-20 Actions/Services

Increase student engagement, positive student behavior, citizenship, and school climate

- BoaMe & Akoma
- PBIS
- Restorative Justice
- Mindfulness
- Achievement breakfast
- Greater Kindness Challenge
- Dean of Students

<ul style="list-style-type: none"> • Digital Citizenship • Middle School and High School Leadership • Con Con • JC • CCC • Diversity Day • Humanities Fair • W.E.B. (Where Everybody Belongs) 	<ul style="list-style-type: none"> • Digital Citizenship • Middle School and High School Leadership • Con Con • JC • CCC • Diversity Day • Humanities Fair W.E.B. (Where Everybody Belongs) action/service here]	<ul style="list-style-type: none"> • Digital Citizenship • Middle School and High School Leadership • Con Con • JC • CCC • Diversity Day • Humanities Fair • W.E.B. (Where Everybody Belongs)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000	\$200,000
Source	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Books, materials, and supplies • Contracts 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Books, materials, and supplies • Contracts 	<ul style="list-style-type: none"> • Certificated personnel salaries • Classified personnel salaries • Books, materials, and supplies • Contracts
Budget Reference	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series	1000-2915 4000 series 5000 series

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$322,870	7.29%
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SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & PERCENTAGE TO INCREASE OR IMPROVE SERVICES

	2017-2018	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concentration grant funding in the LCAP year	\$277,857	\$ 322,870	\$ 329,560	\$ 338,778	\$ 349,525
Current year Percentage to Increase or Improve Services	6.86%	7.29%	7.27%	7.27%	

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

32% Free and reduced lunch, ELs, Foster/mckinney

*Intervention Software

The Reflex Math software provides an accessible and customizable math intervention resource across grades K-12. This supports a range of the state priorities and Nea LCAP goals for both student engagement and college and work readiness. Teachers can assign Reflex Math intervention to students who are assessed as needing additional skill-building and practice. This time may occur during centers within the classroom, as part of Rtl time, or as a whole class. Customization allows for meeting specific needs of unduplicated students following assessment of their math levels. Reflex Math has been implemented schoolwide this year. Staff provided feedback on the role of Reflex Math within their programs which identified to be of great use and support for intervention and building foundations for unduplicated students.

*Attendance Officer (support with families getting kids to school)

In order to support unduplicated students successfully attend school regularly to maximize their access to interventions available and take advantage of the college and Career readiness opportunities, Nea will be hiring a Attendance Officer. The Attendance

Officer will work to raise attendance and punctuality for unduplicated students, offering support where there may be issues around poor school attendance.

Nea will work with families and parents during the assessment process (to identify reasons for poor attendance) so that the support reflects the students and families priorities, their cultural background and their values and maintaining good working relationships with families by communicating in ways which are meaningful to the family increasing family engagement. Nea will work to build trusting relationships with students and families by empowering them to make decisions to help them achieve their full potential and the attendance officer is one tool in this process toward success, acting as a link between home and school helping to secure access to education and encourage regular school attendance.

*** Homework Club (at lunch and after school through admin and staff member)**

Unduplicated students who are identified by the counselor's weekly grade report of C's and lower are assigned Homework Club at lunch with a specific staff member. They will have the support and guidance of a regular staff member following their progress with the support of the administration. Families are informed via email and phone call. Learners are reminded in their classes prior to lunch.

Learner progress is monitored through communication with teachers and updates in the Jupiter Grade system. Families are also contacted by the counselor to inform them of the intervention and access of additional support (after school Homework Club).

*** Reading intervention (Specialist PTE is increasing to support ELs & Free/reduced lunch targets)**

Reading Intervention was implemented to support unduplicated learners that struggle to close the achievement gap. Students were identified through teacher recommendation and MAP/SBAC scores. Our reading intervention specialist meets 2-3 times a week with identified students for targeted leveled reading instruction in small groups. Data shows that progress has been made for those learners at various degrees and the program will be expanded and continue with the identified learners through until they reach and maintain grade level reading proficiency.

*** Curriculum and Instruction Lead Position**

The Curriculum and Instruction Lead Position will work on program development to support teachers in providing differentiated opportunities so all learners can access the curriculum sandwiched with best practices around classroom management to provide a safe and clean learning environment for students. This position would address and support development of rigorous curriculum to meet the college and career readiness goal, aligning with all three goals of Nea's LCAP. Curriculum development will look at opportunities to provide scaffolding for unduplicated learners and cross curricular planning with the ELD Dept.

* MTSS

Nea's goals related to College and Career Readiness align to multiple state priorities and the new LCFF Evaluation Rubrics. Implementation of a comprehensive Multi-Tiered System of Supports (MTSS) is the most effective means of providing all students, and especially students who have needs beyond Tier 1 (these students often being unduplicated students) the appropriate services in a timely and aligned manner. MTSS is an integrated framework (composed of both PBIS and RtI structures) that many schools and districts are using to address students' academic, behavioral, and social-emotional needs. The system relies on staff collaboration and data-driven decision-making to help students inside and outside of the classroom. Staff was sent to an MTSS training workshop to utilize and implement it as successfully as possible and systems were put into place through collaboration of K-12 teachers, creating continuity through Lower and Upper Village both in the way it service students and in sharing student information when appropriate, providing timely support to students during period of transition (ie. Lower Village to Upper Village and Middle School to High School). Effective implementation of MTSS at all schools levels will serve to reduce discipline and maximize learning time for students.

Maximizing student learning time directly impacts students engagement and college/career readiness. It is critical that unduplicated students maximize their learning time so that they can in turn maximize the impact of core instruction and any available academic intervention and support in order to help close the achievement gap. Effective implementation of PBIS transforms school practices to improve the social culture and behavioral climate creating a safe school environment for learning, aligning with Nea's second goal, which provides unduplicated students a school setting in which they can academically and socially thrive. Effective implementation of RtI will provide academic benefits in a similar fashion, transforming school practices to improve teaching and learning. Students will be provided services aligned to their specific needs and staff will regularly collaborate around how to best serve all and individual students.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to

account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the

subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a

score of 3 or higher; and

- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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