



## COVID-19 Operations Written Report for Nea Community Learning Center

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Nea Community Learning Center	Tyesha Day- Lead Facilitator (6-12) Jana Chabre- Lead Facilitator (K-5) (6-12)	jana.chabre@neacalc.org, ty.day@neacalc.org (510) 748-4008	5/13/2020

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Nea Community Learning Center moved to a Distance Learning Model on March 18th due to shelter in place orders due to Covid-19. To address the major impacts of the closure we adjusted agendas for scheduled professional development to be focused on virtual best practices, planning, Zoom and Google Hangout training and set up for Distance Learning. Our tech team prepped computers so that we could offer access to education from home for all and, additionally, packets were printed for the younger K-2 learners. Distribution of materials and computers took place for the first three days of the Shelter in Place and then families were notified that the office would be open each Tuesday for any additional tech or materials support. At this time we were unsure how long we would be closed and we felt prepared for the first two weeks. Facilitators were given guidelines and expectations for academic computer instruction by the administration. Hot spots were ordered and these were distributed to families as needed.

Two support teams were formed, one for K-5 and one for 6-12. Facilitator input was collected regarding existing academic and engagement concerns in school and added to the Nea Support Teams. The Dean of Students (oversees K-5) and the Assistant UV Lead Facilitator (6-12) set up respective teams of our support staff and assigned each person a group of learners that they were in charge of contacting. Many

learners were assigned by facilitators due to concerns around mental health and the impacts of the school structures and support being taken away from them. The team and facilitators continue to communicate on adding learners to the list if they have been absent from their online groups or have presented any concerns to address or removed from the list if they are having academic and emotional successes from home.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Nea has two ELD facilitators. For K-5 (LV), the facilitator continues to work directly with learners in a Google Hangout or on Zoom and delivers instruction tailored for existing small groups. Concurrently, the ELD facilitator joins in classroom lessons and supports learners with the materials as needed so that they have access to the whole class instruction. Finally, the LV ELD facilitator holds office hours for learners and families to join in for support with academics and to maintain the essential connections to school.

In grades 6-12 (UV), there is a newly formed team of adults (Nea Support Team) that communicates directly with families, learners of concern to identify their specific needs, provide tutoring, and hold office hours. Our college counselor has also reached out to provide services, resources, and counseling.

Additionally, one of our Lead of Nea Support Team and Outreach and network Truancy Officer has been tasked with reaching out to our foster youth and our low-income families to make sure they have food, shelter, and clothing as well as if they are able to connect to school. We have found that most families have necessities but we understand the importance of on-going, weekly follow up to provide emotional support. Supplies for many have started to run low so we are keeping a close eye through communication with our families in need. Staff and administrators have made home visits when communication has lapsed or discontinued.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

After our initial two week launch, we had paused instruction for three days to allow facilitators to reflect on how the DL systems rolled out. Administration provided staff resources to help support distance learning instruction and time also in smaller staff groups to share methods and successes. Additionally, there were new online platforms, for example, Lexia reading intervention introduced during Distance Learning. Facilitators have continued to collaborate to plan together and take time to respond to family feedback. Administration offers an ongoing 1:1 check-in with staff.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Nea Community Learning Center contracts with Alameda Unified School District Food Service. Communication about how and where to get meals from AUSD was sent out to all families and phone calls have been made if families have not responded to their homeroom facilitators. Meals continue to be available to families in a 'grab-and-go' style three days a week. Two meals are provided at each pick up. Additionally,

families received communication for free food pick up, three days a week, at the local community college provided by Eat. Learn. Play. and World Central Kitchen.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Working with the county, Nea's school site was not selected to provide supervision for families of essential workers during the shelter in place.