

Nea Community Learning Center

Nea Lead Facilitator Report

September 2020

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We have 9 Nea Principles at Nea. They are represented by Adinkra symbols. Adinkra is an Akan word which is the language of the Akan people who make up about half of the population of Ghana. Adinkra symbols represent popular proverbs, express particular attitudes or behaviors. Each month, facilitators focus on one principle and wrap into their curriculum and target talk how to use these in social and academic learning. I have cited some ways the Nea Principles have been used effectively during the unique time in education as we planned for our opening.



Accountability: researching the safest way for our learners to return to school.



Compassion: keeping the needs of our learners and that families are supported.



Courage: being clear about what is best for kids to drive our decisions.



Persistence: consistently pushing to adjust and improve plans.



Problem Solving: thinking outside the box to make sure that the learners have access to rigorous and engaging education.



Teamwork: working together to share the work and ideas to be innovative for our learners.



Organization: planning and adjusting schedules so that all learners are ready to get to class on the first day of school.



Integrity: going above and beyond and doing what is best for the learners by making tough decision to honor their right for access to their education.



Curiosity: furthering programming and nimbleness as we make the best decisions for our learners' educations.

Pluses (+)

- School Opening
- Learner of Concern Teams
- New Hires

Challenges Inspiring Changes (Deltas: Δ)

- Communication for reentry and best timing

Executive Summary:

1. Nea Community Highlights
2. Opening School 2020-21
3. Start of School Staff PD
4. Assessment Plan

1. Nea Community Highlights

The closing of school in March brought the loss of daily connection for our learners and families. Working with the PTSA this summer they have made a commitment to focus on family engagement this year. They have created a calendar of virtual events to keep families connected to school. Additionally, the executive committee is planning a family education series with a focus on anti racism.

The school site focus over the summer was clear and disseminated up to date communication with families outlining what to expect for school when it opened. We held informational meetings, used robo calls, sent surveys, and all community listserv messages. The up in this summer communication supported a successful school opening.

2. Opening School 2020-21

Work continued over the summer with a team of dedicated facilitators to set up criteria for distance learning with a focus on rigor, live syncrastic instruction and added intervention. Using the state standard for schools in distance learning, the LV and UV teams came up with plans for

their teams that incorporated schedules that are also set for a hybrid return to campus when the time comes.

Program Schedule

K-5 Program:

- Two live instruction days for all classes
- Wednesday community building meeting
- Two independent learning days

6-12 Program:

- Four ½ day live instruction days for all classes
- Wednesday community building meeting
- Four days with independent work to be completed
- Learners attend periods 1-3 two days a week and attend periods 4-6 two days a week

A team of staff created a Learners of Concern team in the Spring to make sure we were keeping in touch with families during distance learning before school closed in May. The system to support learners was improved so that our facilitators can use a survey to respond to learners who are not attending class, learners who show struggles with their mental health and increased need for support with food and housing. Our Dean's of Students are working with this data to connect with families and work through the MTSS process as needed. The intervention team will also be part of meeting with the deans and counselor to create another layer of support for our learners.

Facilitators and staff went above and beyond to prepare materials for all learners that included school supplies, books and computers. Over 60% of our families picked up computers and even more picked up their school supplies. The kindergarten facilitators wanted to have their own distance materials picked up so that our newest Nea Ninjas could meet face to face and get their elementary school experience off to a personal and positive start.

Attendance trends

Data from the first week of school shows:

- K-5 from 94%-98% with a total average of 96% attending daily
- 6th-11th 92%-96% combined was 94% and 12th grade stand out with 73% for UV learners

Special Education

- 92 learners with IEPs
 - 13 Speech only

- 1 pending exit
- 13 Pending +1
 - 5 speech only
 - 3 Academic (1 LV and 2 UV)
 - 5 are “reconcile files” that pinged in out PS but most likely don’t have iep’s
 - Potential add for LV in discussion
- Current percentage overall 15%
 - UV 16%
 - LV 13%
- Potential percentage overall 17%
 - UV 17%
 - LV 15%

For reference AUSD reports 11% SpEd, Alameda county average 11.5% and all of CA 12.5%

3. Start of School Staff PD

Our start of school PD kicked off with the focus on getting staff prepared for Distance Learning, staff collaboration time focused on streamlining department expectations and systems, workshops on the use of new online platforms, and updates from the Special Education Department. We had four days with the whole staff and one full work day.

Prior to all staff return for PD we held a two day new hire orientation for our four UV facilitators. New hire orientation led by veteran staff with a focus on on-ramping to Nea school culture, logistics in planning curriculum and instruction, understanding of Restorative Justice, intentional creating of an inclusive learning environment.

4. Assessment Plans:

We are assessing learner current levels using two focus online platforms, Lexia for reading and IXL for math. This focus is critical as we look to mitigate loss of learning quickly and effectively. Facilitators are administering assessments with learners in the first weeks of school. With this data, the intervention team will work to align learner success in all academic disciplines, collect data for small group instruction in reading and math, and more further intervention as needed that we can provide to families. This data is also defining which learners will be involved in the intervention classes that are being offered during our first intercession in October. Additionally, ELA and Math MAP testing will be administered in the UV. This longitudinal data will be used on our state reporting.

5. On Site Camps:

We have two two onsite camps.

YGT: (You Got This) is designed for targeted goal support for learners with IEPs that have specific needs. The camp runs from 12:30-3:30 Mondays and Thursday and supports 4 learners. We contract out for facilitation.

Camp Connect: Designed to support McKinney Vento, English Language Learners, Learners on Free and Reduced Lunch, 50% or less attendance in Distance Learning, and children of staff members. The goal of this camp is to connect learners to school. They will work in groups of 10 or less with camp counselors to do their synchronistic courses here at school. Approximately, 90 learners have been invited. We expect about 40 to attend. They will have support to get on line and with any homework. Additionally, they will be provided with breakfast and lunch and there will be enrichment activities. This camp is for grades K-10 and begins on 9/21.

6. Intercession:

Nea will hold its first intervention during the 10/5-15 Intercession. The board voted to move to a year round calendar last June so that we could offer targeted academic intervention to mitigate loss of learning from Distance Learning in the Spring and the inability to hold summer school. Intercession is for learners from 3rd-8th grades and are selected based on their present levels in IXL (math) and Lexia (reading) programs.