

## **Nea Lead Facilitator Report** ***October 2021***

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Organization

We use organization to...

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

### **Pluses(+)**

1. WASC visit
2. Student Services Manager
3. Internal Staff Transitions

### **Challenges Inspiring Changes (Deltas: Δ)**

1. Truancy

### **Executive Summary:**

1. WASC - Recap
2. Enrollment
3. Truancy
4. 5th-6th & 8th-9th-grade retention plan
5. STAR/MAP Assessment Overview
6. PTSA Recess Equipment Drive

## 1. WASC

### WASC

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.

We had a virtual WASC visit September 20-23rd, 2021. Members of the WASC committee spoke with site leadership, facilitators, parents, and learners. VC members were able to sit in classes via zoom. The feedback was overwhelmingly positive. The committee was very pleased with our efforts to strengthen our Upper Village academic program, our facilities, and master scheduling expansions to support the program's philosophy, and found our new data analysis structures encouraging.

#### **Schoolwide Strengths**

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: Include a Who, What, and Why for each schoolwide strength.

1. All stakeholders (learners, parents, certificated, and classified staff) participate in decision making and feel their voices are heard.
2. The curriculum is relevant to the students' lives and current events.
3. Facilitators are knowledgeable in their content areas and use a variety of dynamic, instructional strategies to engage the learners through the Project-based learning mode
4. Review of individual learners data to adjust based on each learner's needs.
5. Positive School Culture that fosters belonging

#### **Schoolwide Growth Areas for Continuous Improvement**

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: Include a Who, What and Why for each growth area for continuous improvement.

1. Academic proficiency across all disciplines to grow academic performance.
2. Special Education Disproportionality



				arter School		ed	or indep study	ce		
<b>K</b>	78%	11	6	4				1		
<b>1</b>	75%	11	5	4		1	1			
<b>2</b>	87%	6		4	1				1	
<b>3</b>	77%	12	6	5		1				
<b>4</b>	84%	8	4	1	2					1-Unkno wn
<b>Overa ll</b>	<b>80%</b>	<b>48</b>	<b>21</b>	<b>18</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

### Upper Village

<b>Actual Enrollment:</b>	271--Currently, PowerSchool shows 272. There is one "fake" student for SchoolMint purposes.	
<b>In District-Out District:</b>	Of Nea UV's currently enrolled learners, <b>39% reside in Alameda</b> . The other 61% reside in these cities:	
	Oakland	46%
	San Leandro/San Lorenzo	8%
	Hayward	3%
	Other Bay Area Cities	4%
<b>Waitlist: 19</b>	Applicants for grades that are closed (12th) or full:	14
	<b>9th grade offers pending</b>	<b>3</b>
	<b>11th grade offers pending</b>	<b>2</b>
<b>Incoming: 3</b>	Offers out:	0
	Registration in progress:	1
	Ready to start:	2
<b>Retention from 20-21:</b>	<b>See table</b>	

20-21 Grade	% Returned	# Not Returned	Attend Other Public/Charter School	Attend ACLC	Reasons for Not Returning				
					Relocated	Attend private school	Commute Distance	Switch to online or indep study	Other
5	25%	39	14	19	3	2			1-Unkn own
6	81%	6	1	1	1	1		1	1-Unkn own
7	91%	3			3				
8	60%	21	8		3	4	5		1-Unkn own
9	81%	8	3		5				
10	84%	7	3		2		1	1	
11	96%	2			2				
<b>Overall</b>		<b>86</b>	<b>29</b>	<b>20</b>	<b>19</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>3</b>

### 3. Truancy

Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for learners to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems. We have found since school has reopened that our efforts to get learners to school is different. Families are struggling more than ever to get their children to school for various reasons like work obligations, mental health issues, and transportation struggles. We have created a new role to support learners and families: Student Services Manager. One of the key jobs is to support the success of learners attending school on-time and working in collaboration with the Family Learner Liaison to support in new ways.

Student Services Manager is responsible to develop, implement and maintain plans to address attendance and truancy issues in the school. In addition, this position enforces California attendance Law and Ed Code with learners and families; interprets attendance policies; works as a team member to develop prevention/intervention strategies; provides case management; monitors learner progress, and makes referrals.

Lower and Upper Village truancy numbers are higher than average, but now that an attendance officer is in place the number will decrease dramatically. In addition to the Student Services

Manager responsibilities, the Nea office personnel are working tirelessly with this information to improve our ADA (Average Daily Attendance).

**Daily office efforts:**

- phone calls starting at 8:45 am - starting with LV and then UV for all learners that are 30 minutes late.
- closing off all tardies
- For excusing absences for kids who leave for appointments and then return, or who have gone for the rest of the day

**4. 5th-6th & 8th-9th-grade retention plan**

To retain Lower Village learners entering the Upper Village shadow days will be implemented. Once a year, groups of 5th-grade learners are partnered with 6th-grade learners and shadow them for half a day. This has been successful in supporting retention from LV to UV. In addition, Seniors hold movie nights for the lower village learners throughout the school year. These evenings are opportunities to build learner partnerships between village learners.

To retain 8th-grade learners entering Nea's high school program a number of efforts are underway. First, promoting the Project Based Learning philosophy of Nea and emphasizing why that sets us apart from traditional Alameda and Bay Area high schools will be evident at our Expo Nights. Hopefully we will be able to invite 8th-grade learners and parents to attend an in person Expo Night. These evenings speak volumes about Nea's personal approach to learning. In person family evenings are pending based on COVID regulations and CLCS direction for large gatherings. Second, information nights are held in January for 8th-grade learners and parents to receive valuable information about the Nea high school program. Our School Counselor and Lead Facilitator communicate the rigorous academic program, the four-year college plan, and are available to answer any questions learners or parents may have about high school at Nea.

**5. STAR and MAP Assessment Overview**

Renaissance STAR (2nd-5th) and MAP (Measure of Academic Progress) [6th-12] assessments were completed by the end of August. This first round, meant to be used as a baseline for learner performance, took longer than anticipated due to the change in enrollment as new learners were being added. The ELA and Math Departments teams met to look at grade level performance, as well as areas of growth and trends across the subject area. This information is formative for facilitators and will be used to incorporate strategies and practice around specific standards that need more focus. Additionally, the data is used to place learners in office hours and UV academies for academic support. This year's timeline is listed below.

*Baseline assessment: Fall season Aug-Sept.*

*Mid Year Assessment: Late January*

*End of Year assessment: Spring season (May 21- Jun 1)*

## **6. PTSA Recess Equipment Drive**

The PTSA hosted a successful recess equipment drive. Each Lower Village classroom has their own recess equipment as part of our safety protocols. The learners were running low on balls, jump ropes, sidewalk chalk and more. The PTSA posted a wish list to families and the list was fulfilled quickly! We have an amazing community!