

Nea Lead Facilitator Report
November 17, 2021
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We use Persistence to:

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

Pluses (+)

1. School Culture
2. Senior Stepping Up to Fundraising
3. Persistence in staff focus

Challenges Inspiring Change (Deltas: Δ)

1. Staff Absences
2. Learners attending Office Hours

Executive Summary

1. Community Highlights
2. LCAP Update
3. CCEIS Plan Update
4. Suspension Rates

Community Highlights:

I. Spooktacular: The Spooktacular looked a bit different this year. The PTSA and lots of volunteers planned fun scavenger hunts, classroom games, and pumpkin painting. All learners had a great time being able to dress up and enjoy this favorite holiday. Great appreciation to the PTSA for engaging the UV with pumpkin painting during Tree period. A great time was had by all!

II. Book Fair: Huge thank you to Jennifer Weiss. We were able to hold our first inperson book fair in 18 months! It was creatively set up in the corridors for learner visits and to keep out of the rain. The fair was only open to learners during the school day. Families were able to set up an 'e-wallet' so learners could purchase books. Total sales were \$6967.41!! We sold \$6291.12 (excluding sales tax) which surpassed the \$3500 minimum to earn 50% of our sales in return as

Scholastic dollars. We earned \$3145.56 in Scholastic Dollars from this fair and spent \$2571.93 on the facilitator wish lists and ELD learner books.

We also have an estimated \$423 in online sales. The online purchases will earn 25% back in Scholastic dollars.

LCAP Update:

Each school district must engage parents, educators, employees, and the community to establish an LCAP plan. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. Below, find an overview of our goals and progress.

Annual Update Goals and Action Plan:

Goal	Progress on Goal
<p>Goal One:</p> <p>Access to Broad and Challenging Curriculum focuses on closing the achievement gap in the areas on the California School Dashboard includes target action for improved standards-based instruction and a focus on meeting UC a-g requirements.</p>	<p>Individual MAP assessments have been reviewed during department meetings. Instructional strategies have been updated to better meet learner needs. Each learner received a detailed MAP assessment report. This provides learners and their parents with a better understanding of the process.</p> <p>Unfortunately, office hours are not being taken advantage of by our learners. Facilitators are available but attendance is poor. Office hours are being posted and advertised around campus and during Tree period to encourage learners to drop in for support.</p> <p>Department leads are continuing to adjust curriculum, instruction, and assessment with their colleagues to improve their teaching strategies and better manage their classrooms.</p>

<p>Goal Two:</p> <p>Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child and provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students. Actions include attendance, use of surveys to inform Nea with stakeholder input, and an updated school safety plan.</p>	<p>New staff roles: Learner and Family Liaison and Student Support Coordinator: working collaboratively with truancy, data, and grades to support families getting to school, small group work and meeting graduation requirements.</p> <p>Twice yearly school survey data.</p> <p>Challenge Day for 7th and 8th Grades.</p> <p>Field trips: 6th to Holy Names College and the pumpkin patch, 12th to UC Davis and the State Capitol.</p> <p>Spirit Week run by HS Leadership.</p>
<p>Goal Three:</p> <p>Focus on Family, Community, and Staff Engagement with actions to support meaningful parent/guardian participation and engagement and the school as a place of family and community support.</p>	<p>Nea FC has added a coed team! The extracurricular soccer program plays at the Bladium. The program strengthens relationships, builds teamwork skills, and teaches learners about respect and sportsmanship. This initiative requires learners to maintain a 2.5 GPA and positive behavior marks.</p> <p>AEF middle school girls basketball starts in December and boys in January.</p> <p>First Friday morning coffees continue with Lead Facilitators via Zoom with strong attendance.</p> <p>Continued strong support from the PTSA for learner activities, beautification, monthly Facilitators Bites luncheon, and fundraising.</p> <p>The Student Support Coordinator has sent out letters, made phone calls, has gone on house visits and held SART meetings to support families with attendance problems. Our attendance has already shown improvement.</p>

<p>•Goal Four:</p> <p>Quality Leadership, Teaching, and Learning with an evident system-wide, unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes with actions to retain quality teachers, support new teacher training, and quality professional development in ELA, Mathematics, ELD using Project Based Learning.</p>	<p>All staff in depth PBL Training through PBL Works</p> <p>Dean of Students to Restorative Justice Training</p> <p>New Teacher 1:1 mentoring with Caitlin Schwarzman</p> <p>Adoption and use on Illustrative Math</p> <p>Added ELD coordinator and UV facilitator role.</p>
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CCEIS Update:

The CDE will advise us by mid-December on the approval of our CCEIS plan.

4. Suspension/Expulsion Data

Nea Suspension and Expulsion Data Year-to-Date comparison to last year:

2016-2017 August-June
Year Total Expulsions: 0
Year Total Suspensions: 21

2017-2018 August-June
Year Total Expulsions: 0
Year Total Suspensions: 12

2018-19 August-June
Year Total Expulsions: 0
Year Total Suspensions: 8

2019-20 August-March
Year Total Expulsions: 0
Year Total Suspensions: 14

2020-21 August-June (COVID)
Year Total Expulsions: 0
Year Total Suspensions: 0

2021-22 August-November
Year Total Expulsions: 0
Year Total Suspensions: 5

	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017
Expulsions	0	0	0	0	0	0	1 rec	0	0	0	0
Suspensions	0	1 – 9th	1 – 9th	1 – 8th 2 – 9th 1 – 10th 1 – 11th	1 - 8th 1 - 9th 1 - 10th	2-8th 1-11th	1 – 3rd 2 – 8th 1 – 9th 1 – 11th 1 – 12th	2-8th	1-10th	0	0
	August 2017	September 2017	October 2017	November 2017	December 2017	January 2018	February 2018	March 2018	April 2018	May 2018	June 2018
Expulsions	0	0	0	0	0	0	0	0	0	0	0
Suspensions	0	3 - 6th	2 - 12th	0	1 - 9th	0	2-12th	1-6th 1-7th 2-8th	0	0	0

	August 2018	September 2018	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	April 2019	May 2019	June 2019
Expulsions	0	0	0	0	0	0	0	0	0	0	0
Suspensions	1- 6th 1- 7th	1- 11th	0	0	1- 7th* 3- 12th 1- 8th	0	1-9th	1	0	0	0

	August 2019	September 2019	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020	April 2020	May 2020	June 2020
Expulsions	0	0	0	0	0	0	0				
Suspensions	0	6 at UV	1 LV 4 UV	0	0	1 UV	2 UV				

	August 2021	September 2021	October 2021	November 2021	December 2021	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022
Expulsions	0	0	0	0							

Suspensions	0	3 at UV	1 at LV	1 at UV							
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