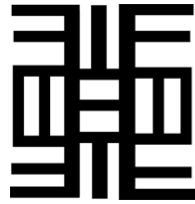


Lead Facilitator Report

August 2017



Pluses (+)

1. Campus beautification-
2. New Hiring.
3. Strong Start

Challenges Inspiring Changes (Deltas: Δ)

1. Classroom Space
2. Neighborhood Trespassing, evenings and weekends

Executive Summary

1. Summer News
2. Staffing
3. Professional Development
4. School Profile
5. Beginning of the year Assessments

Summer News

It's been a busy and exciting summer for Nea. We have completed many projects and had to make some required changes. To name a few:

- Nea had to move the Academic Resource Center (ARC) this summer. ARC was the area that was partitioned off of the Tree last year to provide a classroom for SPED learners to receive one on one supports with their Ed Specialists. The wall to wall partitions was installed in 2016. During summer site inspections, AUSD required that we remove the partition due to a violation of fire code egress. Having the wall to wall partition only left one door as an exit from that area in case of an emergency. We removed part of the partition so it is not a complete wall across the room and the staff room now occupies that space, shared with the Tree. There are also desks in this space for the SPED team to work on their caseloads.
- A shed was built in the garden for resource pull out space that will be used by our paras and our reading specialist, Sarah Singer. The space provides a cozy environment for small group instruction.

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- The PTSA sponsored a Community Workday with Wesley Bexton heading up the beautification team. Several families came out to support weed, clean and prepare the site for the school year. New plants were added in front of school along 3rd Street, containers were weeded and fresh plants were added and the Kindergarten yard was prepped and planted as well.
- Alameda Arts program has added Nea as one of their schools to host their afterschool program at. It is great to have another great after school option for parents.

Nea Staffing 2017-2018

Returning Staff: 42; 28 facilitators, 14 support staff

New Staff: 8; 5 facilitators, 3 support staff

Upper and Lower Village Staffing:

- **Admin:** Jana Chabre, LV Lead Facilitator, Annahita Rad UV Lead Facilitator.
- **School Culture Coordinator:** Bennett Cox
- **Campus Security:** Vonte Whitney
- **Office Staff:** Maureen Deierling, School Manager and Becky Freeman, Interim Office Manager
- **Special Education Department:** Neku Pogue, SPED Director, Liz Walser, School Psychologist. **Education Specialists:** Oladipo (Ladi) Wadley and Chris Mercado, Courtney Bell, Roxanna Chung, Kristian Hernandez
- **Physical Education:** Jon Moore
- **ELD:** Susie McKee/ELD LV and UV
- **Music:** Cliff Rawls
- **Custodial Team:** Sergio's Team, Marisol during school hours

Lower Village Staffing:

- **Campus Supervisor:** Lynnette Rix and Jermaine Garrett
- **PE Assistant:** Lynnette Rix
- **Aftercare:** Illinois Skirboll-Roche & Lina Sanchez
- **Paraprofessionals:** Roxie Chung, Leslie Ivy, Kristian Hernandez & Brittany Philpart
- **Kindergarten:** Charlotte Pickett and April Rowley
- **First Grade:** Mariah Mills and Fiona Tyler-long term sub for Carys Martens on maternity leave
- **Second Grade:** Ann Gobeille, Sarah Singer, and Sara-Alicia Gonzalez
- **3.4.5. Molina Rotation:** Andrea Bunn, Rebecca Flynn, Jana Harvey
- **3.4.5. Jemison Rotation:** Jon Blumenfeld, Bethany Miguel, and Yesenia Ezell
- **Art and Music:** Susie McKee, Art Facilitator, Robbie Wilson, K-3 Music Facilitator, and Cliff Rawls, Music Facilitator 4th and 5th
- **PE:** Jon Moore

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Upper Village Staffing:

- **Art Facilitator:** Tarika Lewis
- **Spanish Facilitator:** Linda Morales and Nik Ratzlaff
- **American Sign Language:** Burnie Gipson
- **Humanities:** Katie Reyes, Madeline Eustis, Honora Gioia, and Anna McFall
- **Math:** Heather Dutton, Daniel Pasker, Jen Addison and Allyson Furcick
- **Science:** Nik Ratzlaff, Daniel Pasker and Jesse Lofland
- **Music:** Cliff Rawls
- **PE:** Jon Moore

Beginning of School Professional Development

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 find tune existing projects.

Mindfulness: All staff grades K-12 learned how to integrate mindfulness into their work with youth using research-backed Mindful Schools Curriculum. Research shows:

- Improves attention including better performance on objective tasks that measure attention.
- Supports emotional regulation creating changes in the brain that correspond to less reactivity, and better ability to engage in tasks even when emotions are activated.
- Increase self-compassion.
- Reduces feelings of stress and improves anxiety and distress when placed in a stressful social situation.

Department Collaboration Department time designated to common practice, vocabulary, and increasing classroom rigor. 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.

2017-2018 Nea Community Learning Center School Profile

Nea Community Learning Center Mission Statement: The Nea Community Learning Center's educational model empowers all youth to take ownership of

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their educational experience, to celebrate their diverse community, and to participate actively as members in a democratic society.

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

School and Community: Nea Community Learning Center is the only K-12 Public School in the city of Alameda. Alameda is a suburban island community between the urban centers of Oakland and San Francisco. Our learners, drawn from across the island and from our neighboring urban communities, reflect the wide ethnic and socioeconomic spectrum that exists in the Bay Area. Nea received a six year accreditation term by the Western Association of Schools and Colleges (WASC) in 2015. Nea Community Learning Center provides a unique and rigorous college-preparatory alternative to traditional education.

Nea Core Values:

- **Academic Excellence:** Our learners are critical and creative thinkers who hold themselves to high standards. Our rigorous curriculum and progressive pedagogy are models of best practice in teaching and learning and promote mastery of the California State and Common Core Standards. Our graduation requirements are designed to exceed the admission requirements for the University of California system, ensuring options for all our graduates.
- **Academic Opportunity:** Our project based and experiential learning model encourages intellectual exploration and connection to the world around us, while our community service components, technical and career courses, partnerships with colleges and community organizations, as well as our senior internships create bridges to deep learning opportunities. Nea classes are inclusive of many different learning styles and we differentiate instruction to support all learners to achieve their potentials.
- **Community:** As members of an intentionally small community school, Nea learners, facilitators and families know and care for each other. Healthy peer-to-peer relationships and strong facilitator-learner relationships make our school villages healthy places to grow and learn.
- **Diversity and the Whole Person:** Nea values and affirms the many ways we are human. We support growth not only in specific areas of scholarship, but in critical habits of mind and heart. Nine principles are incorporated into all our instruction and shape our culture: organization,

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problem solving, integrity, teamwork, curiosity, courage, compassion, persistence, and accountability. As a K-12 school, we invite learners to revisit these principles in new and developmentally appropriate ways as they mature.

- **Individual Agency and Voice:**

As ownership of real learning must reside with learners themselves, Nea empowers our learners to be both proactive and reflective. We encourage all learners to participate actively in shaping our community, and we offer choice, flexibility and guidance as learners make their educational journey toward adulthood.

Community Partnership Launch:

Empowering our learners to take ownership of their own education, Nea invites learners to explore the world through projects, hands-on learning, and literature, and through engagement with peers and faculty. We also ask learners to take their learning beyond our school walls through our community service work and senior internships. We are so pleased to announce two new partnerships to expand our learners' opportunities into the world around us.

The College of Alameda offers our learners college credit and courses beyond those that most high schools' can offer. Learners will also have the option of pursuing coursework towards an industry recognized certificate in their program of choice. Nea facilitators who mentor and support them in their work will guide learners involved with both these programs. Additionally, all participants will be asked to bring back to our community their experiences and discoveries.

Building bridges from high school to worlds of career and college, learners who participate in these offerings will be able to develop an increased sense of direction and of purpose. This new addition to our offerings is an exciting step in our work to guide every learner on their path of empowerment, excellence and lifelong learning.

High School Course Offerings

Nea offers University of California approved Honors level courses in English 3 and English 4. We also offer AP US History, AP US Gov. & Politics, and AP Calculus AB available through UC Scout . Learners are encouraged to accelerate and enrich their educations by concurrently enrolling in college-level courses at the local community college and through distant learning. To meet the individual needs of learners, the Nea offers special support including academic support courses, tutoring courses, and Special Education.

Staff: Our staff has strong subject matter knowledge and on average, our facilitators have 5 years of experience in education. The faculty learner ratio is

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twenty-four to one K-2, twenty-six to one 3-5, and on average twenty-eight to one 6-12.

Graduation Requirements: Nea graduation requirements exceed UC and CSU admissions requirements and AUSD graduation requirements. 230 semester credits are required for graduation. Required courses for Nea Graduation Include:

English 40 credits

History/Social Science 30 credits

Science (Biology, Chemistry, Physics) 30 credits

Math (Algebra I, Algebra 2, Geometry, and a 4th year math) 40 credits

Foreign Language 20 credits

Visual and Performing Art 10 credits

Physical Education 20 credits

Current Life Issues 5 credits

Electives 25(+) credits

College Level Elective 10 credits

In addition to the graduation requirements listed above, learners must demonstrate an understanding and mastery of the Nea “Learning to Learn” skills that include time and task management, research skills, effective presentation skills, whole team performance, leadership skills, community service, analytical and technological skills. As an additional graduation requirement, learners must create an electronic graduation portfolio in the form of a Web page, which includes a reflective essay providing evidence of learner achievement relating to the graduate profile standards.

Finally, each Nea learner must complete at least one college class, an internship, 20 hours of community service per year, and a Senior Project which improves the Alameda/Nea community.

Assessments:

Lower Village: Lower Village facilitators assess the reading levels of learners using the Developmental Reading Assessment (DRA) tool. This comprehensive assessment covers, fluency, comprehension, engagement, and metacognition to author’s purpose. This is reviewed and learner’s reading level are designated. If a learner is below grade level they will be assessed again in February to look for growth. In May, a final DRA assessment will be done.

Facilitators also begin formative assessment that happen in many classes daily to check for understanding on a math concept, letter recognition or writing expectations. Examples of formative assessments are a warm-up for thematic knowledge, exit tickets, spelling tests, or writing journals.

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Upper Village: MAP assessments are computer adaptive achievement tests in Mathematics and Reading. The computer adjusts the difficulty of the questions so that each learner takes a unique test. The difficulty of each question is based on how well the learner has answered previous questions. Developed by researchers, educators, and psychometricians, MAP is a computer-based adaptive assessment that provides precise and immediate feedback so facilitators can pinpoint current learner learning needs, personalize instructional planning and promote learner engagement. MAP is an interim assessment, designed to be given two or three times per year to measure a student's academic achievement and calculate academic growth. Facilitators use the data to guide instruction in the classroom. MAP is aligned to a state's content standards that are published on each state education agency website. MAP measures progress to the standards. The typical MAP assessment is 42 - 50 questions long, completed by most students in about an hour.

Learner data and been imported into the MAP database and the platform has been uploaded to chromebooks. Facilitators have been trained in proctoring the assessment and will administer the first assessment of the year by the end of the month in order to use as baseline data for monitor learner progress through the year. Learners grades 6th-10th will be testing in ELA and Math through Algebra II.