

## **Nea Lead Facilitator Report** ***February***

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### Problem Solving

We use **Problem Solving** to:

- Overcome obstacles and find a solution that best resolves the problem
- Organize knowledge and develop strategies to correctly solve a problem
- Evaluate results to determine the best possible solutions to the problem.

#### **Pluses(+)**

1. Nea Fundraising (PTSA)
2. Staff Rapport Building
3. Middle School Champions
4. Emergency Response Protocol

#### **Challenges Inspiring Changes (Deltas: $\Delta$ )**

1. Tree Expectations
2. False Fire Drills
3. Facility Construction

#### **Executive Summary:**

1. LCAP/WASC Updates
2. College Update
3. PSAT Data
4. Discipline Updates

## 1. LCAP/WASC Updates -

<p><b>Goal 1:</b> Ensure that students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career.</p> <p><b>Develop data systems to analyze UV benchmarks and assessments.</b></p> <ul style="list-style-type: none"> <li>● Reading proficiency in K-5</li> <li>● Disaggregate DRA data</li> <li>● Reflex Math Data</li> <li>● Number of HS student enrolled in Honors or Community College Class</li> <li>● Measure EL proficiency - ELPAC</li> <li>● MAP assessments - SBAC interims - SBAC summative</li> <li>● College acceptance rate</li> </ul>	<p><b>Semester 1 -</b></p> <p>MAP Testing is nearly complete. Once all students are assessed, the Data Committee will begin planning to incorporate SBAC Interim Block Assessments into the testing schedule. Two interims focusing on content claims will be given to narrow the scope of support learners require to perform well on the summative exam in May.</p> <p>A data pyramid concept has been included in the Department meetings to ensure our students demonstrate academic growth on a weekly, monthly, and annual scale. Our review of common assessments provides us with college and career readiness data. Benchmarks (MAP, SBAC Interim) are in place to make data-based decisions on instruction, curriculum, and assessment.</p> <p>Department leads are working continuously with their colleagues to improve their teaching strategies and better manage their classrooms.</p> <p><b>Semester 2 -</b></p> <p>Interim Block Assessments, MAP testing, and historical data determined intervention classes for Math and ELA 6,7,&amp; 8th-grades. Learners are receiving targeted intervention instruction focusing on (Math) number systems, ratios and proportional relationships, and geometry. Brief writes (ELA) are implemented to</p> <p>Saturday school volunteer sessions are scheduled once a month (3/2) to assist learners who are behind grade level standards. A combination of facilitators and parents contribute their valuable time to help learners master foundational ELA and math skills.</p>
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	<p>MAP Testing is underway for Feb.11th to 15th. The mid-term assessment will present a strong picture of our progress thus far. ELA and Math only.</p> <p>ELPAC testing is underway. 19 MS learners and 13 HS learners are classified as EL. Testing is scheduled to be completed by March 1st.</p>
<p><b>Goal 2:</b> Align student learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment. <b>Strengthen the HS program by developing, implementing, and assessing our educational system.</b></p> <ul style="list-style-type: none"> <li>● The inclusion of culturally relevant curriculum materials and texts to support PBL</li> <li>● PD surveys</li> <li>● Number of 4-year plans created</li> <li>● Registered Math PD's</li> <li>● Digital Library Update</li> <li>● School Cleanliness Survey</li> </ul>	<p><b>Semester 1 -</b></p> <p>The Curriculum and Instruction Lead is effectively implementing program development to support teachers in providing differentiated opportunities so all learners can access the curriculum. Classroom visits are a priority according to need, but all facilitators will receive feedback and assistance.</p> <p>Levant Obulié, is working with the two 3rd-5th grade Humanities facilitators on a rich curriculum that highlights the accomplishments and contributions of a diverse group of people throughout History. He will work with the team to deconstruct current History Standards, frame lessons, and provide resources and experiences that complement or replace current readings. He is also working Working directly with the 8th grade US History Facilitator and the 11th grade US History Facilitator to frame lessons and provide resources and coaching.</p> <p>School surveys created by our School Culture &amp; Support Committee are being developed and introduced in September to parents, learners, and staff.</p> <p><b>Semester 2 - Feb.</b></p> <p>An instructional coach was hired to help facilitators focus on their individual needs in the classroom, find resources to help bring growth in teaching and learning, and to help facilitators get to a place where they are sharing best practices with one another. There are 4 UV facilitators working with the instructional coach for 8 hours each during the</p>

	<p>month of February.</p> <p>A Case Study presentation surrounding the pervasive use of the "N-Word" as a term of endearment is scheduled to take place in March. Training with staff, by Levant Obulié's created outline will assist facilitators and learners during this lesson. He will train the leadership class, leadership teacher, and Admin team to have staff and learners calendar out presentations in L2L classes.</p> <p>Digital Library materials are implemented during intervention periods to target claims and focuses on CAASPP. The "office hours" slogan has been rephrased to encourage learner participation. "Free College Readiness Tutoring" is the preferred title to promote more cooperation and parent support.</p> <p>Instructional Rounds were conducted on February 7th. Certified and classified staff participate in a scheduled process of observation focusing on engagement. The SOTEL method was introduced for participants to understand; safety, objectives, teaching, engagement, and learning competencies.</p>
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<p><b>Goal 3:</b> Engage parents, staff, and community to promote unique educational opportunities for students.</p> <ul style="list-style-type: none"> <li>● Parent participation at school-related events</li> <li>● Number of students registered in CTE courses</li> <li>● Number of students scoring in the Healthy Fitness Zone</li> <li>● ADA</li> <li>● Suspension data</li> <li>● Truancy Data</li> <li>● CA healthy kids survey</li> </ul>	<p><b>Semester 1 -</b></p> <p>Back to School night was a success for both UV and LV. Many parents participated in the open house format this year. Parents were encouraged to attend via phone, email, and personal invites from facilitators. Students were given flyers and participated in a contest to improve attendance.</p> <p>Coffee with the Lead Facilitators kicked off last week. Many parents were in attendance.</p> <p>Our first college night took place last week to inform parents and learners of their options. Financial aid, the application process, and other college material were discussed.</p> <p>A strong PTSA board has some annual events encouraging more participation throughout the school year. They help communicate unique educational opportunities and promote Nea to the community.</p> <p>Plans are in place to hold an 11th-grade cohort meeting with parents to discuss the seriousness and college implications surrounding the spring SBAC exam. Students scoring above a 3 or 4 are determined proficient by 220 universities in California and beyond, exempting them from remedial courses.</p> <p><b>Semester 2 - Feb.</b></p> <p>A College Night was held on 2/7. Learner and parent participation was high during the presentation. Information about the 4-year plan, graduation requirements, FAFSA, and the application process were discussed. The School Counselor and College Counselor were present to deliver details about the college process.</p> <p>Rapport building events were held in January to establish a strong relationship between learner and facilitator. A Warriors game viewing party and student versus staff basketball game helped developed personal connections.</p>
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	<p>Nea Night Out (PTSA) Fundraiser was well attended by Nea staff. The community event encouraged parents and facilitators with the opportunity to socialize off campus.</p> <p>A 5th-grade information night provided Nea LV parents and learners with an opportunity to see what UV life is all about. A conversation-style format allowed Nea admin to gain valuable feedback on what decisions LV parents are thinking about when deciding on enrolling in the 6th-grade.</p> <p>5th-grade shadow days were developed to build on LV retention into the UV. Learners get to experience the rigor, expectations, culture, and community of the UV.</p> <p>2019 parent and learner surveys were sent out in January. The survey was designed to get feedback on learner emotional and physical safety at school.</p>
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## 2. College Update -

All self-reported data as of January 14, 2019 -

- a. Number of Seniors - 17
- b. Plans:
  - Four Year College/University - 8
  - Two Year to Transfer to Four Year - 6
  - Community College - 2
  - Technical/Vocational - 1
- c. # of completed applications - 70
- d. # of applications started but not finished - 4
- e. 10/17 FAFSAs completed
- f. Number of Acceptances - 4
- g. 6 Students with 0 applications started
  - Camerine Ware
  - Angel Garcia
  - Kieran McDonough
  - David Tuutafaiva

- Makayla Hicks
  - Randy Duarte
- h. The average number of applications submitted by the remaining 11 seniors is 6.4

### College Expectations & Progress -

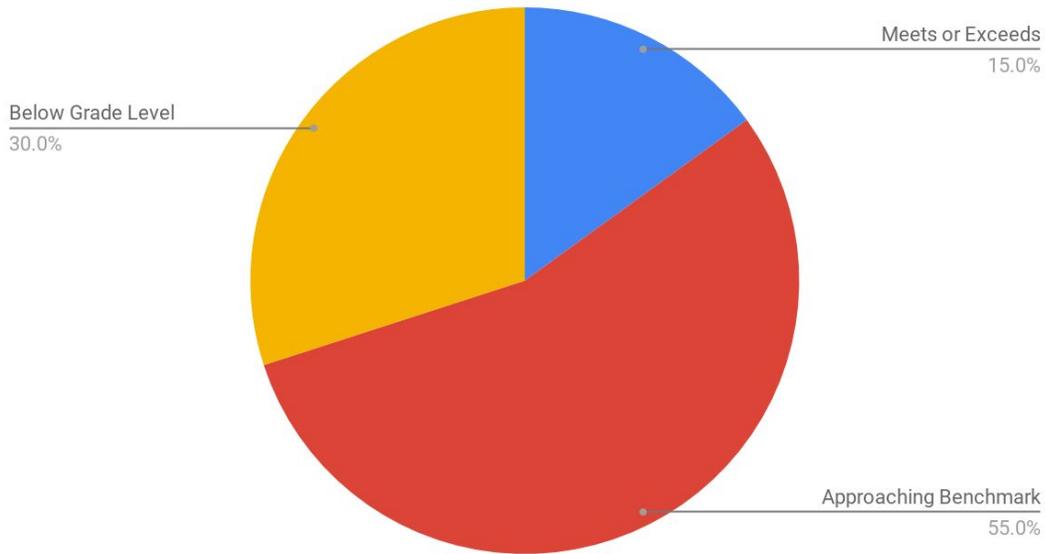
- **College Drive Folders** - google drive folders focusing on each grade level (8-12). Each grade contains a google sheet indicating each learner's progress aligned with the usual college preparation pace during their given class. Also, the college preparation checks should be integrated with Nea's graduation requirements. This include dates met with learners and notes about what was discussed. Access is shared with Lead and Counselor. The College Advisor will include a schedule of meetings each Monday (in and out of seminar).
- **8th-grade target retention** - plan two college visits for the 8th-grade cohort this spring. Introduce the 4-year plan during college info night. Begin encouraging learners to have school pride days where they wear a college shirt or sweatshirt to build interest.
- **College completion programs** - (i.e., Navient & National Clearing House) so we can monitor successful two and four-year completion rates.
- **Build a college acceptance wall in the Tree** - As learners receive acceptance letters, please take their photos and indicate their school of choice on the Community News Board. Highlights will be sent in Nea Newsletters.
- **Developing the alumni network** - Nea is brainstorming how to have learners come back and talk to current Nea students about their experiences on campus. Collect information such as phone numbers, emails, social media, etc. (compile into a google drive folder according to their graduating year)
- **College Night/Fair** - Once a year, we are scheduling college liaisons to visit our campus to provide materials for our learners. Representatives will set up in the tree. Contacting college personnel is underway with a spring date to be determined.

**College Night** - was held on February 7th. Learner and parent participation was high during the presentation. Information about the 4-year plan, graduation requirements, FAFSA, and the application process were discussed. The School Counselor and College Counselor were present to deliver details about the college process and inform parents of the standard timeline to apply. In addition, parents were given information about the CAASPP and how it can potentially exempt learners from taking remedial college courses.

### 3. PSAT Data -

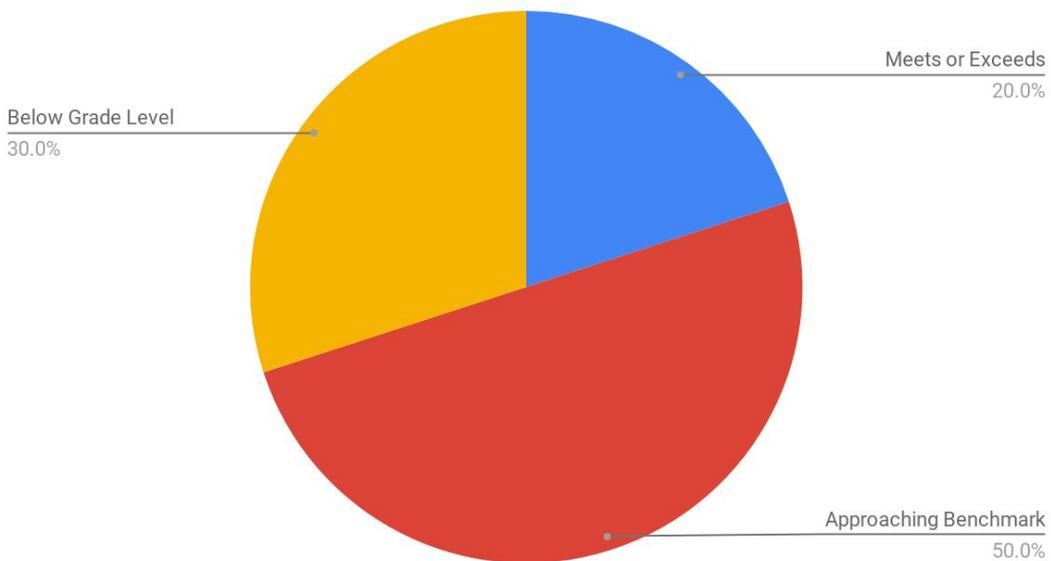
**2017 (11th grade)** data revealed 15% of our 20 learners were at or above grade level benchmarks. The results are below the district and state averages. Many learners are below by one or more grade levels in math, approximately 80% are in need of strengthening their math skills. 45% of the students were below grade level in evidence-based reading and writing skills.

### 2017 - PSAT Mean Total Score



**2018 (11th grade)** data indicated 30% of our 30 learners were at or above grade level benchmarks. The results are below the district and state averages. Many learners are below by one or more grade levels in math, approximately 83% are in need of strengthening their math skills. 56% of the students were below grade level in evidence-based reading and writing skills.

### 2018 - PSAT Mean Total Score



#### 4. Discipline Updates -

	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017
<b>Expulsions</b>	0	0	0	0	0	0	1 rec	0
<b>Sus.</b>	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
	August 2017	September 2017	October 2017	November 2017	December 2017	January 2018	February 2018	March 2018
<b>Expulsions</b>	0	0	0	0	0	0	0	0
<b>Sus.</b>	0	2 - 6th	2 -12th	0	1 - 9th	0	2-12th	1-6th 1-7th 1-8th
	August 2018	September 2018	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019
<b>Expulsions</b>	0	0	0	0	0	0	0	
<b>Sus.</b>	1- 6th 1- 7th	1- 11th	0	0	1- 7th* 3- 12th 1- 8th	0	1 - 9th	