

Nea Community Learning Center Interim Lead Facilitator Report

September 2014



September Nea Principle: Curiosity

The Nea Community will use Curiosity to:

- Help clarify problems, ideas, and situations
- Actively explore the environment, ask questions and investigate possibilities
- Demonstrate deep understanding beyond surface knowledge and learn more because of the desire to know more.

Executive Summary:

- Cross Pollination
- Economy of Scale
- WASC
- Nea Staffing
- 2014-2015 Enrollment
- Traffic Flow
- Professional Development
- State Rankings
- Graduation Requirements
- Elective Offerings

Pluses (+)

1. Project Based Learning Training.
2. Literacy Program Development.
3. K-12 on one campus.

Challenges Inspiring Changes (Deltas: Δ)

1. Parking, drop-off, pick-up.

2. Facility lack of storage.
3. K-12 on one campus.

Highlights

Opportunities for “Cross Pollination”

- **Sharing of Classes:** Econ/Gov and Maker
- **Common Lunch Area:** Grass area used at lunch as a common area for both Nea and ACLC learners to engage in lunchtime activities.
- **After School Club:** Nea parents will be starting an after school computer club open to learners who attend both schools.

Economies of Scale

- **Professional Development:** Nea and ACLC combined for Buck Institute Training and ACLC offered new Nea facilitators basic Illuminate training.
- **Food Master:** We were able to collaborate on our hot lunch service to combine to one delivery fee.
- **Staffing:** Nea and ACLC share our school psychologist 80/20 and a campus supervisor/office support 40/60.
- **Courses:** Nea Seniors in need of Gov/Econ began with ACLC the first week of school. ACLC 7th grade learners began Maker class facilitated by a Nea facilitator.
- **Office/Campus Security:** Nea and ACLC split the cost of a newly hired staff member to bring someone on full-time. 60% with ACLC as office support and campus security and 40% with Nea as campus security.
- **Facility:** Nea and ACLC are working collaboratively in the use of the Boys and Girls Club gym space.

WASC

WASC Visit and Timeline and Process:

The on-site visit to Nea is scheduled for Monday, November 17, 2014 through Wednesday, November 19, 2014. The 5-member team arrives on Sunday, November 16th and will have its initial meeting and reception with the Nea community.

School Report Creation:

- **March and April 2014:** Formulate the specific WASC Committees; Writing trainings attended by admin.
- **May and June:** Writing begins in committees about Organization, Curriculum, Instruction, Assessment and Accountability, and School Culture.
- **June:** Feedback on writing, data gathered and summer writing assignments confirmed.

- **July and August:** Writing, feedback and data gathering continues.
- **August:** Update on progress reported to August CLCS Governing Board.
- **August and September:** School Report draft compiled for submission for review at September Governing Board meeting, Staff Meetings, PTSA, Sankofa Forum and CCC/L2L; feedback and recommendations noted.
- **September and October:** School report final revisions compiled and affirmed at September Nea Governing Board meeting and CLCS Governing Board meeting.
- **October:** Finalized WASC report mailed to visiting team by October 17th.

Nea Staffing 2014-2015

- 100% have received the evaluation metric system rubric and evaluation schedule
- 100% have created facilitator websites
- 100% have submitted curriculum maps aligning current California Content Standards, the new Common Core State Standards and Projects
- 100% are offering electives to learners based upon their talents and interests

Total Full-time Staff: 36

Total Part-time Staff: 5

Returning Staff: 25

New Staff: 16

Expansion: Addition of one Kindergarten class, creation of Reading Specialist, 40% time campus security, 40% aftercare staff member

Reduction: One humanities facilitator and one math/science facilitator.

Upper and Lower Village Staffing:

- **Admin:** Annalisa Moore, Interim Lead Facilitator and Annahita Rad Assistant Lead Facilitator.
- **Office Staff:** Mary McKee, Office Manager and Maureen Deierling, Office Manager.
- **Special Education Department:** Katie Struzynski, SPED Coordinator and Deborah Porter, School Psychologist.
- **ELD:** Susie McKee, ELD Facilitator
- **Art and Music:** Susie McKee, Art Facilitator and Cliff Rawls, Music Facilitator.
- **Night Custodial Team:** Sergio, Hernando, Blanca and Juana

Lower Village Staffing:

- **Campus Security/After Care Managers:** Bennett Cox, Blanca Sanchez and Maria Puerta
- **Paraprofessionals:** Bethany Miguel, para and Angel Thomas, one-on-one para.
- **Music Facilitators:** TYR – Jordan, Amy, Rob and Caitlin
- **Kindergarten:** Charlotte Pickett and April Rowley

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- **First Grade:** Mariah Mills and Carys Martens
- **Second Grade:** Jana Chabre, Andrea Sanders and Sarah Singer
- **3.4.5. Molina Rotation:** Leah Wachtel, Rachel Howson and Kim Evans
- **3.4.5. Jemison Rotation:** Jon Blumenfeld, Lesley Pace and Humaria Naim

Upper Village Staffing:

- **Campus Security:** Marte Madera
- **Education Specialists:** Valerie Vargas and Oladipo (Ladi) Wadley
- **Art Facilitator:** Tarika Lewis
- **Spanish Facilitator:** Linda Morales
- **Humanities:** James Flowers, Madeline Eustis and Jarys Maragopoulos
- **Math:** Heather Dutton, Floyd Ammons and Daniel Pasker
- **Science:** Matthew Eichhorn, Barry Harris and Daniel Pasker

2014-15 Enrollment:

We are currently meeting and exceeding our enrollment projection of 486 with a total enrollment of 496.

Traffic Flow:

It has been our goal to provide as safe a system as possible as we drop-off and pick-up our more than 800 learners each day. Toward that end, we know that there is no simple solution, and are continuing to brainstorm with APD and City personnel to identify safe traffic flow patterns, etc.

Nea Lower Village Start and End Time:

8:00 to 3:00 (Monday, Tuesday, Thursday, Friday)

8:00 to 2:00 (Wednesday)

Nea Upper Village Start and End Time:

8:20 to 3:25 (Monday, Tuesday, Thursday)

8:20 to 1:35 (Wednesday)

8:20 to 3:05 (Friday)

Professional Development September - October 2014

- Facilitators who obtain a preliminary credential and need to fulfill their teacher induction program for their clear credential will begin BTSA at the end of September provided through UCSD. Total the program is being offered to 5 new and continuing facilitators. This is down from our previous year of 10.

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- All staff participated in Buck Institute Project Based Learning training for three full days the week before school began. Facilitators came together for project based learning 101, fleshed out ideas with their colleagues, and planned out cornerstone projects for the year.
- Illuminate training was offered on September 10th by ACLC for new Nea facilitators around setting up their account and grade books.
- Staff have completed and are creating and using valid scoring rubrics to drive excellent learner product.
- Emergency Procedures and the inclusion of Share911
- PowerSchool Attendance
- Response to Intervention Training
- Literacy Initiative
- Crisis Prevention Intervention
- Individualized Transition Planning
- WASC visiting team participation
- Office Managers and Admin
- Responsive Strategies
- ELA Diagnostics for leveled literature placement
- Performance Benchmarks

State Rankings

The California Department of Education has released state rankings for all schools. Nea Community Learning Center earned a 7 for our statewide ranking. Our similar school ranking decreased slightly to a 6 from an 8. The CDE descriptions of statewide and similar school rank are below.

Last year 2011-12 Statewide Rank: 7 /10 2012 Similar School Rank: 8/10
2013-2016 Statewide Rank: 7/ 10 2013 Similar Schools Rank: 6 /10

CDE Description of Statewide Rank:

On the Base API reports, schools are ranked in ten categories of equal size, called deciles, from one (lowest) to ten (highest). A school's statewide rank compares that school to other schools of the same school type in the entire state. The school types are elementary, middle, and high. Each decile contains 10 percent of all schools of that type. A school's statewide rank is the decile where that school's Base API falls compared with the Base APIs of the other schools statewide of the same school type.

CDE Description of Similar Schools Rank

In addition to statewide ranks, schools are ranked compared to 100 other schools with similar demographic characteristics, educational challenges, and opportunities. For the similar schools rank, schools are ranked into deciles according to school

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type: elementary, middle, and high. To determine the similar schools rank for a school, a comparison group of 100 similar schools of the same school type is formed for that school, based on similar demographic characteristics. The APIs for this group of 100 schools are ranked into ten categories of equal size, called deciles, from one (lowest) to ten (highest). Each decile contains 10 percent of all of the 100 similar schools in the comparison group. The school's similar schools rank is the decile where that school's Base API falls compared with the Base APIs of the 100 other similar schools in the comparison group. Special education schools, schools in the ASAM, and small schools with between 11 to 99 valid STAR Program scores do not receive similar schools ranks.

API / Non-Weighted 3 Year API Average / Weighted 3-Year API Average

Looking forward to next year, the API will be locked in at 838 for the next two years.

Nea Community Learning Center	2011	2012	2013
API	823	840	838
State Rank	6	7	7
Similar Schools Rank	5	8	6

Nea graduation requirements

Nea graduation requirements are among the most rigorous in Alameda and built upon the recommended admission requirements (A-G) for the University of California system.

All seniors must also complete a 20-hour internship, one college-level course, a Senior Project and Portfolio, and apply to at least one four-year university.

Core Academic Requirements:

- English (4 years)
- History (2 years: US and Modern World)
- Economics and Government (1 Year)
- Math (4 years: Algebra 1, Algebra 2, Geometry, and other Advanced)
- Laboratory Science (3 years: Physics, Chemistry and Biology)
- Language Other Than English (LOTE, 3 years)
- Visual or Performing Arts Elective (1 year)
- Current Life Issues (1 semester)
- Physical Education (2 years)

Successful Completion of the California High School Exit Exam (CAHSEE)

Elective Requirements:

Electives as needed to meet the requirement of 230 High School credits to graduate

High-School-Only Electives

High School Leadership, Women's Studies, Pioneers in Engineering (PiE via UC Berkeley), Historical Analysis, Honors Physics, Honors Chemistry, Honors Biology, Honors English 4, Honors English 3, Junior Seminar, Senior Seminar, Pre-Calculus, Trigonometry, Summative Math, Honors Economics, Honors Government

Other Graduation Requirements:

- Demonstrates an Understanding of the Nea "Learning to Learn" Skills:

Time and Task Management

Reading

Research

Effective Presentations

Whole Team Performance Evaluation

Individual Teamwork

Oral Communications

Writing

Teaching others

Democratic Leadership

Ownership of Community (Democracy and Leadership)

Judicial System Interaction (Democracy and Leadership)

Personal Visioning

Systems Thinking

Technology Skills

Nea Learner Portfolio

Learners must create an electronic (web page) Learner Portfolio for publication on the Nea website. It shall include the following:

1. A reflective essay providing evidence that they meet or exceed the Nea Graduate Profile Standards related to:

Personal Qualities, Work Habits and Attitudes

New Basics

Thinking and Reasoning Skills

Interpersonal and Collaborative Ability

Technology

Learners must also rate themselves on all of the Nea "Learning to Learn" rubrics and demonstrate an understanding of these skills in their Personal Vision essay.

2. Personal Resume

Learners shall create a one page resume that they could use at this time for the purposes of seeking paid employment or enrollment in an institution providing additional job training at the employer's expense.

3. Personal Vision and Action Plan

Learners shall create a one-page Personal Vision Statement that includes a personal action plan to achieve this vision within the next 20 years.

4. Work Samples

Examples of the learner's best work during their years at Nea (3-5 samples, 2 of which must be from Nea experiences, one from Nea math or science, and one from Nea Humanities).

- **Community Service/Senior Project Requirement**

Learners must engage in a purposeful Senior Project that involves or improves the Alameda and/or Nea community. This will also satisfy the 20 hour community service requirement in senior year. (Project must be presented to community by April of senior year.)

Community Service (outside of Nea) - 80 high school hours

- **Advanced Coursework/Units of College Credit**

Minimum one semester course of transferable credit to CSU / UC

- **Business Internship/Facilitator Internship Experience**

Minimum of 20 hours of documented Business Internship or Facilitator Internship experience (see Internship Agreement)

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Elective Offerings

Elective	K-2	3-5	Middle School	High School
Art 1 or 2	✓	✓	✓	✓
Digital Music Studio			✓	✓
Musical Theatre	✓	✓		✓
Yoga		✓	✓	✓
Band		✓	✓	✓
Music Appreciation				✓
Green Team	✓	✓	✓	✓
Garden to Pan	✓	✓	✓	✓
Student Government/Leadership		✓	✓	✓
Tree/Office Aide			✓	✓
Boa Me			✓	✓
Maker			✓	✓
Yearbook		✓		✓
Lego Robotics/STEM			✓	✓
Women's Studies				✓
Mathematical Thinking (Coursesra* via Stanford)				✓
Creative Writing		✓		
Poetry/Songwriting	✓	✓		
Aerodynamics		✓		
Chess		✓		
Entomology		✓		
Reader's Theatre		✓		
CSI		✓		
Geography		✓		
Games	✓	✓		
Dance	✓		✓	✓