

Nea Community Learning Center

Nea Lead Facilitator Report

November 2020

Jana Chabre



Persistence: consistently pushing to adjust and improve plans.

Pluses (+)

- Intersession Camp
- Camp Connect
- Gaming Club

Challenges Inspiring Changes (Deltas: Δ)

- Preparation for reopening
- Maintaining staff stamina and school culture during distance learning

Executive Summary:

1. Community Highlights
2. Assessment Data
3. WASC Goal Progress
4. Camp Success/Connect Update

I. Community Highlights

- School information session season has begun. There is a monthly LV and UV information session and virtual tour. In February, two sessions a week will occur to fulfil the increase of requests that we have had in the past years. We attribute this rise in requests because families have received their offers and the extra sessions give an opportunity to see the school again. We had 6 families at the LV session and 12 at the UV session. The presentations have been updated with new videos and virtual tours. Additionally, we had UV facilitators record themselves to add to the presentation so that families can hear directly from the staff.

- The Nea Community Store was open in early October to our families to pick up new and free clothing and shoes all donated by the All Good Things Foundation. There were shelf safe boxes of food for families in need to pick up as well. We have held multiple materials distributions so that all learners have the books and supplies that they need to be successful from home.
- EGaming Season is Open! Our Nea Ninjas Overwatch Team is off to a phenomenal start of our sophomore season! The Fall Open started with two clean sweeps over The Vikings and The Wasps winning both 3 out of 5 matches with clean, 3 match victories. That said, the season just begun with the Winter and Spring Opens ahead, the team is always interested in new players! Our two MVPs so far this Open are Justin Chan and Jon Thang.

More great events:

- On 10/28 we hosted the pumpkin patch and gave away 70 pumpkins to learners
- On 10/28 UV's L2L celebrated both LGBT+ History and Filipino History months in a learner-created lesson
- On 10/30 we hosted online Spooktacular, and learners requested more movie nights
- On 11/4 we offered an opt-in space to discuss the election for UV
- On 11/4 we had a successful Club Fair that highlighted our 6 clubs:
 - Intro to Arabic
 - Red Cross Club
 - Photography Club
 - Homework Help Club
 - ESports Gaming Club
 - Beach Clean Up Club
- 11/13, 6:30pm -- Zoom Movie Night for grades 4-7 to watch Spies in Disguise (suggested and voted on by learners)
- 11/17, 2pm -- AAMA meetings start next week with an orientation for grades 6-9
- 12/4, 6:30pm -- Zoom Movie Night for grades 8-12. PG-13 movie hasn't been selected yet.

Other upcoming events:

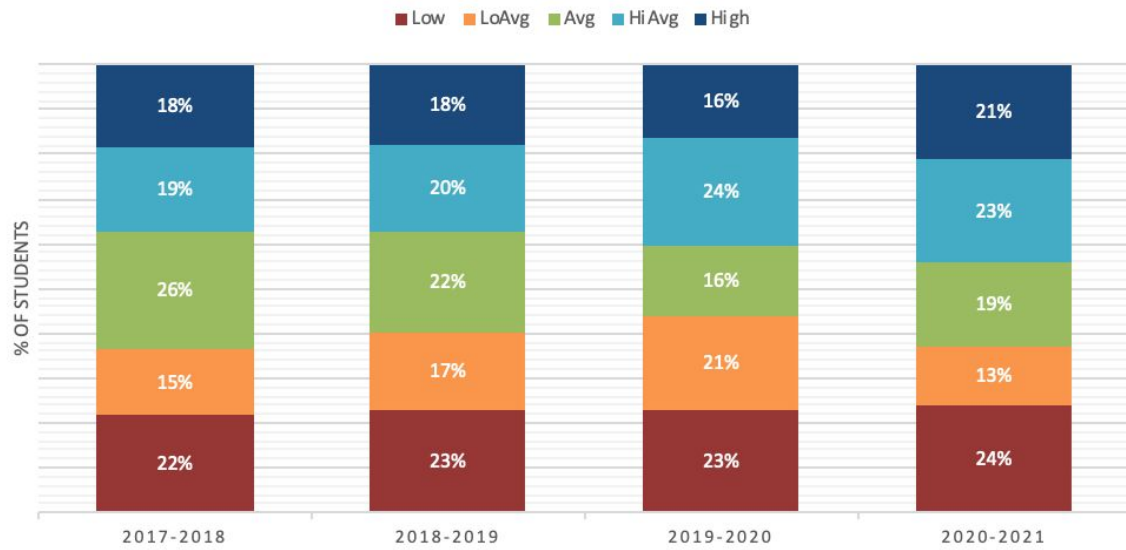
- Kahoot UV L2L Tournament
- Spirit Week (LV and UV combined effort)
- Celebration of Indigenous People's Month in L2L (UV)

II. Assessment Data

Upper Village MAP (Measures of Academic) Data Snapshot

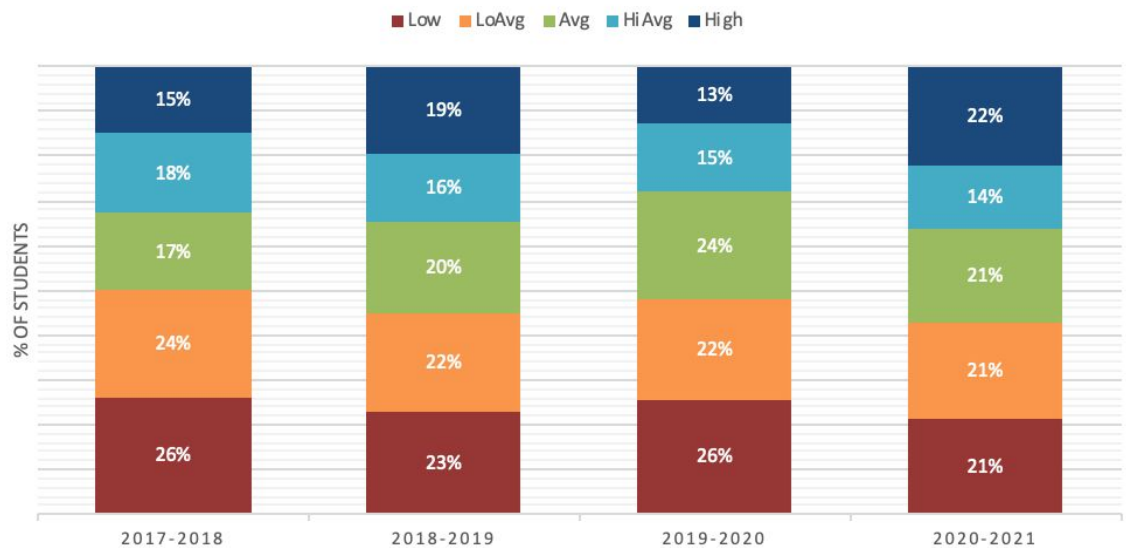
Schoolwide NWEA MAP performance at Nea has generally been stronger in Reading than Math over the last four years. For each test administration, students are assigned a percentile based on their NWEA MAP score. Since the percentile cannot be averaged across students, we identify the percentage of students in each of five quintile brackets Low, LoAvg, Avg, HiAvg, and High.

ALL STUDENTS: ACHIEVEMENT QUINTILE SCHOOLWIDE



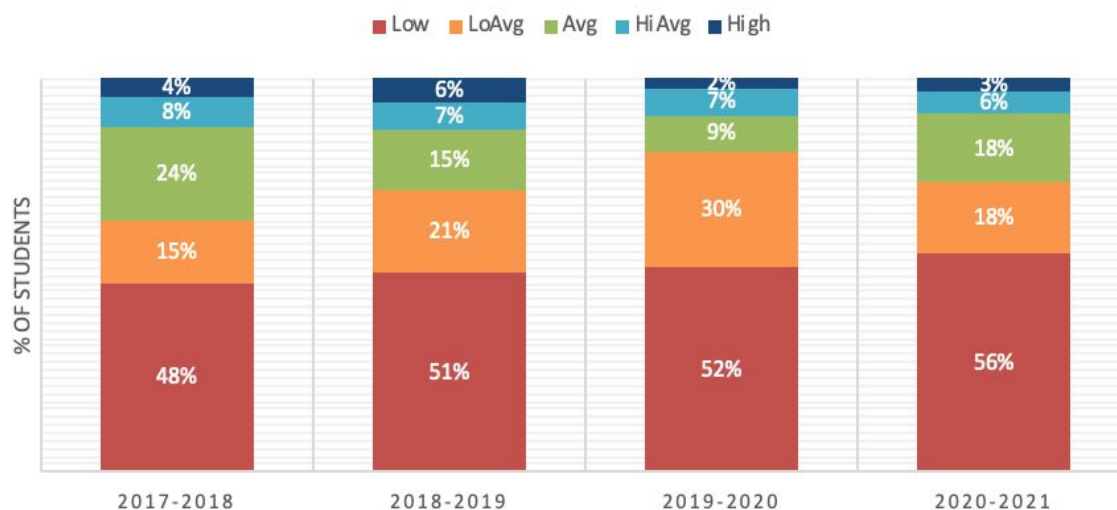
Achievement Quintile Schoolwide (Reading Above, Math Below)

ALL STUDENTS: ACHIEVEMENT QUINTILE SCHOOLWIDE



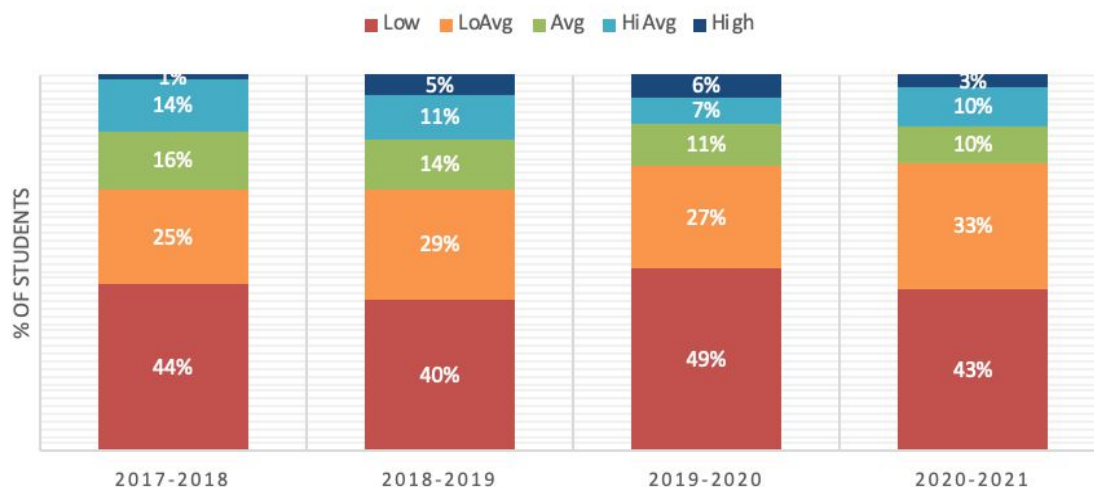
Math performance increased from last year to Fall 2020, particularly in the highest quintile, and Reading performance declined, so performance this year is more similar between subjects with 57% of students Avg and above in Math and 63% in Reading. This roughly equates to the percentage of students performing at grade level or above.

MAP: ACHIEVEMENT QUINTILE FOR ENGLISH LANGUAGE LEARNERS



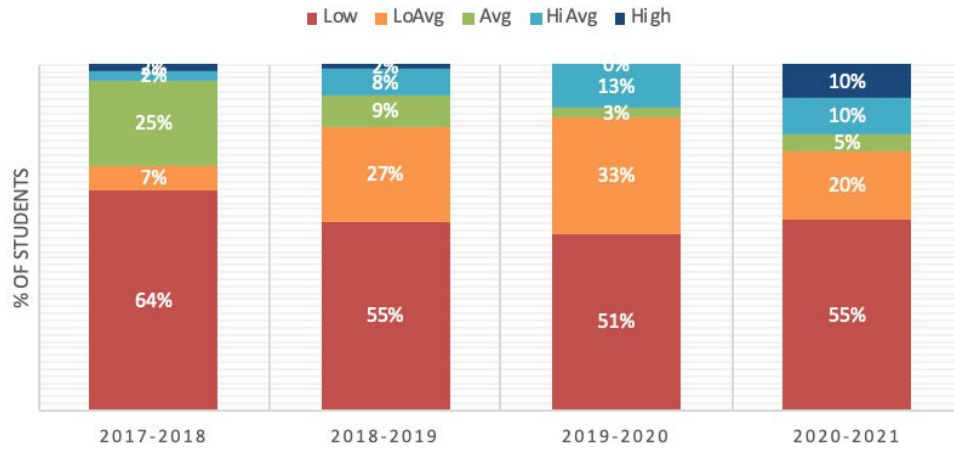
Achievement Quintile English Language Learners (Reading Above, Math Below)

MAP: ACHIEVEMENT QUINTILE FOR ENGLISH LANGUAGE LEARNERS



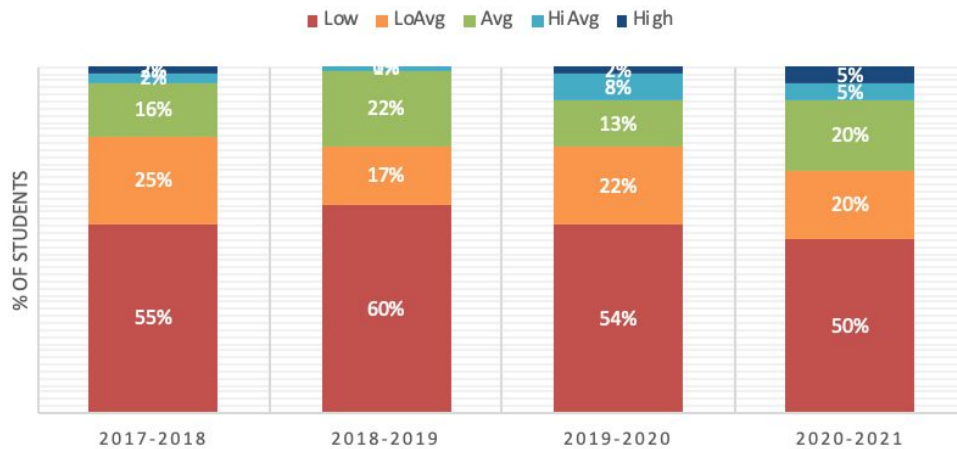
Of the English language learners at Nea, 23% are Avg or above in Math and 26% in Reading, but there is a much larger percentage of students in the lowest quintile in reading—56% in Reading compared to 43% in Math. The percentage of students in the lowest quintile decreased from 50% to 43% in Math from last year to Fall 2020 but it increased from 38% to 56% in Reading. ELL Reading performance in Fall 2019-20 was much stronger than in the other three years.

MAP: ACHIEVEMENT QUINTILE FOR STUDENTS IN SPECIAL EDUCATION



Achievement Quintile For Students in Special Education (Reading Above, Math Below)

MAP: ACHIEVEMENT QUINTILE FOR STUDENTS IN SPECIAL EDUCATION



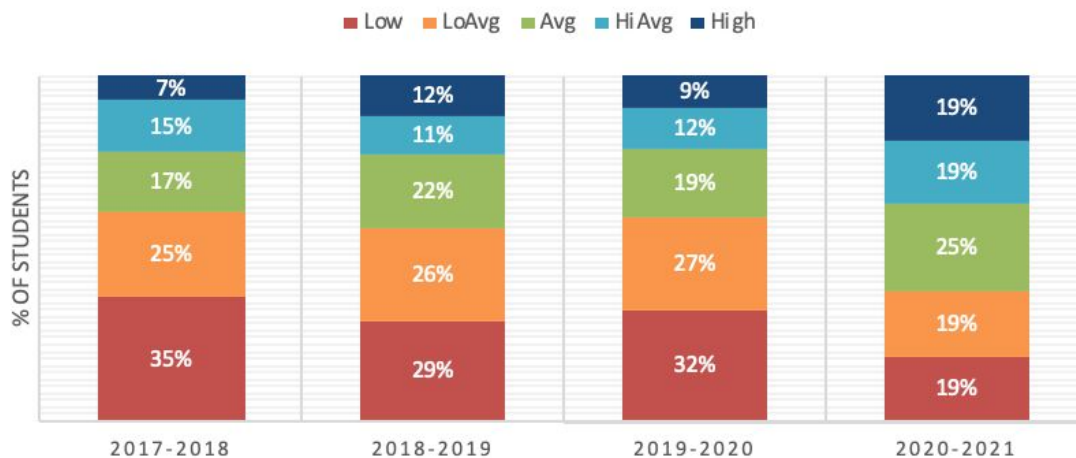
Students in Special Education have been steadily improving in Math over the last four years, growing from 21% Avg and above in Fall 2017 to 30% in Fall 2020. Reading performance appears to have fluctuated more, in part because of the small tested group in 2019-20. Of the last four years, the students in Special Education had the greatest percentage of students in the top two quintiles this Fall 2020 in Reading.

MAP: ACHIEVEMENT QUINTILE FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS



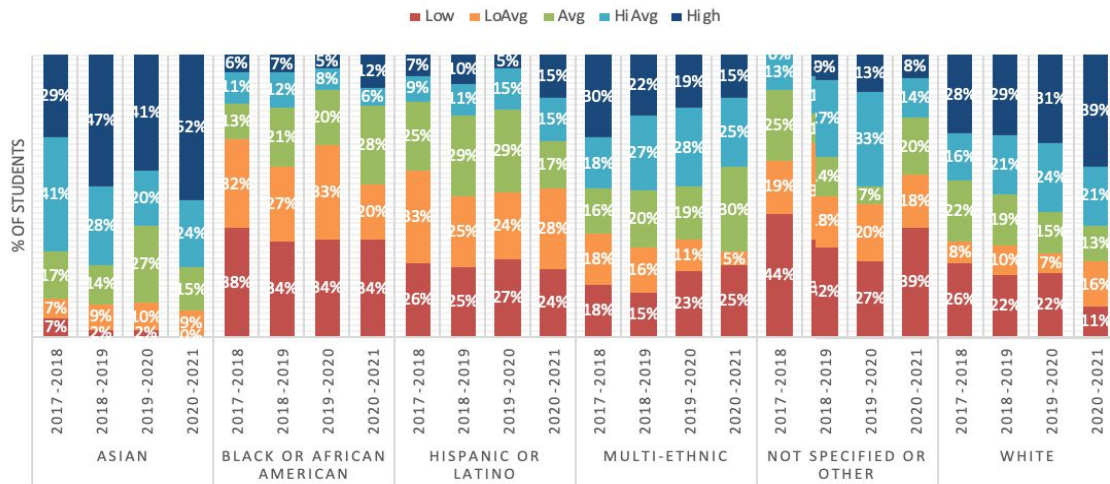
Achievement Quintile For Socioeconomically Disadvantaged Students (Reading Above, Math Below)

MAP: ACHIEVEMENT QUINTILE FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS



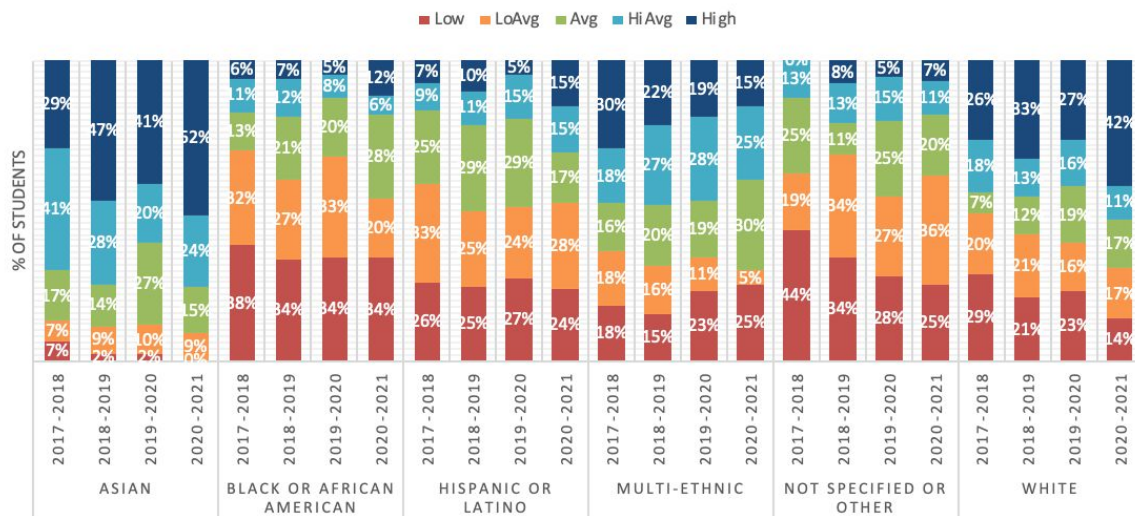
In Math, there was a significant jump in Math performance in Fall 2020, increasing from 45% to 63% Avg or above. The percentage of students in each of the top three quintiles increased. In Reading, performance declined over the previous year, from 76% to 52% Avg or above. Additionally, the percentage of students in the lowest quintile increased to 43% this Fall, the highest percentage in the last four years.

MAP: ACHIEVEMENT QUINTILE BY RACE/ETHNICITY



Achievement Quintile By Race/Ethnicity (Reading Above, Math Below)




MAP: ACHIEVEMENT QUINTILE BY RACE/ETHNICITY

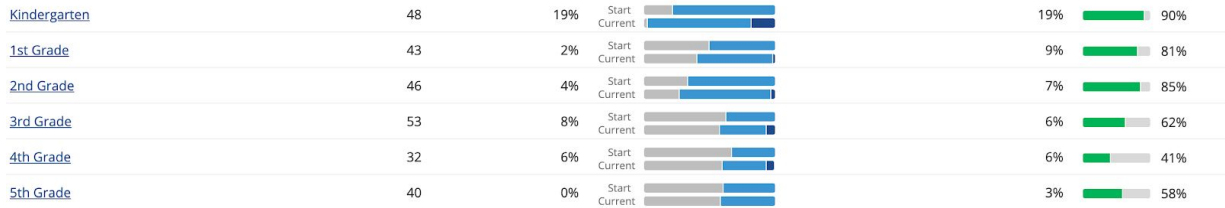


Although there can be a lot of fluctuation in performance from year to year when we look at the NWEA MAP results by race and ethnicity due to the small size of some of the groups, we can identify some trends. In Math, our Black and Hispanic have increased the percentage of students scoring in the highest quintile over the last four years. The Asian student group has steadily improved across quintiles each year in Math as well. Reading growth has been less steady across groups over time. Across almost all groups, 2019-20 performance was strongest for Reading, so there's a decline from last year to Fall 2020.

Lower Village Data Snapshot: Lexia (Reading) and IXL (Math)

K-5 Reading

 Below GLM
 In GLM
 Above GLM



Grade Progress Data

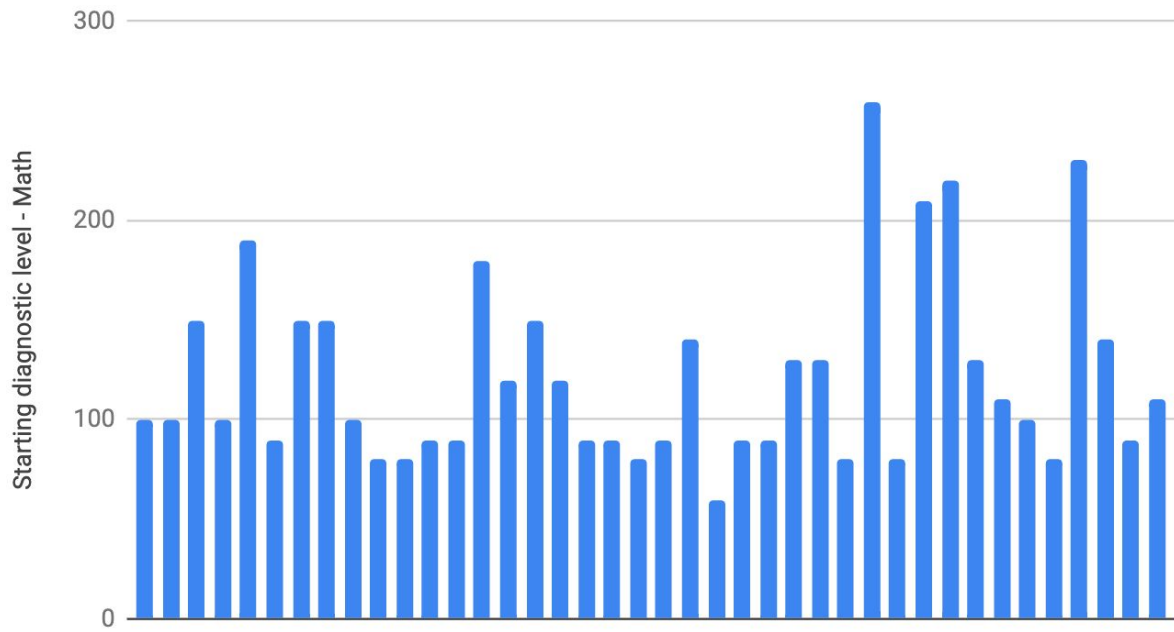
| Grade | Students | Start Below % | Start In % | Start Above % | Current Below % | Current In % | Current Above % | Movement into In/Above % | Met Usage % |
|--------------|----------|---------------|------------|---------------|-----------------|--------------|-----------------|--------------------------|-------------|
| PreK | | | | | | | | | 0 |
| Kindergarten | 48 | 10 21 | 38 79 | | 1 2 | 38 79 | 9 19 | 19 | 90 |
| 1st Grade | 43 | 21 49 | 22 51 | | 17 40 | 25 58 | 1 2 | 9 | 81 |
| 2nd Grade | 46 | 15 33 | 31 67 | | 12 26 | 32 70 | 2 4 | 7 | 85 |
| 3rd Grade | 53 | 33 62 | 20 38 | | 30 57 | 19 36 | 4 8 | 6 | 62 |
| 4th Grade | 32 | 21 66 | 11 34 | | 19 59 | 11 34 | 2 6 | 6 | 41 |
| 5th Grade | 40 | 24 60 | 16 40 | | 23 58 | 17 43 | | 3 | 58 |

K-5 Math

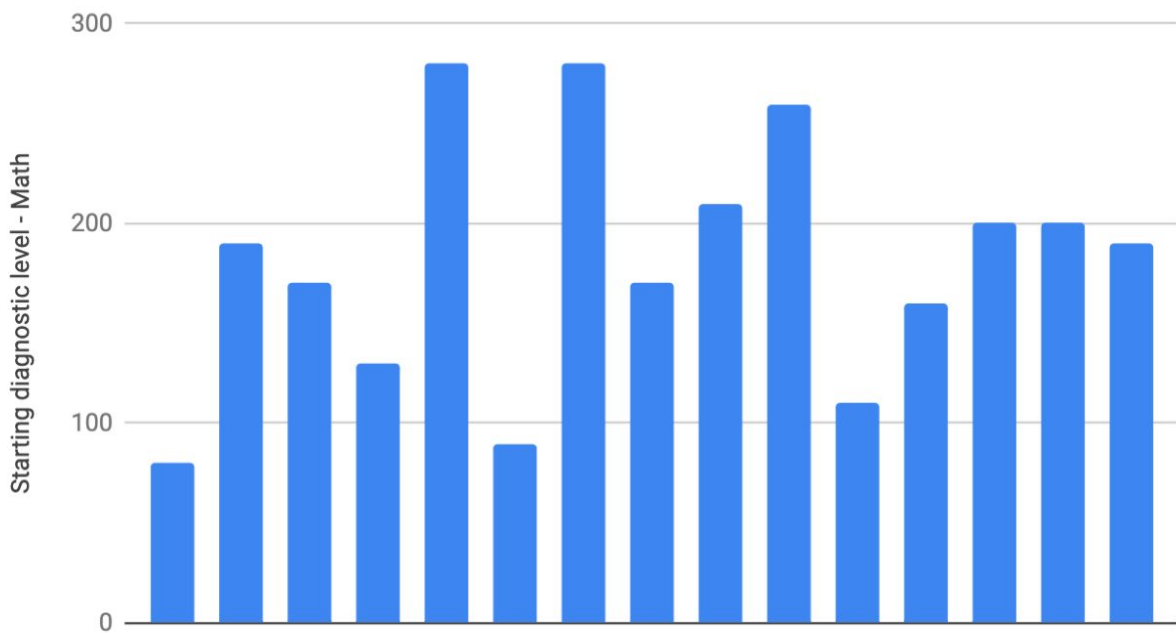
Fall Benchmark Diagnostic Levels

A diagnostic level of 100 in a strand represents a readiness to begin working on first-grade level skills. If a student's number is 150, it indicates the student is halfway through the first-grade level. A 550 indicates the student is halfway through the 5th-grade level.

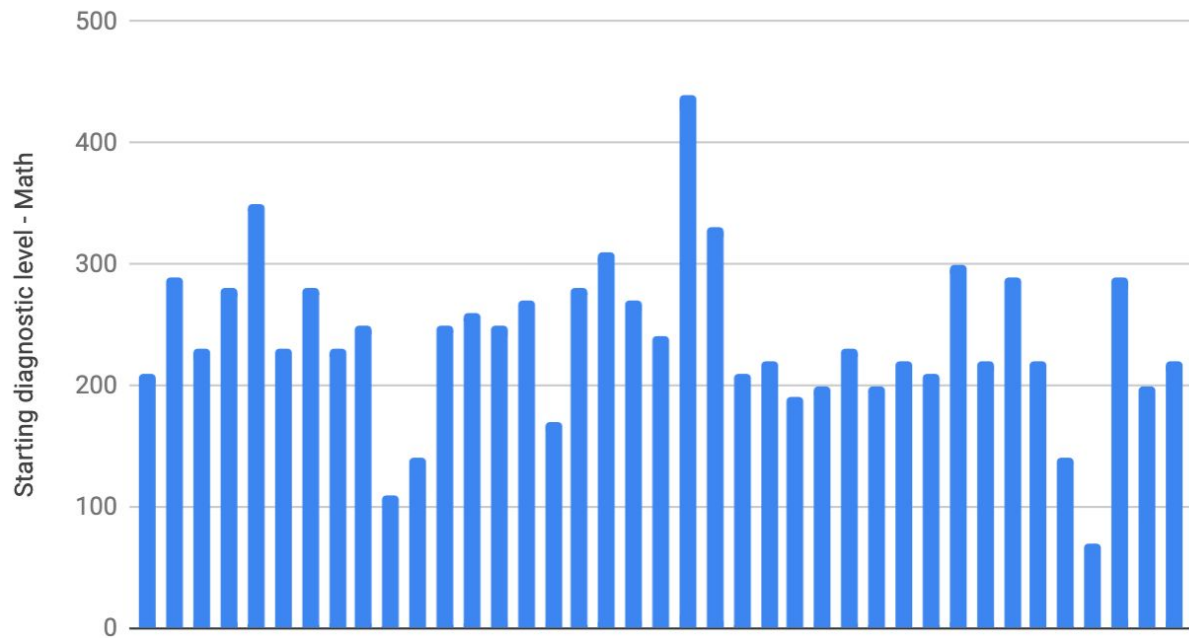
Kinder Starting diagnostic level - Math



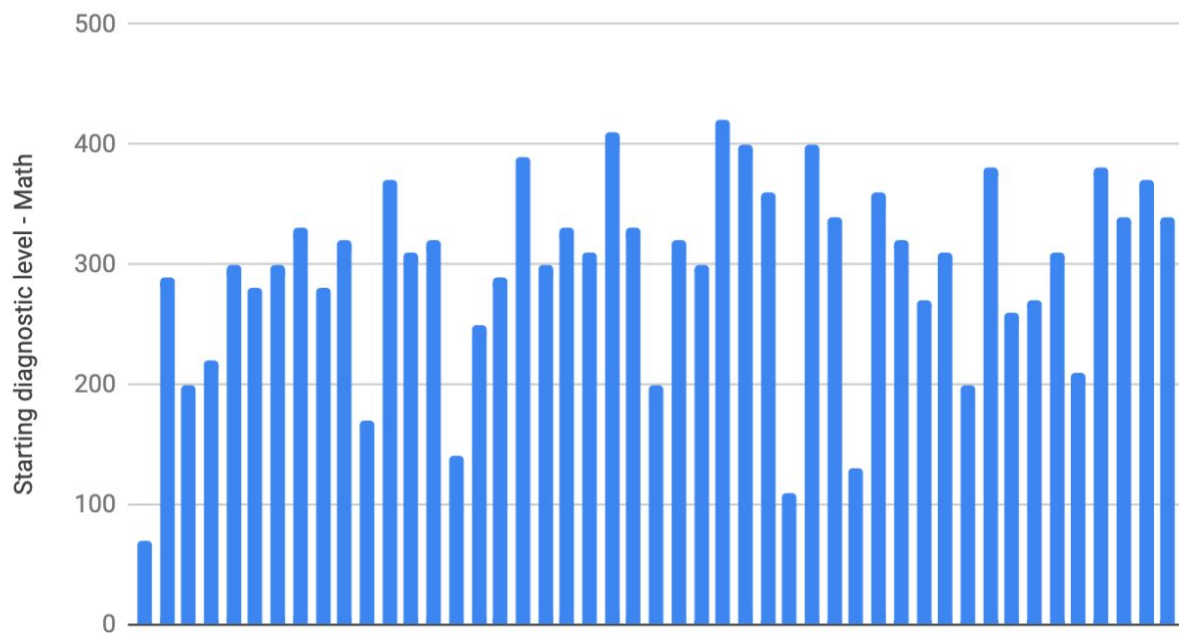
1st Starting diagnostic level - Math



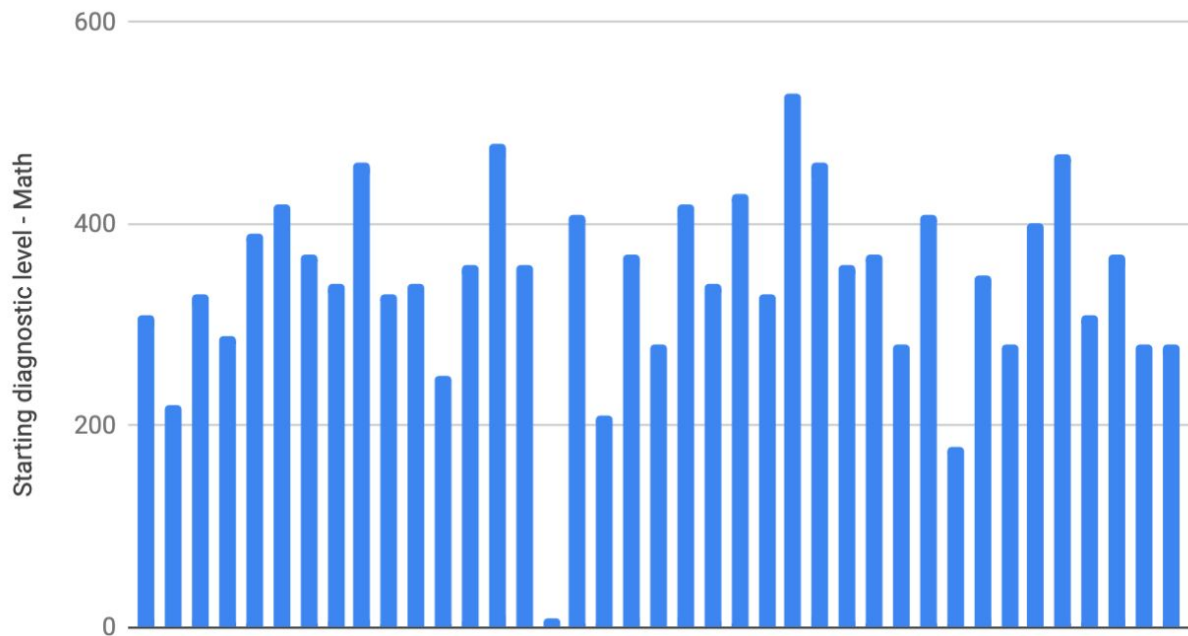
2nd grade Starting diagnostic level - Math



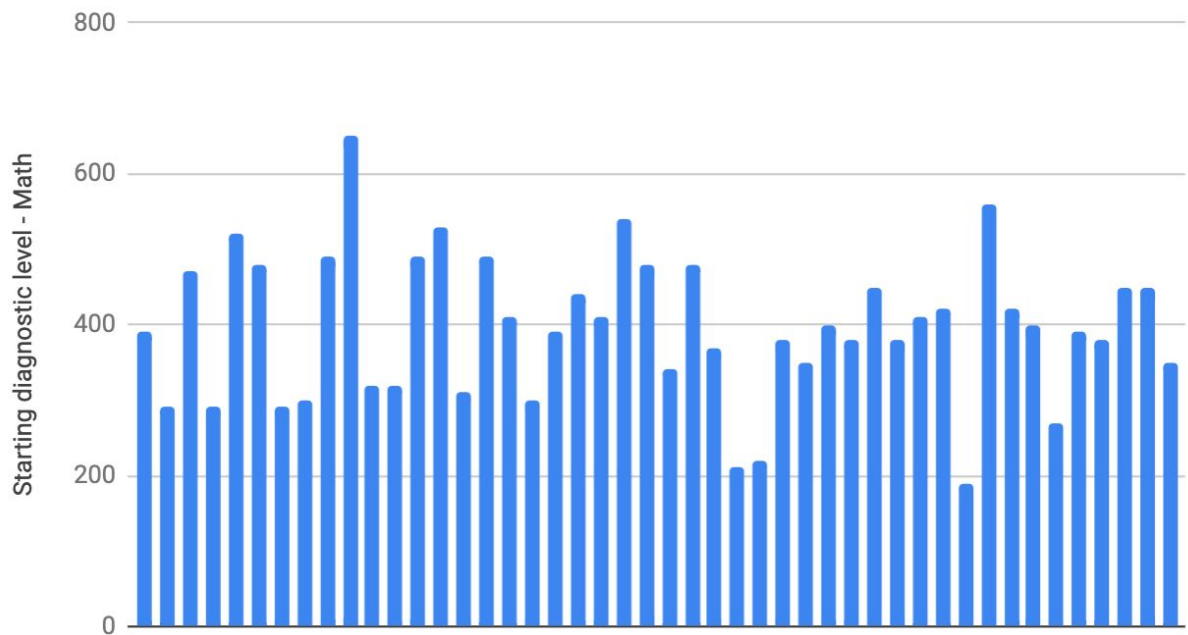
3rd grade Starting diagnostic level - Math



4th grade Starting diagnostic level - Math



5th grade Starting diagnostic level - Math



We are working with the curriculum committee to follow learner progress and include the percentage of how many behind grade level learners there are and what is the plan

to bring them to grade level. Learner current data is shared with teams and also sent home to families. Facilitators will work with learners to set growth goals based on what the data is showing. Additionally, our department teams meet weekly to discuss learners and next steps for further intervention as needed. A focus for Nea this year is compiling this data and using it effectively to adjust our classroom curriculum and to identify learners for our 2nd intercession in the Spring. Finally, we need to look at reading intervention at the UV.

III. WASC Goal Progress

| Goal | Progress on Goal |
|---|--|
| <p>WASC Goal 1: Strengthen academic program of Upper Village. Nea continues to analyze Upper Village benchmarks and assessments that focuses on individual student achievement so that learners are meeting grade level standards.</p> <ul style="list-style-type: none"> • Disaggregate MAP data • Disaggregate IXL data • Disaggregate Lexia Data • SBAC interims • SBAC summative • Office Hours in Distance Learning • Weekly middle and high school intervention team meetings during DL • IXL and Lexia program access for SPED and gen ed learners • Lexia as structured support program for all English Language Learners | <p>Individual MAP assessments have been reviewed during department meetings. Instructional strategies have been updated to better meet learner needs. Progress went home for UV 10/2. In addition, each learner will receive a detailed MAP assessment report benign sent 11/20. This provides learners and their parents with a better understanding of the process and the areas for targeted academic growth. MAP will be administered a second time in March 2021.</p> <p>During Distance Learning, UV learners have an academy period built into their schedule. This period is a time for the learners to work on on-line platforms to help support areas of needed growth in reading and math as well as time to get support on homework. Learners can also attend office hours for assistance from their facilitators. Office hours are showing higher attendance so far this year in UV which we have seen offers academic help but also a social, emotional check in time for many. Phone calls home to parents have helped with the efforts to make sure learners are supported.</p> <p>Department leads are continuing to adjust curriculum, instruction, and assessments with their colleagues to improve their teaching strategies and better manage their classrooms.</p> |

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|---|---|
| | <p>Intervention Team meetings happen each week to track and support struggling learners. Facilitators meet as a team to discuss interventions and growth.</p> |
| <p>WASC Goal 2: Expand programs, including facilities and master schedule, to support the envisioned program and the journey to being college and career ready.</p> <ul style="list-style-type: none"> • PD surveys • Number of 4-year plans created • Digital Library Update • School Cleanliness Survey • Mission Submission for seniors' college applications-(highest number of seniors signed up for this annual event!) | <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. Virtual classroom visits are a priority according to need, but all facilitators will receive feedback and assistance.</p> <p>Levant Obulié, continues work with our Humanities facilitators on a rich curriculum that highlights the accomplishments and contributions of a diverse group of people throughout History.</p> <p>Celeste Howard was hired as the College and Career counselor. She holds 1:1 meetings with all seniors to review post HS plans and supports in the college application process. She and Dearee Doroliat hold College Info Night, Financial Aid Night, and</p> |
| <p>LCAP Goal 3: Engage parents, staff, and community to promote unique educational opportunities for students.</p> <ul style="list-style-type: none"> • Parent participation at school-related events • ADA • Suspension data • Truancy Data • CA healthy kids survey | <p>Nea FC is now proudly in their third season. This has been a great force to instill a purpose and sense of pride in the greater school program. The UV 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. Even with no matches right now, the team has continued to have distanced workouts on the field at Woodstock Park 2 days a week.</p> <p>First Friday morning coffees continue with Lead Facilitators via Zoom. The preparation for school opening and what that will look like have been on the agenda each month so that parents can get their questions answered. This month our Crisis Manager joined the meeting to share more details on our health and safety plans.</p> <p>The Deans of Students have been carefully monitoring a Learners of Concern list since the spring. We have seen a rise in truancy</p> |

| | |
|--|--|
| | <p>due to struggles with having to learn on line for some. We have invited these families to camp connect so that learners can do school from school. The Deans have also created many ways for learners and families to engage in fun school events like Spirit Week and Spooktacular.</p> <p>The school survey will be sent out in early December and programmatic adjustments will be considered based on community feedback.</p> |
|--|--|

IV. Camp Connect Update

- LV and UV: 137 learners were invited and there are 37 learners attending which is 6% of our school population.

Lower Village

- 27 Attendees, 4 groups, 4 days per week
 - Level of Mental Health and Social Engagement Improvement:
 - 45.5% Strongly Agree
 - 36.4% Agree
 - 18.2% Disagree
 - 0% Strongly Disagree
 - Work Submission Improved:
 - 27.3% Strongly Agree
 - 45.5% Agree
 - 18.2% Disagree
 - 9.1% Strongly Disagree
 - Overall attendance for my learners is between 95%-100% while at Camp Connect:
 - 91% improved
 - 9% no change

Upper Village

10 Learners, 2 groups, 2 days per week

- GPA DATA:
 - GPA from Q4 of 2019-2020 (Average): 2.82
 - GPA from Q1 of 2020-21 (Average): 1.91
- ATTENDANCE DATA: 12 Invited learners, 9 learners enrolled

- ADA 2019-2020 78%
- ADA: 2020-21 (for the 9 learners attending) 88%
- IEP: 1 student enrolled

Learners are glad to be on campus and be with their pods! They are enjoying arts and crafts when their classes are not in sessions as well as having recess. Facilitators are seeing an overall growth in connectivity and engagement that was greatly lacking for the targeted groups.

While attendance has improved, UV Camp attendees are struggling with their grades. The camp counselor is working with the counselor and facilitators to best support their academic progress.

Several parents and guardians reached out directly about space in the camp, unanimously making the call because they found their child suffering from apathy, anxiety, and depression due to Distance Learning. Parents are grateful for the opportunity to have the academic, social, and emotional support. Learners continue to be added if there are pods with space and have been through a three week period to stabilize.