

Nea Community Learning Center School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Nea Community Learning Center
Street	1900 Third Street
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4008
Principal	Jana Chabre
Email Address	jana.chabre@neacalc.org
Website	www.neacalc.org
County-District-School (CDS) Code	01-61119-0119222

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Nea Community Learning Center
Phone Number	510-748-4008
Superintendent	Annalisa Moore
Email Address	annalisa.moore@clcschools.org
Website	www.clcschools.org

School Description and Mission Statement (School Year 2020-2021)

The Nea Community Learning Center is a non-profit tuition-free public charter school providing a journey in self-discovery and educational excellence for nearly 600 learners in grades K-12. Nea's Lower Village (K-5) is a truly unique place providing a child-centered approach to education through project-based learning, weekly art, music and physical education, hands-on STEM curriculum, multi-age collaboration, classroom rotation, choice time, and full day kindergarten. The program is firmly grounded in California educational standards and the Nine Nea Principles--such as "Persistence" and "Teamwork"--that support social emotional growth.

Nea's Upper Village (grades 6-12) carries Nea's youth-centered and empowering principles forward into the middle and high school years. The middle school curriculum provides a comprehensive and academically challenging education in a safe and positive environment that promotes respect and responsibility. Mentorship from high school learners encourages middle school engagement in our active, democratic school community. At the high school level, Nea's rigorous graduation requirements exceed UC a-g requirements. Graduates must complete at least one full college course, a career-oriented internship, a community-oriented senior project, and a senior portfolio. Additionally, all learners can access college-level coursework at the local college through concurrent enrollment.

Nea's Upper and Lower Villages both welcome and celebrate the diversity and involvement of the families and communities they serve. Founded in 2009, Nea is based on an educational model that empowers youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members of a democratic society.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	45
Grade 1	48
Grade 2	47
Grade 3	51
Grade 4	52
Grade 5	51
Grade 6	39
Grade 7	58
Grade 8	43
Grade 9	40
Grade 10	54
Grade 11	48
Grade 12	34
Total Enrollment	610

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	14.8
American Indian or Alaska Native	0.3
Asian	12
Filipino	2.1
Hispanic or Latino	25.7
White	29
Two or More Races	11.3
Socioeconomically Disadvantaged	40
English Learners	15.1
Students with Disabilities	11
Foster Youth	0.2
Homeless	2.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32	28	31	31
Without Full Credential	7	8	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	5
Total Teacher Misassignments*	0	0	5
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2019

Nea facilitators, parents and support staff sit on the Standards and Curriculum Committee. Each year they work closely with classroom facilitators and create a list of textbook and curriculum titles to take to the Nea Governing Board for adoption. The committee usually presents once a year with new curriculum or titles to be approved.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-5:</p> <p>Readers and Writer's Workshop Reading and Writing Project adopted 2014</p> <p>Grade 3: The Lemonade War (HMH Books for Young Readers) adopted 2013</p> <p>Grade 4: By the Great Horn Spoon (Little, Brown & Company) adopted 2012</p> <p>Esperanza Rising (McDougal Littell Library) adopted 2012</p> <p>Grade 5: The Birchbark House (Hyperion Books for Children) adopted 2013</p> <p>King George: What Was His Problem? (Scholastic Books) adopted 2014</p> <p>Grades 6-8</p> <p>6th – Prentice Hall Literature text with selected sixth novels</p> <p>7th – Prentice Hall Literature text with selected seventh novels</p> <p>8th – Prentice Hall Literature text with selected eighth novels</p> <p>Grades 9-12</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	9th – Selected Novels 10th – Selected Novels 11th – Selected Novels 12th – Selected Novels High School Novels include: Their Eyes Were Watching God, Zora Neal Hurston Of Mice and Men, John Steinbeck The Things They Carried, Tim O’Brian Things Fall Apart, Chinua Achebe All Quiet on the Western Front, Erich Maria Remarque Persepolis, Marjane Satrapi		
Mathematics	Grades K-5 Eureka Math (Great Minds Publishing) adopted 2015 Grades 6-8 6th – Eureka Math (Great Minds Publishing) adopted 2015 7th – Eureka Math (Great Minds Publishing) adopted 2015 8th – Eureka Math (Great Minds Publishing) adopted 2015 Grades 9-12 9th – College Prep Math – Algebra collaboration with Wu, Kuta Software and Eureka Math 10th – College Prep Math-Geometry collaboration with Wu, Kuta Software and Eureka Math 11th – College Prep Math – Algebra 2 collaboration with Wu, Kuta Software and Eureka Math 12th – College Prep Math – Pre-Calculus (Simmons Calculus) 12th – College Prep Math – Calculus (Simmons Calculus)	Yes	0
Science	Grades K-5 Full Option Science System (FOSS) textbooks, workbooks, and lab kits (Delta Education) adopted 2018 Grade K: Materials and Motion, Trees and Weather, Animals Two by Two	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Grade 1: Sound and Light, Air and Weather, Plants and Animals</p> <p>Grade 2: Sound and Light; Pebbles, Sand and Silt; Insects and Plants (adopted 2017)</p> <p>Grade 3: Motion and Matter, Water and Climate, Structures of Life</p> <p>Grade 4: Energy; Soils, Rocks, and Landforms; Environments</p> <p>Grade 5: Mixtures and Solutions, Earth and Sun, Living Systems</p> <p>Grades 6-8 Full Option Science System (FOSS) textbooks, workbooks, and lab kits (Delta Education) 6th – Lab Aids: Issues and Earth Science 7th – Lab Aids: Issues and Life Science 8th – Lab Aids: Issues and Physical Science</p> <p>Grades 9-12 9th – Conceptual Physics – Paul G. Hewitt – Prentice Hall 10th – Lab Aids – Biology 11th – Lab Aids – Chemistry</p>		
History-Social Science	<p>Grades 6-8 6th – TCI (Teacher Curriculum Institute) – Ancient History 7th – TCI (Teacher Curriculum Institute) – Middle Ages 8th – TCI (Teacher Curriculum Institute) – US History Edsitement</p> <p>Grades 9-12 9th – TCI (Teacher Curriculum Institute) – Geography 10th – TCI (Teacher Curriculum Institute) – World History SHEG, Edsitement, TCI, World History for us all 11th – McDougal Littell – The Americans SHEG, Edsitement, TCI, World History for us all 12th – Magruder’s American Government and Government Bill of Rights Institute People’s History of the United States</p>	Yes	0
Foreign Language	Grades 8-12 8th – Realidades level 1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	9th – Realidades level 2 10th – Paso A Paso Level 2 11th – Paso A Paso Level 2		
Health	Grades 9-12 Current Life Issues Curriculum	Yes	0
Visual and Performing Arts	Digital Tablets	Yes	0
Science Laboratory Equipment (grades 9-12)	Beakers, chemicals, NGSS aligned curriculum, Lab Aids	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Nea Community Learning Center occupies a public school site within Alameda Unified School District. Overall safety, cleanliness and adequacy of the school facility is good. The building was built in 1950, is in good repair and is well maintained, clean and safe. Nea has a filtered water fountain that allows for drinking and water bottle refills. Bathrooms are well maintained by the janitorial staff. Our janitorial service ensures that our campus and classrooms remain clean and litter free on a daily basis. Alameda Unified School District provides building maintenance and repair for all AUSD leased buildings and Community Learning Center Schools (CLCS) provides building maintenance and repair for 3 portable classrooms and bathroom facilities owned by Nea. Ongoing and emergent maintenance and repair needs are completed in a responsive manner, keeping our buildings in good working order, and safe for all.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The campus boiler was replaced.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	The 2019-20 school year saw the portable roofs on 3 CLCS owned portables renewed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Door handles replaced.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	35	N/A	48	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Nea no longer provides CTE programs.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	80

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Nea CLC has a strong base of parent volunteers who help supervise the playground during recess, run the beautification committee, write small grants, chaperone field trips, volunteer in the classroom, and plan several school events. All parents are welcome to join the Parent Teacher Student Association (PTSA), which raises funds for extracurricular and enrichment programs, and helps plan special events for families. The school also benefits greatly from dedicated parents who serve on the Nea Governing Board, the Personnel Committee, the Curriculum and Standards Committee, the Finance Committee, and the Program Evaluation Committee. Information about how to get involved can be found on the school's website: www.neaclc.org

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	20	6.7	0	5	3.5	5.2	9.1	9.6	9
Graduation Rate	80	86.7	85.7	87	91.4	88.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.0	1.8	2.9	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0		
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Nea completes a full Readiness and Emergency Management System (REMS) review each September. The REMS is presented to teaching and support staff in September. The school conducts monthly drills rotating fire, earthquake and lockdown drills. Nea has emergency stores of food, water, and blankets in the event that learners need to remain at school overnight. Emergency contact information is stored in a safe and accessible location. The school is part of Alameda's Share 911 network, allowing for immediate communication with, and response from police and fire departments in case of an emergency.

In regards to COVID-19 precautions, Nea followed all Alameda Public Health Guidelines including the wearing of masks for all students and staff, appropriate physical distancing as outlined in regards to developmentally appropriate and stable cohorting, health screening of students and staff, sanitation, and disinfecting. Staff are trained about guidelines surrounding in-person instruction continuously and we update our policies as Alameda Public Health provides new guidance.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	116		2	1	24		2		23		2	
1	24		2		24		2		24		2	
2	24		2		24		2		35		1	1
3	26		2		27		2		26		8	
4	26		2		25		2		26		8	
5	26		2		26		2		26		8	
6	16	11	2		17	18	7		15	23		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	16	7	5		21	4	6		21	5	7	
Mathematics	20	5	5		21	4	6		20	8	5	
Science	23	2	6		21	5	4		23	4	6	
Social Science	22	7	4	1	20	8	4		22	6	3	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	338.9

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,006	\$1,726	\$9,280	\$64,631
District	N/A	N/A	\$7,728	\$77,156
Percent Difference - School Site and District	N/A	N/A	18.3	-17.7
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	18.0	-20.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Nea provides academic support, including reading and math intervention, both during the regular school day and after school. All facilitators (teachers) for grades K-12 hold office hours to support learners in small groups or one-on-one after school. During the school day, K-5 reading groups are pulled by reading level and led by the Reading Intervention Facilitator. In 6th to 8th grades, learners gather in small reading workshops that meet three days a week. There is a math lab for 6th-12th grade learners. Nea facilitators use benchmark reading and math data (for K-5) and MAP testing (for 6-12) to determine which learners need support.

Nea has one part-time school counselor for K-5 learners and one for learners in grades 6-12. The counselors meet with classes, small groups, families and individuals to provide information and support. A part-time college counselor supports high school learners in their efforts to prepare for and apply to college. Parent Education Night topics include "Supporting Reading at Home", "Digital Citizenship for Children", "How to Apply for College" and "How to Apply for College Scholarships". Nea's Special Education Department provides push-in and pull out services for 13% of learners in grades K-12.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,966	\$49,782
Mid-Range Teacher Salary	\$72,867	\$76,851
Highest Teacher Salary	\$95,138	\$97,722
Average Principal Salary (Elementary)	\$106,679	\$121,304
Average Principal Salary (Middle)	\$129,891	\$128,629
Average Principal Salary (High)	\$133,136	\$141,235
Superintendent Salary	\$230,000	\$233,396
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	10

Nea Community Learning Center provides four full days of professional development annually, along with about 30 weekly 1.5 hour workshops held on early release Wednesdays. Historically, professional development has focused on project-based learning, mathematics, Common Core, and data-based decision making.

Professional Development for the 2018-19, 2019-2020, and 2020-21 school years included both staff-wide programs and choice-based PD streams for staff to select among based on individual interests and goals. Individual teacher mentoring is provided as needed through a coach who works closely with classroom facilitators to improve their practice. Facilitators also request to attend short conferences tailored to their needs, on topics such as CAASPP in the Classroom, Mindfulness, Classroom Management Training (by Wong and Wong), FOSS Curriculum Training or the National School Counselor Convention.

Nea's staff-wide professional development for the 2020-21 school year focused on Distance Learning Best Practices, support, and resources. Full-day PD was increased by one day. Teachers were trained in the use of Zoom software and in creating and uploading teaching videos to share with students. Time was also provided for staff to share Distance Learning methods and successes in smaller groups and to link relevant materials to a Distance Learning Google Spreadsheet with a tab for each teacher and additional resources for counseling and mental health, extension activities, and intervention activities. Ongoing professional development throughout the year further supported the achievement of school goals within the School Plan for Student Achievement (SPSA) and the use of improvement science to improve outcomes for all students. Nea teachers have continued to collaborate and plan together. Nea re-assigned the instructional coach to support teachers who were clearly struggling with preparing Distance Learning lessons.

2019-2020 professional development was organized in three streams: Action Research Cohorts (ARC) where staff members choose an individual area of growth within their grade level or discipline; Breathe for Change to incorporate mindfulness and well being into everyday practices; and Positive Discipline and Management to best respond to learners and provide a classroom environment that will support youth emotionally and academically. In 2018-19, all staff participated in a rigorous, year-long Equity Training provided by World Trust. Choice-based streams included Action Research Cohorts, a Trauma-Informed Practices Training, or additional Equity Training.