Nea Community Learning Center
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page 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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

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	Tyesha Day
Email Address	ty.day@neaclc.org
Website	www.neaclc.org
County-District-School (CDS) Code	01-61119-0119222

Entity	Contact Information
District Name	Nea Community Learning Center
Phone Number	(510) 263-9266
Superintendent	Annalisa Moore
Email Address	annalisa.moore@clcschools.org
Website	www.clcschools.org

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	47
Grade 3	53
Grade 4	50
Grade 5	52
Grade 6	60
Grade 7	41
Grade 8	26
Grade 9	52
Grade 10	51
Grade 11	33
Grade 12	18
Total Enrollment	579

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	15.9
American Indian or Alaska Native	0.3
Asian	12.1
Filipino	2.8
Hispanic or Latino	20.7
White	30.1
Two or More Races	12.8
Socioeconomically Disadvantaged	36.4
English Learners	13.5
Students with Disabilities	12.4
Foster Youth	0.3
Homeless	3.6

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	32	28	28
Without Full Credential	4	7	8	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 Instructional Materials (School Year 2019-20)

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	Grades K-5: Readers and Writer's Workshop Reading and Writing Project 2014 Grade 3: The Lemonade War (HMH Books for Young Readers) adopted 2013 Grade 4: By the Great Horn Spoon (Little, Brown & Company) adopted 2012 Esperanza Rising (McDougal Littell Library) adopted 2012 Grade 5: The Birchbark House (Hyperion Books for Children) adopted 2013 King George: What Was His Problem? (Scholastic Books) adopted 2014 Grades 6-8 6th – Prentice Hall Literature text with selected sixth novels 7th – Prentice Hall Literature text with selected seventh novels 8th – Prentice Hall Literature text with selected eighth novels Grades 9-12	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
	Grade 1: Sound and Light, Air and Weather, Plants and Animals Grade 2: Sound and Light; Pebbles, Sand and Silt; Insects and Plants (adopted 2017) Grade 3: Motion and Matter, Water and Climate, Structures of Life Grade 4: Energy; Soils, Rocks, and Landforms; Environments Grade 5: Mixtures and Solutions, Earth and Sun, Living Systems 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 Grades 9-12 9th – Conceptual Physics – Paul G. Hewitt – Prentice Hall 10th – Lab Aids – Biology 11th – Lab Aids – Chemistry		
History-Social Science	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 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	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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 insures 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.They are responsive, and provide ongoing and emergent repairs as needed, keeping our buildings in good working order, and safe for all.

The 2017-18 school year saw the installation of three much-needed portable classrooms and an additional set of learner and staff restrooms, which are owned and maintained by Nea.

School Facility Good Repair Status (Most Recent Year)
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 overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Door handles impacted by settling of ground. Select doors to be 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	50	66	66	50	50
Mathematics (grades 3-8 and 11)	34	43	58	58	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	312	98.11	1.89	50.32
Male	170	167	98.24	1.76	44.91
Female	148	145	97.97	2.03	56.55
Black or African American	61	61	100.00	0.00	29.51

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	69.44
Filipino	--	--	--	--	--
Hispanic or Latino	66	64	96.97	3.03	42.19
Native Hawaiian or Pacific Islander					
White	89	87	97.75	2.25	60.92
Two or More Races	43	41	95.35	4.65	60.98
Socioeconomically Disadvantaged	126	122	96.83	3.17	31.15
English Learners	58	57	98.28	1.72	33.33
Students with Disabilities	47	47	100.00	0.00	23.40
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	33.33

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	311	97.80	2.20	43.09
Male	170	167	98.24	1.76	47.31
Female	148	144	97.30	2.70	38.19
Black or African American	61	60	98.36	1.64	18.33
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	66	64	96.97	3.03	26.56
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	89	87	97.75	2.25	57.47
Two or More Races	43	41	95.35	4.65	56.10
Socioeconomically Disadvantaged	126	120	95.24	4.76	22.50
English Learners	58	57	98.28	1.72	29.82
Students with Disabilities	47	47	100.00	0.00	21.28
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	25.00

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Nea no longer provides CTE programs.

Career Technical Education Participation (School Year 2018-19)

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	26.77
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	73.08

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 2018-19)

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	23.50	17.60	13.70
7	18.20	22.70	11.40
9	17.30	19.20	19.20

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	13.8	20	6.7	5.4	5	3.5	9.7	9.1	9.6

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Graduation Rate	82.8	80	86.7	86.9	87	91.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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

Rate	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
Suspensions	5.1	2.0	1.8	3.0	2.9	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		116		2	1	24		2	
1	24		2		24		2		24		2	
2	24		2		24		2		24		2	
3	26		2		26		2		27		2	
4	26		2		26		2		25		2	
5	27		2		26		2		26		2	
6	11	12			16	11	2		17	18	7	
Other**												

*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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	11	11	1		16	7	5		21	4	6	
Mathematics	16	10	2		20	5	5		21	4	6	
Science	17	9	1		23	2	6		21	5	4	
Social Science	17	9	3		22	7	4	1	20	8	4	

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	579.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.8
Other	1.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,492	$1,764	$7,728	$56,570
District	N/A	N/A	$7,728	$56,570
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	2.9	-31.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 lead 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. Nea also contracts with Alameda family service to run individual and small group counseling. A part-time college counselor supports high school learners in their efforts to prepare for and apply to college. Parent Education nights 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,966	$49,084
Mid-Range Teacher Salary	$68,867	$76,091
Highest Teacher Salary	$91,138	$95,728
Average Principal Salary (Elementary)	$117,569	$118,990
Average Principal Salary (Middle)	$125,538	$125,674
Average Principal Salary (High)	$127,726	$137,589
Superintendent Salary	$238,311	$230,096
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	6%

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 2018-19)

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		

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

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 2017-18, 2018-19, and 2019-2020 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. 2019-2020 professional development focuses are on Action Research Cohort (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. In 2017-18, selected facilitators attended the Teacher College Summer Institute for Readers and Writers Workshop and then provided monthly PD seminars to their departments covering best practices for reading and writing instruction.

Past choice-based PD streams have included: (1) Participation in a monthly Action Research Cohort (ARC) for which facilitators chose, collected data, implemented change, and evaluated results for a driving question from their classroom practice or 2) a Trauma-Informed Practices Training or 3) an Equity Training. 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. The Science department went to the National Science Teachers Convention and brought back many useful details on how to transition to NGSS. Teachers are supported through these various options by meeting with the Lead Facilitator, meeting with departments, department peer support, and at times, presenting learned practice back to our staff.