

Nea Community Learning Center

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2022-23 School Contact Information

School Name	Nea Community Learning Center
Street	1900 Third Street
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4008
Principal	Charlotte Pickett
Email Address	charlotte.pickett@neacalc.org
School Website	www.neacalc.org
County-District-School (CDS) Code	01-61119-0119222

2022-23 District Contact Information

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

2022-23 School Overview

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.

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	44
Grade 2	39
Grade 3	51
Grade 4	47
Grade 5	49
Grade 6	29
Grade 7	28
Grade 8	37
Grade 9	46
Grade 10	34
Grade 11	36
Grade 12	48
Total Enrollment	535

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.4
Asian	11.6
Black or African American	15.1
Filipino	1.3
Hispanic or Latino	27.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	10.8
White	23.9
English Learners	15.9
Foster Youth	0.0
Homeless	1.3
Migrant	0.0
Socioeconomically Disadvantaged	37.9
Students with Disabilities	14.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	73.92	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.00	21.24	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.80	3.32	12115.80	4.41
Unknown	1.30	4.84	14.20	2.64	18854.30	6.86
Total Teaching Positions	28.50	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	6.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	40.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Nea facilitators, staff and parents can 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.

Year and month in which the data were collected	January 2023
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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: Readers and Writer's Workshop Reading and Writing Project adopted 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</p> <p>Grades 6-8 6th – CommonLit360 text with selected sixth novels 7th – CommonLit360 text with selected seventh novels 8th – CommonLit360 text with selected eighth novels</p> <p>Grades 10-12 10th – Selected Novels 11th – Selected Novels 12th – Selected Novels</p> <p>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</p>	Yes	0
Mathematics	<p>Grades K-5 Eureka Math (Great Minds Publishing) adopted 2015</p> <p>Grades 6-8 6th – 8th Eureka Math (Great Minds Publishing) adopted 2015 6th – 8th Illustrative math adopted 2010</p> <p>Grades 10-12 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)</p>	Yes	0
Science	<p>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 Grade 1: Sound and Light, Air and Weather, Plants and Animals</p>	Yes	0

	<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</p> <p>Full Option Science System (FOSS) textbooks, workbooks, and lab kits (Delta Education)</p> <p>6th – Lab Aids: Issues and Earth Science</p> <p>7th – Lab Aids: Issues and Life Science</p> <p>8th – Lab Aids: Issues and Physical Science</p> <p>Grades 10-12</p> <p>10th – Lab Aids – Biology</p> <p>11th – Lab Aids – Chemistry</p>		
History-Social Science	<p>Grades 6-8</p> <p>6th – TCI (Teacher Curriculum Institute) – Ancient History</p> <p>7th – TCI (Teacher Curriculum Institute) – Middle Ages</p> <p>8th – TCI (Teacher Curriculum Institute) – US History Edsitement</p> <p>Grades 10-12</p> <p>10th – TCI (Teacher Curriculum Institute) – World History SHEG, Edsitement, TCI, World History for us all</p> <p>11th – McDougal Littell – The Americans SHEG, Edsitement, TCI, World History for us all</p> <p>12th – Magruder’s American Government and Government Bill of Rights Institute; People’s History of the United States</p>	Yes	0
Foreign Language	<p>Grades 10-12</p> <p>Spanish 1 - Voces Digital Nuestra Historia 1</p> <p>Spanish 2 - Voces Digital Nuestra Historia 2</p>	Yes	0
Health			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

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.

Year and month of the most recent FIT report

October 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Minor roof repair due to leaks scheduled for March of 2023
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fencing and gates were installed and completed for open areas on the campus in September 2022

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	45	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	29	N/A	53	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	283	269	95.05	4.95	45.32
Female	145	136	93.79	6.21	45.93
Male	138	133	96.38	3.62	44.70
American Indian or Alaska Native	--	--	--	--	--
Asian	27	26	96.30	3.70	57.69
Black or African American	46	43	93.48	6.52	26.19
Filipino	--	--	--	--	--
Hispanic or Latino	82	78	95.12	4.88	32.05
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	54	49	90.74	9.26	44.90
White	69	68	98.55	1.45	67.16
English Learners	44	43	97.73	2.27	13.95
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	87	81	93.10	6.90	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	42	93.33	6.67	19.05

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	283	270	95.41	4.59	29.00
Female	145	137	94.48	5.52	27.74
Male	138	133	96.38	3.62	30.30
American Indian or Alaska Native	--	--	--	--	--
Asian	27	26	96.30	3.70	53.85
Black or African American	46	44	95.65	4.35	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	82	78	95.12	4.88	15.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	54	49	90.74	9.26	24.49
White	69	68	98.55	1.45	50.00
English Learners	44	44	100.00	0.00	6.98
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	87	82	94.25	5.75	9.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	41	91.11	8.89	24.39

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	40.94	NT	50.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	127	94.78	5.22	40.94
Female	59	56	94.92	5.08	30.36
Male	75	71	94.67	5.33	49.3
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100	0	76.92
Black or African American	19	17	89.47	10.53	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	42	40	95.24	4.76	12.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	23	92	8	52.17
White	32	31	96.88	3.12	67.74
English Learners	24	23	95.83	4.17	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	42	93.33	6.67	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100	0	23.53

2021-22 Career Technical Education Programs

None offered in 2021-22.

2021-22 Career Technical Education (CTE) Participation

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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	95.65

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.0%	98.0%	100.0%	98.0%	100.0%
Grade 7	93.1%	100.0%	100.0%	96.6%	96.6%
Grade 9	93.3%	95.6%	97.8%	95.6%	95.6%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 annual 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. Additionally, parents can serve on the Nea Governing Board, the Personnel Committee, the Curriculum and Standards Committee, the Finance Committee, and the Program Evaluation Committee. To find out how to get involved, parents may visit the school website (www.neaclc.org).

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	2		6.4	1.9		8.9	7.8
Graduation Rate		97.1	91.8		89.5	94		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	49	45	91.8
Female	22	19	86.4
Male	27	26	96.3
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	18	16	88.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	32	28	87.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	590	568	129	22.7
Female	290	277	54	19.5
Male	300	291	75	25.8
American Indian or Alaska Native	2	2	0	0.0
Asian	70	66	11	16.7
Black or African American	94	86	28	32.6
Filipino	7	7	2	28.6
Hispanic or Latino	166	164	50	30.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	63	60	8	13.3
White	133	131	15	11.5
English Learners	103	97	21	21.6
Foster Youth	0	0	0	0.0
Homeless	10	10	6	60.0
Socioeconomically Disadvantaged	233	226	73	32.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	85	23	27.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.18	1.63	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.16	3.22	0.09	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.22	0.00
Female	2.41	0.00
Male	4.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.43	0.00
Black or African American	5.32	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.76	0.00
English Learners	2.91	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.55	0.00

2022-23 School Safety Plan

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 follows 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 Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	24		2	
2	35		1	1
3	26		8	
4	26		8	
5	26		8	
6	15	23		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	23		4	
2	29		3	1
3	25		4	
4	25		4	
5	26		4	
6	15	16		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	23		2	
2	24	3		1
3	25		4	
4	24		4	
5	25		4	
6	8	34		
Other	22		2	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	5	7	
Mathematics	20	8	5	
Science	23	4	6	
Social Science	22	6	3	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	4	
Mathematics	20	7	6	
Science	21	6	4	
Social Science	22	7	4	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	15	2	
Mathematics	18	9	3	
Science	19	6	3	
Social Science	21	5	3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	764.29

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,075	\$2,387	\$9,688	\$76,650
District	N/A	N/A	\$9,688	\$88,572
Percent Difference - School Site and District	N/A	N/A	0.0	-14.4
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	38.0	-8.1

2021-22 Types of Services Funded

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. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,975	\$52,478
Mid-Range Teacher Salary	\$82,694	\$80,810
Highest Teacher Salary	\$107,969	\$101,276
Average Principal Salary (Elementary)	\$132,773	\$127,080
Average Principal Salary (Middle)	\$148,389	\$134,264
Average Principal Salary (High)	\$150,371	\$147,200
Superintendent Salary	\$240,000	\$242,351
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Nea Community Learning Center provides four full days of professional development annually, along with about 30 weekly 1 hour workshops held on early release Wednesdays. Historically, professional development has included both staff-wide programs and choice-based PD streams. In addition, individual teacher mentoring is provided as needed through a coach who works closely with classroom facilitators to improve their practice. Individual facilitators or departments can 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, etc.

Professional development for the 2022-2023 school year has focused on clarity, consistency and care. An emphasis on relationship building through a trauma-informed lens has focused on the academic and social emotional growth of our students. Restorative practices, de-escalation and the power of language are themes in staff wide PD this school year. In department meetings, the emphasis has been on deepening instructional practice for students. This consists of consultancy protocols, reflection and planning feedback. During meetings to discuss learners who need additional support, staff are asked to discuss what they have tried, show data and collaborate on additional strategies.

Based on interests expressed in a staff survey, Professional Development for the 2021-22 school year began with a seven-week training on Project-Based Learning, followed by a unit on Trauma-Informed Practices and another unit on Culturally Responsive Teaching. Staff are examining all three topics with special attention to how they can inform lesson plans and learner support in the aftermath of a year of distance learning due to the COVID pandemic and in the return to in-person learning. Full-day PD was, as last year, increased by one day. Nea has also implemented additional planning and collaboration time for teachers to apply the training in the classroom.

Nea's 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9