

# Nea Community Learning Center

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 499 learners in grades TK-8,11-12. Nea's Lower Village (TK-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 6-8,11-12) 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68

Grade 1	47
Grade 2	48
Grade 3	45
Grade 4	52
Grade 5	51
Grade 6	29
Grade 7	41
Grade 8	39
Grade 10	42
Grade 11	29
Grade 12	33
<b>Total Enrollment</b>	<b>524</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
American Indian or Alaska Native	0.2%
Asian	11.8%
Black or African American	12.4%
Filipino	1%
Hispanic or Latino	26.7%
Two or More Races	11.5%
White	21.2%
English Learners	14.7%
Foster Youth	0.6%
Homeless	1.1%
Socioeconomically Disadvantaged	41%
Students with Disabilities	14.3%

### 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
<b>Total Teaching Positions</b>	<b>28.50</b>	<b>100.00</b>	<b>539.20</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)	20.40	67.51	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.26	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.60	21.92	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	7.43	12.80	2.48	11953.10	4.28
Unknown	0.80	2.81	26.00	5.03	15831.90	5.67
<b>Total Teaching Positions</b>	<b>30.20</b>	<b>100.00</b>	<b>518.40</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.80

<b>Misassignments</b>	6.00	5.70
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	6.00	6.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	2.20
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	40	35
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.6	21.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 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.

<b>Year and month in which the data were collected</b>	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
<b>Reading/Language Arts</b>	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	Yes	0

	<p>Grade 4: By the Great Horn Spoon (Little, Brown &amp; 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 11-12          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>		
<b>Mathematics</b>	<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 11-12          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
<b>Science</b>	<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          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</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>	Yes	0

	Grades 10-12 10th – Lab Aids – Biology 11th – Lab Aids – Chemistry		
<b>History-Social Science</b>	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 11-12 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
<b>Foreign Language</b>			0
<b>Health</b>			0
<b>Visual and Performing Arts</b>	Digital Tablets	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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All classrooms were been re-keyed in October per Alameda Unified School District

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	45	39	65	63	47	46
<b>Mathematics</b> (grades 3-8 and 11)	29	25	53	54	33	34



## 2022-23 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
<b>All Students</b>	278	272	97.84	2.16	38.97
<b>Female</b>	144	142	98.61	1.39	39.44
<b>Male</b>	134	130	97.01	2.99	38.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	36	34	94.44	5.56	58.82
<b>Black or African American</b>	50	50	100.00	0.00	18.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	80	80	100.00	0.00	33.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	47	45	95.74	4.26	33.33
<b>White</b>	60	58	96.67	3.33	56.90
<b>English Learners</b>	42	42	100.00	0.00	19.05
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	132	129	97.73	2.27	27.13
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	47	94.00	6.00	14.89

## 2022-23 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
<b>All Students</b>	278	272	97.84	2.16	25.00
<b>Female</b>	144	142	98.61	1.39	21.13
<b>Male</b>	134	130	97.01	2.99	29.23
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	36	35	97.22	2.78	42.86
<b>Black or African American</b>	50	49	98.00	2.00	4.08
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	80	80	100.00	0.00	18.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	47	45	95.74	4.26	22.22
<b>White</b>	60	58	96.67	3.33	43.10
<b>English Learners</b>	42	42	100.00	0.00	9.52
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	132	129	97.73	2.27	13.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	46	92.00	8.00	10.87

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	40.94	21.99	50.32	51.49	29.47	30.29

## 2022-23 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	146	141	96.58	3.42	21.99
Female	76	75	98.68	1.32	25.33
Male	70	66	94.29	5.71	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	20	18	90.00	10.00	33.33
Black or African American	27	27	100.00	0.00	3.70
Filipino	0	0	0	0	0
Hispanic or Latino	51	48	94.12	5.88	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	12.50
White	24	24	100.00	0.00	50.00
English Learners	25	24	96.00	4.00	4.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	70	95.89	4.11	11.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	0.00

## 2022-23 Career Technical Education Programs

None offered in 2022-23.

## 2022-23 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	62.22

## 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	100%	100%	100%	100%	96%
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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.

## 2023-24 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](http://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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0	2	6.7	4.2	1.9	1.5	9.4	7.8	8.2
<b>Graduation Rate</b>	100	91.8	93.3	89.9	94	94.8	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	30	28	93.3
<b>Female</b>	14	13	92.9
<b>Male</b>	16	15	93.8
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	16	15	93.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	16	15	93.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

#### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	528	109	20.6
Female	276	271	47	17.3
Male	262	256	62	24.2
Non-Binary	2	1	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	76	73	16	21.9
Black or African American	79	77	6	7.8
Filipino	5	5	0	0.0
Hispanic or Latino	150	149	50	33.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	68	68	9	13.2
White	117	115	17	14.8
English Learners	82	78	26	33.3
Foster Youth	3	3	1	33.3
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	226	220	59	26.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	85	21	24.7

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.16	3.22	4.07	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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<b>All Students</b>	4.07	0
<b>Female</b>	2.17	0
<b>Male</b>	6.11	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	1.32	0
<b>Black or African American</b>	8.86	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	5.33	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	3.42	0
<b>English Learners</b>	6.1	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	7.08	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	5.75	0

## 2023-24 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.

## 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	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	1	2	0
1	24	0	2	0
2	24	0	2	0
3	23	0	2	0
4	26	0	2	0
5	26	0	2	0
6	9	24	0	0
Other	0	0	0	0



## 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	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	11	1	0
Mathematics	16	11	0	0
Science	19	8	0	0
Social Science	19	8	3	0

## 2022-23 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	262

## 2022-23 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$15,994	\$3,945	\$12,049	\$74,911
District	N/A	N/A		\$88,710
Percent Difference - School Site and District	N/A	N/A	21.7	-16.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	45.2	-15.3

## Fiscal Year 2022-23 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 TK-8,11-12 hold office hours to support learners in small groups or one-on-one after school. During the school day, TK-5 reading groups are pulled by reading level and led by the Reading Intervention Facilitator. Nea facilitators use benchmark reading and math data (for TK-5) and MAP testing (for 6-8,10-12) to determine which learners need support.

Nea has one school counselor for learners in grades TK-8,11-12. 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 TK-8,11-12.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$60,160	\$54,190
<b>Mid-Range Teacher Salary</b>	\$84,356	\$85,111
<b>Highest Teacher Salary</b>	\$110,139	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$140,806	\$132,492
<b>Average Principal Salary (Middle)</b>	\$150,601	\$140,987
<b>Average Principal Salary (High)</b>	\$149,703	\$153,884
<b>Superintendent Salary</b>	\$250,000	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	32.69%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	6.4%	5.25%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> 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 and for those new to the Nea staff community. This service is provided 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

Throughout the 2023-2024 school year, the Nea staff has continued to ground their learning in care, clarity, consistency with the added component of joy. Every aspect of the professional learning scope and sequence maintains the throughlines of increasing connectivity and academic growth. Staff spends their time looking at both academic and socioemotional data to make informed decisions about instruction and classroom management. Nea administration, department leads and facilitator leaders have taken on the role of intentionally guiding staff through reflection and planning that meets learners where they are and supports their individual growth.

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.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	9	9