

Nea Community Learning Center

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

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	Annalisa Moore
E-mail Address	annalisa.moore@nealc.org
Web Site	http://www.clcschools.org/page.cfm?p=351
CDS Code	01-61119-0119222

District Contact Information	
District Name	Community Learning Center Schools
Phone Number	(510) 263-9266
Superintendent	Patti Wilczek
E-mail Address	patti.wilczek@clcschools.org
Web Site	http://www.clcschools.org

School Description and Mission Statement (School Year 2016-17)

The Nea Community Learning Center is a tuition-free public charter school that provides a journey in self-discovery and educational excellence for over 500 learners in grades K - 12. Nea offers a child-centered and empowering educational experience spanning the full range of developmental stages from elementary, through middle and high school.

Founded in 2009, Nea emphasizes experiential learning with a project-based curriculum, a focus on the arts, multi-age collaboration and mentorship, technology immersion, and a democratic school model that encourages community participation and leadership.

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. As of 2015-16, Nea also offers the only Career and Technical Education (CTE) program in Alameda, with high school and college credit given for classes and training in Industrial Technology, Business Services & Technology, and Health & Services.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	48
Grade 1	47
Grade 2	44
Grade 3	52
Grade 4	51
Grade 5	50
Grade 6	39
Grade 7	46
Grade 8	27
Grade 9	36
Grade 10	39
Grade 11	24
Grade 12	25
Total Enrollment	528

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	16.9
American Indian or Alaska Native	1.3
Asian	11.2
Filipino	3.2
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0
White	34.8
Two or More Races	12.9
Socioeconomically Disadvantaged	23.5
English Learners	14.2
Students with Disabilities	13.3
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	22	24.75	
Without Full Credential	4	4	4.4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	87.8	12.2
All Schools in District	92.3	7.8
High-Poverty Schools in District	90.5	9.5
Low-Poverty Schools in District	93.3	6.7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Class set of Text 3-12	Yes	0
Mathematics	Eureka Math	Yes	0
Science	Foss Kits including Workbooks & Lab Aids including textbooks and workbooks	Yes	
History-Social Science	TCI	Yes	
Foreign Language	Realidades	Yes	
Health	Current Life 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)

Overall safety, cleanliness and adequacy of the school facility is good. Our janitorial service insures that our campus and classrooms remain clean and litter free on a daily basis. Alameda Unified School District provides all building maintenance and repair. They are responsive, and provide ongoing and emergent repairs as needed, keeping our buildings in good working order, and safe for all.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	56	63	66	44	48
Mathematics	40	37	54	57	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	54	52	96.3	57.7
	4	53	51	96.2	66.7
	5	51	51	100.0	62.8
	6	38	31	81.6	38.7
	7	42	36	85.7	50.0
	8	30	24	80.0	54.5
	11	23	21	91.3	52.4
Male	3	31	31	100.0	61.3
	4	22	21	95.5	57.1
	5	30	30	100.0	53.3
	6	18	15	83.3	26.7
	7	24	21	87.5	57.1
	8	19	16	84.2	46.7
	11	11	10	90.9	40.0
Female	3	23	21	91.3	52.4
	4	31	30	96.8	73.3
	5	21	21	100.0	76.2
	6	20	16	80.0	50.0
	7	18	15	83.3	40.0
	8	11	8	72.7	71.4
	11	12	11	91.7	63.6
Black or African American	6	11	11	100.0	36.4
Hispanic or Latino	3	11	11	100.0	36.4
White	3	20	20	100.0	70.0
	4	29	28	96.5	85.7
	5	24	24	100.0	79.2
	7	14	12	85.7	50.0
Socioeconomically Disadvantaged	3	11	11	100.0	27.3
	4	11	11	100.0	54.5
	6	13	12	92.3	16.7
	7	12	10	83.3	10.0

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	54	52	96.3	48.1
	4	53	51	96.2	35.3
	5	51	51	100.0	43.1
	6	38	31	81.6	16.1
	7	42	36	85.7	36.1
	8	42	36	85.7	36.1
	11	23	21	91.3	28.6
Male	3	31	31	100.0	51.6
	4	22	21	95.5	28.6
	5	30	30	100.0	50.0
	6	18	15	83.3	13.3
	7	24	21	87.5	47.6
	8	24	21	87.5	47.6
	11	11	10	90.9	30.0
Female	3	23	21	91.3	42.9
	4	31	30	96.8	40.0
	5	21	21	100.0	33.3
	6	20	16	80.0	18.8
	7	18	15	83.3	20.0
	8	18	15	83.3	20.0
	11	12	11	91.7	27.3
Black or African American	6	11	11	100.0	
Hispanic or Latino	3	11	11	100.0	18.2
White	3	20	20	100.0	70.0
	4	29	28	96.5	46.4
	5	24	24	100.0	50.0
	7	14	12	85.7	41.7
	8	14	12	85.7	41.7
Socioeconomically Disadvantaged	3	11	11	100.0	27.3
	4	11	11	100.0	27.3
	6	13	12	92.3	8.3
	7	12	10	83.3	10.0
	8	12	10	83.3	10.0

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76	68	65	73	68	66	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	120	111	92.5	64.9
Male	69	66	95.7	63.6
Female	51	45	88.2	66.7
Black or African American	27	25	92.6	44.0
Hispanic or Latino	19	18	94.7	50.0
White	38	37	97.4	83.8
Two or More Races	15	10	66.7	80.0
Socioeconomically Disadvantaged	30	26	86.7	50.0
English Learners	13	13	100.0	38.5
Students with Disabilities	21	20	95.2	25.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	14
% of pupils completing a CTE program and earning a high school diploma	1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	37.39
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	30	16
7	10.5	21.1	21.1
9	26.7	13.3	10

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The Nea Community Learning Center greatly benefits from its supportive parents who serve on the Nea Governing Board, the Personnel Committee, the Curriculum and Standards Committee, the Finance Committee, and the Program Evaluation Committee. The school has a strong base of parent volunteers who help supervise the playground during recess, run the beautification committee, write small grants, chaperone field trips, and plan several school events. Parents are also welcome to join the Parent Teacher Student Association (PTSA), which raises funds for extracurricular and enrichment programs, and helps plan special events for families.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	27.30	8.00	15.40	8.40	8.60	5.30	11.40	11.50	10.70
Graduation Rate	54.55	84.00	84.62	84.73	86.03	89.83	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	90	86
Black or African American	100	77	78
American Indian or Alaska Native	0	100	78
Asian	100	93	93
Filipino	100	93	93
Hispanic or Latino	100	90	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	90	91
Two or More Races	100	95	89
Socioeconomically Disadvantaged	100	69	66
English Learners	100	79	54
Students with Disabilities	100	89	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.2	4.3	6.4	3.4	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The school conducts monthly drills rotating fire, earthquake and lockdown drills. Nea has emergency stores of food, water, and blankets in the event that there is an earthquake and learners need to remain at school overnight. Emergency contact information is stored in a safe 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		5		24		2					
1	24		10		15	2						
2	23		10		23		2					
3	24		8		24		2					
4	25		8		25		2					
5	26		7		25		2					
6	16	4	3		16	5	1					

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	14	2		13	3	1		22	5	2	0
Mathematics	19	6	3		17	6	2		22	5	2	0
Science	19	7	5		21	3	5		22	5	2	0
Social Science	18	9	2		21	4	4		22	4	1	0

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	485
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	0	N/A
Other	3.0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,410	\$1,262	\$7,148	\$53,508
District	N/A	N/A	\$6,420.96	\$67,845
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Nea provides academic support both during the regular school day and after school.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,015	\$43,821
Mid-Range Teacher Salary	\$63,339	\$69,131
Highest Teacher Salary	\$83,930	\$89,259
Average Principal Salary (Elementary)	\$107,172	\$108,566
Average Principal Salary (Middle)	\$115,235	\$115,375
Average Principal Salary (High)	\$124,966	\$125,650
Superintendent Salary	\$220,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	1	4

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)

Five days of professional development are provided annually, with a primary focus on Project Based Learning, mathematics and Common Core, and data-based decision making.