

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2014–15 School Year**  
*Published During 2015–16*

## *NEA Community Learning Center*

**Address:** 1900 Third Street, Alameda, CA 94501

**Principal:** Annalisa Moore

**Phone:** (510) 748-4008

**Grade Span:** K-12

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 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, the county, and the state. 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

### District Contact Information – Most Recent Year

District Name	Community Learning Center Schools
Phone Number	(510) 263-9266
Superintendent	Patti Wilczek
E-mail Address	<a href="mailto:patti.wilczek@clcschools.org">patti.wilczek@clcschools.org</a>
Web Site	<a href="http://www.clcschools.org">http://www.clcschools.org</a>

### School Contact Information – Most Recent Year

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	<a href="mailto:annalisa.moore@neaclc.org">annalisa.moore@neaclc.org</a>
Web Site	<a href="http://www.clcschools.org/page.cfm?p=351">http://www.clcschools.org/page.cfm?p=351</a>
County-District-School (CDS) Code	01-61119-0119222

### School Description and Mission Statement – Most Recent Year

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 2014–15)

Grade Level	Number of Students
Kindergarten	46
Grade 1	29
Grade 2	46
Grade 3	48
Grade 4	49
Grade 5	50
Grade 6	33
Grade 7	28
Grade 8	38
Ungraded Elementary	0
Grade 9	39
Grade 10	28
Grade 11	30
Grade 12	12
Ungraded Secondary	0
Total Enrollment	476

### Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	15.1%
American Indian or Alaska Native	0.6%
Asian	10.9%
Filipino	3.8%
Hispanic or Latino	17.4%
Native Hawaiian or Pacific Islander	0%
White	37.8%
Two or More Races	14.1%
Socioeconomically Disadvantaged	31.3%
English Learners	12.6%
Students with Disabilities	4.8%
Foster Youth	0.2%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	19	22	22	N/A
Without Full Credential	1	4	4	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
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 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	84.91%	15.09%
All Schools in District	93.19%	6.81%
High-Poverty Schools in District	95.17%	4.83%
Low-Poverty Schools in District	92.03%	7.97%

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 – Most Recent Year

*Year and month in which the data were collected: January 2016*

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Class set of Text 3-12	August 2015	0%
Mathematics	CPM Workbook	August 2015	0%
Science	N/A	N/A	0%
History-Social Science	N/A	N/A	0%
Foreign Language	N/A	N/A	0%
Health	Current Life Curriculum	August 2015	0%
Visual and Performing Arts	Digital Tablets	August 2015	0%
Science Laboratory Equipment (grades 9-12)	Beakers, chemicals, NGSS aligned curriculum	August 2015	0%

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

## 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

Using the most recent FIT data (or equivalent), provide the following:

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

**Year and month in which the data were collected:** *January 2016*

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<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> Electrical	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			

## Overall Facility Rate – Most Recent Year

**Year and month in which the data were collected:** *January 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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	49%	63%	44%
Mathematics (grades 3-8 and 11)	36%	54%	33%

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 Assessment Results – English Language Arts (ELA)

### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

#### ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	51	98.1%	27%	20%	18%	24%
Male		19		21%	21%	21%	21%
Female		32		31%	19%	16%	25%
Black or African American		5		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		8		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		9		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		25		16%	8%	20%	44%
Two or More Races		2		no data	no data	no data	no data
Socioeconomically Disadvantaged		19		47%	11%	21%	11%
English Learners		7		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	50	49	98%	22%	20%	20%	33%
Male		28		21%	21%	21%	32%
Female		21		24%	19%	19%	33%
Black or African American		4		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		8		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		27		19%	15%	19%	44%
Two or More Races		8		no data	no data	no data	no data
Socioeconomically Disadvantaged		11		36%	36%	18%	0%
English Learners		4		no data	no data	no data	no data
Students with Disabilities		2		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	50	94.3%	10%	20%	34%	20%
Male		24		21%	17%	33%	13%
Female		26		0%	23%	35%	27%
Black or African American		4		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		4		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		4		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		27		7%	7%	44%	30%
Two or More Races		8		no data	no data	no data	no data
Socioeconomically Disadvantaged		10		no data	no data	no data	no data
English Learners		4		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	33	84.6%	39%	18%	24%	12%
Male		18		28%	11%	44%	11%
Female		15		53%	27%	0%	13%
Black or African American		2		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		5		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		9		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		11		36%	18%	27%	0%
Two or More Races		5		no data	no data	no data	no data
Socioeconomically Disadvantaged		12		42%	25%	17%	17%
English Learners		4		no data	no data	no data	no data
Students with Disabilities		2		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	33	29	87.9%	7%	24%	52%	7%
Male		15		7%	20%	60%	0%
Female		14		7%	29%	43%	14%
Black or African American		6		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		4		no data	no data	no data	no data
Filipino		4		no data	no data	no data	no data
Hispanic or Latino		3		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		7		no data	no data	no data	no data
Two or More Races		5		no data	no data	no data	no data
Socioeconomically Disadvantaged		8		no data	no data	no data	no data
English Learners		2		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	40	36	90%	28%	8%	25%	25%
Male		10		no data	no data	no data	no data
Female		26		31%	0%	31%	31%
Black or African American		5		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		5		no data	no data	no data	no data
Filipino		3		no data	no data	no data	no data
Hispanic or Latino		5		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		12		0%	8%	50%	33%
Two or More Races		6		no data	no data	no data	no data
Socioeconomically Disadvantaged		12		50%	17%	17%	8%
English Learners		7		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	29	29	100%	17%	14%	17%	34%
Male		15		7%	13%	33%	33%
Female		14		29%	14%	0%	36%
Black or African American		5		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		6		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		8		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		6		no data	no data	no data	no data
Two or More Races		3		no data	no data	no data	no data
Socioeconomically Disadvantaged		13		23%	23%	15%	31%
English Learners		6		no data	no data	no data	no data
Students with Disabilities		5		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## CAASPP Assessment Results – Mathematics

### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

#### Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	51	98.1%	25%	16%	27%	22%
Male		19		32%	21%	21%	26%
Female		32		22%	13%	31%	19%
Black or African American		5		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		8		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		9		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		25		12%	12%	40%	28%
Two or More Races		2		no data	no data	no data	no data
Socioeconomically Disadvantaged		19		53%	11%	16%	11%
English Learners		7		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	50	49	98%	24%	29%	27%	16%
Male		28		25%	21%	32%	21%
Female		21		24%	38%	19%	10%
Black or African American		4		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		8		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		27		22%	26%	30%	22%
Two or More Races		8		no data	no data	no data	no data
Socioeconomically Disadvantaged		11		36%	27%	18%	9%
English Learners		4		no data	no data	no data	no data
Students with Disabilities		2		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	51	96.2%	25%	29%	24%	18%
Male		24		25%	33%	21%	17%
Female		27		26%	26%	26%	19%
Black or African American		4		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		4		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		4		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		27		7%	22%	30%	33%
Two or More Races		9		no data	no data	no data	no data
Socioeconomically Disadvantaged		10		no data	no data	no data	no data
English Learners		4		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 4 = Standard exceeded

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	37	94.9%	41%	35%	11%	5%
Male		19		32%	37%	21%	5%
Female		18		50%	33%	0%	6%
Black or African American		3		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		5		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		11		73%	18%	9%	0%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		12		33%	58%	0%	0%
Two or More Races		5		no data	no data	no data	no data
Socioeconomically Disadvantaged		12		58%	25%	17%	0%
English Learners		4		no data	no data	no data	no data
Students with Disabilities		2		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	33	29	87.9%	17%	31%	21%	14%
Male		15		7%	33%	20%	13%
Female		14		29%	29%	21%	14%
Black or African American		6		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		4		no data	no data	no data	no data
Filipino		4		no data	no data	no data	no data
Hispanic or Latino		3		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		7		no data	no data	no data	no data
Two or More Races		5		no data	no data	no data	no data
Socioeconomically Disadvantaged		8		no data	no data	no data	no data
English Learners		2		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	40	34	85%	38%	15%	15%	18%
Male		9		no data	no data	no data	no data
Female		25		40%	16%	16%	20%
Black or African American		5		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		5		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		4		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		12		25%	17%	25%	17%
Two or More Races		6		no data	no data	no data	no data
Socioeconomically Disadvantaged		12		58%	17%	8%	0%
English Learners		7		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	29	28	96.6%	46%	14%	7%	18%
Male		14		43%	14%	0%	21%
Female		14		50%	14%	14%	14%
Black or African American		5		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		6		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		7		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		6		no data	no data	no data	no data
Two or More Races		3		no data	no data	no data	no data
Socioeconomically Disadvantaged		12		58%	25%	8%	8%
English Learners		6		no data	no data	no data	no data
Students with Disabilities		5		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data				no data	no data

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
<b>Science (grades 5, 8, and 10)</b>	70%	76%	68%	70%	73%	68%	59%	60%	56%

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.

## California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68%
All Students at the School	68%
Male	91%
Female	67%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	no data
Native Hawaiian or Pacific Islander	no data
White	96%
Two or More Races	no data
Socioeconomically Disadvantaged	34%
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data
Foster Youth	no data

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 2014–15)

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## Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	37.39%
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	100%

## State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	69%	65%	50%	69%	39%	44%	57%	56%	58%
Mathematics	56%	59%	48%	71%	40%	45%	60%	62%	59%

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.

**California High School Exit Examination Grade Ten Results by Student Group  
(School Year 2014–15) (if applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	30%	22%	48%	29%	35%	37%
All Students at the School	50%	19%	31%	52%	22%	26%
Male	no data	no data	no data	no data	no data	no data
Female	53%	6%	41%	67%	11%	22%
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	no data	no data	no data	no data	no data	no data
Native Hawaiian or Pacific Islander	no data	no data	no data	no data	no data	no data
White	no data	no data	no data	no data	no data	no data
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	45%	9%	45%	50%	17%	33%
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	no data	no data	no data	no data	no data	no data
Students Receiving Migrant Education Services	no data	no data	no data	no data	no data	no data
Foster Youth	no data	no data	no data	no data		no data

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.

**California Physical Fitness Test Results (School Year 2014–15)**

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	no data	no data	no data
7	no data	no data	no data
9	no data	no data	no data

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 State priority: Parental Involvement (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 – Most Recent Year

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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
<b>Dropout Rate</b>	0%	27.3%	8%	9.2%	8.4%	8.6%	13.1%	11.4%	11.5%
<b>Graduation Rate</b>	0%	54.55%	84%	85.45%	84.73%	86.03%	78.87%	80.44%	80.95%

## Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	95.24%	86.48%	84.6%
Black or African American	75%	73.27%	76%
American Indian or Alaska Native	0%	33.33%	78.07%
Asian	100%	91.21%	92.62%
Filipino	0%	92.39%	96.49%
Hispanic or Latino	0%	79.73%	81.28%
Native Hawaiian or Pacific Islander	0%	80%	83.58%
White	100%	88.65%	89.93%
Two or More Races	100%	85.71%	82.8%
Socioeconomically Disadvantaged	92.86%	80.47%	81.36%
English Learners	100%	63.98%	50.76%
Students with Disabilities	0%	59.81%	61.28%
Foster Youth	no data	no data	no data

## State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	4.3%	5.2%	4.27%	4.12%	3.38%	2.81%	5.07%	4.36%	3.8%
Expulsions	0.18%	0%	0%	0.04%	0%	0.06%	0.13%	0.1%	0.09%

## School Safety Plan – Most Recent Year

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 stay at school overnight. Emergency contact information is stored in a safe accessible place. 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate – English Language Arts	Yes	No	
Met Participation Rate – Mathematics	Yes	No	
Met Percent Proficient – English Language Arts	N/A	N/A	
Met Percent Proficient – Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	Yes	

### Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	no data	In PI
First Year of Program Improvement	no data	2013-2014
Year in Program Improvement	no data	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50%

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	6	12	no data	24	no data	5	no data	24	no data	2	no data
1	24	no data	3	no data	24	no data	10	no data	24	2	no data	no data
2	24	no data	7	no data	23	no data	10	no data	15	no data	2	no data
3	25	no data	15	no data	24	no data	8	no data	23	no data	2	no data
4	28	no data	13	1	25	no data	8	no data	24	no data	2	no data
5	28	no data	13	4	26	no data	7	no data	25	no data	2	no data
6	16	5	3	no data	16	4	3	no data	25	5	1	no data
Other	26	no data	2	no data	no data	no data	no data	no data	no data	no data	no data	no data

\* 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	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	7	6	no data	14	14	2	no data	13	3	1	no data
Mathematics	21	3	6	1	19	6	3	no data	17	6	2	no data
Science	20	5	6	no data	19	7	5	no data	21	3	5	no data
Social Science	19	5	6	no data	18	9	2	no data	21	4	4	no data

\* 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 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	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 (non-teaching)	2.0	N/A
Other	N/A	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 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,752	\$2,189	\$5,562	\$52,826
District	N/A	N/A	\$6,420.96	\$68,089
Percent Difference – School Site and District	N/A	N/A	-13%	-22%
State	N/A	N/A	\$5,348	\$69,257
Percent Difference – School Site and State	N/A	N/A	4%	-24%

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

### Types of Services Funded (Fiscal Year 2014–15)

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## Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,799	\$42,315
Mid-Range Teacher Salary	\$63,028	\$66,451
Highest Teacher Salary	\$83,518	\$85,603
Average Principal Salary (Elementary)	\$110,411	\$105,079
Average Principal Salary (Middle)	\$116,819	\$111,005
Average Principal Salary (High)	\$124,352	\$121,310
Superintendent Salary	\$216,662	\$189,899
Percent of Budget for Teacher Salaries	39%	39%
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 Courses (School Year 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	N/A
English	no data	N/A
Fine and Performing Arts	no data	N/A
Foreign Language	no data	N/A
Mathematics	no data	N/A
Science	no data	N/A
Social Science	no data	N/A
All Courses	no data	no data

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

\* Where there are student course enrollments.

Note: AP means Advanced Placement.

## Professional Development – Most Recent Three Years

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

This SARC report was compiled on 02/02/16 with version 16.0.1e by

**Multiple Measures, LLC**  
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