

Nea Community Learning Center School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 2017-18)

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	Jana Chabre
E-mail Address	jana.chabre@neaclc.org
Web Site	www.neaclc.org
CDS Code	01-61119-0119222

District Contact Information	
District Name	Community Learning Center Schools
Phone Number	(510) 263-9266
Superintendent	Annalisa Moore
E-mail Address	annalisa.moore@clcschools.org
Web Site	www.clcschools.org

School Description and Mission Statement (School Year 2017-18)

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. Additionally, all learners can access college-level coursework at the local college through concurrent enrollment.

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 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 2016-17)

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	48
Grade 3	52
Grade 4	52
Grade 5	53
Grade 6	24
Grade 7	44
Grade 8	45
Grade 9	36
Grade 10	27
Grade 11	35
Grade 12	16
Total Enrollment	528

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	18.6
American Indian or Alaska Native	1.1
Asian	9.3
Filipino	3
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0
White	33.5
Two or More Races	12.1
Socioeconomically Disadvantaged	32.6
English Learners	8.7
Students with Disabilities	11.7
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	24.75	34	
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	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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	0
History-Social Science	TCI	Yes	0
Foreign Language	Realidades	Yes	0
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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2017				
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			
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: September 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	56	44	66	64	48	48
Mathematics (grades 3-8 and 11)	37	36	57	56	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	287	95.35	43.9
Male	153	148	96.73	42.57
Female	148	139	93.92	45.32
Black or African American	61	57	93.44	28.07
American Indian or Alaska Native	--	--	--	--
Asian	29	27	93.1	44.44
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.61	35.09
White	96	92	95.83	59.78
Two or More Races	31	31	100	58.06
Socioeconomically Disadvantaged	112	104	92.86	25
English Learners	60	55	91.67	32.73
Students with Disabilities	33	28	84.85	7.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	283	94.02	36.04
Male	153	145	94.77	40
Female	148	138	93.24	31.88
Black or African American	61	57	93.44	12.28
American Indian or Alaska Native	--	--	--	--
Asian	29	25	86.21	44
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.61	31.58
White	96	91	94.79	49.45
Two or More Races	31	30	96.77	53.33
Socioeconomically Disadvantaged	112	100	89.29	17
English Learners	60	54	90	29.63
Students with Disabilities	33	27	81.82	3.7
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	68	65	68	66	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Building bridges from High School to worlds of career and college, Nea launched a unique program in 2015-16 with Eden Area Regional Occupational Program; a highly acclaimed CTE program. Learner participation has increased from one in 2015-16 to fourteen in 2016-17. This new program is an exciting step in Nea’s work to guide every learner on their own path of lifelong learning. CTE is project-based learning in action and because our program requires high school learners to take at least one college course by graduation, CTE courses that offer college credit can be used to fulfill that requirement. CTE courses include Culinary Arts, Graphic Design, Automotive, Medical Profession, and First Responder.

Career Technical Education Participation (School Year 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	25.43
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	75

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.9	22.5	14.1
7	16	16	20
9	16.7	23.3	13.3

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 (School Year 2017-18)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	8	15.4	13.8	8.6	5.3	5.4	11.5	10.7	9.7
Graduation Rate	84	84.62	82.76	86.03	89.83	86.93	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96	88.11	87.11
Black or African American	75	77.32	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	91.99	94.42
Filipino	0	95.08	93.76
Hispanic or Latino	100	79.05	84.58
Native Hawaiian/Pacific Islander	0	75	86.57
White	100	94.01	90.99
Two or More Races	100	84.85	90.59
Socioeconomically Disadvantaged	100	85.96	85.45
English Learners	83.33	51.91	55.44
Students with Disabilities	100	59.38	63.9
Foster Youth	0	25	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.3	6.4	5.1	2.8	3.1	3.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 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. The safety plan is conducted every September, at the beginning of the school year.

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		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	2014-15			2015-16			2016-17					
	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		2		24		2		24		2	
1	15	2			24		2		24		2	
2	23		2		22		2		24		2	
3	24		2		26		2		26		2	
4	25		2		26		2		26		2	
5	25		2		25		2		27		2	
6	16	5	1		17	8	2		11	12		

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	2014-15			2015-16			2016-17					
	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	13	3	1		18	3	4		11	11	1	
Mathematics	17	6	2		18	7	2		16	10	2	
Science	21	3	5		19	7	2		17	9	1	
Social Science	21	4	4		19	7	3		17	9	3	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.8	225
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	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	0	N/A
Other	5	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,368	\$2,643	\$6,725	\$57,524
District	N/A	N/A	\$6,420.96	\$70,250
Percent Difference: School Site and District	N/A	N/A	4.7	-18.1
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	2.3	-22.8

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

Types of Services Funded (Fiscal Year 2016-17)

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,776	\$46,511
Mid-Range Teacher Salary	\$65,872	\$73,293
Highest Teacher Salary	\$87,287	\$92,082
Average Principal Salary (Elementary)	\$107,172	\$113,263
Average Principal Salary (Middle)	\$115,235	\$120,172
Average Principal Salary (High)	\$124,966	\$131,203
Superintendent Salary	\$228,800	\$213,732
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	6%	5%

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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	1.3

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)

Nea Community Learning Center provides 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.