

# Nea Community Learning Center

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

The Nea Community Learning Center is a non-profit tuition-free public charter school providing a journey in self-discovery and educational excellence for nearly 600 learners in grades K-12. Nea's Lower Village (K-5) is a truly unique place providing a child-centered approach to education through project-based learning, weekly art, music and physical education, hands-on STEM curriculum, multi-age collaboration, classroom rotation, choice time, and full day kindergarten. The program is firmly grounded in California educational standards and the Nine Nea Principles--such as "Persistence" and "Teamwork"--that support social emotional growth.

Nea's Upper Village (grades 6-12) carries Nea's youth-centered and empowering principles forward into the middle and high school years. The middle school curriculum provides a comprehensive and academically challenging education in a safe and positive environment that promotes respect and responsibility. Mentorship from high school learners encourages middle school engagement in our active, democratic school community. At the high school level, Nea's rigorous graduation requirements exceed UC a-g requirements. Graduates must complete at least one full college course, a career-oriented internship, a community-oriented senior project, and a senior portfolio. Additionally, all learners can access college-level coursework at the local college through concurrent enrollment.

Nea's Upper and Lower Villages both welcome and celebrate the diversity and involvement of the families and communities they serve. Founded in 2009, Nea is based on an educational model that empowers youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members of a democratic society.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	46
Grade 2	47
Grade 3	49
Grade 4	49
Grade 5	52
Grade 6	34
Grade 7	36
Grade 8	52
Grade 9	40
Grade 10	41
Grade 11	50
Grade 12	47
Total Enrollment	589

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	12.9
Black or African American	14.9
Filipino	1.7
Hispanic or Latino	25.8
Two or More Races	11.2
White	28
English Learners	15.1
Homeless	1.5
Socioeconomically Disadvantaged	34.8
Students with Disabilities	12.9

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.0	73.9	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.0	21.2	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	17.8	3.3	12115.8	4.4
Unknown	1.3	4.8	14.2	2.6	18854.3	6.9
Total Teaching Positions	28.5	100.0	539.2	100.0	274759.1	100.0

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

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	6.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	6.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	40.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.6

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Nea facilitators, parents and support staff sit on the Standards and Curriculum Committee. Each year they work closely with classroom facilitators and create a list of textbook and curriculum titles to take to the Nea Governing Board for adoption. The committee usually presents once a year with new curriculum or titles to be approved.

**Year and month in which the data were collected**

January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Grades K-5:</p> <p>Readers and Writer's Workshop Reading and Writing Project adopted 2014</p> <p>Grade 3: The Lemonade War (HMH Books for Young Readers) adopted 2013</p> <p>Grade 4: By the Great Horn Spoon (Little, Brown &amp; Company) adopted 2012</p> <p>Esperanza Rising (McDougal Littell Library) adopted 2012</p> <p>Grade 5: The Birchbark House (Hyperion Books for Children) adopted 2013</p> <p>King George: What Was His Problem? (Scholastic Books) adopted 2014</p> <p>Grades 6-8</p> <p>6th – Prentice Hall Literature text with selected sixth novels</p> <p>7th – Prentice Hall Literature text with selected seventh novels</p> <p>8th – Prentice Hall Literature text with selected eighth novels</p> <p>Grades 9-12</p> <p>9th – Selected Novels</p> <p>10th – Selected Novels</p>	Yes	0

	11th – Selected Novels 12th – Selected Novels  High School Novels include: Their Eyes Were Watching God, Zora Neal Hurston Of Mice and Men, John Steinbeck The Things They Carried, Tim O'Brian Things Fall Apart, Chinua Achebe All Quiet on the Western Front, Erich Maria Remarque Persepolis, Marjane Satrapi		
<b>Mathematics</b>	Grades K-5 Eureka Math (Great Minds Publishing) adopted 2015  Grades 6-8 6th – 8th Eureka Math (Great Minds Publishing) adopted 2015 6th – 8th Illustrative math adopted 2010  Grades 9-12 9th – Illustrative math adopted 2010 9th – College Prep Math – Algebra collaboration with Wu, Kuta Software and Eureka Math 10th – College Prep Math-Geometry collaboration with Wu, Kuta Software and Eureka Math 11th – College Prep Math – Algebra 2 collaboration with Wu, Kuta Software and Eureka Math 12th – College Prep Math – Pre-Calculus (Simmons Calculus) 12th – College Prep Math – Calculus (Simmons Calculus)	Yes	0
<b>Science</b>	Grades K-5 Full Option Science System (FOSS) textbooks, workbooks, and lab kits (Delta Education) adopted 2018 Grade K: Materials and Motion, Trees and Weather, Animals Two by Two Grade 1: Sound and Light, Air and Weather, Plants and Animals Grade 2: Sound and Light; Pebbles, Sand and Silt; Insects and Plants (adopted 2017) Grade 3: Motion and Matter, Water and Climate, Structures of Life Grade 4: Energy; Soils, Rocks, and Landforms; Environments Grade 5: Mixtures and Solutions, Earth and Sun, Living Systems  Grades 6-8 Full Option Science System (FOSS) textbooks, workbooks, and lab kits (Delta Education) 6th – Lab Aids: Issues and Earth Science 7th – Lab Aids: Issues and Life Science 8th – Lab Aids: Issues and Physical Science  Grades 9-12 9th – Conceptual Physics – Paul G. Hewitt – Prentice Hall 10th – Lab Aids – Biology 11th – Lab Aids – Chemistry	Yes	0
<b>History-Social Science</b>	Grades 6-8 6th – TCI (Teacher Curriculum Institute) – Ancient History 7th – TCI (Teacher Curriculum Institute) – Middle Ages	Yes	0

	8th – TCI (Teacher Curriculum Institute) – US History Edsitement  Grades 9-12 9th – TCI (Teacher Curriculum Institute) – Geography 10th – TCI (Teacher Curriculum Institute) – World History SHEG, Edsitement, TCI, World History for us all 11th – McDougal Littell – The Americans SHEG, Edsitement, TCI, World History for us all 12th – Magruder’s American Government and Government Bill of Rights Institute; People’s History of the United States		
<b>Foreign Language</b>	Grades 8-12 8th – Realidades level 1, Encuentros 2020 9th – Realidades level 2, Senderos 2020 10th – Paso A Paso Level 2 11th – Paso A Paso Level 2	Yes	0
<b>Health</b>	Grades 9-12 Current Life Issues Curriculum	Yes	0
<b>Visual and Performing Arts</b>	Digital Tablets	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	Beakers, chemicals, NGSS aligned curriculum, Lab Aids	Yes	0

## School Facility Conditions and Planned Improvements

Nea Community Learning Center occupies a public school site within Alameda Unified School District. Overall safety, cleanliness and adequacy of the school facility is good. The building was built in 1950, is in good repair and is well maintained, clean and safe. Nea has a filtered water fountain that allows for drinking and water bottle refills. Bathrooms are well maintained by the janitorial staff. Our janitorial service ensures that our campus and classrooms remain clean and litter free on a daily basis. Alameda Unified School District provides building maintenance and repair for all AUSD leased buildings and Community Learning Center Schools (CLCS) provides building maintenance and repair for 3 portable classrooms and bathroom facilities owned by Nea. Ongoing and emergent maintenance and repair needs are completed in a responsive manner, keeping our buildings in good working order, and safe for all.

**Year and month of the most recent FIT report**

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			New individual HVAC systems to be installed for classrooms 1 through 9, 24 and 37 beginning Feb 2022
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements				
<b>Structural:</b> Structural Damage, Roofs		X		Roof repair scheduled for January of 2022
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New fencing to be placed around the perimeter of the campus in June 2022

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	325	NT	NT	NT	NT
Female	163	NT	NT	NT	NT
Male	162	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	37	NT	NT	NT	NT
Black or African American	55	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	80	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	53	NT	NT	NT	NT
White	96	NT	NT	NT	NT
English Learners	54	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	104	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	325	NT	NT	NT	NT
Female	163	NT	NT	NT	NT
Male	162	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	37	NT	NT	NT	NT
Black or African American	55	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	80	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	53	NT	NT	NT	NT
White	96	NT	NT	NT	NT
English Learners	54	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	104	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Grades 3-8 & 11 Student Groups	Grades 3-8 & 11 Total Enrollment	Grades 3-8 & 11 Number Tested	Grades 3-8 & 11 Percent Tested	Grades 3-8 & 11 Percent Not Tested	Grades 3-8 & 11 Percent At or Above Grade Level
All Students	326	262	80%	20%	61%
Female	163	130	80%	20%	57%
Male	163	128	79%	21%	66%
American Indian or Alaska Native	2	N/A	N/A	N/A	N/A

Asian	38	33	87%	13%	55%
Black or African American	52	37	71%	29%	38%
Filipino	3	N/A	N/A	N/A	N/A
Hispanic or Latino	80	60	75%	25%	43%
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	37	32	86%	14%	28%
White	97	79	81%	19%	81%
English Learners	55	40	73%	27%	15%
Foster Youth	1	N/A	N/A	N/A	N/A
Homeless	5	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	46	36	78%	22%	47%
Students Receiving Migrant Education Services	3	N/A	N/A	N/A	N/A
Students with Disabilities	39	22	56%	44%	55%
Grades 3-5 Student Groups	Grades 3-5 Total Enrollment	Grades 3-5 Number Tested	Grades 3-5 Percent Tested	Grades 3-5 Percent Not Tested	Grades 3-5 Percent At or Above Grade Level
All Students	153	144	94%	6%	71%
Female	74	69	93%	7%	71%
Male	79	72	91%	9%	69%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	23	23	100%	0%	48%
Black or African American	13	10	77%	23%	N/A
Filipino	1	N/A	N/A	N/A	N/A
Hispanic or Latino	23	22	96%	4%	64%
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	25	25	100%	0%	20%
White	62	54	87%	13%	85%
English Learners	26	22	85%	15%	27%
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	2	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30	25	83%	17%	56%
Students Receiving Migrant Education Services	1	N/A	N/A	N/A	N/A
Students with Disabilities	20	15	75%	25%	60%
Grades 6-8 & 11 Student Groups	Grades 6-8 & 11 Total Enrollment	Grades 6-8 & 11 Number Tested	Grades 6-8 & 11 Percent Tested	Grades 6-8 & 11 Percent Not Tested	Grades 6-8 & 11 Percent At or Above Grade Level
All Students	173	118	68%	32%	50%

<b>Female</b>	89	61	69%	31%	41%
<b>Male</b>	84	56	67%	33%	61%
<b>American Indian or Alaska Native</b>	2	N/A	N/A	N/A	N/A
<b>Asian</b>	15	10	67%	33%	N/A
<b>Black or African American</b>	39	27	69%	31%	41%
<b>Filipino</b>	2	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	57	38	67%	33%	32%
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	12	7	58%	42%	N/A
<b>White</b>	35	25	71%	29%	72%
<b>English Learners</b>	29	18	62%	38%	0%
<b>Foster Youth</b>	1	N/A	N/A	N/A	N/A
<b>Homeless</b>	3	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	16	11	69%	31%	27%
<b>Students Receiving Migrant Education Services</b>	2	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	19	7	37%	63%	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>Grades 3-8 &amp; 11 Student Groups</b>	<b>Grades 3-8 &amp; 11 Total Enrollment</b>	<b>Grades 3-8 &amp; 11 Number Tested</b>	<b>Grades 3-8 &amp; 11 Percent Tested</b>	<b>Grades 3-8 &amp; 11 Percent Not Tested</b>	<b>Grades 3-8 &amp; 11 Percent At or Above Grade Level</b>
<b>All Students</b>	326	276	85%	15%	53%
<b>Female</b>	163	129	79%	21%	48%
<b>Male</b>	163	137	84%	16%	59%
<b>American Indian or Alaska Native</b>	2	N/A	N/A	N/A	N/A
<b>Asian</b>	38	33	87%	13%	79%
<b>Black or African American</b>	52	38	73%	27%	26%
<b>Filipino</b>	3	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	80	63	79%	21%	25%
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	37	35	95%	5%	60%
<b>White</b>	97	80	82%	18%	74%
<b>English Learners</b>	55	41	75%	25%	32%
<b>Foster Youth</b>	1	N/A	N/A	N/A	N/A

Homeless	5	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	46	36	78%	22%	28%
Students Receiving Migrant Education Services	3	N/A	N/A	N/A	N/A
Students with Disabilities	39	25	64%	36%	44%
Grades 3-5 Student Groups	Grades 3-5 Total Enrollment	Grades 3-5 Number Tested	Grades 3-5 Percent Tested	Grades 3-5 Percent Not Tested	Grades 3-5 Percent At or Above Grade Level
All Students	153	150	98%	2%	62%
Female	74	69	93%	7%	65%
Male	79	72	91%	9%	63%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	23	23	100%	0%	83%
Black or African American	13	10	77%	23%	N/A
Filipino	1	N/A	N/A	N/A	N/A
Hispanic or Latino	23	22	96%	4%	36%
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	25	25	100%	0%	60%
White	62	54	87%	13%	74%
English Learners	26	22	85%	15%	55%
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	2	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30	25	83%	17%	36%
Students Receiving Migrant Education Services	1	N/A	N/A	N/A	N/A
Students with Disabilities	20	15	75%	25%	53%
Grades 6-8 & 11 Student Groups	Grades 6-8 & 11 Total Enrollment	Grades 6-8 & 11 Number Tested	Grades 6-8 & 11 Percent Tested	Grades 6-8 & 11 Percent Not Tested	Grades 6-8 & 11 Percent At or Above Grade Level
All Students	173	126	73%	27%	42%
Female	89	60	67%	33%	28%
Male	84	65	77%	23%	55%
American Indian or Alaska Native	2	N/A	N/A	N/A	N/A
Asian	15	10	67%	33%	N/A
Black or African American	39	28	72%	28%	29%
Filipino	2	N/A	N/A	N/A	N/A
Hispanic or Latino	57	41	72%	28%	20%
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	12	10	83%	17%	N/A

<b>White</b>	35	26	74%	26%	73%
<b>English Learners</b>	29	19	66%	34%	5%
<b>Foster Youth</b>	1	N/A	N/A	N/A	N/A
<b>Homeless</b>	3	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	16	11	69%	31%	9%
<b>Students Receiving Migrant Education Services</b>	2	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	19	10	53%	47%	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72



## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	NT	NT	NT	NT
Female	74	NT	NT		
Male	77	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	25	NT	NT	NT	NT
Black or African American	23	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	44	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

None offered in 2021-22.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	88.24

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Nea CLC has a strong base of parent volunteers who help supervise the playground during recess, run the beautification committee, write small grants, chaperone field trips, volunteer in the classroom, and plan several annual school events. All parents are welcome to join the Parent Teacher Student Association (PTSA), which raises funds for extracurricular and enrichment programs, and helps plan special events for families. The school also benefits greatly from dedicated parents who serve on the Nea Governing Board, the Personnel Committee, the Curriculum and Standards Committee, the Finance Committee, and the Program Evaluation Committee. Information about how to get involved can be found on the school's website: [www.neacalc.org](http://www.neacalc.org)

## C. Engagement

## State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	0.0	0.0	0.0	5.2	6.4	4.2	9.0	8.9	9.4
<b>Graduation Rate</b>	85.7	97.1	100.0	88.9	89.5	89.9	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	47	47	100.0
<b>Female</b>	21	21	100.0
<b>Male</b>	26	26	100.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	21	21	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	29	29	100.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	616	612	139	22.7
Female	309	306	70	22.9
Male	307	306	69	22.5
American Indian or Alaska Native	2	2	1	50.0
Asian	81	79	7	8.9
Black or African American	90	90	30	33.3
Filipino	10	10	2	20.0
Hispanic or Latino	158	158	46	29.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	69	69	15	21.7
White	173	172	34	19.8
English Learners	97	94	31	33.0
Foster Youth	1	1	0	0.0
Homeless	9	9	7	77.8
Socioeconomically Disadvantaged	217	214	84	39.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	80	22	27.5

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.81	0.16	2.62	0.09	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.18	1.63	2.45
<b>Expulsions</b>	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.16	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.33	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.63	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Nea completes a full Readiness and Emergency Management System (REMS) review each September. The REMS is presented to teaching and support staff in September. The school conducts monthly drills rotating fire, earthquake and lockdown drills. Nea has emergency stores of food, water, and blankets in the event that learners need to remain at school overnight. Emergency contact information is stored in a safe and accessible location. The school is part of Alameda's Share 911 network, allowing for immediate communication with, and response from police and fire departments in case of an emergency.

In regards to COVID-19 precautions, Nea follows all Alameda Public Health Guidelines including the wearing of masks for all students and staff, appropriate physical distancing as outlined in regards to developmentally appropriate and stable cohorting, health screening of students and staff, sanitation, and disinfecting. Staff are trained about guidelines surrounding in-person instruction continuously and we update our policies as Alameda Public Health provides new guidance.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	24		2	
3	27		2	
4	25		2	
5	26		2	
6	17	18	7	

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	535.5



## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2.1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	3.3

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11,209	\$1,583	\$9,626	\$92,741
<b>District</b>	N/A	N/A		\$78,844
<b>Percent Difference - School Site and District</b>	N/A	N/A		16.2
<b>State</b>			\$8,444	\$81,044
<b>Percent Difference - School Site and State</b>	N/A	N/A	13.1	13.5

## 2020-21 Types of Services Funded

Nea provides academic support, including reading and math intervention, both during the regular school day and after school. All facilitators (teachers) for grades K-12 hold office hours to support learners in small groups or one-on-one after school. During the school day, K-5 reading groups are pulled by reading level and led by the Reading Intervention Facilitator. In 6th to 8th grades, learners gather in small reading workshops that meet three days a week. There is a math lab for 6th-12th grade learners. Nea facilitators use benchmark reading and math data (for K-5) and MAP testing (for 6-12) to determine which learners need support.

Nea has one part-time school counselor for K-5 learners and one for learners in grades 6-12. The counselors meet with classes, small groups, families and individuals to provide information and support. A part-time college counselor supports high school learners in their efforts to prepare for and apply to college. Parent Education Night topics include "Supporting Reading at Home", "Digital Citizenship for Children", "How to Apply for College" and "How to Apply for College Scholarships". Nea's Special Education Department provides push-in and pull out services for 13% of learners in grades K-12.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,006	\$51,029
Mid-Range Teacher Salary	\$74,339	\$78,583
Highest Teacher Salary	\$97,088	\$99,506
Average Principal Salary (Elementary)	\$128,153	\$124,576
Average Principal Salary (Middle)	\$124,728	\$131,395
Average Principal Salary (High)	\$141,835	\$144,697
Superintendent Salary	\$230,000	\$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

## Professional Development

Nea Community Learning Center provides four full days of professional development annually, along with about 30 weekly 1.5 hour workshops held on early release Wednesdays. Historically, professional development has included both staff-wide programs and choice-based PD streams for staff to select from. In addition, individual teacher mentoring is provided as needed through a coach who works closely with classroom facilitators to improve their practice. Individual facilitators or departments can also request to attend short conferences tailored to their needs, on topics such as CAASPP in the Classroom, Mindfulness, Classroom Management Training (by Wong and Wong), FOSS Curriculum Training, etc. In 2021, the Science department went to the National Science Teachers Convention and brought back many useful details on how to transition to the Next Generation Science Standards (NGSS).

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

Nea's staff-wide professional development for the 2020-21 school year focused on Distance Learning Best Practices, support, and resources. Full-day PD was increased by one day. Teachers were trained in the use of Zoom software and in creating and uploading teaching videos to share with students. Time was also provided for staff to share Distance Learning methods and successes in smaller groups and to link relevant materials to a Distance Learning Google Spreadsheet with a tab for each teacher and additional resources for counseling and mental health, extension activities, and intervention activities. Ongoing professional development throughout the year further supported the achievement of school goals within the School Plan for Student Achievement (SPSA) and the use of improvement science to improve outcomes for all students. Nea teachers have continued to collaborate and plan together. Nea re-assigned the instructional coach to support teachers who were clearly struggling with preparing Distance Learning lessons.

For 2019-20 professional development was organized in three streams: (1) Action Research Cohorts (ARC) for which staff members chose, collected data, implemented change, and evaluated results for a driving question related to an individual area of growth in their classroom practice; (2) Breathe for Change to incorporate mindfulness and well being into everyday practices; and (3) Positive Discipline and Management to best respond to learners and provide a classroom environment that will support youth emotionally and academically.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9	10	10

# Nea Community Learning Center

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--