

N.E.W. Academy of Science and Arts



N.E.W. ACADEMY OF SCIENCE AND ARTS



Eric Todd, Principal

Principal, N.E.W. Academy of Science and Arts

About Our School

Principal's Message

Greetings! It is a wonderful privilege to serve as principal at the NEW Academy of Science and Arts. We are a family of educators in a community in the shadows of beautiful downtown Los Angeles. We strongly believe that every child will flourish when given a meaningful and rigorous education, and are committed to the academic and artistic development of our students. Our faculty and staff are dedicated and highly qualified instructors who will make every effort to ensure that each of our children experience success.

The mission of N.E.W. Academy of Science and Arts Charter School is to create a child-centered environment where students are able to work cooperatively, become self-directed, think critically, develop self-esteem and self-assurance, and have respect for cultural diversity. N.E.W. Academy of Science and Arts Charter School has three specific performance objectives:

1. To promote student progress in academic and artistic achievement, with an emphasis on the arts and sciences
2. To develop social, as well as community ethics and values in the students' character development with parental participation
3. To implement the most appropriate curriculum for every child after initial assessment.

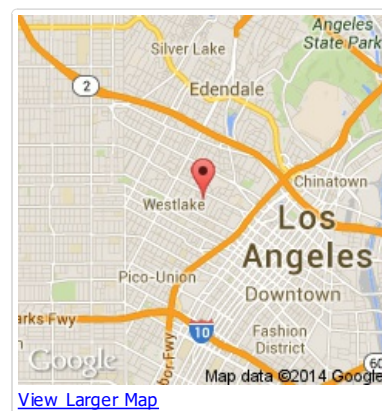
During the 2010-2011 school year NASA achieved 40 points in growth on our API Index. Our API reached 802. We continued to grow and increased our API to 836 for the 2011-2012 school year. Our school administration continues to develop innovative ways in positioning our students to be prepared, competitive citizens in our local community, and the world. Thank you for visiting our site. We welcome you to stop by our campus, when in the area.

Eric A. Todd, Ed.D.
Principal

Contact

379 South Loma Ave.
Los Angeles, CA
90017-1142

Phone: 213-413-9183
E-mail: todd@newnasa.org



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	N.E.W. Academy of Science and Arts
Street	379 South Loma Ave.
City, State, Zip	Los Angeles, Ca, 90017-1142
Phone Number	213-413-9183
Principal	Eric Todd, Principal
E-mail Address	todd@newnasa.org
County-District-School (CDS) Code	19647330100289

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	John
Superintendent Last Name	Deasy
E-mail Address	john.deasy@lausd.net

Last updated: 1/18/2014

School Description and Mission Statement (School Year 2012-13)

N.E.W. Academy of Science and Arts Charter School equips low-income students in grades TK-5 for academic success and active community participation. The school is located in the Belmont-Pico Union community, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from Mexico and Central American immigrant families where Spanish is spoken in their home. N.E.W. Academy of Science and Arts Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes student's accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

NASA's mission is to create a child-centered environment where students are able to work cooperatively, become self-directed, think critically, develop self-esteem and self assurance, and have respect for cultural diversity. We have three specific performance objectives:

- 1) to promote student progress in academic and artistic achievement, with an emphasis on the arts and sciences,
- 2) to develop social, as well as community ethics and values in the students' character development with parental participation,
- 3) to implement the most appropriate curriculum for every child after initial assessment.

Additionally, NASA implements the "Character Counts!" framework across its curriculum to help students develop good character in accordance with the program's Six Pillars - Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Based upon the unique needs of our student population, NASA offers a transitional bilingual program in which academic content is primarily taught in Spanish in grades K and first, while second through fifth grades are taught primarily in English.

Last updated: 1/29/2014

Opportunities for Parental Involvement (School Year 2012-13)

N.E.W. Academy of Science and Arts (NASA) creates Family-School Partnerships. When parents/families know what the school expects and needs from their

children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. N.E.W. Academy of Science and Arts Charter School has actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), an agreement that conveys to parents the school's expectations, and schoolwide family events organized by the parent committees, school site council, room mothers and other parent resources.

Parent involvement is a strong component of NASA's everyday operation. Since its inception NASA, parents are requested to complete 20 hours of service to the school each year. Activities are planned to assist parents in meeting the required school service hours and to accommodate those parents who are unable to attend due to conflicts and work schedules. Parents are always welcome to participate in the daily learning experiences taking place in the classrooms and throughout the entire school program. Parents are also involved in decision making and policy formulation through our School Site Council and through the English Learner Advisory Committee (ELAC). Parents also meet monthly in 'Coffee with the Principal' and are informed on events and progress. There are various committees or groups on which parents can serve. Parents can also participate in workshops provided to empower them in working with their children on academic success. Parents can also be involved in organizing annual events such as our Fall Festival and Science Fair.

Last updated: 1/29/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

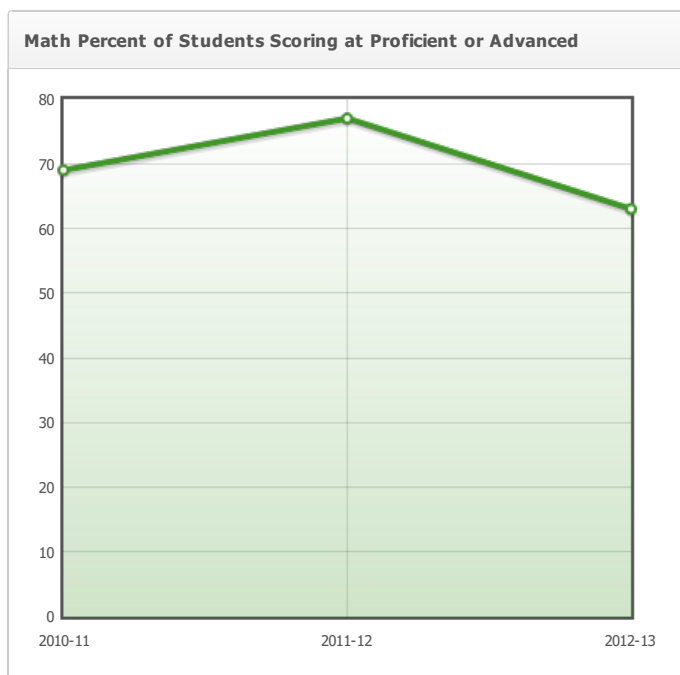
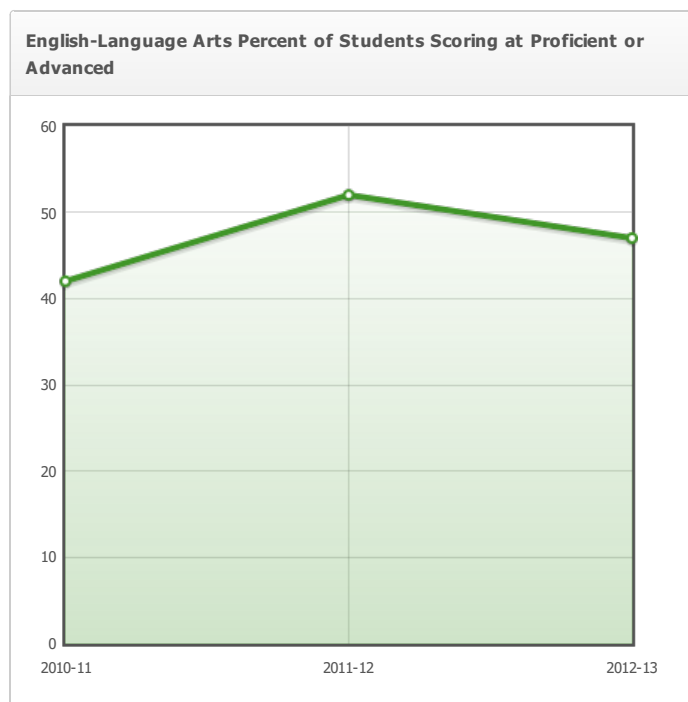
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

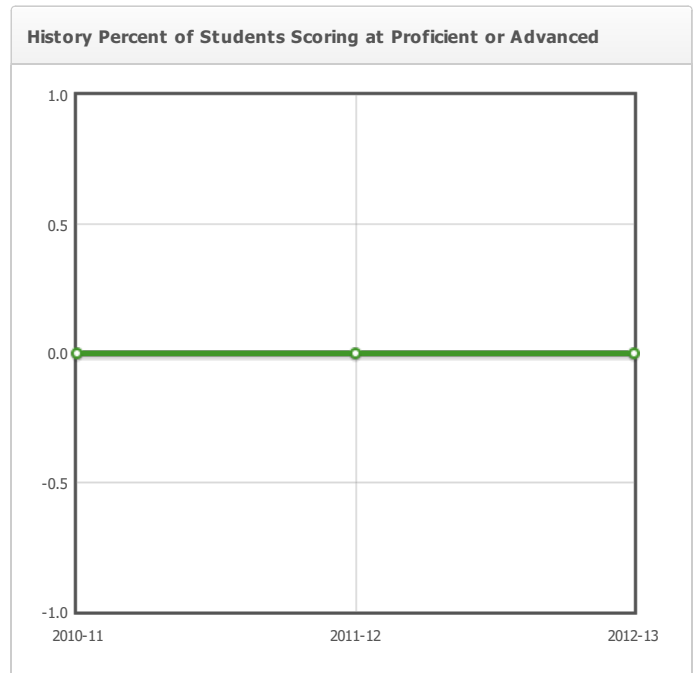
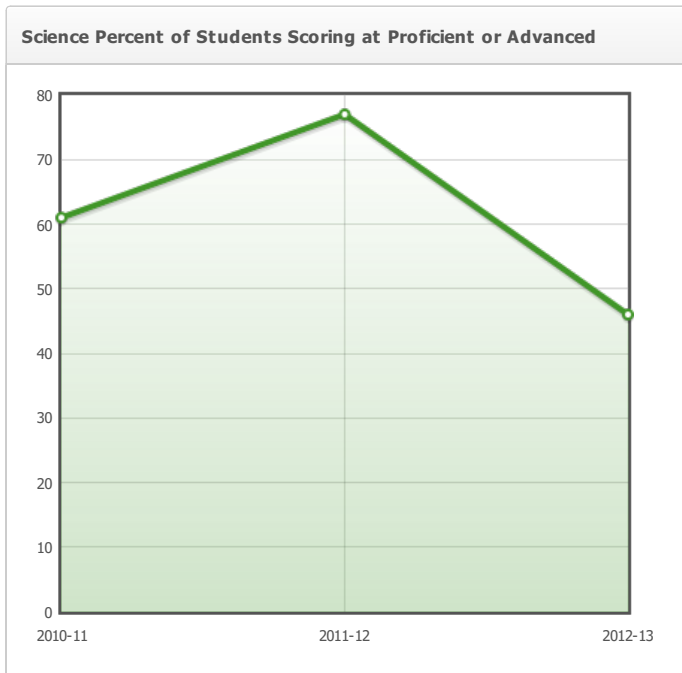
Standardized Testing and Reporting Results for All Students - Three-Year

Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42%	52%	47%	44%	48%	47%	54%	56%	55%
Mathematics	69%	77%	63%	43%	44%	45%	49%	50%	50%
Science	61%	77%	46%	47%	51%	52%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

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.





Last updated: 1/3/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	45%	52%	40%
All Students at the School	47%	63%	46%	N/A
Male	44%	67%	65%	N/A
Female	51%	60%	33%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	47%	63%	46%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	47%	63%	46%	N/A
English Learners	25%	40%	N/A	N/A
Students with Disabilities	31%	38%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/3/2014

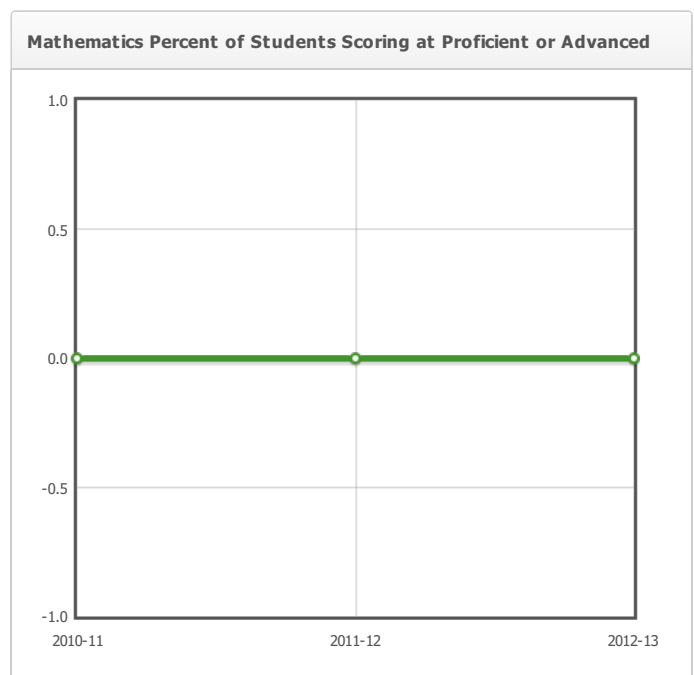
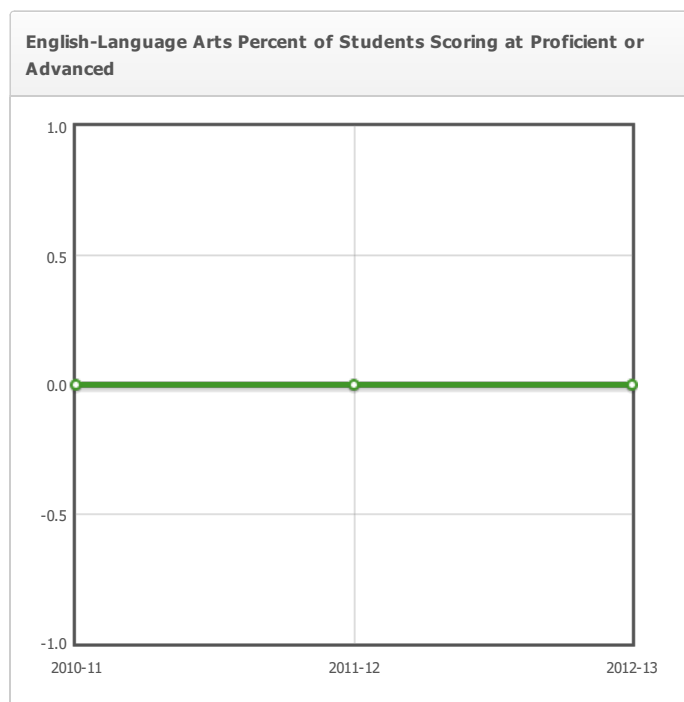
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	48%	45%	49%	59%	56%	57%
Mathematics	N/A	N/A	N/A	46%	50%	54%	56%	58%	60%

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.



Last updated: 1/3/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52%	23%	25%	46%	35%	19%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/3/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.4%	24.4%	7.3%

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.

Last updated: 1/3/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	3	5	7
Similar Schools	6	10	10

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	40	34	-41
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	41	35	-44
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	37	37	-41
English Learners	30	33	-28
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	160	797	407,864	749	4,655,989	790
Black or African American	0		34,995	698	296,463	708
American Indian or Alaska Native	0		1,557	756	30,394	743
Asian	0		17,001	908	406,527	906
Filipino	0		9,841	864	121,054	867
Hispanic or Latino	160	797	304,752	728	2,438,951	744
Native Hawaiian or Pacific Islander	0		1,544	786	25,351	774
White	0		36,642	871	1,200,127	853
Two or More Races	0		1,289	564	125,025	824
Socioeconomically Disadvantaged	160	797	283,245	731	2,774,640	743
English Learners	147	798	162,555	706	1,482,316	721
Students with Disabilities	17	612	52,441	573	527,476	615

Last updated: 1/30/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 1/30/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	658
Percent of Schools Currently in Program Improvement	N/A	83.1%

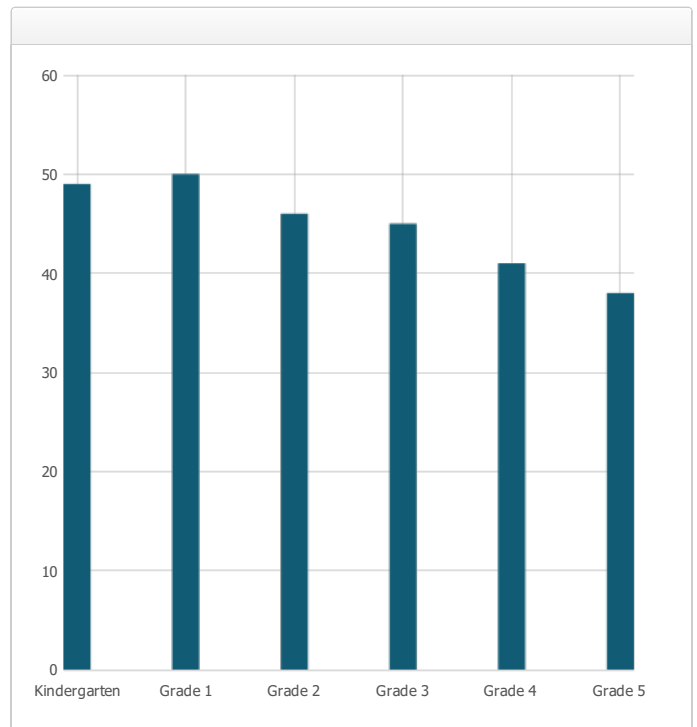
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

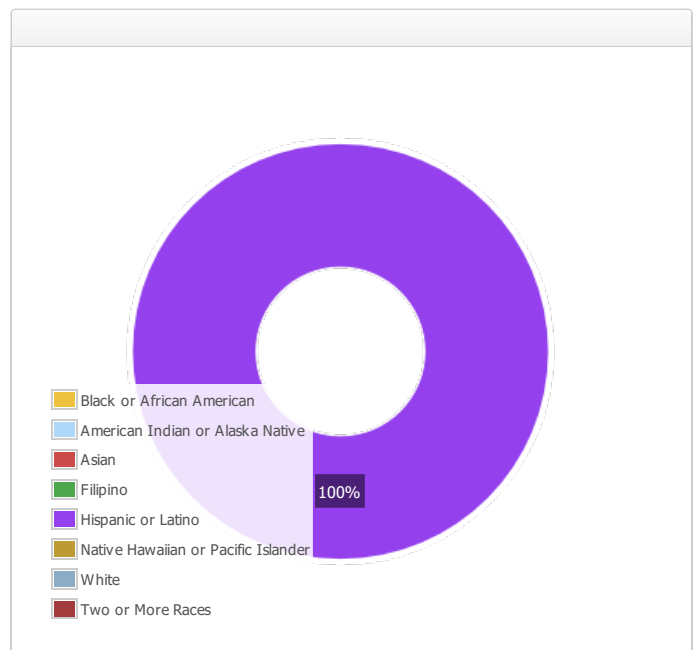
Grade Level	Number of Students
Kindergarten	49
Grade 1	50
Grade 2	46
Grade 3	45
Grade 4	41
Grade 5	38
Total Enrollment	270



Last updated: 1/30/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	100.0
English Learners	93.3
Students with Disabilities	8.1



Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	0	0	23.0	0	2	0	25.0		2	
1	19.5	2	0	0	19.5	2	0	0	25.0		2	
2	19.5	1	1	0	22.5	1	1	0	23.0		2	
3	20.0	2	0	0	20.0	2	0	0	23.0		2	
4	17.5	2	0	0	19.5	1	1	0	21.0	1	1	
5	15.5	2	0	0	17.5	2	0	0	19.0	1	1	
6												
Other												

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

Last updated: 1/30/2014

School Safety Plan (School Year 2012-13)

Safety is one of the primary concerns of N.E.W. Academy of Science and Arts (NASA). We have a comprehensive Emergency plan that includes all state and federal requirements. Our plan was developed through a leadership consortium for safety and emergency preparedness. The objectives of the plan are to:

- 1.) Protect the safety and welfare of students, employees and staff
- 2.) Provide a safe and coordinated response to emergencies
- 3) Protect the School's facilities and property
- 4) Enable the school to restore normal conditions with minimal confusion in the shortest time possible.

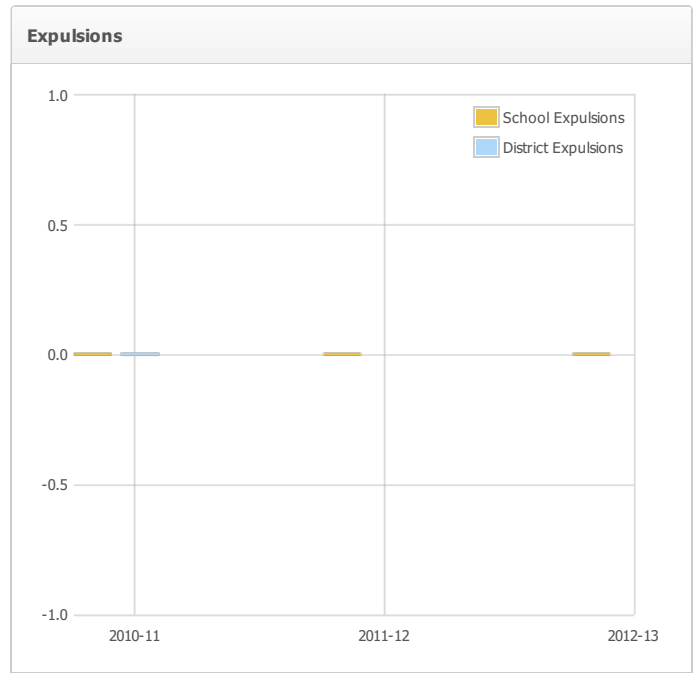
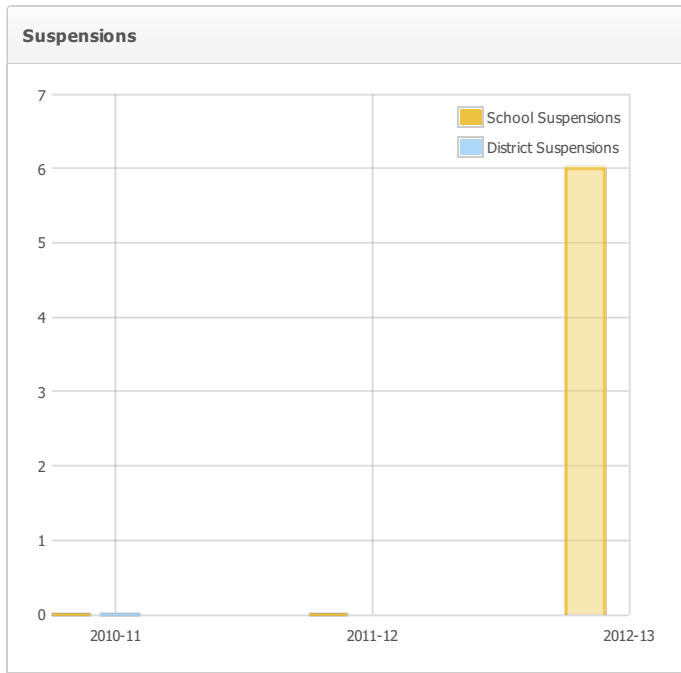
Emergency drills are routinely held for earthquake and fire preparedness as well as for Lock-down drills. Furthermore procedures and Policies NASA follows to Insure Health and Safety of Pupils and Staff include:

- Each employee furnishes the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F)
- Each employee furnishes the school with Tuberculosis clearance.
- All enrolling students provide records documenting immunization against appropriate diseases.
- Policies for safe ingress and egress from school. •Safety policies and regulations related to provision of food services.
- Staff are trained in CPR. These policies will be reviewed on an ongoing basis in the school's staff development efforts and governing Board policies.

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	6.00			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

General

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument (FIT) developed by the State of California OPSC. The results of this survey are available at the school office, at the LEA office.

Buildings

N.E.W. Academy of Science and Arts charter school opened its doors in 2003 in 3 buildings established by New Economics for Women in 1993, 1995, and 1996. The Loma campus at Casa Loma Building houses main office, and 6 classrooms. The Villa campus at the Villa Mariposa building houses 6 classrooms. The La Posada campus at La Posada Building houses 1 classroom.

Maintenance and Repair

Maintenance staff from NEW Capital, LLC ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

NEW Capital, LLC is contracted to provide cleaning services for N.E.W. Academy of Science and Arts. The principal works daily with the custodial staff to ensure a clean and safe school.

Last updated: 1/31/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

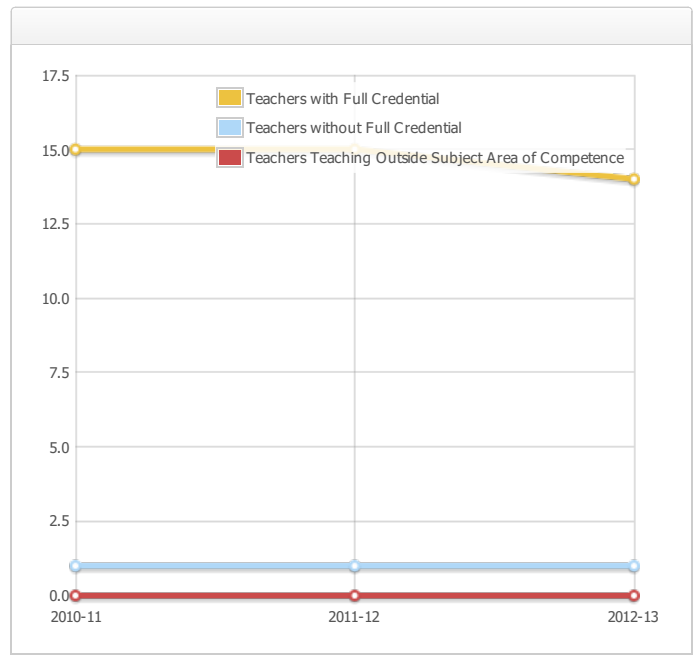
Overall Rating	Good
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Last updated: 1/31/2014

Teachers

Teacher Credentials

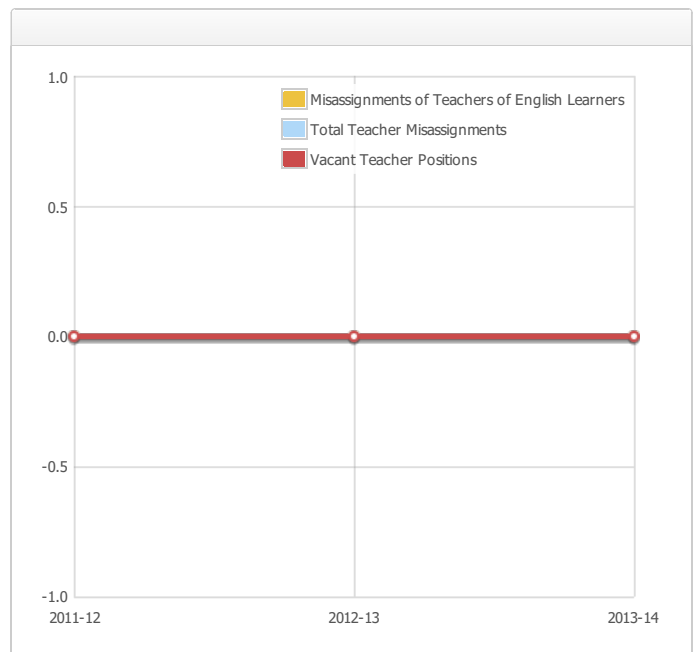
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	15	15	14	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Last updated: 1/23/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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.

Last updated: 1/23/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells shaded in black or 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.

Last updated: 1/23/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: June 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	MacMillan/McGraw-Hill Treasures/Tesoros. Textbooks available to all students. Scholastic leveled reading books. Fountas and Pinnell.		0.0
Mathematics	Houghton Mifflin. Textbooks available to all students. Math manipulative materials. Text is new and in excellent condition.		0.0
Science	Houghton Mifflin. Selection is in good condition.		0.0
History-Social Science	History-Social Science imbedded in MacMillan/McGraw-Hill Series. Houghton Mifflin, Comunidades and Gente textbook in Spanish. The Wonders workbooks.		0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/27/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,363	\$2,437	\$6,926	\$53,516
District	N/A	N/A	\$6,926	\$66,851
Percent Difference – School Site and District	N/A	N/A	0.00%	-20.00%
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	25.00%	-23.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/30/2014

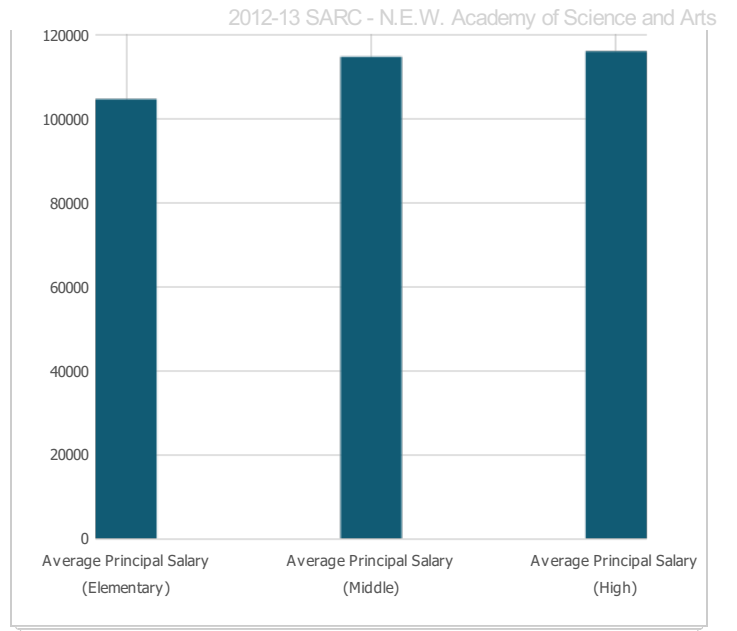
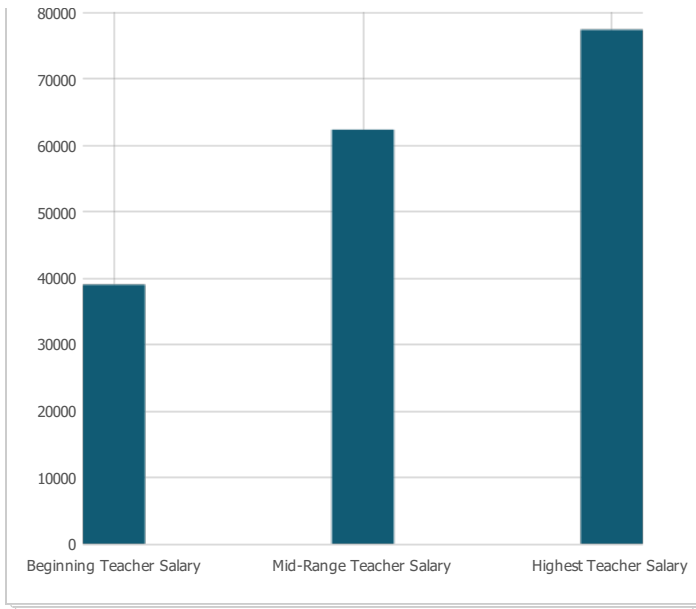
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,462
Mid-Range Teacher Salary	\$62,307	\$66,133
Highest Teacher Salary	\$77,359	\$85,735
Average Principal Salary (Elementary)	\$104,537	\$107,206
Average Principal Salary (Middle)	\$114,610	\$111,641
Average Principal Salary (High)	\$115,924	\$122,628
Superintendent Salary	\$275,000	\$225,176
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/30/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

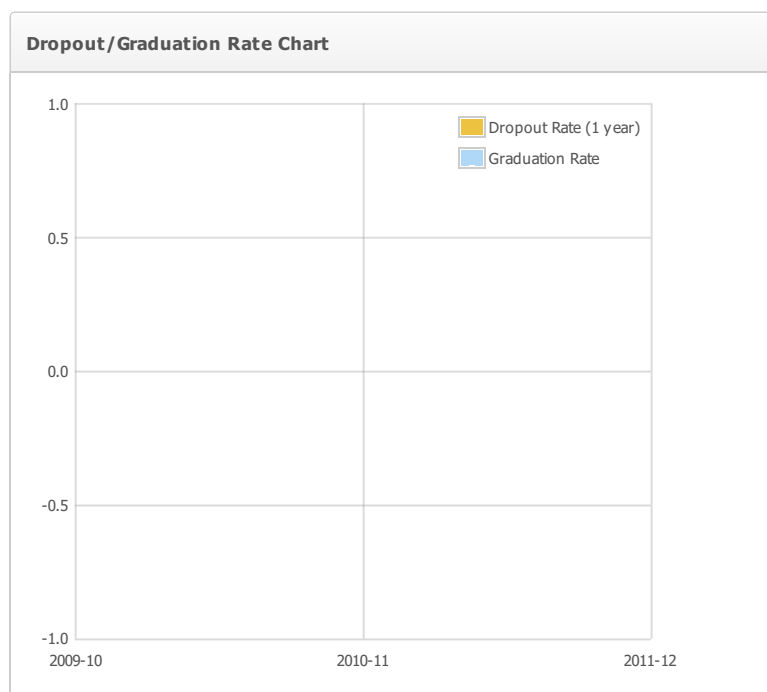
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate							16.6	14.7	13.1
Graduation Rate				69.6	62.4	61.1	74.72	77.14	78.73



Last updated: 1/23/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/23/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/23/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Last updated: 1/23/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Instructional Planning and Scheduling 52 days per year (X3) = 156 day(3 years)

N.E.W. Academy of Science and Arts goes through a week of professional development before classes start every year. We also alternate between Professional Development and teacher collaboration on a weekly basis.

The areas of focus vary depending on school needs assessments or achievement data. Areas of focus included bullying, classroom management, English Language Arts (reading and writing), Mathematics, Assessment, Science, etc.

Last updated: 1/30/2014