

N.E.W. Academy of Science and Arts

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.



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 an increase of 40 points on our Academic Performance Index (API). Our three year API average of 812 for the years 2010, 2011, and 2012 remains higher than many elementary schools in our community and the state. 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

N.E.W. Academy of Science and Arts
379 South Loma Ave.
Los Angeles, CA 90017-1142

Phone: 213-923-9326
E-mail: todd@newnasa.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
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	213-923-9326
Principal	Eric Todd, Principal
E-mail Address	todd@newnasa.org
County-District-School (CDS) Code	19647330100289

Last updated: 1/22/2017

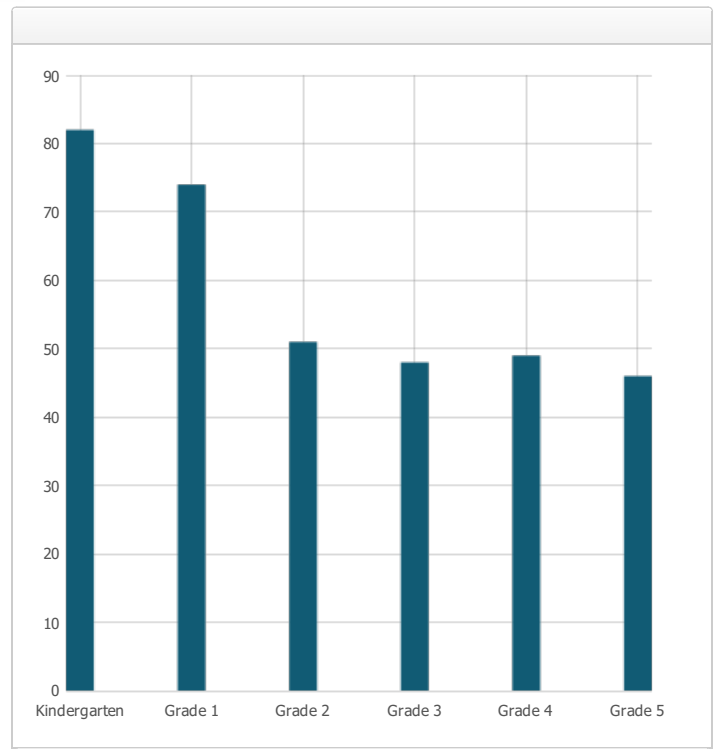
School Description and Mission Statement (School Year 2016-17)

N.E.W Academy of Science and Arts Charter School has been preparing students in grades TK-5 for academic success and community service since 2003. Located in the Belmont-Pico Union community, our students have exemplified excellence despite the many challenges associated with poverty. Most of the families represented by our students are immigrants from Mexico and Central America, where languages and dialects other than English are spoken in the home. N.E.W. Academy of Science and Arts (NASA) is experiencing tremendous progress in closing the achievement gap for our students by providing clear and high expectations, a personalized and supportive learning environment which recognizes students' accomplishments, family-school-community partnerships, and integrated technology in the classroom, with a culturally sensitive 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 in 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. We also offer a Language Academy due to the unique needs of our large English learner population. In this program NASA provides academic content and instruction in Spanish and English.

Last updated: 1/22/2017

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	74
Grade 2	51
Grade 3	48
Grade 4	49
Grade 5	46
Total Enrollment	350



Last updated: 1/22/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	0.0 %
Hispanic or Latino	99.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	80.0 %
Students with Disabilities	8.6 %
Foster Youth	1.1 %

Last updated: 1/22/2017

A. Conditions of Learning

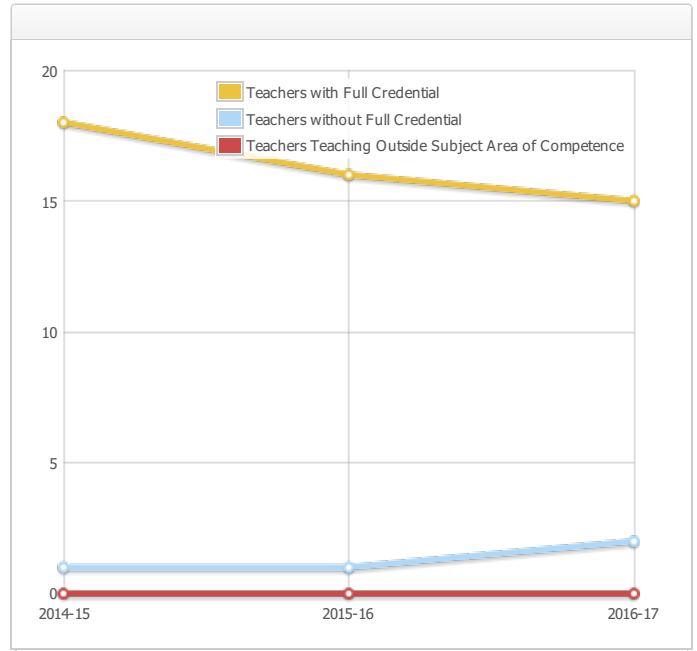
State Priority: Basic

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

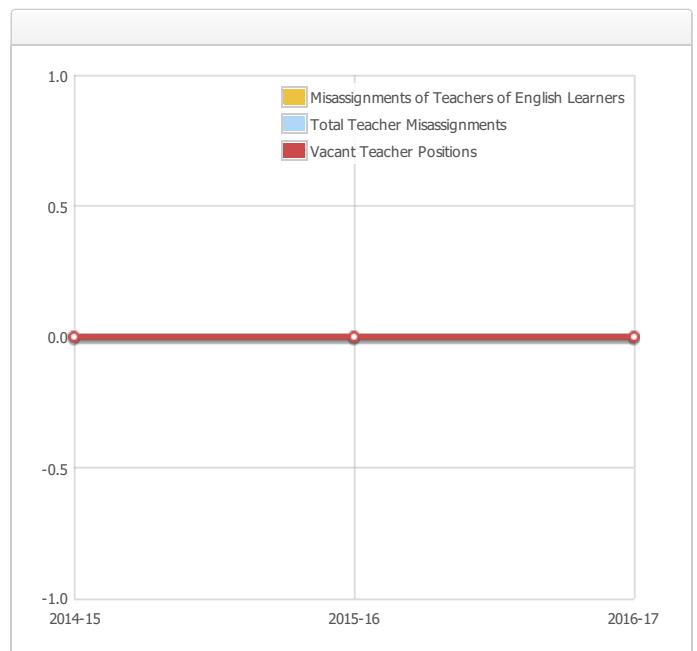
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	16	15	16
Without Full Credential	1	1	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/27/2017

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

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: 1/27/2017

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

Year and month in which data were collected: July 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N.E.W. Academy of Science and Arts adopted Benchmark Advanced And Benchmark Adelante English Language Arts/Spanish Language Arts textbooks in 2016. This program also includes an English Language Development component.	Yes	0.0 %
Mathematics	Houghton Mifflin 'My Math'. Textbooks available to all stuents. Math manipulative materials. Text is in excellent condition.	No	0.0 %
Science	Houghton Mifflin. Selection is in good condition.	No	0.0 %
History-Social Science	History-Social Science imbedded in Benchmark Advanced/Adelante series. Additionally, various textsbooks Houghton Mifflin 'Comunidades' & 'Gente' textbooks in Spanish. Included in some Social Studies is Wonders workbooks.	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2017

School Facility Conditions and Planned Improvements

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 2 buildings established by New Economics for Women in 1993, 1995, and then a third building established in 1996. The Loma campus at Casa Loma Building houses main office, and 5 classrooms. The Villa campus at the Villa Mariposa building houses 4 classrooms. The La Posada campus at La Posada Building houses 3 classrooms.

Maintenance and Repair

Maintenance staff from NEW CQ Maintenance 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

N.E.W. Academy of Science and Arts has it's own custodial staff that provides cleaning services. The principal and the Director of Operations works daily with the custodial staff to ensure a clean and safe school.

Last updated: 1/30/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	28.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	23.0%	22.0%	25.0%	29.0%	34.0%	36.0%

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.

Last updated: 1/28/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	48	100.0%	31.3%
Male	29	29	100.0%	31.0%
Female	19	19	100.0%	31.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	31.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.0%	31.3%
English Learners	31	31	100.0%	12.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	47	100.0%	14.9%
Male	19	19	100.0%	15.8%
Female	28	28	100.0%	14.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.0%	14.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.0%	14.9%
English Learners	30	30	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	46	100.0%	37.0%
Male	20	20	100.0%	10.0%
Female	26	26	100.0%	57.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.0%	37.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.0%	37.0%
English Learners	23	23	100.0%	4.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	48	100.0%	27.1%
Male	29	29	100.0%	31.0%
Female	19	19	100.0%	21.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	27.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.0%	27.1%
English Learners	31	31	100.0%	12.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/28/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	47	100.0%	17.0%
Male	19	19	100.0%	15.8%
Female	28	28	100.0%	17.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.0%	17.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.0%	17.0%
English Learners	30	30	100.0%	3.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/28/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	46	100.0%	21.7%
Male	20	20	100.0%	15.0%
Female	26	26	100.0%	26.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.0%	21.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.0%	21.7%
English Learners	23	23	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/28/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	65.0%	47.0%	60.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/28/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	46	45	97.8%	60.0%
Male	20	19	95.0%	57.9%
Female	26	26	100.0%	61.5%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	46	45	97.8%	60.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	46	45	97.8%	60.0%
English Learners	23	22	95.7%	31.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2017

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

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7%	19.6%	19.6%

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.

Last updated: 1/28/2017

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 2016-17)

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 created 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, a parent liaison, and other parent resources.

Parent involvement is a strong component of NASA's everyday operation. Since its inception NASA parents have participated in volunteering at our school each year. 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. Workshops are from a variety of groups and encompass various topics, but also include ESL classes. Parents can also be involved in organizing annual events such as our Fall Festival and Science Fair.

State Priority: Pupil Engagement

Last updated: 1/28/2017

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

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

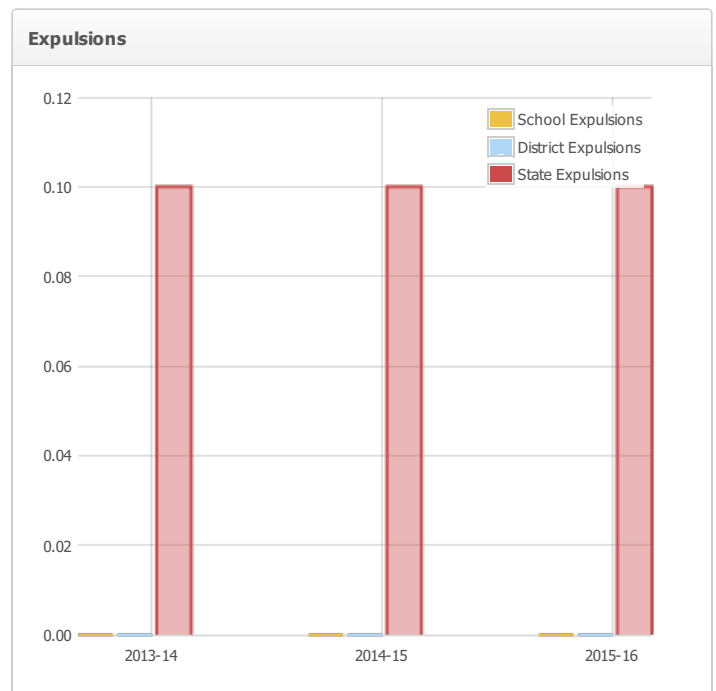
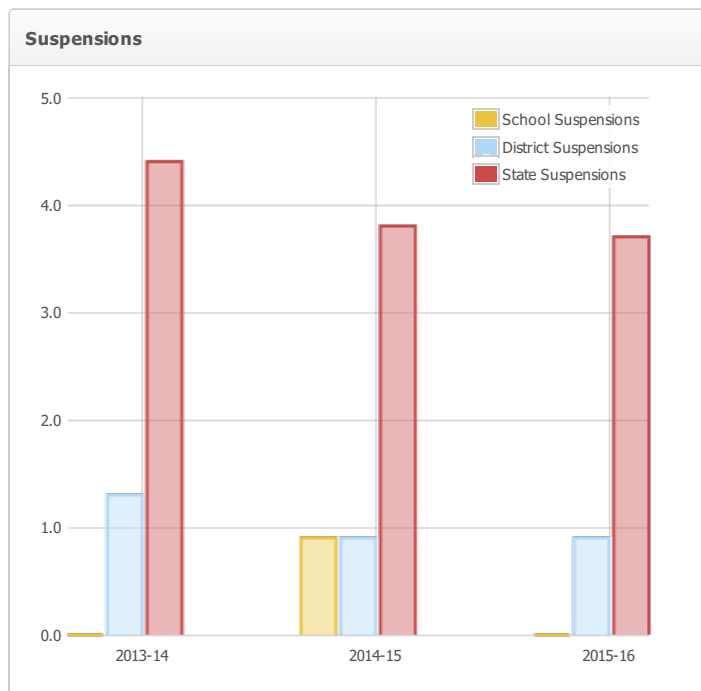
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.9	0.0	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/28/2017

School Safety Plan (School Year 2016-17)

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. 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. They also receive blood borne pathogen and Epi Pen training.

These policies will be reviewed on an ongoing basis in the school's staff development efforts and governing Board policies.

Last updated: 1/28/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/28/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	22.0	1	2	0	21.0	2	2	1	22.0	0	4	0
1	25.0	0	2	0	24.0	0	2	0	24.0	0	3	0
2	24.0	0	2	0	24.0	0	2	0	24.0	0	2	0
3	22.0	0	2	0	24.0	0	2	0	24.0	0	2	0
4	22.0	0	2	0	24.0	0	2	0	25.0	0	2	0
5	21.0	1	1	0	23.0	1	1	0	23.0	0	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/28/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10479.3	\$3011.5	\$7467.8	\$56725.1
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	-22.0%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	32.0%	-25.0%

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

Last updated: 1/30/2017

Types of Services Funded (Fiscal Year 2015-16)

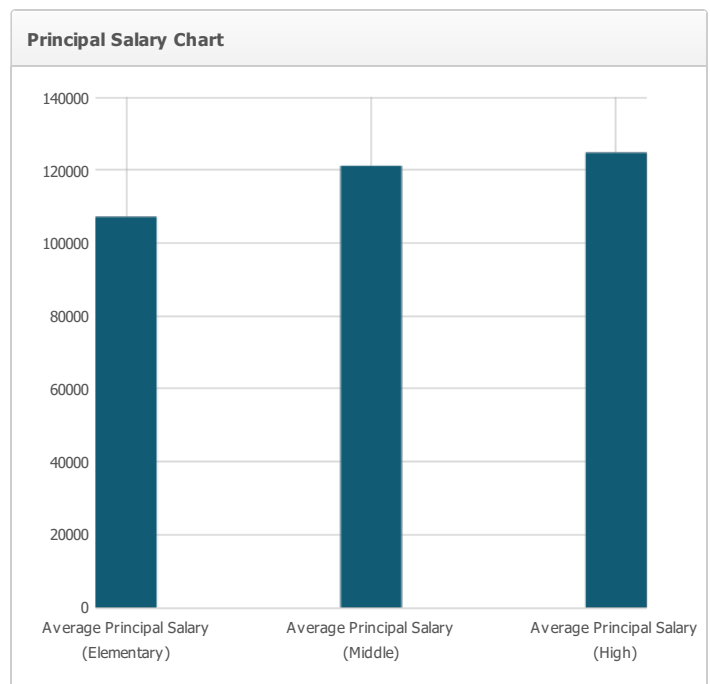
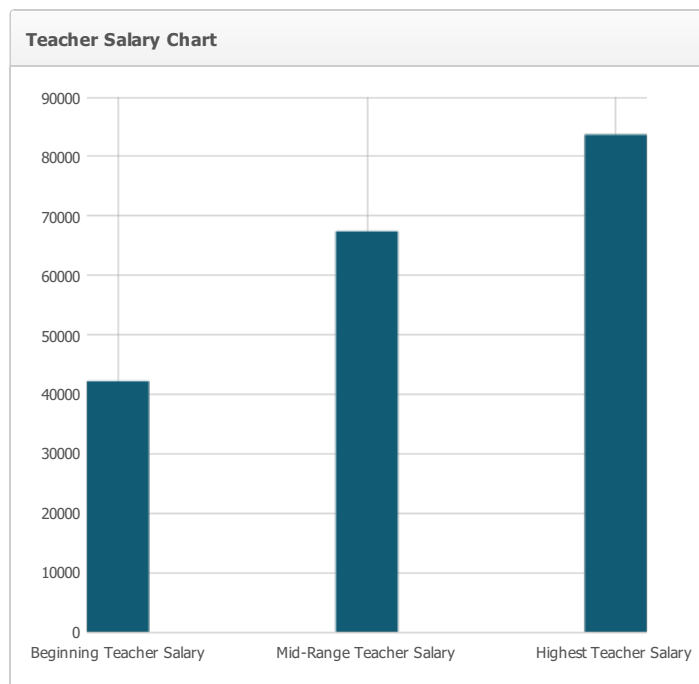
N.E.W. Academy of Science and Arts also used the SIPPS program for intervention. We also provided tutoring. Additionally we have an After School Education and Safety program.

Last updated: 1/28/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/30/2017

Professional Development

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 English Language Development, classroom management, English Language Arts (reading and writing), Mathematics, Assessment, Science, Bullying, etc.

Last updated: 1/28/2017