

N.E.W. Academy of Science and Arts

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Eric Todd, Principal

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

About Our School

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.

NASA has shown significant growth and improvement in the area of, STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE, resulting in growth in all subgroups. Our 2018-19 Dashboard shows that NASA's students have gained one or more performance levels in both ELA and Mathematics. We also continue to use consistent assessment tools, while using in-depth and ongoing data analysis to help modify our curriculum and instructional design.

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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
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
Web Site	http://newnasa.org
County-District-School (CDS) Code	19647330100289

Last updated: 1/27/2019

School Description and Mission Statement (School Year 2018—19)

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 Pico Union/Westlake neighborhoods of Los Angeles, 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) provides 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.

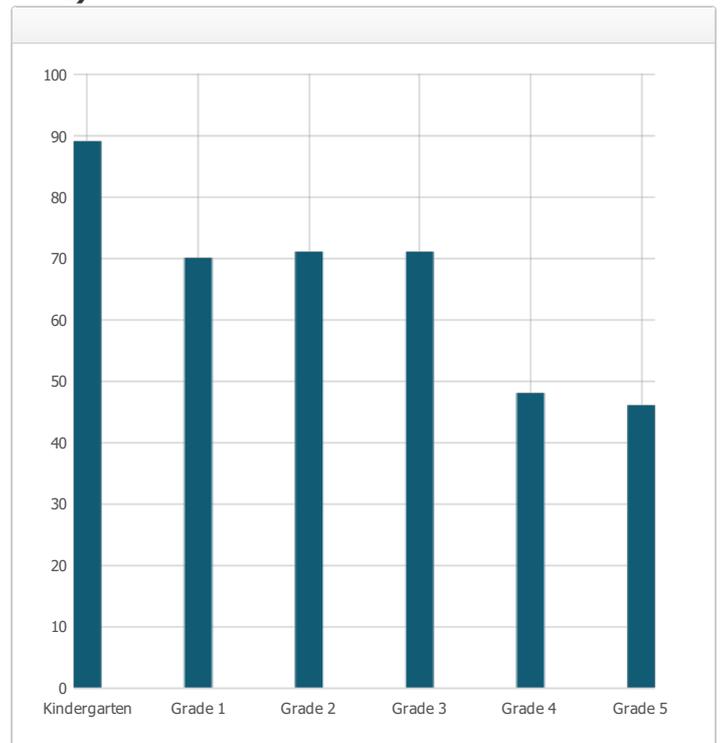
Additionally, NASA implements the, "Character Counts!" frame work across its curriculum to help students develop good character in accordance with the program's Six Pillars – Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We also offer a Language Academy due to the unique needs of our large English learner population. In this program NASA provides academic content and instruction in Spanish and English. NASA is a model for innovative child centered learning and instruction that embrace the community as a foundation to teach and create lifelong learners and confident global leaders for the 21st century.

The vision of N.E.W. Academy of Science and Arts is to create a child centered environment where students will be able to work cooperatively, become self-directed, think critically, develop self-esteem and self-assurance and have respect for cultural diversity. The vision also includes a creative, safe, healthy environment for children. A place that honors family values and provides a safe environment where children are allowed to fail without fear, and view fear as another opportunity for learning; and gives children exposure to multiple situations in a variety of environments in order that they acquire confidence, and self-respect for others.

The school is a catalyst for reinforcing positive values in the community; a place that is an integral part of the community; an extension of the community; an investment in the community; and a model for innovative learning with an emphasis that teaches every child to be an educated, productive citizen of the world.

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	89
Grade 1	70
Grade 2	71
Grade 3	71
Grade 4	48
Grade 5	46
Total Enrollment	395



Last updated: 1/25/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	98.5 %
Native Hawaiian or Pacific Islander	%
White	0.5 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	78.7 %
Students with Disabilities	8.1 %
Foster Youth	%

A. Conditions of Learning

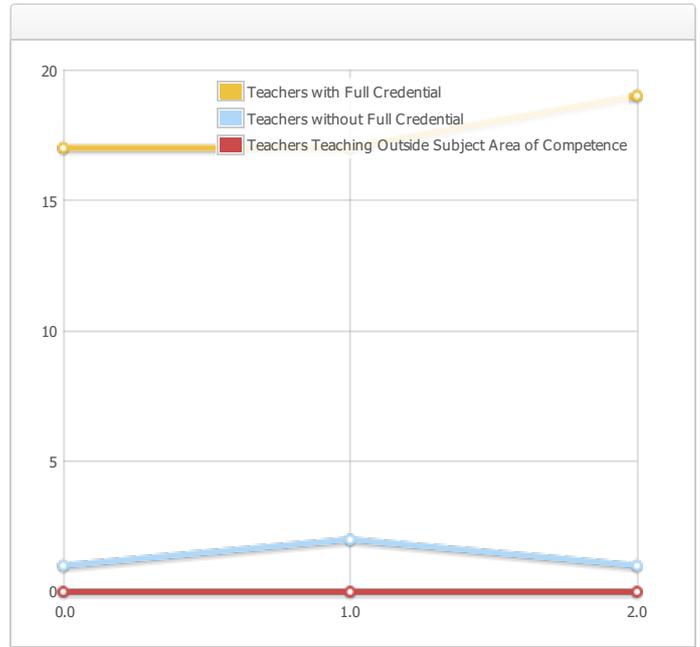
State Priority: Basic

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

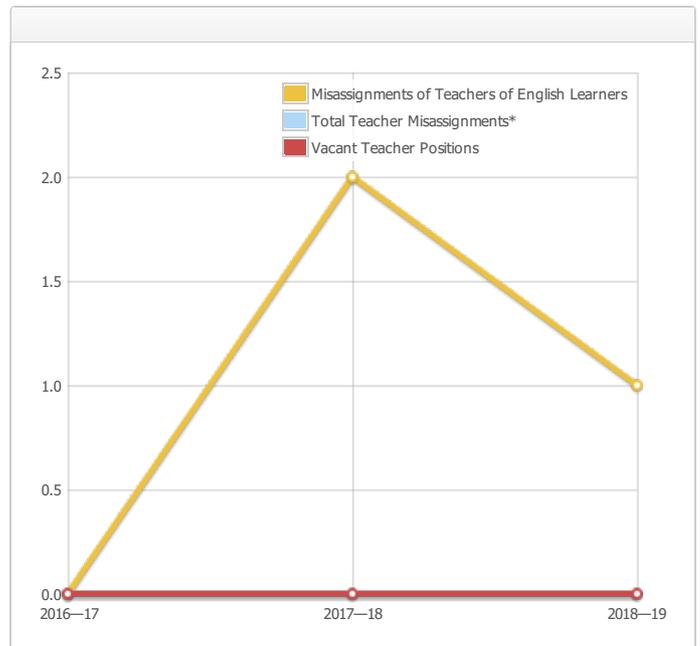
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	17	17	19	
Without Full Credential	1	2	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	2	1
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: 1/25/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced and Benchmark Adelante	Yes	0.0 %
Mathematics	McGraw Hill Education, My Math & Mis Matematicas	Yes	0.0 %
Science	Delta Education, Foss	Yes	0.0 %
History-Social Science	McGraw Hill Education, Impact and Impacto	Yes	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: 1/27/2019

School Facility Conditions and Planned Improvements

General

N.E.W . Academy of Science and Arts (NASA) 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. T he 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. The Prosperity campus is the latest addition and houses 5 classrooms.

Maintenance and Repair

Maintenance staff from N.E.W. and 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 School Business Manager work daily with the custodial staff to ensure a clean and safe school. NASA students are safe on school grounds before, during, and after school. Additionally, the school has sufficient playground, classrooms, and staff space to support teaching and learning. The conditions based on the most recent F.I.T . dpne in January 2018 is good. The campuses are cleaned daily and regularly by our cleaning staff.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	A few ceiling tiles in 2 classrooms and 1 restroom missing and will be replaced by mid-February.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	27.0%	43.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	46.0%	30.0%	32.0%	37.0%	38.0%

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.

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

Last updated: 2/1/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	163	162	99.39%	43.21%
Male	84	84	100.00%	36.90%
Female	79	78	98.73%	50.00%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	162	161	99.38%	43.48%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	163	162	99.39%	43.21%
English Learners	156	155	99.36%	40.65%
Students with Disabilities	16	16	100.00%	25.00%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/25/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	163	162	99.39%	46.30%
Male	84	84	100.00%	48.81%
Female	79	78	98.73%	43.59%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	162	161	99.38%	46.58%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	163	162	99.39%	46.30%
English Learners	156	155	99.36%	44.52%
Students with Disabilities	16	16	100.00%	50.00%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/25/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/25/2019

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 2017—18)

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
5	29.8%	--	--

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: 1/25/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

The Board of Directors adopts policies that encourage parent involvement in the Charter School. However, parent engagement is never forced or required of parents. N.E.W. Academy of Science and Arts has created a school culture and climate where parents and families are embraced as partners in the education of each child. The Charter School staff understands that one of the primary predictors of student success is parent involvement in the education of their children. Parents of N.E.W. Academy of Science and Arts students are encouraged and expected to participate in the educational experience of their child(ren) because they are the first educators of their children. Teachers and staff receive ongoing training in the importance of parent involvement, specific strategies to enhance their partnership in teaching their child and in the regulations which set parameters for involvement. Teachers are encouraged to build relationships with the families of their students and receive resources for reaching out to parents. Teachers are also encouraged to make home visits and conferences in order to bring the Charter School further into the community and to show them families that we value their backgrounds. Stakeholders provide input for the LCAP.

The Charter School provides translation services and materials in the child's home language to ensure effective communication with parents. N.E.W. Academy of Science and Arts implemented administrative procedures to measure the level of parent satisfaction with Charter School staff, which include surveys administered at the end of the year.

Equally important, N.E.W. Academy of Science and Arts provides ongoing parent education classes and workshops which are two pronged. Parents receive workshops on how to enrich their role as educators of their children. For example, some of the activities focus on helping parents understand how to create a home environment that encourages learning; express high expectations for their children; and help their children form a vision for their own future. Other activities teach parents the significance of their involvement in the Charter School, on how to be active members of the school site council and the Charter English Learner Advisory Council (CELAC).

N.E.W. Academy of Science and Arts encourages its parents to participate in the Parent Center initiatives in collaboration with the Zine Center, which provide English as a Second Language (ESL), literacy classes, technology and computer skills, workforce training, immigration services, and health education to parents.

After families have been accepted for enrollment all parents/guardians are encouraged to (a) attend an orientation; and (b) sign a parent compact indicating that they understand the N.E.W. Academy of Science and Arts philosophy, program and outcomes, and accept the responsibilities as set forth in the parent compact. A parent's decision not to attend the orientation or sign the parent compact in no way impacts the student's enrollment or admission. Title I required Compacts for parents/guardians/teacher of all students require their involvement in and support of their child(ren)'s educational experiences. The parent/guardian/teacher commitment continued to address the following:

- Work with the child at home with homework, projects, etc.
- Maintain positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and arrives on time.
- Enforce the school code of conduct with their child.
- Enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Volunteer at the school or from home.

School Site Council (SSC)

Parents/guardians contribute to the life and energy of NASA in many ways including their involvement in the School Site Council (SSC). Every parent can belong to and participate in the SSC. Every parent has a vote and a voice in the SSC.

The ELAC is a committee for parents or other community members who want to advocate for English Learners at the Charter School. The purpose is to advise the Principal, Charter School staff and the School Site Council (SSC) on programs and services for English Learners (ELs). All schools with 21 or more EL students, must have an ELAC.

State Priority: Pupil Engagement

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

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

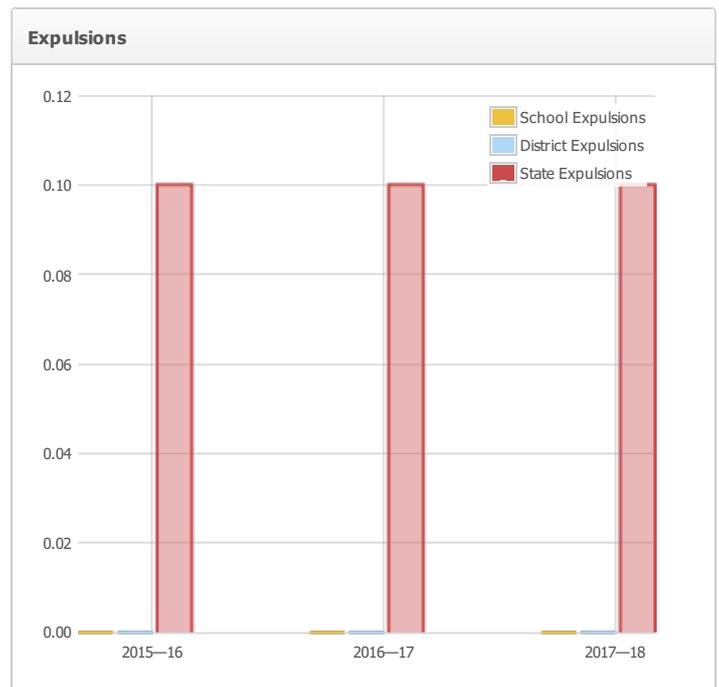
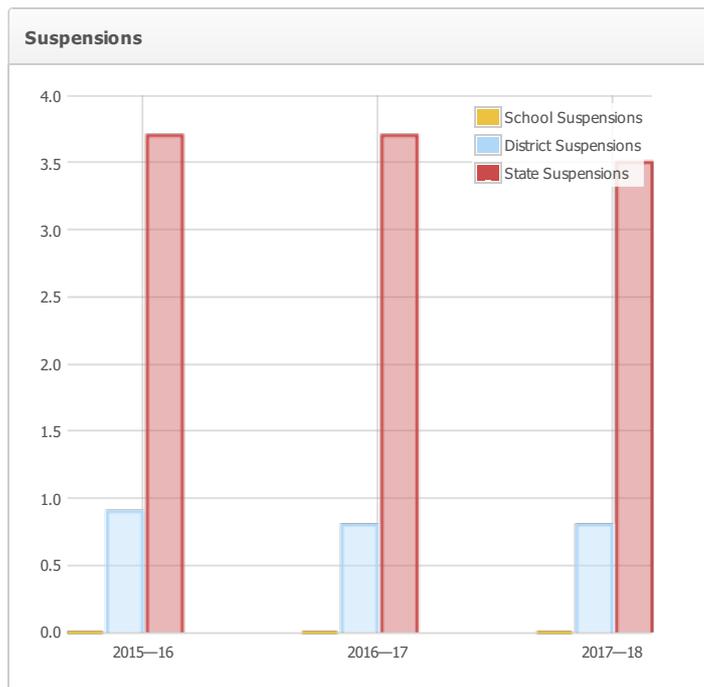
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2019

School Safety Plan (School Year 2018—19)

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)
- 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 are reviewed on an ongoing basis in the school's staff development efforts and governing Board policies.

Last updated: 1/30/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	3	0
1	24.0	0	3	0
2	24.0	0	3	0
3	24.0	0	2	0
4	25.0	0	2	0
5	23.0	0	2	0
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	2	2	0
1	22.0	0	3	0
2	24.0	0	3	0
3	25.0	0	2	0
4	25.0	0	2	0
5	25.0	0	2	0
6				0
Other**				0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	3	0
1	23.0	0	3	0
2	24.0	0	3	0
3	24.0	0	3	0
4	24.0	0	2	0
5	23.0	0	2	0
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/30/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12846.9	\$3271.4	\$9575.5	\$63117.9
District	N/A	N/A	\$13452.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	4.6%	17.3%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	29.3%	24.5%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

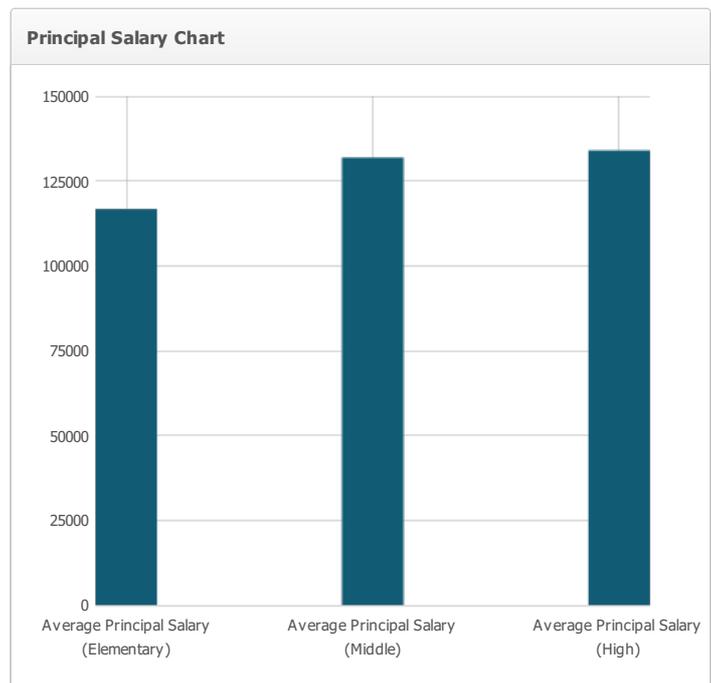
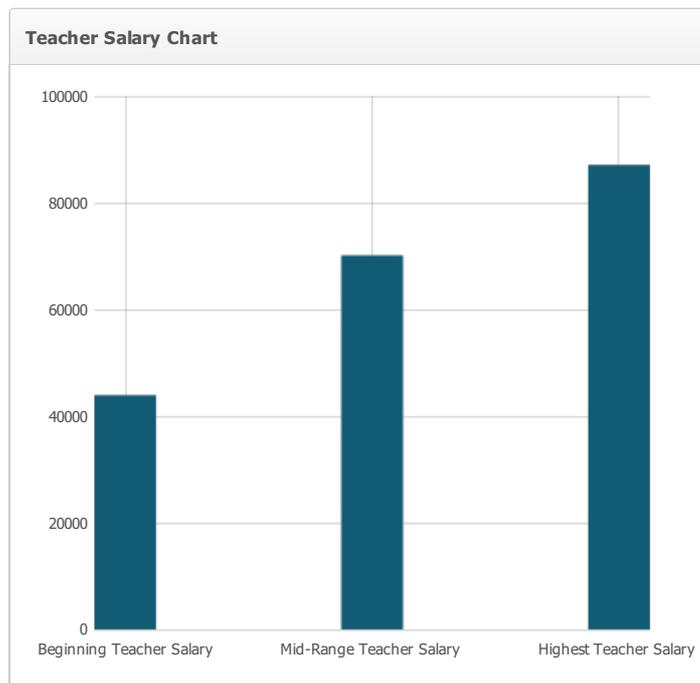
N.E.W. Academy of Science and Arts has hired an English Language Development Teacher. We have a Language Academy (dual language type program in English & Spanish). We also provided before and after school tutoring. Additionally we have an After School Education and Safety program. NASA also has a partnership with Artists in the Classroom through Angels Gate Cultural Center.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/30/2019

Professional Development

Instructional Planning and Scheduling 52 days per year (X3) = 156 day (for the last 3 years). We also have had short days (12 p.m. dismissal for students) where we schedule P.D.s related to data analysis of internal and external assessments. 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.

Primary focus of professional development at N.E.W. Academy of Science and Arts has been to build teacher capacity. We saw a need in 2016-17 to continue with Standards implementation focusing on English Language Arts and Spanish Language Arts. We were implementing a Language Academy that was a dual language type program in Spanish and English. The impetus was servicing our large English Learner population (about 80% then) and addressing academic needs revealed in data analysis in these subject areas. We worked in the same manner with Math. We had purchased curriculum aligned with the new standards and had professional development in the use of the materials.

The next year in 17-18 we focused professional development on formalizing our data analysis. We also adopted Science and Social studies curriculum and trained staff on these standards as well as how to utilize materials in these subject areas.

Every year we have professional development in addressing the needs of our English Learners, we have implemented PD on the new English Language Development standards and our English Learner Master Plan, as well as strategies for designated and integrated English language development.

We continue professional development (PD) in 18-19 in addressing data and needs of our English Learners and reclassification. We are also incorporating PD related to Professional Learning Communities (PLC's).

Professional development is delivered in various ways. As mentioned before we have PD every other week as school workshops. Teachers also get mentoring and guidance by our partners at the Center for English Language Development (CEEL) of Loyola Marymount University. Additionally, teachers are mentored and guided by our in house English Language Development Teacher. Our administrators and teachers also attend outside PD and conferences. One conference attended regularly is California Association for Bilingual Educators (CABE).

Last updated: 2/1/2019