

N.E.W. Academy Canoga Park

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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



Dr. Clara M. Guerrero, Interim Principal

Principal, N.E.W. Academy Canoga Park

About Our School

N.E.W. Academy Canoga Park provides a safe, respectful, and a nurturing learning environment that fosters risk taking, higher order thinking skills, and collaboration skills crucial for the citizens of the 21st century.

We develop university bound students that are independent, risk-takers, thinkers, caring, and compassionate.

We motivate our students to be literate in more than one language, culturally aware, technologically savvy, and smart decision makers.

We encourage our learning community to be life-long learners who are constantly seeking knowledge and opportunities.

We are very proud of how our students will impact the future.

Contact

N.E.W. Academy Canoga Park
21425 Cohasset St.
Canoga Park, CA 91303-1450

Phone: 818-710-2640

E-mail: cguerrero@nacpdolphins.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	N.E.W. Academy Canoga Park
Street	21425 Cohasset St.
City, State, Zip	Canoga Park, Ca, 91303-1450
Phone Number	818-710-2640
Principal	Dr. Clara M. Guerrero, Interim Principal
E-mail Address	cguerrero@nacpdolphins.org
Web Site	http://nacpdolphins.com
County-District-School (CDS) Code	19647330102483

Last updated: 1/26/2018

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

N.E.W. Academy Canoga Park creates a child centered environment where students are encouraged to work collaboratively, be self-directed, think critically, while developing their self-esteem and self-assurance. We promote respect for cultural diversity and provide differentiated instruction to meet the needs of all our students. We are a Science and Arts driven school that promotes student progress in academic and artistic achievement while helping students develop social as well as community ethics and values. We encourage students' character development with parental participation.

The mission of N.E.W. Academy Canoga Park is to create an exciting, common core standards-driven learning environment where students use their talents to contribute positively to their community.

The Four Core Values for our school are:

- Children learn in different ways on different days
- Everyone is deserving of the highest respect
- Doing extra makes a difference
- Everyone is responsible for individual choices

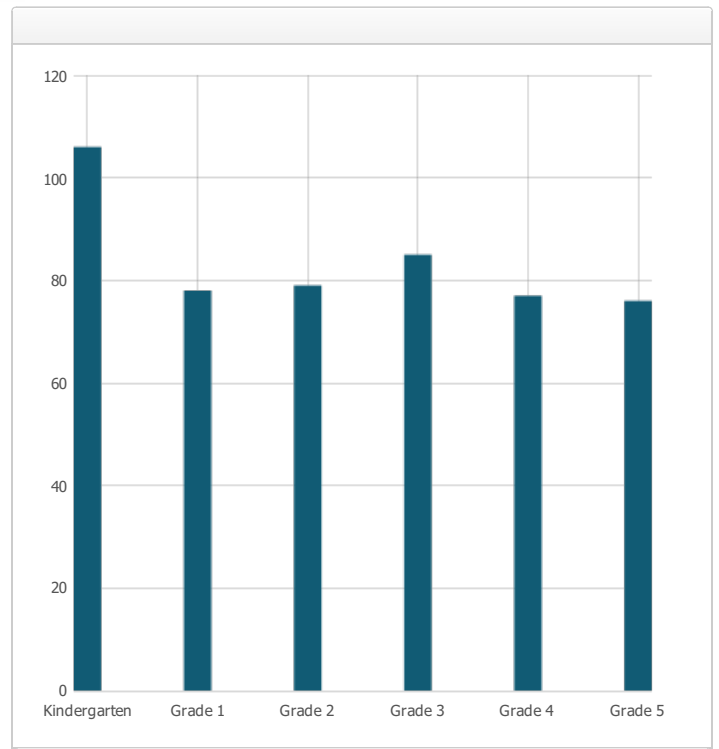
We offer our students, Transitional Kindergarten through Fifth Grade, a music program, computer lab access, library services, gymnasium, GATE curriculum, interventions, an after school program and enrichment clubs throughout the year.

We also offer a Language Academy where students in Kindergarten receive instruction 70% of the day in Spanish and 30% in English. As the students move up in grades, the amount of Spanish instruction decreases while the amount of English instruction increases. Our goal is to promote a bilingual, bi-literate and bi-cultural program where students can move seamlessly between Spanish and English.

Last updated: 1/26/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	106
Grade 1	78
Grade 2	79
Grade 3	85
Grade 4	77
Grade 5	76
Total Enrollment	501



Last updated: 1/26/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.0 %
Asian	1.8 %
Filipino	1.0 %
Hispanic or Latino	95.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.0 %
Two or More Races	0.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.6 %
English Learners	50.2 %
Students with Disabilities	8.1 %
Foster Youth	0.6 %

Last updated: 1/26/2018

A. Conditions of Learning

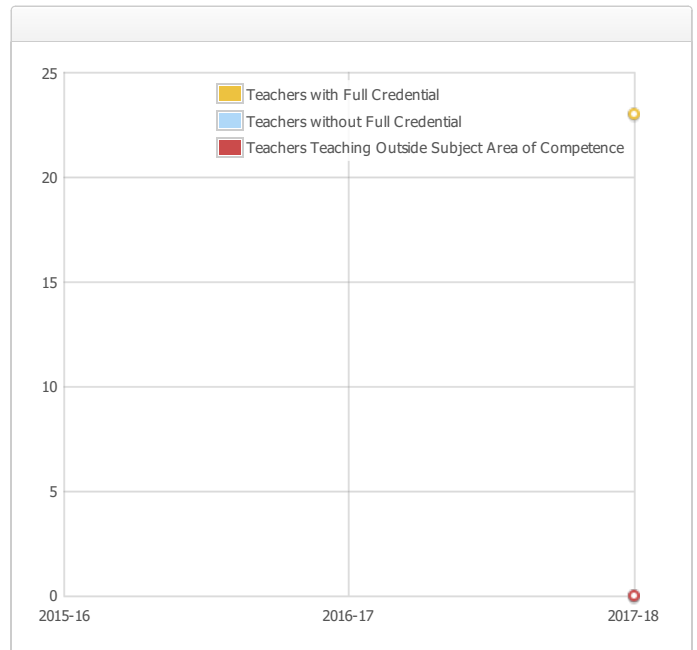
State Priority: Basic

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

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

Teacher Credentials

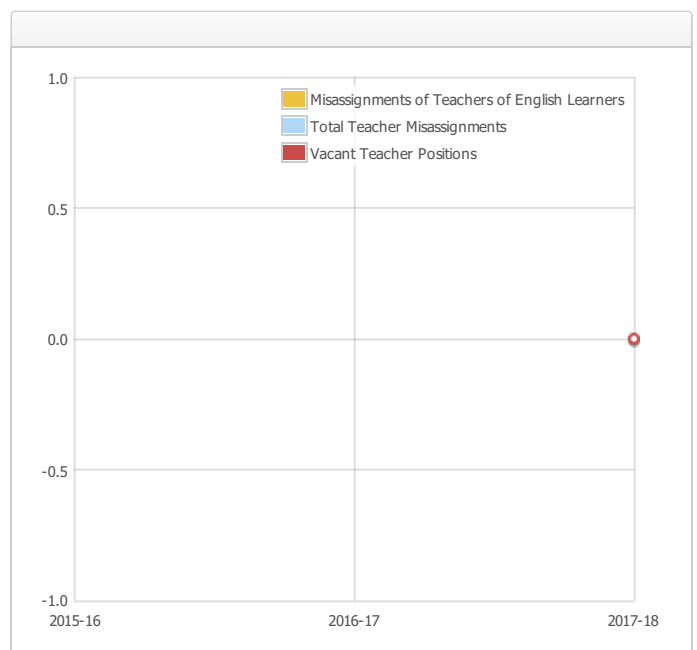
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential			23	
Without Full Credential			0	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	



Last updated: 1/26/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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: 1/26/2018

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

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Readers Writers Workshop Non-Fiction Libraries in each classroom Smarty Ants Imagine Learning Reading A-Z Open Court Phonics Mentor Texts Accelerated Reader	Yes	0.0 %
Mathematics	Envision Math Cognitive Guided Instruction (CGI) Math Big Brainz	Yes	0.0 %
Science	NGSS Lessons from Stem Scopes Foss Kits Scott Foresman Brain Pop Time Magazine for Kids Scholastic News National Geographic	Yes	0.0 %
History-Social Science	Social Studies Weekly National Geographic Time for Kids	Yes	0.0 %
Foreign Language	Tesoros Estrellitas Phonics Hop Scotch Highlights Bilingual Imagine Learning in Spanish Achieve 3000 in Spanish Stem Scopes in Spanish		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: 1/26/2018

School Facility Conditions and Planned Improvements

Our school facility is in excellent condition.

The campus is up to code with fire and earthquake safety.

All emergency supplies are up to date.

All areas of the campus are clean and maintained daily.

Our playground is landscaped with artificial grass and our planters and reading garden area are lined with mulch.

Anything needing maintenance is repaired in a timely manner.

Last updated: 1/26/2018

School Facility Good Repair Status

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

System Inspected	Rating	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	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: December 2017

Overall Rating	Exemplary
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Last updated: 1/26/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	43%	42%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	36%	36%	29%	30%	36%	37%

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

Last updated: 1/26/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	233	99.57%	41.63%
Male	113	113	100.00%	37.17%
Female	121	120	99.17%	45.83%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	224	223	99.55%	40.81%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	227	226	99.56%	42.04%
English Learners	169	168	99.41%	35.71%
Students with Disabilities	22	22	100.00%	
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: 1/26/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	233	99.57%	36.48%
Male	113	113	100.00%	36.28%
Female	121	120	99.17%	36.67%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	224	223	99.55%	35.87%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	227	226	99.56%	36.73%
English Learners	169	168	99.41%	33.93%
Students with Disabilities	22	22	100.00%	
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: 1/26/2018

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	56.0%	65.0%			56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

Last updated: 1/26/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	43.4%	18.4%	25.0%

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: 1/26/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parental Involvement Opportunities:

- School Site Council
- English Language Learner Advisory Committee (ELAC)
- Monthly Coffee with the Principal Meetings
- Parent Institute for Quality Education
- Parent Conferences
- Parent Trainings
- Dennis Zine Community Center
- Classroom Observations
- Volunteer Opportunities
- CELDT Informational Meetings
- SBAC Informational Meetings
- Special Education Parent Meetings
- Success Celebration Assemblies
- Latino Family Literacy Project
- Reading Picnic
- Parent Nights

State Priority: Pupil Engagement

Last updated: 1/26/2018

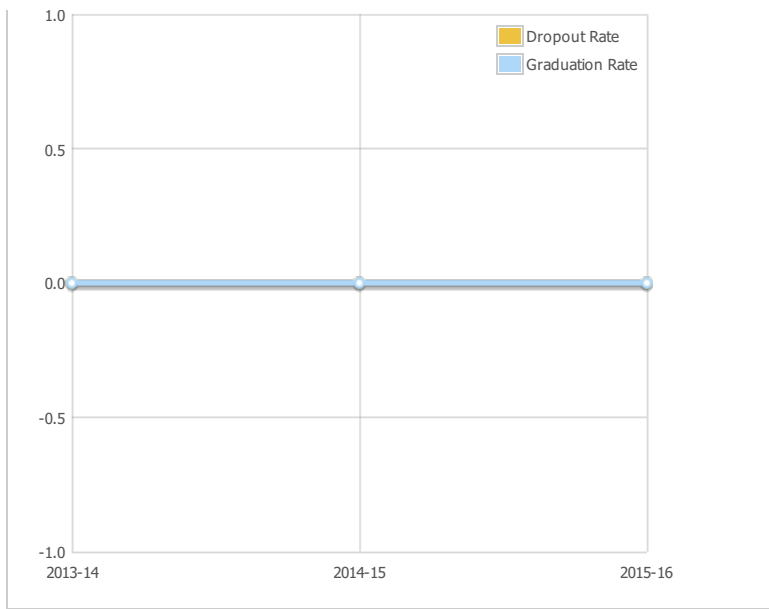
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



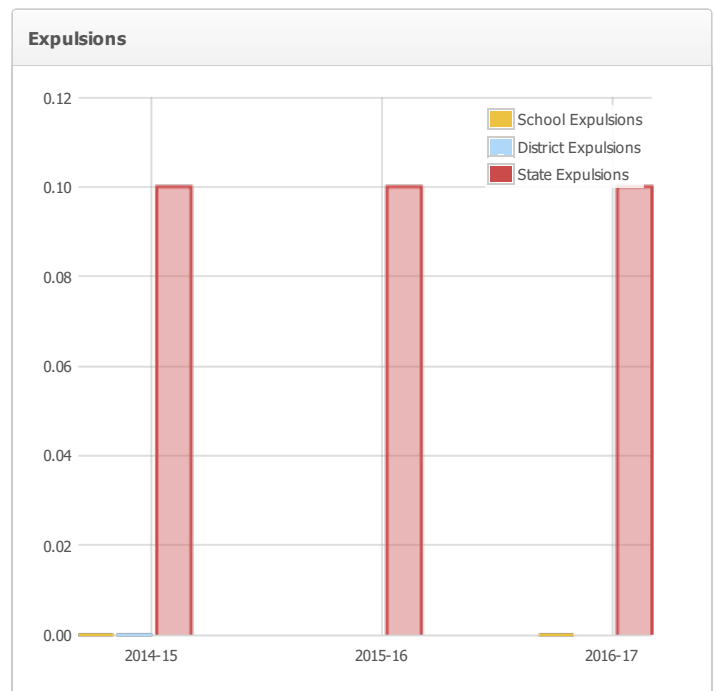
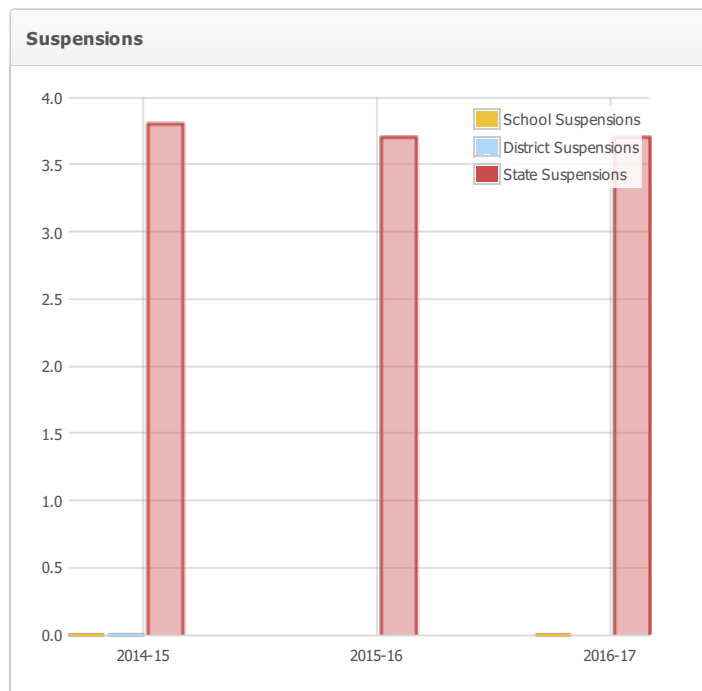
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/26/2018

School Safety Plan (School Year 2017-18)

Schools in America have to be prepared for emergencies now more than ever have in the past. To keep on the cutting edge of safety and emergency preparedness, N.E.W. Academy Canoga Park updates our School Emergency Response Plan on a yearly basis. The objectives of the plan are to: (1) Protect the safety and welfare of the students, employees and staff; (2) Provide a safe and coordinated response to emergencies; (3) Protect the school's facilities and properties; and (4) enable the school to restore normal conditions within minimal confusion in the shortest time possible in the event of an emergency or crisis.

Our plan is compliant with all local, state and federal statutes, regulations, and best practices; including the National Incident Management and the Incident Command System.

Throughout the school year we conduct emergency drills ranging from lock downs and criminal events, to fire drills and natural disasters such as earthquakes. We also practice other various drills to help students and adults prepare to respond to and recover from an emergency.

We review, train, and exercise the emergency plan to ensure we are able to prepare for, mitigate, respond to and recover from a variety of man-made and natural disasters and emergencies.

Last updated: 1/26/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21.0	3	1	0	23.0	1	3	0	24.0	1	3	0
1	19.0	3	1	0	23.0	1	3	0	21.0	2	1	0
2	19.0	3	1	0	21.0	1	3	0	21.0	3	1	0
3	21.0	1	3	0	20.0	3	1	0	21.0	1	3	0
4	26.0	0	3	0	27.0	0	3	0	26.0	0	3	0
5	25.0	0	3	0	24.0	0	3	0	120.0	0	3	1
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	19.0	1	0	0

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

Last updated: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11288.9	\$2330.3	\$8958.5	\$68939.9
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-6.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	30.7%	-13.9%

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

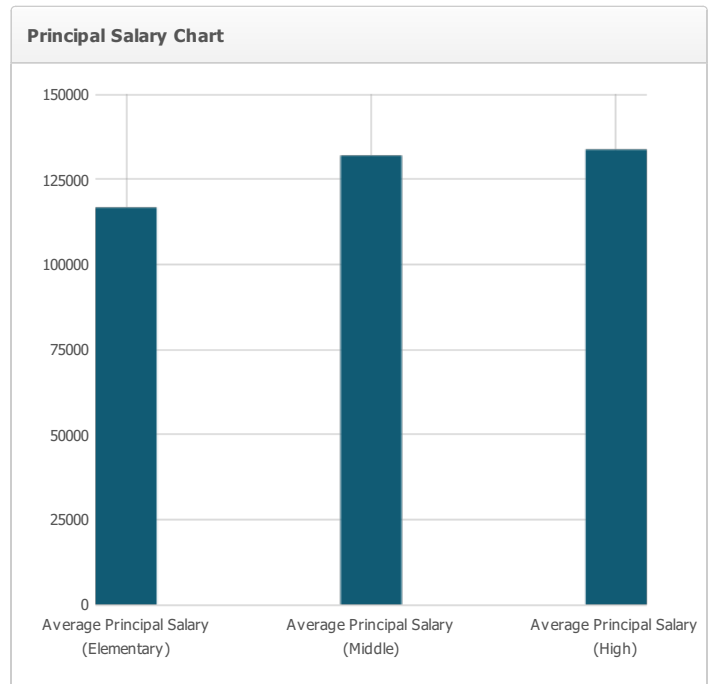
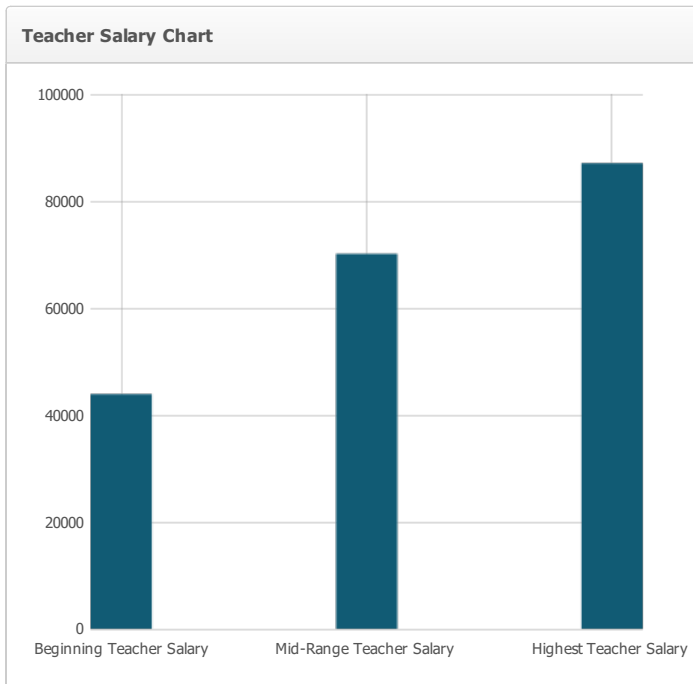
Last updated: 1/26/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808

Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/26/2018

Professional Development

Professional development opportunities are offered one week at the end of the school year and one week prior to the start of the school year. Students are dismissed early on Tuesdays to allow for teacher collaboration, planning and professional development.

Professional Development:

- Thinking Maps
- Cooperative Strategies
- Growing Educators
- Readers and Writers Workshop
- FOSS
- English Language Development
- Lesson Planning
- SDAIE Strategies

- Envision Math
- Cognitive Guided Instruction Math (CGI)
- NGSS- Science

Last updated: 1/26/2018