

# N.E.W. Academy Canoga Park

## School Accountability Report Card Reported Using Data from the 2018—19 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.



### Dr. Clara Guerrero

📍 Principal, N.E.W. Academy Canoga Park

### About Our School

Welcome to NEW Academy's Canoga Park! My name is Dr. Clara Guerrero and I am the Principal. We have a very unique beginning here at NEW Academy Canoga Park. Our parent founder, New Economics for Women, is a non-profit community development corporation and for more than 25 years, has provided affordable housing, language classes, and financial education to women, especially immigrant women and families. The goal is to provide the American dream to families that would not have had the resources, education, or the means to succeed.

In 2005, NEW Academy Canoga Park Elementary left the realms of vision and finally became a reality. Along with a national award winning planned community and a community center, this integrated educational communal provides our parents with all the resources necessary for success.

With its unique colors and architectural design, our beautiful campus remains as a 'closed campus' to increase the safety of our students. The components of our uniquely designed campus include a covered patio area where students enjoy their lunch, a fully furnished teacher's lounge, an artistically designed library, a state of the art gymnasium, and an enchanting reading garden.

In our multi-media library, students can access current reading materials and have on-line computer access through our Internet safe search engines. We have had many wonderful authors grace us with their presence, like the 2013 Award Newbury Award winner Katherine Applegate, as well as other nationally recognized authors, such as Frans Vischer, Michael Scott, and Ame Dyckman. We are looking forward to welcoming another award winning author, Sharon Draper, author of "Out of My Mind", to help us strengthen our partnership with the United Cerebral Palsy organization in December 2014.

Our gymnasium is state of the art. It is designed to house and support our Tierra Del Sol residents and student population in case of an emergency but is used for school celebrations, theatre productions and other community events. We have a dedicated music room where all students are given instrumental lessons once a week, as well as learn how music is integrated into other areas of study and multi-culturally throughout the world. In addition, they learn to play the recorders throughout the middle grades and they graduate to band instruments in the 4th grade.

Our progressive computer lab has 30 computers. It is utilized to provide students instruction in Keyboarding without Tears, Words, Excel, Prezi, Powerpoint, and whole class instruction in Common Sense Media curriculum. In addition to our computer lab, all classrooms have 5 computers, iPads, and laptops. We currently are 3 to 1 in our technology and will be increasing our capacity to eventually go 1 to 1, with the lead of an instrumental technology team of innovative educators.

Our teaching staff exhibits the high standards of excellence our school adheres to and are credentialed and highly qualified. Our support staff also meets and exceeds hiring requirements and adds a positive supportive presence to our

classrooms. We have BCLAD and CLAD certified clear-credentialed teachers and Instructional Assistants that are all college graduates. Our staff also includes two intervention teachers, a full time librarian, a music and GATE teacher and a RSP teacher. We have a resident Chef that prides himself in preparing all of our meals fresh and from scratch. Our office staff ensures that our school runs with ease and all of our guests and parents feel welcomed and taken care of upon their arrival. In addition to our amazing office staff, we have a Coordinator of Special Education, Director of Operations and Personnel, and a Principal that completes the administration team.

In 2013 we launched our Dual Immersion Language Academy program, which provides our students Spanish language immersion starting in Kindergarten. Our language academy starts with 70% of the instructional program in Spanish and 30% in English. As first graders, the students will receive 60% in Spanish and 40% in English. In second, the percentage of Spanish drops to 50% and English instruction is also 50%. As the Language Academy students move up in the grade levels, so does the percentage of English instruction. In 4th and 5th grade, the students will receive Spanish Literature and vocabulary development as their Spanish percentage. At the end of a Language Academy student's academic life here at NEW Academy Canoga Park, they will become efficiently bilingual, bi-literate, and bicultural. Our Transitional Kindergarten classroom is where students are welcomed and get equipped before starting their kindergarten year. These students are in a developmentally, enriched, hands-on environment where the focus is on working collaboratively and cooperatively with their peers. Our classroom is infused with rich academic language and vocabulary development as well as critical thinking activities that expand their scope of learning and experiences. Students are free to explore and make choices that will influence their outcomes. Our transitional kinder students absolutely love coming to school and we enjoy preparing them for an amazing academic journey.

Learning doesn't end once the bell rings. LA'S BEST, our afterschool program, is multi-funded (with school funds) and employs some of the top performing coaches and directors in the San Fernando Valley. We have approximately 180 students participating in LA'S BEST, which allow students to receive homework assistance, tutoring, critical thinking activities, nutrition, performance arts and sports. Our LA'S BEST students have not only participated in LA'S BEST sporting and dance competitions but have brought back regional championship titles, putting NEW Academy's LA'S BEST Arts and Sports Program among the top contenders in the greater Los Angeles area.

At NEW Academy Canoga Park, we believe in increasing student awareness and engagement and employ various fieldtrips, activities and family events to enrich their whole school experience. Our yearly events include Book Character Parades, Winter Performances, Theatre Performances, Spring Shows, Talent Shows, Multicultural Day, College and Career Week, Dr. Seuss Week, Family Art Night, ABC Food Train, Kid's Cooking Contest, Back to School Nights, Open House, Story Book Festivals, College Night, Jazz and Classical Performances, Poetry Slams, Art Shows, Science Fairs, Coffee with the Principal, Monthly Success Celebrations, Kinder Promotion, 5th Grade Promotion, and Parent Support Celebration.

We hope you will come and visit our school and experience our community events and shows. Thank you for visiting and we are honored to be a part of the success of all of our students.

Dr. Clara Guerrero  
Principal  
NEW Academy Canoga Park  
Subscribe to our Quarterly Newsletter

Our Team  
Principal's Message  
Board of Directors  
Career Opportunities

## Contact

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Canoga Park, CA 91303-1450*

*Phone: 818-710-2640  
Email: [cguerrero@nacpdolphins.org](mailto:cguerrero@nacpdolphins.org)*

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	N.E.W. Academy Canoga Park
<b>Street</b>	21425 Cohasset St.
<b>City, State, Zip</b>	Canoga Park, Ca, 91303-1450
<b>Phone Number</b>	818-710-2640
<b>Principal</b>	Dr. Clara Guerrero
<b>Email Address</b>	<a href="mailto:cguerrero@nacpdolphins.org">cguerrero@nacpdolphins.org</a>
<b>Website</b>	<a href="http://nacpdolphins.com">http://nacpdolphins.com</a>
<b>County-District-School (CDS) Code</b>	19647330102483

*Last updated: 1/17/2020*

### School Description and Mission Statement (School Year 2019—20)

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

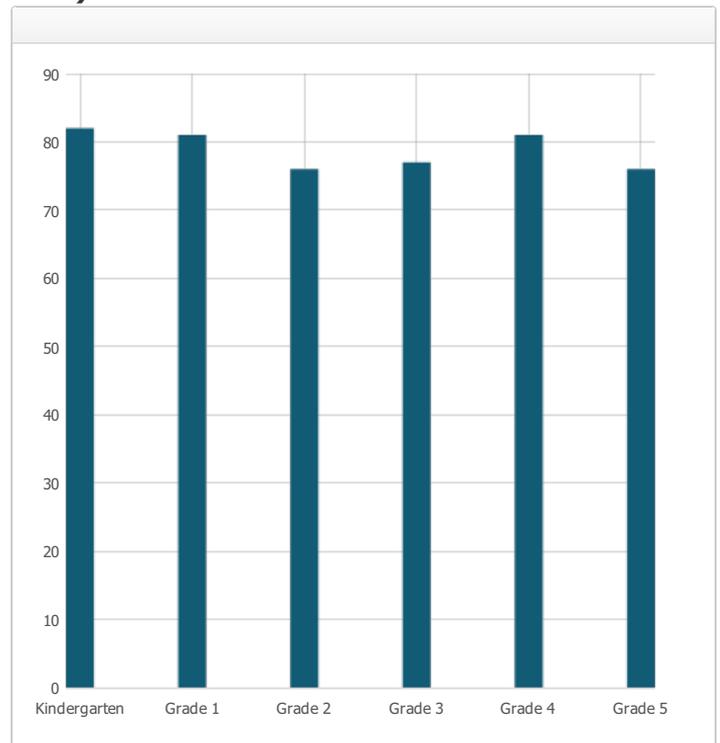
We offer our students, Transitional Kindergarten through Fifth Grade, a music program, computer lab access, library services, gymnasium, GATE curriculum, interventions, an after school program and enrichment clubs throughout the year.

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 bicultural program where students can move seamlessly between Spanish and English.

*Last updated: 1/17/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	82
Grade 1	81
Grade 2	76
Grade 3	77
Grade 4	81
Grade 5	76
<b>Total Enrollment</b>	<b>473</b>



Last updated: 1/17/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	1.10 %
American Indian or Alaska Native	%
Asian	1.50 %
Filipino	0.60 %
Hispanic or Latino	94.50 %
Native Hawaiian or Pacific Islander	%
White	1.90 %
Two or More Races	0.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.80 %
English Learners	33.60 %
Students with Disabilities	6.60 %
Foster Youth	%
Homeless	16.10 %

## A. Conditions of Learning

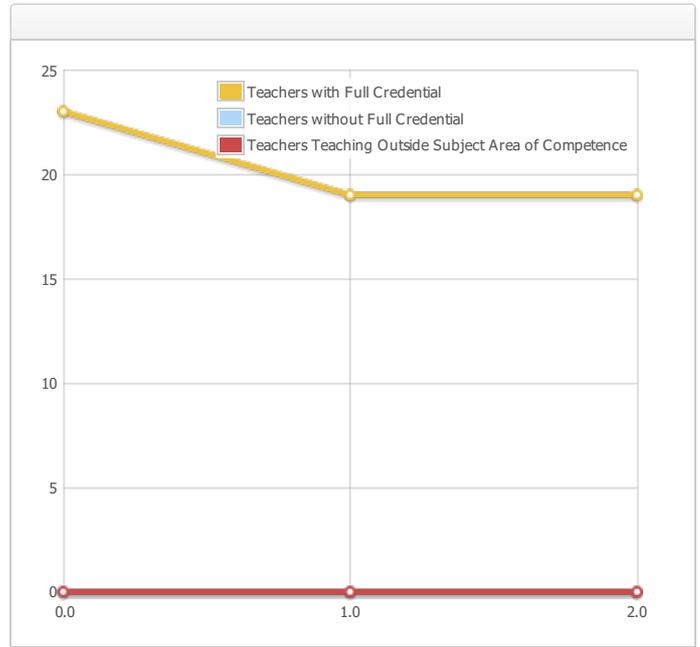
### State Priority: Basic

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

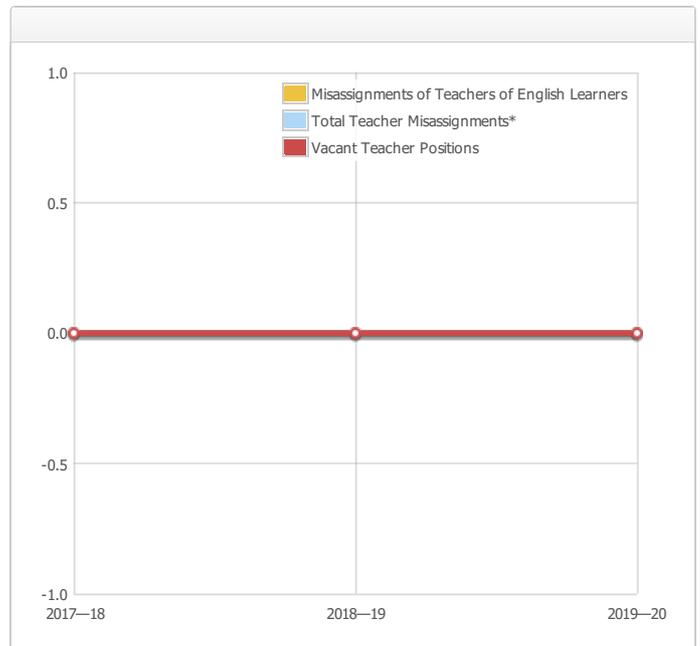
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	19	19	21054
Without Full Credential	0	0	0	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/29/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/17/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: January 2020

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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	0.00 %
Mathematics	Envision Math Cognitive Guided Instruction (CGI) Math Big Brainz	Yes	0.00 %
Science	NGSS Lessons from Stem Scopes Foss Kits Scott Foresman Brain Pop Time Magazine for Kids Scholastic News National Geographic	Yes	0.00 %
History-Social Science	Social Studies Weekly National Geographic Time for Kids	Yes	0.00 %
Foreign Language	Maravillas Estrellitas Phonics Hop Scotch Highlights Bilingual Imagine Learning in Spanish Achieve 3000 in Spanish Stem Scopes in Spanish		0.00 %
Health			0.00 %
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: 1/31/2020

## 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: 1/17/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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*Last updated: 1/22/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	41.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	36.0%	32.0%	34.0%	38.0%	39.0%

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: 1/17/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	229	99.13%	0.87%	40.61%
Male	110	109	99.09%	0.91%	35.78%
Female	121	120	99.17%	0.83%	45.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	220	219	99.55%	0.45%	39.27%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	217	215	99.08%	0.92%	40.00%
English Learners	141	141	100.00%	0.00%	32.62%
Students with Disabilities	19	18	94.74%	5.26%	16.67%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	49	48	97.96%	2.04%	35.42%

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: 1/17/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	230	99.57%	0.43%	35.65%
Male	110	110	100.00%	0.00%	37.27%
Female	121	120	99.17%	0.83%	34.17%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	220	220	100.00%	0.00%	34.55%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	217	216	99.54%	0.46%	33.80%
English Learners	141	141	100.00%	0.00%	29.08%
Students with Disabilities	19	18	94.74%	5.26%	22.22%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	49	48	97.96%	2.04%	37.50%

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: 1/17/2020*

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

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/17/2020*

# 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 2018—19)

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	30.70%	18.70%	0.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/22/2020*

## 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 2019—20)

**Volunteer Opportunities:** Parents/guardians are always welcome to assist in classrooms, in the office, on field trips and at community events. Parents/guardians who volunteer receive on-site training in the areas they will be assisting with. Parents/guardians who volunteer in the office or workroom receive training in how to manage copy machines and other tools available if they are asked to use them.

**Latino Family Literacy Project:** NACP teachers are trained in conducting Latino Family Literacy Project workshops where families come together to learn reading strategies and techniques they can immediately put to use using the provided literacy books that are part of the project. Participants also have the opportunity to: practice using the techniques during each of the ten (10) workshops they sign up to attend, share their thoughts about using the techniques and later they share their experiences using the techniques at home with their children. Participants are provided with disposable cameras to take pictures of things they consider important and relevant which they later use to write reflective pieces, poems, and notes to their child(ren).

**Service to the Community/Community Outreach Partnerships:** At NACP we encourage our students and parents to give back to the community and to participate in service to the community they live in and beyond. A component of our One Book One School Program is giving back to the community and beyond. When we read Crenshaw students and families donated socks and toiletries that were packed and delivered to homeless shelters. This year the book selected for One Book One School was the beloved classic *Charlotte's Web* and students read books, passed Accelerated Reading exams with 90% or above to earn money (donated by community partners- dentist's office, banks, other organizations) that they later donated to the Heifer Foundation to purchase various livestock and also to send children to school!

**Project to Inspire:** CABE's Parent and Family Engagement Program is focused on working with CABE's partners from school districts and county offices to provide parents with the best opportunities and resources to help their children succeed in school. To achieve this goal, CABE's Parent and Family Engagement Program: Provides high-quality education, resources, and leadership development to ALL parents. Offers professional development for district and school administrators, parent involvement coordinators or liaisons, and other family engagement professionals on researched based strategies and effective practices.

**Coffee with the Principal:** Our monthly Coffee with the Principal meetings are very well attended by parents/guardians. We usually have anywhere from 60 to more than 100 parents/guardians in attendance. Parents/guardians participate to receive information about school events, testing and survey results, topics that pertain to school matters, community fellowship and services offered free of cost or with very minimal cost to families. Visitors and presenters in the past have included: nutritionists, the Mexican Consulate, Psychologists and Counseling services, representatives from the Zine Center, College Representatives, non-profit organizations, the American Heart Association, the Los Angeles Police Department Community Outreach Program and many others. Coffee with the Principal offers an informal and safe setting for parents to express their thoughts about the school and their concerns; to ask questions and offer suggestions on ways we can improve the services and education we offer our students and their families.

**Celebrations and Special Events:** A large number of parents/guardians and extended family members attend NACP's celebrations and special events such as:

- o Monthly Success Celebrations where students receive certificates of achievement in various areas
- o Back to School Night and Open House and Art Show with an 85-90+% attendance rate year
- o Holiday and Spring Musical Shows where students present their musical (vocal or instrumental) talents through a diverse musical selection established each year by our music teacher
- o Author Visits/Assemblies are conducted several times during the school year and not only focus on the academic needs of our students, but also on maintaining the cultural traditions of our families. One such visit has been that of Antonio Sacre who encourages families through personal anecdotes and stories to pass on the cultural traditions and language of ancestors to current and future generations.

**Communication:** We believe that keeping our families informed of school and classroom events and that sharing information is important for the success of our students. Two-Way Communication is encouraged and facilitated by making ourselves available in person, via phone calls and messages, and most recently via communication applications such as Blooms and Remind. Notes homes, emails and whole school phone messaging are also used at NACP.

**Parent Workshops:** NACP offers parents and guardians the opportunity to attend workshops conducted either by NACP certified teachers or educational consultants. By attending these workshops parents learn the newest techniques and strategies used by classroom teachers and teachers have the opportunity to learn how parents teach their children at home. Workshops topics are selected and vary depending on parents/guardians interests (i.e. results of surveys or what is shared during Coffee with the Principal) and/or new strategies being implemented school-wide (i.e. CGI, NGSS, Common Core State Standards, etc.). Parents also learn about upcoming assessments including ELPAC and CAASPP as well as special education.

**School Site Council (SSC) and English Learner Advisory Committee (ELAC):** Parents take part in the school's SSC and ELAC committees where they participate in reviewing the school budget and in making important decisions on how for the school.

**Parent Institute for Quality Education:** PIQE is dedicated to achieving economic and social equality for all through education. Parents, as the primary educators of their children, they can lead them to a path of success in education. Research overwhelmingly shows that without parents being involved, a child's chance of academic success decreases dramatically. PIQE's Programs empower them to become advocates for their children in order to ensure they receive a

quality education and the chance to attend college. Core Values: Empowerment for change - Give families the tools and knowledge to effectively impact their children's educational success. Knowledge is power - Informed families can improve their children's future. Taking responsibility - Everyone doing their part to ensure student success. Respect for the family - Honoring and valuing parental participation and perspectives.

**Dennis Zine Community Center:** Through the FamilySource Centers (FSCs), NEW empowers thousands of adults, youth, and children to lift themselves out of crisis and onto a stable path towards prosperity. In partnership with the City of Los Angeles, NEW acts as the lead agency for FSCs located in Canoga Park and Van Nuys. NEW has formed meaningful partnerships with community organizations to provide low-income families with high quality workshops, services and events that enable self-sufficiency by increasing family income and academic achievement. Families enrolled in the FSCs can access a holistic spectrum of asset building services including employment services, legal services, free tax preparation, financial literacy classes, certified financial coaches, individual development accountant, technology workshops and computer labs, youth leadership and college/career readiness activities, and many more. NEW has enriched our delivery of these services by applying our unique multi-generational, "whole family transformation" approach to financial empowerment, and a commitment to sustainable economic behavior change. Our families not only achieved the FSC goals of increased family income and academic achievement, but also NEW's vision of prosperity in which families overcome economic insecurity as the primary means to empower themselves and the communities in which they live.

## State Priority: Pupil Engagement

Last updated: 1/29/2020

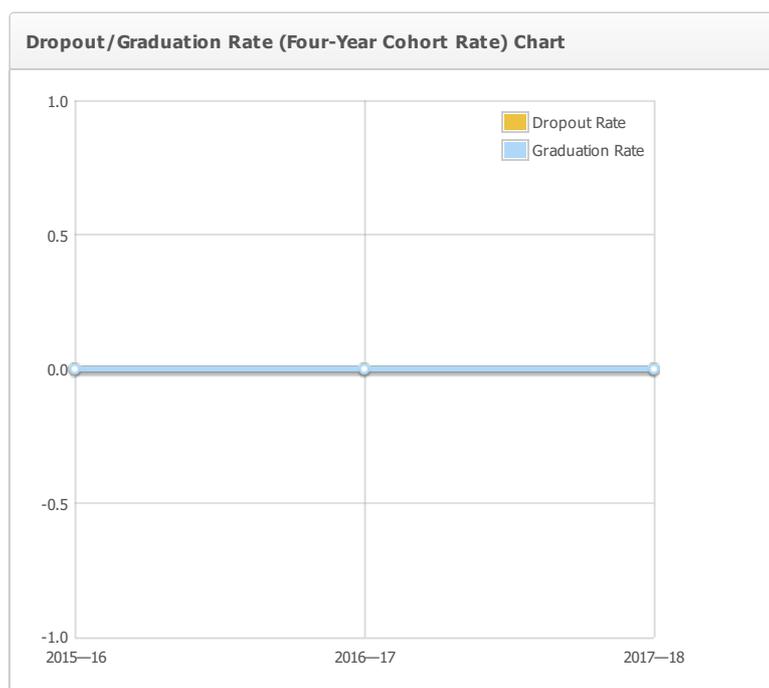
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	13.70%	9.70%
Graduation Rate	0.00%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	0.00%	0.00%	79.70%	81.50%	82.70%	83.00%



For the formula to calculate the 2016—17 and 2017—18 adjusted cohort graduation rate, see the 2018—19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.



# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/17/2020*

## School Safety Plan (School Year 2019—20)

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 statues, 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: 1/17/2020*

## 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00	1	3	
1	21.00	2	1	
2	21.00	3	1	
3	21.00	1	3	
4	26.00		3	
5	120.00		3	1
6				
Other**	19.00	1		

\* 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	27.00		4	
1	20.00	3	1	
2	20.00	3	1	
3	22.00	2	2	
4	26.00	1	2	
5	119.00		3	1
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	33.00	1	3	1
1	27.00		3	
2	25.00		3	
3	26.00		3	
4	27.00		3	
5	117.00	1	2	1
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.

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	0.50

\*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: 1/17/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12704.31	\$4234.26	\$8470.05	\$65497.21
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/29/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

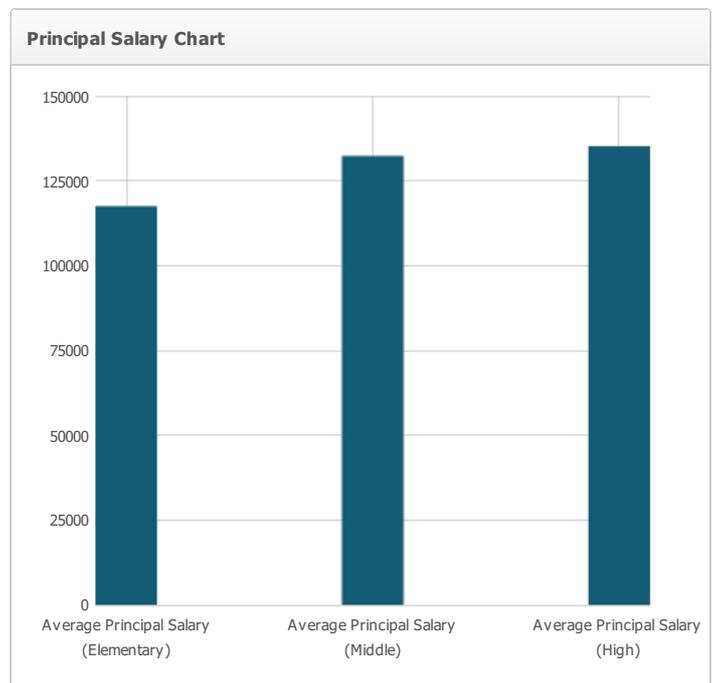
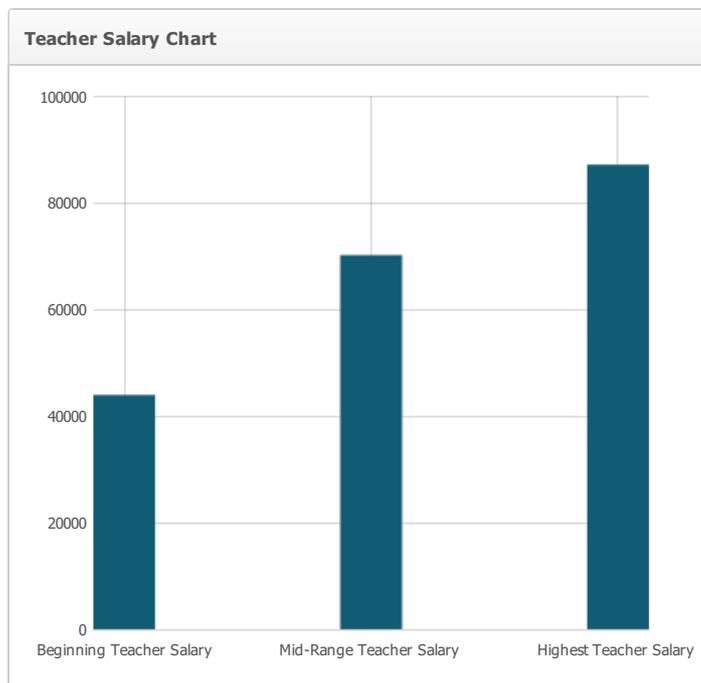
N.E.W. Academy Canoga Park (NACP) has an English Language Development Coordinator who serves the needs of all English Learners at the school. NACP has a Language Academy with a dual language program in English & Spanish which is also supported by the Center for Equity and English Learners, Loyola Marymount University. We provide before and after school programs in partnership with LA's BEST. Students receive nutritious snacks, help with their homework and are given an opportunity to participate in a wide array of enrichment activities. In collaboration with students, the staff develops these activities to reflect the school and student needs. Programming includes science, technology, engineering and math (STEM), the arts, literacy, sports, nutrition and social-emotional learning. We also provide after School Education and Safety Program (ASES) which provides literacy, academic enrichment and safe, constructive alternatives for students in kindergarten through our fifth grade. The school has a thriving parent center with a community advocate who organizes parent workshops on parenting, strengthening parent participation in the school and leadership training. NACP has a successful partnership with "Project 2 Inspire" which is a part of the California Association for Bilingual Educators which provides parents with the best opportunities and resources to help their children succeed in school.

*Last updated: 1/20/2020*

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/17/2020

## Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement			53