

SCHOOL ACCOUNTABILITY REPORT CARD



N.E.W. Academy of Science & Arts

2024-25



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student

groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college coursework, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About this school

Principal, Dr. Nelsy Jackson

It is with the utmost honor and pleasure that I welcome each one of you to this school year! I am very proud to be the new school Principal of this incredible community called NASA! I vow to support all NASA students, helping them meet their academic and socio-emotional needs. NASA continues to be one of the best bilingual schools in the community of Belmont Pico-Union, and I strive to continue to add to the legacy of this remarkable school. Our amazing teachers have been extremely busy getting ready for this school year, creating

incredible learning environments where all students feel welcome, safe, learn, and thrive. Teachers are excited to meet their new students and provide engaging lessons that help them develop subject matter concepts, life skills, become self-directed learners, work collaboratively with their classmates, and become critical thinkers.

Our primary goal is to build a community of lifelong learners who will become leaders in a multicultural environment. With this in mind, collaboration among parents, teachers, and administrators is key to making this happen for all our NASA students. As an educational partner or even as a first-time visitor, I invite you to explore our NASA website newnasa.org, and learn about everything happening in our school. We are here to make a big impact in our Belmont Pico-Union community. Please, do not hesitate to reach out should you need anything. We are here to help. Thank you for making NASA your school of choice and allowing us to support your children in their learning process.

District Contact Information (School Year 2025–26)

District Name: Los Angeles Unified

Phone Number: (213) 241-1000

Superintendent: Alberto Carvalho

Email Address: superintendent@lausd.net

Website: www.lausd.org

School Contact Information (School Year 2025–26)

School Name: N.E.W. Academy of Science and Arts

Address: 379 South Loma Dr., Los Angeles, CA 90017

Phone Number: (213) 923-9326

Principal: Nelsy Jackson

Email Address: jackson@newnasa.org

Website: <http://newnasa.org>

Grade Span: TK-5

County-District-School (CDS) Code: 19 647330100289

School Description and Mission Statement (School Year 2025-26)

Welcome to the NEW Academy of Science and Arts, home of the NASA Rockets! A free public charter elementary school prioritizing children’s well-being and interests in our TK-5 program. Founded by N.E.W. Economics for Women, we offer an engaging arts and sciences curriculum tailored to each student’s academic readiness.

We integrate families’ home culture and language into our curriculum to foster self-esteem and pride. As a self-governed charter school with four campuses nestled in the Belmont-Pico Union community, we are a family-centered school that ensures that everyone feels welcome and belongs.

NASA provides clear and high expectations, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships, and integrated technology in the classroom, with a culturally sensitive enriched curriculum.

N.E.W. Academy of Science and Arts strives to build a community of lifelong learners who will become leaders in a multicultural environment. NASA’s 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 so 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 on teaching every child to be an educated, productive citizen of the world.

Student Enrollment by Grade Level (School Year 2024-25)

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | 88 |
| Grade 1 | 66 |
| Grade 2 | 71 |

| | |
|------------------|-----|
| Grade 3 | 65 |
| Grade 4 | 59 |
| Grade 5 | 68 |
| Total Enrollment | 417 |

Student Enrollment by Student Group (School Year 2024–25)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 49.0 |
| Male | 53.2 |
| Black or African American | 0.5 |
| Filipino | 0.2 |
| Hispanic or Latino | 100.5 |
| Two or More Races | 0.2 |
| White | 0.7 |
| English Learners | 66.7 |
| Socioeconomically Disadvantaged | 102.0 |
| Students with Disabilities | 12.0 |

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 Preparation and Placement (School Year 2021–22)

| Authorization/ Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|------------------|-------------------|--------------------|---------------------|-----------------|------------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12 | 63.16 | 23128.2 | 84.33 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 804.5 | 2.93 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 7 | 36.84 | 1474.9 | 5.38 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 1009.6 | 3.68 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 1009.3 | 3.68 | 15831.9 | 5.67 |
| Total Teaching Positions | 19 | 100 | 27426.8 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

| Authorization/ Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|------------------|-------------------|--------------------|---------------------|-----------------|------------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12 | 66.67 | 22355.1 | 82.56 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1101.4 | 4.07 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 6 | 33.33 | 1596 | 5.89 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 1053.6 | 3.89 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 971.5 | 3.59 | 14303.8 | 5.15 |

| | | | | | | |
|---------------------------------|----|-----|---------|-----|--------|-----|
| Total Teaching Positions | 18 | 100 | 27077.8 | 100 | 277698 | 100 |
|---------------------------------|----|-----|---------|-----|--------|-----|

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023-24)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 10 | 58.82 | 22261.7 | 82.36 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1309.3 | 4.84 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 7 | 41.18 | 1899.5 | 7.03 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 946.9 | 3.5 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 613.6 | 2.27 | 13705.8 | 4.91 |
| Total Teaching Positions | 17 | 100 | 27031.1 | 100 | 278927.1 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 Number | 2022-23 Number | 2023-24 Number |
|--|----------------|----------------|----------------|
| Permits and Waivers | 0 | 4 | 0 |
| Misassignments | 7 | 2 | 7 |
| Vacant Positions | 0 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 7 | 6 | 7 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2021–22 Number | 2022–23 Number | 2023–24 Number |
|--|-------------------|-------------------|-------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 | 0 | 0 |
| Local Assignment Options | 0 | 0 | 0 |
| Total Out-of-Field Teachers | 0 | 0 | 0 |

Class Assignments

| Indicator | 2021–22 Percent | 2022–23 Percent | 2023–24 Percent |
|--|--------------------|--------------------|--------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 36.8 | 21 | 47.3 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.2 | 14.2 | 10 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: November 2025

| Subject | Textbooks and Other Instructional Materials/year of Adoption | Percent Students Lacking Own Assigned Copy |
|---------------------------|---|--|
| Reading/ Language Arts | Benchmark Advanced and Benchmark Adelante, Estrellita English Language Development: English 3D Year of Adoption: 2020 | 0% |
| Mathematics | K-5 Envision Math Year of Adoption: 2023 | 0% |
| Science | Delta Education: Foss Year of Adoption: 2016 | 0% |
| History-Social Science | McGraw Hill Education, Impact and Impacto Year of Adoption: 2018 | 0% |

| | | |
|---|---|----|
| Foreign Language | N/A | 0% |
| Health | Teacher Created Materials Year of Adoption: 2022 | 0% |
| Visual and Performing Arts | Teacher Created Materials Year of Adoption: 2022 | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | 0% |

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

School Facility Conditions and Planned Improvements

A full-time Building Facility and Infrastructure Manager was hired to help with the facility aspect of the program. Having a full-time Building Facility and Infrastructure Manager on site will improve communication with building management for a speedy repair of any maintenance. NASA's Building Facility and Infrastructure Manager will meet once a month with building management to conduct walkthroughs and inspections to identify improvement needs.

A new classroom was constructed in 2024. Other projects include upgrading the kitchen and ongoing maintenance to prevent ceiling leaks. We have completed trimming large trees, and adding dividers to student restrooms.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|------------------|------------------|------------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, | X | | | |

| | | | | |
|---|---|--|--|--|
| Sewer | | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

Year and month of the most recent FIT report: **October 2024**

Overall Rating: **Good**

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements:
 - Smarter Balanced Summative Assessments and CAA for ELA in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAA for mathematics in grades three through eight and grade eleven.

- California Science Test (CAST) and CAA for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready: 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 taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2023–24 | School 2024–25 | District 2023–24 | District 2024–25 | State 2023–24 | State 2024–25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 43 | 43 | 46 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 36 | 34 | 32 | 35 | 35 | 37 |

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 191 | 190 | 99.48 | 0.52 | 43.16 |
| Female | 95 | 95 | 100.00 | 0.00 | 44.21 |
| Male | 96 | 95 | 98.96 | 1.04 | 42.11 |
| Black or African American | -- | -- | -- | -- | -- |
| Hispanic or Latino | 187 | 186 | 99.47 | 0.53 | 43.55 |
| White | -- | -- | -- | -- | -- |
| English Learners | 108 | 107 | 99.07 | 0.93 | 24.30 |
| Socioeconomically Disadvantaged | 179 | 178 | 99.44 | 0.56 | 42.70 |

| | | | | | |
|-----------------------------------|----|----|--------|------|-------|
| Students with Disabilities | 27 | 27 | 100.00 | 0.00 | 29.63 |
|-----------------------------------|----|----|--------|------|-------|

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Math by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 191 | 190 | 99.48 | 0.52 | 34.21 |
| Female | 95 | 94 | 98.95 | 1.05 | 26.60 |
| Male | 96 | 96 | 100.00 | 0.00 | 41.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Hispanic or Latino | 187 | 187 | 100.00 | 0.00 | 34.76 |
| White | -- | -- | -- | -- | -- |
| English Learners | 108 | 108 | 100.00 | 0.00 | 25.00 |
| Socioeconomically Disadvantaged | 179 | 178 | 99.44 | 0.56 | 33.15 |
| Students with Disabilities | 27 | 27 | 100.00 | 0.00 | 18.52 |

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 9.52 | 16.67 | 21.89 | 24.78 | 30.73 | 32.33 |

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 in a science assessment.

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.

CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (2024-25)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 66 | 66 | 100.00 | 0.00 | 16.67 |
| Female | 33 | 33 | 100.00 | 0.00 | 15.15 |
| Male | 33 | 33 | 100.00 | 0.00 | 18.18 |
| Hispanic or Latino | 65 | 65 | 100.00 | 0.00 | 16.92 |
| White | -- | -- | -- | -- | -- |
| English Learners | 28 | 28 | 100.00 | 0.00 | 3.57 |
| Socioeconomically Disadvantaged | 63 | 63 | 100.00 | 0.00 | 15.87 |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024-25)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|-------------------------------------|--|---|---|-----------------------------|
| 5 | 100% | 100% | 100% | 100% | 100% |

Note: The administration of the PFT requires only participation results for these five fitness areas.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025-26)

The Board of Directors adopts policies that encourage parent involvement in the Charter School. Parents of NASA students are encouraged and expected to participate in their children's educational experiences because they are their children's first educators. Teachers and staff receive ongoing training on the importance of parent involvement, specific strategies to enhance their partnership in teaching their children, and the regulations that 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 hold conferences in order to bring the Charter School further into the community and to show families that we value their backgrounds. Teachers engage in monthly meetings with their students' parents. During these meetings, teachers collaborate with parents on themes and learning occurring in the classroom as well as training in how to help their children at home.

N.E.W. Academy of Science and Arts (NASA) has created a school culture and climate where parents and families are embraced as partners in the education of each child. The Charter School understands that one of the primary predictors of student success is parent involvement in the education of their children.

Equally important, N.E.W. Academy of Science and Arts provides ongoing parent education classes and workshops. 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; expresses high expectations for their children; and helps their children form a vision for their 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 English Learner Advisory Council (ELAC).

NEW Economics for Women (NEW), our Founding organization, is a Community Development Organization focused on improving the lives of women and their families. Some students from these families attend NASA, and their parents are given opportunities to become engaged with our school through parental involvement. NASA has partnered with NEW in offering Padres Comprometidos, a set of workshops aimed at empowering our parents to be knowledgeable about the school system and be role models to other parents.

After families have been accepted for enrollment all parents/guardians are encouraged to attend an orientation on N.E.W. Academy of Science and Arts philosophy, program, and outcomes, and accept the responsibilities as outlined in the parent agreement. A parent's decision not to attend the orientation or sign the parent agreement in no way impacts the student's enrollment or admission. The parent/guardian/teacher commitment addresses 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 regularly and arrives on time.
- Enforce the school code of conduct with their child.
- Enroll their child in additional after-school enrichment classes (if the school deems it necessary (Saturday classes, after-school program, etc.)
- Attend the suggested two parent workshops during the school year.
- Volunteer at 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 elected 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).

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 436 | 434 | 57 | 13.1 |
| Female | 209 | 207 | 26 | 12.6 |
| Male | 227 | 227 | 31 | 13.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 427 | 425 | 53 | 12.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 290 | 288 | 33 | 11.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 430 | 428 | 55 | 12.9 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 64 | 64 | 13 | 20.3 |

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 2022-23 | School 2023-24 | School 2024- 25 | District 2022- 23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023- 24 | State 2024-25 |
|--------------------|-------------------|-------------------|-----------------------|-------------------------|---------------------|---------------------|------------------|----------------------|------------------|
| Suspensions | 0% | 0% | 0% | 0.4% | 0.4% | 0.3% | 3.5% | 3.2% | 2.9% |
| Expulsions | 0% | 0% | 0% | 0% | 0% | 0% | 0.1% | 0.1% | 0.1% |

Suspensions and Expulsions by Student Group (School Year 2024-25)

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0% | 0% |
| Female | 0% | 0% |
| Male | 0% | 0% |
| Non-Binary | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% |
| Asian | 0% | 0% |
| Black or African American | 0% | 0% |
| Filipino | 0% | 0% |
| Hispanic or Latino | 0% | 0% |
| Native Hawaiian or Pacific Islander | 0% | 0% |
| Two or More Races | 0% | 0% |
| White | 0% | 0% |
| English Learners | 0% | 0% |
| Foster Youth | 0% | 0% |
| Homeless | 0% | 0% |
| Socioeconomically Disadvantaged | 0% | 0% |
| Students Receiving Migrant Education Services | 0% | 0% |
| Students with Disabilities | 0% | 0% |

School Safety Plan (School Year 2025-26)

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 regularly held for earthquake and fire preparation, as well as for lockdown drills. Furthermore, procedures and policies NASA follows to ensure 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 the provision of food services.
- Staff are trained in CPR and Active Shooter. They also receive Blood Borne Pathogen and Epi-Pen training.

These policies are reviewed on an ongoing basis in the school's staff development and governing Board policies. The plan is reviewed every year at the beginning of the year. Our Safety Committee reviews the plan on an ongoing basis and the governing board approves the plan each year at the February board meeting.

D. Other SARC Information

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

| Grade Level | Average Class Size | Number of Classes* | | |
|-------------|--------------------|--------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ |
| K | 20 | 2 | 2 | 0 |
| 1 | 22 | 1 | 2 | 0 |
| 2 | 21 | 1 | 2 | 0 |
| 3 | 23 | 0 | 3 | 0 |
| 4 | 22 | 1 | 2 | 0 |
| 5 | 20 | 2 | 1 | 0 |

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

Average Class Size and Class Size Distribution (Elementary)

(School Year 2023-24)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 19 | 1 | 2 | 0 |
| 1 | 23 | 1 | 2 | 0 |
| 2 | 21 | 1 | 2 | 0 |
| 3 | 22 | 1 | 2 | 0 |
| 4 | 23 | 0 | 3 | 0 |
| 5 | 21 | 1 | 2 | 0 |

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

Average Class Size and Class Size Distribution (Elementary)

(School Year 2024-25)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 21 | 1 | 2 | 0 |
| 1 | 22 | 1 | 2 | 0 |
| 2 | 24 | 1 | 2 | 0 |
| 3 | 22 | 1 | 2 | 0 |
| 4 | 20 | 1 | 2 | 0 |
| 5 | 23 | 0 | 3 | 0 |

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

Student Support Services Staff (School Year 2024-25)

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

*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.

** “Other” category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$22,211 | \$8,506 | \$13,705 | \$93,252 |
| District | N/A | N/A | \$12,748.41 | \$90,557 |
| Percent Difference – School Site and District | N/A | N/A | 7.23% | 2.93% |
| State | N/A | N/A | \$11,146.18 | \$100,333 |
| Percent Difference – School Site and State | N/A | N/A | 20.59% | 7.32% |

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

Types of Services Funded (Fiscal Year 2024–25)

N.E.W. Academy of Science and Arts (NASA) has an English Language Development Coordinator who serves the needs of all English Learners at the school. NASA has a Language Academy with a dual language program in English & Spanish which is also supported by the Center for Equity and English Learners, at Loyola Marymount University. We provide before and after-school programs in partnership with New Economics for Women (NEW). Students receive nutritious snacks, and help with their homework, and are given an opportunity to participate in a wide array of enrichment activities. In collaboration with students, staff develop 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. To this end, our school counselor supported some of these initiatives. We also provide before and after School Education and Safety program (ASES) as well as the 21st Century 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.

PROYECTO PUEBLO: NASA provided Expanded Learning Opportunities Programs (ELO-P) throughout the school year including Winter Intersession, Spring Intersession, Saturday Academy classes, and Summer School:

Winter Intersession: Students focused on developing their English language skills in reading, writing, listening, and speaking. In math, the center of attention was on developing math fluency and unpacking and solving word problems.

Spring Intersession: Students were taken on daily excursions to foster their interests and develop social skills by visiting local museums and science centers. Students participated in hands-on and engaging experiences.

Saturday Academy: The focal point for Saturday classes was to provide students with the opportunity to review and practice foundational skills in math and reading.

Summer School: Students focused on literacy in their language of instruction, mathematics, and various enrichment activities that complemented instruction received during the academic school year.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$56,130.00 | \$60,862.67 |
| Mid-Range Teacher Salary | \$89,655.00 | \$93,575.04 |
| Highest Teacher Salary | \$111,314.00 | \$125,548.29 |
| Average Principal Salary (Elementary) | \$130,917.00 | \$157,644.72 |
| Average Principal Salary (Middle) | \$143,032.00 | \$165,340.66 |
| Average Principal Salary (High) | \$145,310.00 | \$182,579.89 |
| Superintendent Salary | \$440,000.00 | \$357,064.20 |
| Percent of Budget for Teacher Salaries | 24.53 | 30.36 |
| Percent of Budget for Administrative Salaries | 4.94 | 4.88 |

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

Professional Development

| Measure | 2023–24 | 2024–25 | 2025–26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 38 | 38 | 38 |