

SCHOOL ACCOUNTABILITY REPORT CARD



N.E.W. Academy Canoga Park

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, Nina LeMasurier

Greetings! It is a wonderful privilege to serve as principal at the NEW Academy Canoga Park. We are a family of educators in a community in the beautiful city of

Canoga Park. We strongly believe that every child will flourish when given a meaningful and rigorous education, and we are committed to the academic and artistic development of our students. Our faculty and staff are dedicated and highly qualified instructors who will make every effort to ensure that each of our children experiences success.

We offer Transitional Kindergarten through Fifth-grade students an arts and music program, computer access, library access, gymnasium, GATE, interventions, and 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 until it is 50% in each language. Our goal for students in the dual immersion program (Language Academy) is to promote a bilingual, biliterate, and bicultural program where students can move seamlessly between Spanish and English.

Our school administration continues to develop innovative ways to position our students to be prepared, competitive citizens in our local community and the world.

Thank you for visiting our School Accountability Report Card. We welcome you to stop by our campus when in the area.

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 Canoga Park

Address: 21425 Cohasset Street, Canoga Park, CA 91303

Phone Number: (818) 710-2640

Principal: Nina LeMasurier

Email Address: nlemasurier@nacpdolphins.org

Website: <https://newacademycanoga.com>

Grade Span: TK-5

County-District-School (CDS) Code: 19 64733 0102483

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

NEW Academy Canoga Park (NACP) is a family-oriented, success-focused elementary school. It was the dream of the “mujeres” who started New Economics for Women (NEW) to open a school that would create opportunities for families. For over thirty years, NEW has connected women, immigrants, and Communities of Color to their own sense of power and resiliency. The leaders at NEW understood that economic opportunity starts with a great education. They set out to start community-based schools to focus on children’s academic success and to connect them with other support that working families need to thrive.

NACP is part of a “big picture” approach to uplifting communities; NACP is built on the grounds of a beautiful housing community. NEW has been one of the most successful housing developers in the country, supporting women and families. NEW is also one of the only Latina-led organizations doing this work. Part of NEW’s vision is to create housing, along with sustainable communities, in the county of Los Angeles. One of their many housing developments is Tierra Del Sol, which is located on school grounds in order to provide the children who live there with access to a quality education. Our facility also houses the nationally recognized Dennis P. Zine Community Center and Canoga Park’s Family Source Center. These centers provide services that focus on creating economic mobility for families through financial literacy, entrepreneurship, and civic engagement.

Our founders wanted to create a school that would make their families and communities proud. The families included Latinas/os, single moms and dads who did everything in their power to secure their children’s successful future. This is why our mission will always include doing everything in our power to support the families we serve.

We are family and community-oriented because we honor families as the first teachers of their children. We understand that sustainable success starts with families being partners in the learning process, which is why we empower families to co-partner in creating the education they want for their children. Our mission is to teach children they can embody their community’s values, work cooperatively, think critically, and respect

cultural diversity and inclusion. We push onward with the idea that our work will live on as an investment in the community for this generation, and each one after.

NACP is a Community School.

Our Community School approach is an all-hands and hearts together for every single child. We prioritize and uplift our children by supporting them with the academic and social challenges they might be facing. We work daily to improve our school's responsiveness to student and family needs. We organize school and community resources to eliminate barriers to learning, including economic and health barriers. By partnering with families and the community we serve, we provide opportunities that cultivate positive self-esteem and cross-cultural understanding.

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	65
Grade 2	64
Grade 3	73
Grade 4	58
Grade 5	62
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	399

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

Student Group	Percent of Total Enrollment
Female	43.8
Male	49.2
Non-Binary	

American Indian or Alaska Native	0.2
Asian	1.6
Black or African American	1.4
Filipino	0.9
Hispanic or Latino	86.2
Native Hawaiian or Pacific Islander	
Two or More Races	0.2
White	1.2
English Learners	47.8
Foster Youth	
Homeless	5.6
Migrant	
Socioeconomically Disadvantaged	92.1
Students with Disabilities	12.1

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)	19	90.48	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	2	9.52	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	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	21	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)	18	94.74	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)	1	5.26	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	19	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)

Data Not Yet Available

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	0	
Misassignments	0	1	
Vacant Positions	0	0	
Total Teachers Without Credentials and Misassignments	0	1	

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	
Local Assignment Options	0	0	
Total Out-of-Field Teachers	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)	0	5	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	5	

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	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	HMH Into Reading (English & Spanish) HMH ELA Waggle Benchmark: Ready to Advance	Yes	0%

	Amira Adoption 2024-2025 SIPPS Adoption 2025-2026 Read 180 Adoption 2025-2026 Learning A-Z, Raz Kids, Epic Books <i>Year of Adoption: 2022-2026</i>		
Mathematics	Houghton Mifflin Into Math HMH Math Waggle <i>Year of Adoption: 2022-2026</i>	Yes	0%
Science	TCI Science: Bring Science Alive! <i>Year of Adoption: 2022-2026</i>	Yes	0%
History-Social Science	TCI: History Alive! <i>Year of Adoption: 2022-2026</i>	Yes	0%
Foreign Language	N/A	Yes	0%
Health	Teacher Created Materials Using California Physical Education Standards Fit Kids <i>Year of Adoption: 2022-2026</i>	Yes	0%
Visual and Performing Arts	Teacher-Created Materials Using State Standards <i>Year of Adoption: 2023-2026</i>	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

NEW Academy Canoga Park has a full-time plant manager and 2.5 full-time custodians dedicated to providing a safe learning environment for more than 400 students. In collaboration with LAUSD, any major repairs are conducted promptly. Repairs include maintenance of the elevator, AC, pipe leaks, and damaged equipment.

The plant manager helps with the facility aspect of the program, including projects to improve the kitchen, trimming large trees, fixing all leak issues, and replacing AC units.

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: November 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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: November 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)	20	29	43	46	47	48
Mathematics (grades 3-8 and 11)	18	26	32	35	35	37

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: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

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	198	195	98.48	1.52	28.72
Female	89	88	98.88	1.12	23.86
Male	109	107	98.17	1.83	32.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	184	182	98.91	1.09	29.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--0
White	--	--	--	--	--
English Learners	108	106	98.15	1.85	16.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	141	98.60	1.40	25.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	29.03

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	198	196	98.99	1.01	25.51
Female	89	89	100.00	0.00	17.98
Male	109	107	98.17	1.83	31.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	184	183	99.46	0.54	26.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	108	106	98.15	1.85	18.87
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	142	99.30	0.70	24.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	25.00

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 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)	7.81	11.11	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: 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 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	63	63	100.00	0.00	11.11
Female	33	33	100.00	0.00	9.09
Male	30	30	100.00	0.00	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	11.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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)

Volunteer Opportunities: Parents of NACP 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.

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 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. Previously, when we collaborated with the Crenshaw community, students and families donated socks and toiletries that were packed and delivered to homeless shelters. In the past when books were selected for One Book One School and students 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!

Coffee with the Principal: Our monthly Coffee with the Principal meetings are very well attended by parents/guardians. We usually have anywhere from 20 to more than 75 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; 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 Monthly Success Celebrations where students receive certificates of achievement in various areas Back to School Night and Open House and Art Show, Holiday and Spring Musical Shows where students present their musical (vocal or instrumental) talents through a diverse musical selection established each year, 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.

Communication: We believe that keeping our families informed of school and classroom events and 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 Parentsquare. Notes home, emails, and whole school phone messaging are also used at NACP. Our school also utilizes social media platforms to keep families informed of upcoming events and workshops.

Parent Center: NACP offers parents and guardians the opportunity to attend workshops conducted either by NACP-certified teachers or educational/Health 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. Workshop 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. 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 for the school.

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 toward 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 accountants, 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

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)

Data not yet available

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)

NACP has to continue training to keep everyone on site safe. Schools in America have to be prepared for emergencies now more than ever 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 with 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 lockdowns and criminal events to fire drills and natural disasters such as earthquakes. We also practice other various drills (fire, earthquake, lockdown, etc.) 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.

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	Number of Classes* 21-32	Number of Classes* 33+
K	20	3	1	0
1	18	4	0	0
2	20	2	1	0
3	21	1	2	0
4	22	1	2	0
5	24	0	3	0
6	0	0	0	0
Other**	0	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		3	
1	21	2	1	
2	19	3	1	
3	23		3	
4	22		3	
5	22	1	2	
6				

Other**				
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* 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 2024-25)

Data not yet available

* 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 2024–25)

Data not yet available

*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	\$22,141	\$7,875	\$14,266	\$103,446
District	N/A	N/A		\$90,557
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146.18	\$100,333
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2024–25)

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 (CEEL), Loyola Marymount University. We provide before and after-school programs in partnership with NEW Economics for Women. 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 before and after School Education and Safety Program (ASES) as well 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	LAUSD Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56130.00	\$60862.67
Mid-Range Teacher Salary	\$89655.00	\$93575.04
Highest Teacher Salary	\$111314.00	\$125548.29
Average Principal Salary (Elementary)	\$130917.00	\$157644.72
Average Principal Salary (Middle)	\$143032.00	\$165340.66
Average Principal Salary (High)	\$145310.00	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
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	52	38	38