

2009-10



SCHOOL ACCOUNTABILITY REPORT CARD

NEW Academy Canoga Park School Los Angeles Unified District



Published During

2010-11

Principal:

Deborah Ellis

Address:

**21425 Cohasset St.
Canoga Park, California 91303-**

Phone:

818-710-2640

Email:

ellis@nacpdolphins.org

Website:

www.nacpdolphins.com



I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

NEW Academy Canoga Park was built in 2005. It opened September 26, 2005 and currently serves about 450 students. NEW Academy emphasizes science and arts, although all subject areas are taught according to the state standards. There are currently 21 full time credentialed classroom teachers, a credentialed music teacher, a credentialed teacher serving as reading specialist, a library specialist, and a principal. NEW Academy Canoga Park is dedicated to providing every student with an exciting, standards-driven learning environment where students use their talents to contribute positively to the community.

While any parent may choose to have their child attend NEW Academy Canoga Park, provided that parents provide transportation, approximately fifteen percent of our student body live in the Tierra del Sol housing complex adjacent to our school.

exciting, standards-driven learning environment where students use their talents to contribute positively to the community.

The core values of NEW Academy Canoga Park 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

All students, staff, parents, and community members who work with our school operate with these core values in mind.

NEW Academy Canoga Park maintains a welcoming, secure environment where every family matters. In the interest of safety, always sign-in with an office member or with a volunteer and put on a sticker labeled "visitor" to let everyone know you are on campus for school business. Anyone who is on our campus must be present for school business or they will be asked to leave.

The school office is open from 7:30am – 3:30pm.

Uniform colors are powder blue for shirts and khaki for shorts, pants, or skorts. Uniforms may be purchased at any store parents choose. Students may wear tennis shoes of any color.

-Deborah Ellis

Principal

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are strongly encouraged to show they are supporting the school by giving the equivalent of fifteen school service hours per year per child.

Options for putting in school service time include but are not limited to:

- Participation in Run Club or Yoga Club
- Attendance at parent meetings, parent conferences, and other school events
- Donating classroom supplies (approximately \$6 in donations is equivalent to 1 hour)

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Total Enrollment	440

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.36	White	1.59
American Indian or Alaska Native		Two or More Races	
Asian	6.14	Socioeconomically Disadvantaged	99
Filipino	0.68	English Learners	43
Hispanic or Latino	90.23	Students with Disabilities	8
Native Hawaiian/Pacific Islander			

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Our school focuses on ensuring that every child has a positive learning experience. Students are recognized monthly at School Success Celebrations for excellent citizenship, effort and achievement in the classroom and around the school. All students and staff are expected to abide by the following core values:

- 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

Anyone who does not abide by the core values receives an appropriate consequence, recognizing that they did not make a good choice. Students with excellent attendance are recognized at the end of each semester school wide. Within each classroom, teachers recognize students for excellent or improved attendance, behavior, and academic effort. The school also emphasized a gang and drug free awareness.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	15	18	8	7.2	7.1	
Expulsions	0	0		0	0	

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The most recent site inspection was performed by Tom Nichols from LAUSD's Charter Division in June, 2010. Using the district's checklist, he reviewed the site and found no corrective action that needs to be taken.

School Facility Good Repair Status. (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 6/14/2010	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	
Overall Rating	✓	—	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
Teachers with Full Credential	21	24	24	
Teachers without Full Credential	2	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.05	N/A
Social Worker	0.25	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Sufficient	0	
Mathematics	Sufficient	0	
Science	Sufficient	0	
History-Social Science	Sufficient	0	
Foreign Language	n/a	0	
Health	n/a	0	
Science Laboratory Equipment (grades 9-12)	n/a	0	
Visual and Performing Arts	Sufficient	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,900.00	\$700.00	\$6,200.00	\$46,450.00
District	N/A	N/A	\$10,494.51	\$66,435.00
Percent Difference – School Site and District	N/A	N/A	-0.41	-0.3
State	N/A	N/A	\$5,681.00	\$68,179.00
Percent Difference – School Site and State	N/A	N/A	0.09	-0.32

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap between high- and low- performing students and enable the students to meet the state's challenging academic standards. Title I funds are distributed on the basis of the number of students in poverty at the school. The school sponsors programs aimed at meeting the needs of targeted students. These programs include summer school, before and after school tutoring, Special Education Voyager Program and the use of paraprofessionals with students who are most at risk.

Title II

The purpose of Title II is to increase the academic achievement of all students, to improve teacher and principal quality through professional development and other activities, and to ensure that all teachers are highly qualified. With Title II funds, the school has provided professional development for all staff before the school year begins and throughout the school year.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, and achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$42,377

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$63,553	\$67,667
Highest Teacher Salary	\$78,906	\$87,102
Average Principal Salary (Elementary)	\$108,013	\$108,894
Average Principal Salary (Middle)	\$118,046	\$113,713
Average Principal Salary (High)	\$117,816	\$124,531
Superintendent Salary	\$250,000	\$223,323
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	28	37	48	35	38	41	46	50	52
Mathematics	40	53	69	35	37	39	43	46	48
Science	32	34	67	36	38	43	46	50	54
History-Social Science	0	0	0	24	29	33	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School	48	69	67	
Male	43	65	66	
Female	53	72	69	
Black or African American	*	*	*	
American Indian or Alaska Native				
Asian	75	83		
Filipino	*	*	*	
Hispanic or Latino	46	69	66	
Native Hawaiian or Pacific Islander				
White			*	
Two or More Races				
Socioeconomically Disadvantaged	48	69	67	
English Learners	15	41	23	
Students with Disabilities	19	54	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9	40.5	23
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	1	2	3
Similar Schools	2	3	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	39	41	74
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	41	42	81
Native Hawaiian or Pacific Islander			
White			
Two or More Races			0
Socioeconomically Disadvantaged	24	51	81
English Learners	40	-1	86
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	808	709	767
Black or African American		663	685
American Indian or Alaska Native		736	728
Asian		883	889
Filipino		837	851
Hispanic or Latino	805	686	715
Native Hawaiian or Pacific Islander		734	754
White		849	838
Two or More Races		711	807
Socioeconomically Disadvantaged	808	691	712
English Learners	766	644	691
Students with Disabilities		500	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Pend

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	435
Percent of Schools Currently in Program Improvement	N/A	50

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Intensive professional development is provided both before and during the school year to support the implementation of standards' based instruction. Professional development incorporates initial training, coaching, lesson study inquiry groups, and off site and on site training. Professional development opportunities are aligned to each teacher's assignment. The school works to provide balanced professional development that is aligned with classroom practices through structured reflection, inquiry, action research, and other complementary activities. Teachers are provided opportunities to observe other teachers and collaborate on how to improve their teaching.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development.