



Board of Education Report

File #: Rep-204-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 12/16/2025

Approval of the Renewal Petition for N.E.W. Academy of Science and Arts [PUBLIC HEARING] Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for N.E.W. Academy of Science and Arts) Recommends approval of the renewal petition for N.E.W. Academy of Science and Arts, a Middle performing, Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades TK-5 in each year of the charter term.

Action Proposed:

Approve the renewal petition for N.E.W. Academy of Science and Arts (“Charter School”), a Start-Up Independent charter school, located in Board District 2 and Region East, with middle level performance for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 450 students in grades TK-5 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

N.E.W. Academy of Science and Arts is a TK-5 school currently serving 394 students on four private facilities at 379 S. Loma Drive, Los Angeles, CA, 90017; 345 S. Columbia Avenue, Los Angeles, CA, 90017; 375 S. Columbia Avenue, Los Angeles, CA, 90017; and 303 S. Loma Drive, Los Angeles, CA, 90017 in Board District 2 and Region East. N.E.W. Academy of Science and Arts was originally approved by the LAUSD Board of Education on December 10, 2002. On May 1, 2018, the charter school was renewed for a five-year term to serve 450 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for N.E.W. Academy of Science and Arts expires June 30, 2026.

On September 19, 2025, N.E.W. Academy of Science and Arts submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through December 18, 2025.

An initial Public Hearing was held on November 17, 2025.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current N.E.W. Academy of Science and Arts governing board members completed questionnaires so the

District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school’s performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - “high,” “middle,” or “low.” The three-tier classification considers a charter school’s performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school’s enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School’s petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

“No” - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 204-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school’s fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school’s LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school’s charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School’s fair share contribution to special education will be 10% of the charter school’s AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School’s Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend

their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

- Attachment A - Staff Assessment and Recommendation Report
- Attachment B - N.E.W. Academy of Science and Arts Data Set
- Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:

https://drive.google.com/drive/folders/1k_5ozzZNfeiqXvtNkmSuhKV19gHpgaMu?usp=sharing

Submitted:

11/20/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT E. JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

**STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION**

Board of Education Report 204-25/26
December 16, 2025

School Name:	N.E.W. Academy of Science and Arts			BOARD IS REQUIRED TO TAKE ACTION BY: December 18, 2025
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	NEW Academy			
Location Code:	2023			
Type of Site(s):	(1) Private (2) Private (3) Private (4) Private			
Site Address(es):	(1) 379 S. Loma Drive, Los Angeles, CA 90017 (2) 345 S. Columbia Avenue, Los Angeles, CA 90017 (3) 375 S. Columbia Avenue, Los Angeles, CA 90017 (4) 303 S. Loma Drive, Los Angeles, CA 90017			
Board District(s):	2	Region(s):	East	
Grade Levels Served:	TK-5	Current Enrollment:	394	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	450	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2026-2031)			
PROPOSED BENCHMARKS:	None			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for N.E.W. Academy of Science and Arts (“Charter School”), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades TK-5 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

These criteria have been determined not to be bases for denial.

- Criterion 2: Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

These criteria have been determined not to be bases for denial.

- Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?

This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	N.E.W. Academy of Science and Arts
Initial Authorization:	On December 10, 2002, N.E.W. Academy of Science and Arts (formerly named New Economics for Women (NEW) Academy of Science and Arts Charter) was authorized by the LAUSD Board of Education to serve 287 students in grades K-5.
Most Recent Renewal	The charter was renewed on May 1, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 450 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30,

	N.E.W. Academy of Science and Arts
	2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for N.E.W. Academy Science and Arts expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	<p>On May 1, 2018, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to N.E.W. Academy Science and Arts:</p> <ol style="list-style-type: none"> 1. The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average. 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard with the goal to achieve and maintain the “Green” performance level or higher on the English Learner Progress Indicator (ELPI), as applicable. 3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for English Language Arts and Math as measured by CAASPP (SBAC) Assessment for “All Students” at a rate equal or greater than the Resident Schools with the goal of achieving and maintaining the “Green” performance level or higher. <p>Please see the “Additional Information” section below.</p>
Submission of Renewal Petition Application:	N.E.W. Academy of Science and Arts submitted its renewal petition application on September 19, 2025. The 90-day statutory timeline for Board action on the petition runs through December 18, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	N.E.W. Academy of Science and Arts implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	N.E.W. Academy of Science and Arts participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

N.E.W. Academy of Science and Arts is operated by NEW Academy, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

N.E.W. Academy of Science and Arts has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School’s Dashboard performance was higher than the state in ELA, Math and on the English Language Progress Indicator (ELPI). Although the charter school provided three years of verified data, demonstrating one year’s progress for All Students and the majority of numerically significant student groups in ELA and Math, there are noted participation concerns.

Please see the N.E.W. Academy of Science and Arts data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for seven state measures. The Performance Level, or color, is based on two factors. The current year data for the measure (Status) and the difference between current year and prior year data (Change). The point at which these two levels intersect on the five-by-five table determines the color. From highest to lowest, the Performance Levels are Blue, Green, Yellow, Orange, and Red. Below, the 2023, 2024, and 2025, Dashboard Performance Levels (colors) are provided.

N.E.W. Academy of Science and Arts Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Orange	Yellow	Green	Not Applicable	Yellow	Not Applicable	Blue
2023-2024	Yellow	Yellow	Orange	Not Applicable	Yellow	Not Applicable	Blue
2024-2025	Yellow	Yellow	Orange	Not Applicable	Orange	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2023 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students and all four numerically significant student groups. In 2024 and 2025 in ELA, the charter school’s DFS was lower than the state for All Students, but higher than the state for all numerically significant student groups.

N.E.W. Academy of Science and Arts - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-58.3	-14.4	Orange	-13.6	Lower
Latino	Met	Orange	-59.2	-14.4	Orange	-40.2	Lower

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
English Learner	Met	Orange	-68.2	-16.9	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-58.3	-14.4	Orange	-42.6	Lower
Students with Disabilities	Met	Red	-137.7	-31.4	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

N.E.W. Academy of Science and Arts - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-37.1	21.1	Orange	-13.2	Lower
Latino	Met	Yellow	-38.2	21.0	Orange	-39.3	Higher
English Learner	Met	Yellow	-42.8	25.4	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-37.1	21.1	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-80.2	57.6	Red	-95.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

N.E.W. Academy of Science and Arts - English Language Arts Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-18.1	19.0	Yellow	-8.1	Lower
Latino	Met	Yellow	-17.9	20.3	Yellow	-33.7	Higher
English Learner	Met	Yellow	-25.8	17.0	Yellow	-59.9	Higher
Socioeconomically Disadvantaged	Met	Yellow	-18.1	19.0	Yellow	-35.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Math Indicator

In 2023, 2024, and 2025, in Math, the charter school's DFS was higher than the state for All Students and for all numerically significant student groups.

N.E.W. Academy of Science and Arts - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-42.5	3.2	Orange	-49.1	Higher
Latino	Met	Yellow	-43.4	3.0	Orange	-80.8	Higher
English Learner	Met	Orange	-47.9	2.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-42.5	3.2	Yellow	-80.8	Higher
Students with Disabilities	Not Met	Yellow	-89.8	24.4	Orange	-127.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

N.E.W. Academy of Science and Arts - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-29.7	12.8	Orange	-47.6	Higher
Latino	Met	Yellow	-30.4	13.0	Orange	-79.2	Higher
English Learner	Met	Yellow	-31.8	16.1	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-29.7	12.8	Orange	-78.2	Higher
Students with Disabilities	Met	Yellow	-79.2	10.6	Red	-124.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

N.E.W. Academy of Science and Arts - Math Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-26.6	3.1	Yellow	-42.4	Higher
Latino	Met	Yellow	-26.3	4.1	Yellow	-73.6	Higher
English Learner	Met	Yellow	-28.5	3.2	Yellow	-86.1	Higher
Socioeconomically Disadvantaged	Met	Yellow	-26.6	3.1	Yellow	-72.9	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. English Learner Progress Indicator

In 2023 and 2024 on the English Learner Progress Indicator (ELPI), the charter school’s English Learner Progress Rate was higher than the state. In 2025 on the ELPI, the charter school’s English Learner Progress Rate was lower than the state.

N.E.W. Academy of Science and Arts - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	61.6%	5.3%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

N.E.W. Academy of Science and Arts - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	52.8%	-8.8%	Orange	45.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

N.E.W. Academy of Science and Arts - English Learner Progress Indicator - 2024-2025

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	46.3%	-6.5%	Yellow	46.4%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023, 2024, and 2025, on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students and for all four numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2023, 2024 and 2025, the charter school’s percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as “Met” in 2023, 2024, and 2025.

k. Additional Information

This charter school was selected for the 2025 California Distinguished Schools Program.

As noted above, N.E.W. Academy of Science and Arts has three (3) academic benchmarks in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2025) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and the 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019–2020 and 2020–2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, “No Update” is indicated for applicable benchmarks for 2020-2021 and 2021-2022 in the tables below.

Benchmark 1: *The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

Benchmark 1: English Learners Reclassification						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	Met	Not Met	No Update	No Update	No Update

Benchmark 1 was met one year (2020-2021), not met three years (2018-2019, 2019-2020, and 2021-2022), and had no update for three years (2022-2023, 2023-2024, and 2024-2025) given official reclassification rates were not available.

Benchmark 2: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard with the goal to achieve and maintain the “Green” performance level or higher on the English Learner Progress Indicator (ELPI), as applicable.*

Benchmark 2: English Learner Progress Indicator (ELPI)						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
No Update	No Update	No Update	No Update	No Update	Met	Not Met

Benchmark 2 was met one year (2023-2024), not met one year (2024-2025), and had no update for five years (2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023) due to lack of available data.

Benchmark 3: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for English Language Arts and Math as measured by CAASPP (SBAC) Assessment for “All Students” at a rate equal or greater than the Resident Schools with the goal of achieving and maintaining the “Green” performance level or higher.*

Benchmark 3: ELA and Math, All Students						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Not Met	No Update	No Update	Met	Not Met	Not Met

Benchmark 3 was met two years (2018-2019 and 2022-2023), not met three years (2019-2020, 2023-2024, and 2024-2025), and had no update for two years (2020-2021 and 2021-2022) due to lack of available data.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1)

Unsatisfactory. Please see below for N.E.W. Academy of Science and Arts outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Charter School provided data from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary

outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events¹” on the reports. In 2024-2025 Charter School had a norm enrollment of 419 students and the NWEA Reading report indicates that the school had 285 growth events and the NWEA Math report had 381 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

ELA

Charter School provided data for Math from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* (Fall to Spring administration) for Grades Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5, as well as for the following numerically significant student groups²: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 1-4 and Kindergarten student group (Socioeconomically Disadvantaged), Grade 1 student groups (English Learner, Latino, and Socioeconomically Disadvantaged), Grade 2 student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities), Grade 3 student groups (English Learner, Latino, and Socioeconomically Disadvantaged), and Grade 4 student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) met one year’s progress.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year’s Progress
Kindergarten	14	-0.2 to 0.2	-0.30	Not Met
English Learner	14	-0.2 to 0.2	-0.30	Not Met
Latino	13	-0.2 to 0.2	-0.49	Not Met
Socioeconomically Disadvantaged	13	-0.2 to 0.2	-0.20	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 1	17	-0.2 to 0.2	0.77	Met
English Learner	17	-0.2 to 0.2	0.77	Met
Latino	16	-0.2 to 0.2	0.77	Met
Socioeconomically Disadvantaged	17	-0.2 to 0.2	0.77	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 2	68	-0.2 to 0.2	1.14	Met
English Learner	68	-0.2 to 0.2	1.14	Met

¹ Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

² Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities will be labeled as “Special Education” on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Latino	67	-0.2 to 0.2	1.12	Met
Socioeconomically Disadvantaged	65	-0.2 to 0.2	1.16	Met
Students with Disabilities	11	-0.2 to 0.2	1.12	Met
Grade 3	64	-0.2 to 0.2	-0.14	Met
English Learner	64	-0.2 to 0.2	-0.14	Met
Latino	63	-0.2 to 0.2	-0.16	Met
Socioeconomically Disadvantaged	63	-0.2 to 0.2	-0.16	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 4	57	-0.2 to 0.2	0.14	Met
English Learner	57	-0.2 to 0.2	0.14	Met
Latino	57	-0.2 to 0.2	0.14	Met
Socioeconomically Disadvantaged	55	-0.2 to 0.2	0.16	Met
Students with Disabilities	11	-0.2 to 0.2	-0.76	Not Met
Grade 5	65	-0.2 to 0.2	-0.43	Not Met
English Learner	65	-0.2 to 0.2	-0.43	Not Met
Latino	64	-0.2 to 0.2	-0.52	Not Met
Socioeconomically Disadvantaged	61	-0.2 to 0.2	-0.50	Not Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk () indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. In 2022-2023 based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for three of six grade levels and three of four student groups made progress. In 2023-2024 based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all grade levels and all student groups with the exception of Grade 1, English Learner student group. It should also be noted for the NWEA Reading test, Charter School reported that some students in grades K-5 were assessed in English and/or Spanish. The results of the tests taken in Spanish were not included in the analysis as those NWEA *Student Growth Summary Reports* did not report the CGI.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5, as well as for the following numerically significant student groups³: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 1-4, Grades 1-3 student groups (English Learner, Latino, and Socioeconomically Disadvantaged), and Grade 4 student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) met one year's progress.

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Kindergarten	60	-0.2 to 0.2	-0.49	Not Met
English Learner	60	-0.2 to 0.2	-0.49	Not Met
Latino	59	-0.2 to 0.2	-0.53	Not Met
Socioeconomically Disadvantaged	51	-0.2 to 0.2	-0.57	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 1	64	-0.2 to 0.2	0.69	Met
English Learner	64	-0.2 to 0.2	0.69	Met
Latino	63	-0.2 to 0.2	0.69	Met
Socioeconomically Disadvantaged	57	-0.2 to 0.2	0.69	Met
Students with Disabilities	11	-0.2 to 0.2	-0.50	Not Met
Grade 2	69	-0.2 to 0.2	0.12	Met
English Learner	69	-0.2 to 0.2	0.12	Met
Latino	68	-0.2 to 0.2	0.26	Met
Socioeconomically Disadvantaged	66	-0.2 to 0.2	0.32	Met
Students with Disabilities	11	-0.2 to 0.2	-0.81	Not Met
Grade 3	64	-0.2 to 0.2	-0.06	Met
English Learner	64	-0.2 to 0.2	-0.06	Met
Latino	63	-0.2 to 0.2	-0.13	Met
Socioeconomically Disadvantaged	63	-0.2 to 0.2	-0.13	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 4	58	-0.2 to 0.2	0.67	Met
English Learner	58	-0.2 to 0.2	0.67	Met
Latino	58	-0.2 to 0.2	0.67	Met
Socioeconomically Disadvantaged	56	-0.2 to 0.2	0.64	Met
Students with Disabilities	11	-0.2 to 0.2	0.43	Met
Grade 5	66	-0.2 to 0.2	-0.34	Not Met
English Learner	66	-0.2 to 0.2	-0.34	Not Met
Latino	65	-0.2 to 0.2	-0.40	Not Met
Socioeconomically Disadvantaged	62	-0.2 to 0.2	-0.39	Not Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

N.E.W. Academy of Science and Arts also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. In 2022-2023 based on NWEA’s CGI range of -0.2 to 0.2, Charter School met the one year’s progress for one grade level (Grade 2), and 3 of 16 student groups. In 2023-2024 based on NWEA’s CGI range of -0.2 to 0.2, Charter School met the one year’s progress for all Grade Levels and all numerically significant student groups.

Based on the review and consideration of verified data, N.E.W. Academy of Science and Arts included three years of data, including grade levels Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5 and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) in Reading and Math. In 2022-2023, 2023-2024, and 2024-2025, N.E.W. Academy of Science and Arts does not appear to have met the 95 percent participation rate based on Norm Enrollment compared to growth events, with the exception of Math in 2022-2023 which appears to have met the 95% participation rate.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

N.E.W. Academy of Science and Arts’ fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	\$3,220,098	\$4,675,114	\$6,093,689	\$6,946,751	\$6,952,500
Net Income/Loss	\$879,161	\$1,455,016	\$1,521,269	\$853,062	\$5,749
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	(\$102,694) ¹	\$0	\$0
Norm Enrollment	417	403	403	410	419

¹ According to NEW Academy, the prior-year adjustment reported for Fiscal Year 2022-2023 was due to a restatement of the “Hold Harmless Fund” to correct the allocation amounts between the N.E.W. Academy of Science and Arts and N.E.W. Academy of Canoga Park, another charter school operated by NEW Academy.

- b. 2023-2024 Independent Audit Report
 Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Lack of a Going Concern: None Reported

Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

NEW Academy					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	\$16,541,553	\$1,348,573	\$0	\$0

N.E.W. Academy of Science and Arts

Board District: 2 | Region: East | Location Code: 2023

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025									
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	188	-58.3	-14.4	Declined	Orange	-13.6	Lower	100%	189	-37.1	21.1	Increased Significantly	Yellow	-13.2	Lower	100%	182	-18.1	19.0	Increased Significantly	Yellow	-8.1	Lower
English Learner	98%	151	-68.2	-16.9	Declined Significantly	Orange	-67.7	Lower	100%	155	-42.8	25.4	Increased Significantly	Yellow	-67.6	Higher	100%	158	-25.8	17.0	Increased Significantly	Yellow	-59.9	Higher
Latino	98%	186	-59.2	-14.4	Declined	Orange	-40.2	Lower	100%	187	-38.2	21.0	Increased Significantly	Yellow	-39.3	Higher	100%	180	-17.9	20.3	Increased Significantly	Yellow	-33.7	Higher
Socioeconomically Disadvantaged	98%	188	-58.3	-14.4	Declined	Orange	-42.6	Lower	100%	189	-37.1	21.1	Increased Significantly	Yellow	-40.9	Higher	100%	182	-18.1	19.0	Increased Significantly	Yellow	-35.3	Higher
Students with Disabilities	97%	32	-137.7	-31.4	Declined Significantly	Red	-96.3	Lower	100%	33	-80.2	57.6	Increased Significantly	Orange	-95.6	Higher	100%	26	-48.8	31.3	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

N.E.W. Academy of Science and Arts

Board District: 2 | Region: East | Location Code: 2023

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “-” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																										
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025									
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State		
All Students	99%	189	-42.5	3.2	Increased	Yellow	-49.1	Higher	99%	192	-29.7	12.8	Increased	Yellow	-47.6	Higher	99%	186	-26.6	3.1	Increased	Yellow	-42.4	Higher		
English Learner	99%	152	-47.9	2.9	Maintained	Orange	-93.4	Higher	99%	158	-31.8	16.1	Increased Significantly	Yellow	-93.4	Higher	100%	162	-28.5	3.2	Increased	Yellow	-86.1	Higher		
Latino	99%	187	-43.4	3.0	Increased	Yellow	-80.8	Higher	99%	190	-30.4	13.0	Increased	Yellow	-79.2	Higher	100%	184	-26.3	4.1	Increased	Yellow	-73.6	Higher		
Socioeconomically Disadvantaged	99%	189	-42.5	3.2	Increased	Yellow	-80.8	Higher	99%	192	-29.7	12.8	Increased	Yellow	-78.2	Higher	99%	186	-26.6	3.1	Increased	Yellow	-72.9	Higher		
Students with Disabilities	94%	32	-89.8	24.4	Increased Significantly	Yellow	-127.3	Higher	100%	33	-79.2	10.6	Increased	Yellow	-124.3	Higher	100%	26	-51.1	28.2	Increased Significantly	--	-120.7	--		

Data Sources: California School Dashboard Research data files.

N.E.W. Academy of Science and Arts

Board District: 2 | Region: East | Location Code: 2023

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “--” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	229	61.6%	5.3	Increased	Green	48.7%	Higher	218	52.8%	-8.8	Declined	Orange	45.7%	Higher	214	46.3%	-6.5	Declined	Orange	46.4%	Lower

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	55.9%	0.5%	25.7%	18.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	56.8%	4.8%	26.2%	12.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	50.9%	1.4%	28.4%	18.8%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%
2025	EL	45.8%	0.5%	33.2%	20.6%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	--	--	--	--	46.1%	2.4%	28.2%	21.6%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	310	311	99.7%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	306	308	99.4%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	301	305	98.7%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

N.E.W. Academy of Science and Arts

Board District: 2 | Region: East | Location Code: 2023

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	415	15.4%	-2.5	Declined	Yellow	24.3%	Lower	418	12.4%	-3.0	Declined Significantly	Yellow	18.6%	Lower	434	13.1%	0.7	Increased	Orange	17.1%	Lower
English Learner	332	15.7%	-3.3	Declined Significantly	Yellow	26.3%	Lower	342	12.9%	-2.8	Declined	Yellow	20.1%	Lower	288	11.5%	-1.4	Declined	Yellow	18.1%	Lower
Latino	408	15.2%	-2.6	Declined	Yellow	28.4%	Lower	412	11.9%	-3.3	Declined Significantly	Yellow	21.7%	Lower	425	12.5%	0.6	Increased	Orange	20.1%	Lower
Socioeconomically Disadvantaged	413	15.5%	-2.2	Declined	Yellow	29.9%	Lower	418	12.4%	-3.1	Declined Significantly	Yellow	23.4%	Lower	428	12.9%	0.4	Maintained	Orange	21.7%	Lower
Students with Disabilities	65	18.5%	-5.0	Declined	Yellow	33.1%	Lower	63	7.9%	-10.5	Declined	Green	26.3%	Lower	64	20.3%	12.4	Increased	Red	24.9%	Lower

Data Sources: California School Dashboard Research data files.

N.E.W. Academy of Science and Arts

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "-" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	421	0.0%	0.0	Maintained	Blue	3.5%	Lower	426	0.0%	0.0	Maintained	Blue	3.2%	Lower	436	0.0%	0.0	Maintained	Blue	2.9%	Lower
English Learner	334	0.0%	0.0	Maintained	Blue	3.7%	Lower	345	0.0%	0.0	Maintained	Blue	3.4%	Lower	290	0.0%	0.0	Maintained	Blue	3.2%	Lower
Latino	413	0.0%	0.0	Maintained	Blue	3.8%	Lower	419	0.0%	0.0	Maintained	Blue	3.4%	Lower	427	0.0%	0.0	Maintained	Blue	3.0%	Lower
Socioeconomically Disadvantaged	418	0.0%	0.0	Maintained	Blue	4.5%	Lower	425	0.0%	0.0	Maintained	Blue	4.0%	Lower	430	0.0%	0.0	Maintained	Blue	3.6%	Lower
Students with Disabilities	66	0.0%	0.0	Maintained	Blue	5.9%	Lower	63	0.0%	0.0	Maintained	Blue	5.4%	Lower	64	0.0%	0.0	Maintained	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

N.E.W. Academy of Science and Arts

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	408	529,902	5,837,690	417	516,685	5,806,221
F/R Meal	100.0%	80.6%	61.6%	97.4%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	73.0%	20.1%	18.4%	65.2%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.2%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	100.0%	81.3%	62.7%	99.8%	82.4%	63.6%
Students w/ Disabilities	14.5%	14.8%	13.7%	11.8%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.2%	7.3%	4.9%	0.5%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.2%	1.7%	2.2%	0.2%	1.6%	2.2%
Latino	98.5%	73.8%	56.1%	98.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.5%	9.8%	20.3%	0.7%	9.7%	20.0%
Two or More Races	0.5%	2.0%	4.6%	0.2%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

N.E.W. Academy of Science and Arts

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	58	15.8%	17,295	7.1%	144,189	7.1%	56	15.4%	15,717	6.7%	136,188	6.8%	32	9.2%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	211	57.7%	60,457	24.7%	505,486	24.8%	203	55.8%	60,574	25.7%	519,651	26.0%	202	57.9%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	39	10.7%	18,850	7.7%	236,319	11.6%	39	10.7%	14,725	6.2%	207,768	10.4%	38	10.9%	13,775	6.2%	178,306	9.3%
EL Total	308	84.2%	114,523	46.8%	1,112,502	54.5%	298	81.9%	106,318	45.0%	1,074,793	53.8%	272	77.9%	95,959	43.3%	1,009,030	52.6%
RFEP	58	15.8%	130,377	53.2%	927,694	45.5%	66	18.1%	129,789	55.0%	924,422	46.2%	77	22.1%	125,465	56.7%	909,298	47.4%
Total Ever EL	366	100.0%	244,900	100.0%	2,040,196	100.0%	364	100.0%	236,107	100.0%	1,999,215	100.0%	349	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>

N.E.W. Academy of Science and Arts

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Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to “certify” specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are “frozen” and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	408			529,902			417			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Total SWD Enrollment	55	100%	13.5%	78,319	100%	14.8%	49	100%	11.8%	80,505	100%	15.6%
High Incidence	50	90.9%	12.3%	52,153	66.6%	9.8%	45	91.8%	10.8%	52,412	65.1%	10.1%
Low Incidence	5	9.1%	1.2%	26,162	33.4%	4.9%	4	8.2%	1%	28,084	34.9%	5.4%
Autism	4	7.3%	1%	18,713	23.9%	3.5%	4	8.2%	1%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	1.8%	0.2%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	4	7.3%	1%	10,930	14%	2.1%	4	8.2%	1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	24	43.6%	5.9%	29,615	37.8%	5.6%	19	38.8%	4.6%	29,368	36.5%	5.7%
Speech or Language Impairment	22	40%	5.4%	11,608	14.8%	2.2%	22	44.9%	5.3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)

N.E.W. ACADEMY OF SCIENCE AND ARTS

BOARD OF EDUCATION REPORT 204 – 25/26

December 16, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 450 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of N.E.W. Academy of Science and Arts for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

SUNSERAE KEATON
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services