

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015–16 School Year



New West Charter School

Address: 1905 Armacost Ave, Los Angeles, CA 90025

Phone: 310-943-5444

Principal: Dr. Sharon Weir

Grade Span: 6-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information (School Year 2016–17)

District Name	SBE - New West Charter
Phone Number	(310) 943-5444
Superintendent	Dr. Sharon Weir
E-mail Address	sweir@newwestcharter.org
Web Site	www.newwestcharter.org

School Contact Information (School Year 2016–17)

School Name	New West Charter
Street	1905 Armacost Ave.
City, State, Zip	Los Angeles, CA
Phone Number	90025-5210
Principal	Dr. Sharon Weir, Principal
E-mail Address	sweir@newwestcharter.org
Web Site	www.newwestcharter.org
County-District-School (CDS) Code	19756636120158

School Description and Mission Statement (School Year 2016–17)

The mission of New West Charter School is to provide an academically rigorous, highly individualized education for 21st Century students in grades 6-12. In the decades to come, personal success will require increasingly high levels of competency, independence, and self-reliance in an ever changing, ever more complex society, whether individuals choose to manage their own businesses, work within public or private organizations, or raise families whose children will face the same challenges. New West will produce competent, independent, self-reliant students by creating a learning environment that promotes academic excellence and strong character development as the antecedents for success in college preparatory high school programs.

New West Charter School is founded on the following precepts:

A rigorous core curriculum that provides a strong foundation in reading and language arts, mathematics, science, and history and social science, supplemented with diverse enrichment opportunities in world languages, visual and performing arts, physical education and health, and information technology;

A robust program of community service and extracurricular activities designed to have maximum synergy with the academic program;

Clearly defined and closely monitored performance standards that assure progress toward the school's educational goals in full compliance with all applicable state standards;

A cooperative community of parents and educators that shares responsibility for the school's governance, operation, and educational program in the best interests of the school's students;

A goal of a small student body, taught in classes as small as resources permit (we aim for 30 students or less per class); and

A personal learning environment that both encourages and challenges each student according to his

or her ability through differentiated instruction within an integrated curriculum.

New West Charter School will serve students of diverse cultural, ethnic, and socioeconomic backgrounds from throughout greater Los Angeles whose families share the common goal of creating a strong, unified educational milieu for their children. New West's educational culture will foster academic achievement through high expectations, genuine accountability, and individualized attention both at home and in school. This home/school collaboration will enable students to become competent, creative, self-motivated, lifelong learners who have a clear sense of their individual worth and their responsibilities to society.

Graduates from New West will have the following qualities:

1. Students will be self-motivated, taking a proactive approach to their own academic pursuits, as well as their social behavior and personal goals. They will be able to act ethically and take personal responsibility for their actions.
2. Students will be technologically competent in exchanging and accessing information, identifying what constitutes accurate information as they search the Internet, and communicating fluently through a variety of technologies to suit the ever-changing demands of a dynamic globally interconnected, multicultural, and multiethnic world.
3. Students will be life-long learners dedicated to exploring the richness of shared knowledge and inspired by the diversity of learning opportunities available in the environment around them. They will be well equipped to live and continue to learn in an increasingly complex and information-rich modern world.
4. Students will be critical thinkers, able to analyze and understand complex systems requiring problem-solving skills while questioning and inquiring using an "outside-the-box," holistic, and creative approach.
5. Students will be global contributors, conscious of the far-reaching impact they can have by actively participating in meaningful service to their communities in a collaborative manner and using their individual voice as part of the collective to address the issues and needs they observe.

Student Enrollment by Grade Level (School Year 2015–16)

Grade Level	Number of Students
Grade 6	152
Grade 7	146
Grade 8	149
Grade 9	100
Grade 10	99
Grade 11	101
Grade 12	76
Total Enrollment	823

Student Enrollment by Student Group (School Year 2015–16)

Student Group	Percent of Total Enrollment
Black or African American	7.9%
American Indian or Alaska Native	.9%
Asian	8.1%
Filipino	1.1%
Hispanic or Latino	26.7%
Native Hawaiian or Pacific Islander	.2%
White	48.5%
Two or More Races	5.3%
Socioeconomically Disadvantaged	25.8%
English Learners	2.9%
Students with Disabilities	9.2%
Foster Youth	.5%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17
With Full Credential	30	37	34
Without Full Credential	4	3	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

Year and month in which the data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2012	Yes	0
Mathematics	2012	Yes	0
Science	2012	Yes	0
History-Social Science	2012	Yes	0
Foreign Language	2012	Yes	0
Health	2012	Yes	0
Visual and Performing Arts	2012	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0*

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

* Science Lab equipment sufficiency is per school, not per pupil.

School Facility Conditions and Planned Improvements

NWC provides a school facility that ensures basic safety and security of all students and staff. NWC staff makes every effort to maintain safe, clean and attractive facilities that support the teaching and learning process. NWC custodians maintain all classrooms, restrooms and other campus areas daily. Students, parents and staff are proud of NWC and work together to keep the school buildings tidy and well maintained.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report January 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		LAUSD		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/Literacy (grades 3-8 and 11)	70%	71%	33%	39%	44%	48%
Mathematics (grades 3-8 and 11)	70%	50%	25%	28%	33%	36%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Six through Eight and Grade Eleven (School Year 2015–16)

ELA – Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	151	96.8%	65.6%
Male	92	90	97.8%	55.6%
Female	64	61	95.3%	80.3%
Black or African American	11	10	90.9%	50.0%
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	71.4%
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.0%	48.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	78	95.1%	74.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	39.5%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	152	150	98.7%	66.0%
Male	79	77	97.5%	55.8%
Female	73	73	100.0%	76.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	34.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.0%	52.3%
English Learners	--	--	--	--
Students with Disabilities	18	18	100.0%	44.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	146	89.0%	67.8%
Male	96	81	84.4%	63.0%
Female	68	65	95.6%	73.9%
Black or African American	15	14	93.3%	78.6%
American Indian or Alaska Native	13	11	84.6%	90.9%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	34	94.4%	44.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	69	86.3%	75.4%
Two or More Races	11	9	81.8%	66.7%
Socioeconomically Disadvantaged	36	36	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	15	13	86.7%	15.4
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	98	98.0%	90.8%
Male	42	41	97.6%	87.8%
Female	58	57	98.3%	93.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	14	87.5%	100.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100.0%	90.0%
Two or More Races	18	18	100.0%	94.4%
Socioeconomically Disadvantaged	17	17	100.0%	88.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Six through Eight and Grade Eleven (School Year 2015–16)

Mathematics – Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	151	96.8%	47.0%
Male	92	90	97.8%	43.3%
Female	64	61	95.3%	52.5%
Black or African American	11	10	90.9%	10.0%
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	57.1%
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.0%	27.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	78	95.1%	59.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	20.9%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	152	150	98.7%	58.7%
Male	79	77	97.5%	61.0%
Female	73	73	100.0%	56.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	31.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	41.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.0%	38.6%
English Learners	--	--	--	--
Students with Disabilities	18	18	100.0%	38.9%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	147	89.6%	34.0%
Male	96	81	84.4%	35.8%
Female	68	66	97.1%	31.8%
Black or African American	15	14	93.3%	21.4%
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.3%	66.7%
Filipino	--	--	--	--
Hispanic or Latino	36	34	94.4%	14.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	69	86.3%	43.5%
Two or More Races	11	9	81.8%	22.2%
Socioeconomically Disadvantaged	36	36	100.0%	11.1%
English Learners	--	--	--	--
Students with Disabilities	15	13	86.7%	7.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	97	97.0%	63.9%
Male	42	41	97.6%	68.3%
Female	58	56	96.6%	60.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	14	87.5%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100.0%	76.0%
Two or More Races	18	17	94.4%	70.6%
Socioeconomically Disadvantaged	17	17	100.0%	64.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			LAUSD			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Science (grades 5, 8, and 10)	70.0%	72.0%	74.0%	50%	46%	46%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015–16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	266	246	92.5%	73.6%
Male	149	133	89.3%	76.7%
Female	117	113	96.6%	69.9%
Black or African American	18	16	88.9%	68.8%
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.3%	85.7%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	65	63	96.9%	57.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	135	123	91.1%	81.3%
Two or More Races	18	15	83.3%	80.0%
Socioeconomically Disadvantaged	56	56	100.0%	62.5%
English Learners	--	--	--	--
Students with Disabilities	27	24	88.9%	41.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015–16 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	73

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015–16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.8	30.9	24.8
9	12.2	35.7	38.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

New West is based on the premise that close, strong, on –going collaboration between parents and educators is the single most important determinant of student success. Accordingly, New West expects a high level of parental involvement as an integral part of the school’s educational program, including a Home School Agreement that encourages, but not mandates, 16 hours of volunteerism per family per year. New West Parents provide over 5,000 hours of volunteer service throughout the school year.

State Priority: Pupil Engagement

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

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

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

Indicator	School			LAUSD			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	0	0	0	17.2	17.4	16.7	11.4	11.5	10.7
Graduation Rate	N/A*	N/A*	N/A*	68	70.20	72.2	80.4	81	82.3

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	LAUSD	State
All Students	N/A*	51.7	43.4
Black or African American	N/A*	46.4	32.7
American Indian or Alaska Native	N/A*	53	30.4
Asian	N/A*	71.3	71.8
Filipino	N/A*	64.4	60
Hispanic or Latino	N/A*	49.8	34.6
Native Hawaiian or Pacific Islander	N/A*	44.2	34.7
White	N/A*	57.9	49.7
Two or More Races	N/A*	59.1	49.3
Socioeconomically Disadvantaged	N/A*	51.3	34.1
English Learners	N/A*	20.9	9.2
Students with Disabilities	N/A*	N/A	N/A
Foster Youth	N/A*	N/A	N/A

*NWC first graduating class was in 2016.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			LAUSD			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.5	2.3	1.8	0.8	0.6	0.6	4.8	3.8	TBD
Expulsions	0	.1	.4	.05	.01	TBD	.1	.1	TBD

School Safety Plan (School Year 2016-17)

Students at New West Charter School enjoy a safe and orderly climate that is conducive to teaching and learning. NWC has a comprehensive school safety plan that was developed by school administrators. The plan is reviewed annually and copies of the school emergency procedures are located in each classroom and in the main office. The NWC school safety plan outlines evacuation procedures and delineates staff members responsible for rescue, first aid, and student management. Fire and emergency drills are conducted regularly at various times throughout the school day. Safety supplies such as comprehensive search and rescue materials and first aid kits are located throughout the campus. The safety of all students is monitored daily by the principal, the assistant director, the vice principal and office staff.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	LAUSD
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	27	3	12	2	23	8	11	9	26	3	21	4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	2	4	1	23	12	11	4	28	10	11	1
Mathematics	29	1	3	1	24	11	12	3	30	4	13	1
Science	27	4	9	3	25	7	12	5	26	10	8	0
Social Science	29	0	4	2	26	7	8	4	26	6	11	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015–16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	1-290
Counselor (Social/Behavioral or Career Development)	1 (2x 0.5)	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,136.59	\$2,689.01	\$6,447.58	\$51,583.76
LAUSD	N/A	N/A	\$6,447.58	\$72,459.00
Percent Difference – School Site and District	N/A	N/A	0%	-29%
State	N/A	N/A	\$5,677.00	\$75,837.00
Percent Difference – School Site and State	N/A	N/A	14%	-32%

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

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org> (Outside Source).

Types of Services Funded (Fiscal Year 2015–16)

New West Charter School (NWC) is a West Los Angeles-based charter school serving grades 6-12. The student body comes from over 50 + zip codes with varying levels of need. The educational funds New West received from government sources are spent entirely on their high-achieving educational programs. Despite limited state funding, New West effectively provides a high quality rigorous academic program, extensive elective opportunities and an after school program for all interested students.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,758	\$45,092
Mid-Range Teacher Salary	\$57,607	\$71,627
Highest Teacher Salary	\$65,659	\$93,288
Average Principal Salary (Elementary)	N/A	\$115,631
Average Principal Salary (Middle)	\$86,000	\$120,915
Average Principal Salary (High)	\$86,000	\$132,029
Superintendent Salary	N/A	\$249,537
Percent of Budget for Teacher Salaries	31.33%	37.0%
Percent of Budget for Administrative Salaries	5.47%	5.0%

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

Advanced Placement (AP) Courses (School Year 2015–16)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0*	N/A*
English	0*	N/A*
Fine and Performing Arts	0*	N/A*
Foreign Language	0*	N/A*
Mathematics	0*	N/A*
Science	0*	N/A*
Social Science	0*	N/A*
All Courses	0*	N/A*

Note: Cells with N/A values do not require data. Where there are student course enrollments of at least one student.

***New West does not offer Advanced Placement classes.**

Professional Development

NWCS recognizes the importance of offering high quality staff development opportunities for all personnel. NWCS provides ten contractual staff development days for all teachers. Throughout the academic year, professional development activities focus on student achievement by providing staff with the opportunities to learn skills and strategies they can implement that will facilitate the all students achieving high academic standards. NWCS identifies funds to provide professional growth, teachers and staff have opportunities to attend conferences participate in workshops, and observe other teachers. Staff development opportunities are provided both during the school day and outside school hours. In summary:

Each teacher at NWCS participates in:

- Regular meetings, 45 minutes per day, without students, for collaboration and program development
- Weekly student/faculty team meetings / department head meetings
- Bi-Weekly all-staff meetings
- Various professional development workshops throughout the year
- 5+ day teacher preparation session in August before the opening of school
- Various day-long professional development sessions throughout the year