

N.E.W. Academy of Science and Arts 2026 Local Indicators Report



What are Local Indicators?

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
- Coordination of Services for Foster Youth (Priority 10, for COEs only)

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). Further, progress in local indicators can inform technical assistance provided through the Differentiated Assistance process.

LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	17.0	58.8%	0.0%	0.0%	41.2%	0.0%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

LCFF Priority 2: Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Rate the LEA's progress in **providing professional learning** for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Other Adopted Academic Standards

4. Rate the LEA's progress in implementing each of the following academic standards adopted by the state board for all students.

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X

Activities	1	2	3	4	5
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

LCFF Priority 3: Parental Involvement and Family Engagement

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number that best indicates the LEA’s current stage of implementation for each practice in each section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

At N.E.W. Academy of Science and Arts (NASA), we communicate with our families through newsletters, phone calls, meetings, and platforms such as

ParentSquare and ClassDojo. All communications are in both English and Spanish. We have parent representation in our ELAC and School Site Council meetings that are held every month. There is opportunity for 2 way communications through regular committee meetings, conferences, workshops, coffee with the principal, and monthly parent meetings. NASA also has a parent liaison who is available to parents and communicates family needs to administration.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

NASA has very strong relationships between staff and families. We will continue to focus on building capacity with staff regarding online platforms, assessments and curriculum. We are working closely with families to help them understand educational systems within the United States. We want to help families to understand dual language programs and the importance of their heritage. We are also incorporating our parents into our safety plan.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

NASA staff will actively reach out to families who are not able to participate in on campus events in order to build relationships. We hired an attendance clerk who is engaging actively with families in order to improve outcomes. We continue to hold events through Zoom for families who cannot make it to campus.

Section 2: Building Partnerships for Student Outcomes

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

N.E.W. Academy of Science and Arts provides professional development in a variety of subjects related to improving student outcomes. Our parent liaison and administration work together to provide parents with workshops on a variety of topics that support student learning at home. Subjects also include legal subjects and ways in which parents can advocate for children. Teachers have opportunities to meet with parents during trimester conferences as well as monthly parent meetings. NASA has a support staff called the Student Academic Support Team. The team meets regularly to address student needs and how to improve student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We will continue to focus on school security, as it is a priority for our families and community members. We will also work on providing more playground equipment for students.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

NASA plans to improve communication with underrepresented families by seeking interpreters of Indigenous languages so that we can engage those families better. We also want to continue to identify homeless families through the work of our Parent Advocate and Attendance Clerk. We have been regularly reaching out to families with students who struggle with attendance.

Section 3: Seeking Input for Decision-Making

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly

describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

N.E.W. Academy of Science and Arts (NASA) works at building the capacity of all educational partners in supporting engagement of families in advisory groups and with decision-making. NASA does this through school based committees such as the School Site Council (SSC) and English Language Advisory Committee (ELAC). Additionally, all educational partners have the opportunity to engage in these processes and work together to plan, design, implement and increase active participation in meetings related to developing the Local Control Accountability Plan (LCAP).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

NASA will continue to focus on creating hybrid meetings for working parents. Many come on campus for meetings, and others prefer to meet via Zoom. Also we will continue to provide both online and hard copy options for family surveys.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To meet the needs of parents who are not as vocal, we take measures such as individual meeting time during Coffee with the principal. We also give families many opportunities to complete surveys or discuss issues via online messaging. In addition, we have an open door policy with our parents. We are also transitioning to an online system for phones that will give families more access.

LCFF Priority 6: School Climate

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Our students responded positively to survey measures related to safety and school connectedness. 91% of students responded that they always feel safe and 95% of students reported that adults always care about students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

N.E.W. Academy of Science and Arts plans to engage the Student Council in discussions related to school climate and school safety.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Not applicable

LCFF Priority 7: Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

We are a TK-5 charter school. All classrooms are self-contained classrooms. Teachers cover English, Mathematics, Social Sciences, Science, Visual & Performing Arts, Health, Physical Education, and technology. Locally selected tools used to measure access to and enroll in a broad course of study are: School Information System, the School Accountability Plan (SARC), and our Local Control Accountability Plan (Teachers submit weekly lesson plans that detail the broad course of study. We also use local assessments to track students in all subject areas.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

At N.E.W. Academy of Science and Arts, all students (English Learners, Special Ed., Gate, ...etc.) have access to a broad course of study within a self-contained classroom. We have a Language Academy which is a dual language type program (Spanish and English). These students have access to instruction in both English and Spanish in the subject areas. We have a large English Learner population and all receive integrated and designated ELD. We have beginning, middle, and end of the year assessments to ensure progress and access to a broad course of study. We have also hired a teacher that will work with GATE students this year.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

We have worked on and have improved in recruiting teachers with adequate certification to teach Spanish in our Language Academy. We currently have teachers who are in the process of receiving their bilingual authorization.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

We continue to encourage teachers to enroll in training and professional development related to teaching in a dual language program like the one we have at NASA. NASA also continues to sponsor staff training related to a broad course of study. We are currently working with the Center for Equity for English

Learners (CEEL). CEEL is involved in coaching teachers, providing professional development, and supporting our ELAC/CELAC through training parents to be active participants.