



Creating Global Citizens

# NORTON SCIENCE & LANGUAGE ACADEMY

A Lewis Center School, TK-12



230 S. Waterman Ave., San Bernardino, CA 92408  
WASC Full Self-Study, March 3rd-5th, 2025

WEBSITE: [NSLA.LEWISCENTER.ORG](http://NSLA.LEWISCENTER.ORG)



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# Preface

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Norton Science and Language Academy (NSLA) 's faculty and staff welcome you to our school. We look forward to showing you all the incredible things happening at NSLA. Our unique, successful charter school educates students from Transitional Kindergarten to Twelfth grade. It's a rare opportunity for a school to watch students enter a school at either TK or Kindergarten and then graduate 13 years later. The 2024-2025 school year will produce our first graduating class. Thank you for taking the time to visit our school. We welcome your insights and recommendations.

The WASC accreditation self-study process at NSLA commenced in the spring of the 2023-2024 school year. To support this effort, Professional Learning Communities (PLCs) were prioritized through early-release Wednesdays, providing dedicated time for collaboration. During these sessions, WASC-related information and data were collected and documented in shared Google Docs, ensuring easy access and efficient collaboration. The outcomes of this collective effort are presented in the following self-study.

# Chapter I: Progress Report

## Reflection, Analysis on Progress, Support Evidence, and Impact on Student Learning for Action Plan Sections or Goals

Since Norton Science and Language Academy's (NSLA) 2019 full self-study and the 2022 mid-cycle report, the following changes and developments have been identified as the most significant for NSLA.

### Enrollment

#### [Enrollment & Wait List](#)

Norton has experienced steady annual enrollment growth since the last full self-study, accompanied by a continuously growing waiting list for the first time in Norton's history. This surge is primarily driven by the high school expansion that began in the fall of 2021, with the addition of one grade level each subsequent year. By 2024, Norton completed its expansion through 12th grade and is eagerly anticipating its first graduating class in June 2025. Additionally, in the 2022-2023 school year, a second Transitional Kindergarten (TK) class with 24 students was introduced, further boosting enrollment numbers.

### Capturing Kids Hearts (CKH)

Recognizing the critical role that student relationships play in academic success, Norton began training staff in *Capturing Kids' Hearts* (CKH) in 2022. This relationship-building program equips educators with tools to foster meaningful connections with students while promoting open communication, trust, and mutual respect. In classrooms, this approach is evident through practices such as social contracts—behavior agreements collaboratively developed by teachers and students—along with intentional engagement strategies like greeting students at the start of class to affirm and welcome them. Additionally, non-verbal hand signals are used to reinforce the social contract and maintain a positive classroom culture. The overarching goal of CKH is to enhance student engagement, improve behavior, boost academic performance, and create a supportive classroom environment that meets students' emotional and social needs.

### Worldwide Connections

NSLA's dynamic global partnerships provide students with unique opportunities for an exchange of cultures and formulating a deeper understanding of the world around them.

- **Chile Student Exchange Program** - In partnership with Chile's Colegio Concepción, NSLA fosters cross-cultural and scientific exchange through a student program. Since 2019, the Chile Club has supported these immersive experiences, strengthening collaboration between students in California and Chile.
- **Noche de las Estrellas** - NSLA hosts the annual *Noche de las Estrellas* (Night of the Stars) in collaboration with NASA scientists and the Mexican Space Agency, serving as the only U.S. site for this international event. The celebration unites scientists, students, and families for astronomy and cultural exchange.
- **Taiwan Educational Partnership** - NSLA, alongside the Lewis Center for Educational Research (LCER) and San Bernardino County Superintendent of Schools (SBCSS), has developed a partnership with schools in Taiwan following a 2022 meeting with the Ministry of Education in Taoyuan. NSLA participates annually in a 5th-grade pen pal project and has hosted two Taiwanese delegations. Through SBCSS's Global Connections department, NSLA continues to collaborate with the Taipei Economic and Cultural Center to promote educational exchange.

### **Science Expansion Schoolwide**

NSLA offers robust STEM opportunities across all grade levels to inspire curiosity, develop critical skills, and prepare students for future careers.

For elementary students, weekly STEM enrichment classes introduce science, technology, engineering, and mathematics concepts, while a new after-school robotics program, in partnership with Enchanted Learning, LLC, begins in 2024-2025 to deepen hands-on learning in robotics and problem-solving.

Secondary students benefit from diverse STEM courses, including AP Computer Science A and Principles, a strong math sequence (Integrated Math I-III and Precalculus), and Honors Biology and Chemistry. Cross-curricular opportunities, such as ELA integrating Space Science and high school students teaching computer science to 5th graders, further enhance learning.

The creation of the STEM Education Coordinator role in 2021 expanded STEM initiatives, supporting cross-age teaching and inspiring future STEM careers. Programs like STEM Quest are being restructured to align science fair expectations, while future plans include summer intersession space camps and career exploration programs.

NSLA's innovative offerings include an eSports program fostering teamwork and strategic thinking, along with a cybersecurity apprenticeship program in partnership with Tomorrow's Talent. Additionally, NSLA is among fewer than 150 schools nationwide piloting AP Career Kickstart courses in Cybersecurity, preparing students for industry-recognized certifications like CompTIA Network+.

Through rigorous academics, hands-on programs, and real-world applications, NSLA empowers students to excel in STEM fields, fostering a generation of innovators ready to tackle the challenges of tomorrow.

### **AVID**

In the 2023-2024 school year, NSLA launched the Advancement Via Individual Determination (AVID) program for middle school students, expanding to include 9th grade in 2024-2025, with plans for full implementation across all middle and high school grades.

NSLA aims to achieve AVID certification by Spring 2025, reflecting its commitment to a school-wide program that supports student success. This certification will validate the school's efforts over the past two years, with AVID representatives providing annual reviews and ongoing support to meet the needs of NSLA's diverse student body.

AVID's impact at NSLA includes increased student achievement, higher graduation rates, and improved college acceptance rates. It fosters a positive school culture centered on academic rigor and student engagement, ensuring long-term success for students and the school as a whole.

### **Student Support Services**

As part of NSLA's Multi-Tiered Systems of Support (MTSS), elementary students receive Tier 2 and Tier 3 interventions through the Rocket Lab, led by an Elementary Teacher on Assignment and supported by four bilingual paraprofessionals. Each school year, the Rocket Lab conducts 3-4 intervention cycles, each lasting 8-10 weeks and including a pre-test, mid-cycle check, and post-test.

Teachers analyze summative data with grade-level teams to identify students needing additional support after Tier 1 and Tier 2 in-class interventions. Together, they collaborate with the Rocket Lab team to establish learning targets and set SMART goals. The Rocket Lab delivers research-based, multi-modality instruction to address individual needs. Past results show 85% of students meet their goals, while those requiring further assistance continue with Tier 3 support. Data is monitored throughout the cycle and reviewed by the MTSS team to determine if additional supports, such as counseling, behavior, or attendance interventions, are needed.

NSLA also provides targeted middle and high school intervention courses to support academic growth:

- Study Skills courses enhance reading comprehension and writing abilities through personalized strategies, fostering confident communicators.
- Math Success courses strengthen foundational math skills, problem-solving, and overall confidence, bridging learning gaps for future success.
- ELD Homeroom supports English Learners in developing essential language skills—reading, writing, speaking, and listening—so they can access grade-level content and achieve academic progress.

Through these interventions, NSLA ensures that all students receive the personalized support needed to overcome challenges and thrive academically.

### **VAPA (Visual and Performing Arts)**

NSLA provides elementary students with daily music rotations, introducing fundamental elements of music and instruments to build a strong foundation for the performing arts. Beginning in the 2024-2025 school year, NSLA partnered with Enchanted Education, LLC to offer after-school STEM learning opportunities. This program empowers students to explore visual and performing arts, including painting, sculpting, acting, dancing, and music, fostering creativity and self-expression.

At the middle and high school levels, NSLA's robust Visual and Performing Arts program offers courses such as Mariachi, Vocal Performance, Music Appreciation, and Art, enriching students' artistic experiences while promoting critical thinking and creativity.

- Mariachi immerses students in the cultural traditions of Mexican music, teaching instruments, and vocal techniques while fostering cultural pride and potential career pathways.
- Vocal Performance develops students' vocal skills and stage presence through genres like pop, rock, contemporary, and musical theater, enhancing both technique and artistry.
- Music Appreciation provides an overview of music history, theory, and analysis, helping students develop a critical ear and a deeper understanding of various musical styles.
- Art introduces students to artistic fundamentals, encouraging creativity, technical proficiency, and exploration of various media through hands-on projects.

NSLA's Visual and Performing Arts offerings inspire creativity, cultural understanding, and lifelong appreciation for the arts.



## Schoolwide Action Plan Update

The Schoolwide Action Plan is directly aligned with NSLA's [LCAP](#). Supporting data is reviewed annually through LCAP engagement opportunities. Locally, progress is also reviewed schoolwide through PLC and the Academic Leadership Team (ALT). Staff are able to discuss progress and reflect on ways to improve to meet growth targets.

Goal 1	Increase the percentage of students meeting Math and ELA Achievement Standards including all student groups.
Growth Target	<p>Growth targets over the next three years, 2019-2022, will be as follows:</p> <ul style="list-style-type: none"> <li>• Close the gap between the California State average and NSLA students meeting the Math Achievement and ELA Achievement Standards on the CAASPP <ul style="list-style-type: none"> <li>◦ 12% increase in the percentage of students meeting the Math Achievement Standards on the CAASPP</li> <li>◦ 12% increase in the percentage of students meeting the ELA Achievement Standards on the CAASPP</li> </ul> </li> <li>• STAR Math and Reading Norm-Referenced Assessments will show a 15% increase in proficiency, grades 3-8</li> <li>• End of Year Benchmarks will show an increase in the percentage of proficient students <ul style="list-style-type: none"> <li>◦ Math benchmarks will show an increase of proficient students by 15%</li> <li>◦ ELA benchmarks will show an increase of proficient students by 10%</li> </ul> </li> <li>• California Accountability Dashboard indicator for both Math and ELA math will increase, closing the gap towards standard level in all student groups</li> <li>• Students in grades K-2 will increase in reading proficiency by 10% as measured by the EDL assessment</li> </ul>
LCAP Goal #1	Improve student proficiency in core subject areas.
Evidence	<a href="#">CAASPP Results - CA Dashboard</a> <a href="#">Parsec Presentation Ready CAASPP Reports through '24</a> <a href="#">iReady Growth Report Multi-Year Comparison</a>

NSLA continues to grow its program through the 2024-2025 school year, producing its first graduating class. With this expansion, the school continues its successful intervention programs and has added required high school courses along with courses to help prepare students for life beyond their senior year. 2023-2024 saw the implementation of AVID (Advanced Via Individual Determination) in the middle school and moving to 9th grade in 2024-2025. As with any expansion, there are often challenges with growth especially in light of the pandemic. Six years ago, the self-study CAASPP results showed an upward trajectory in the areas of ELA and Math. As most school and state results have shown, it has been difficult to attain that momentum during the last three years since the pandemic. Results in both areas have seen stagnant results as measured through CAASPP and iReady, both verifiable data sources.

The most recent results in 2024 showed 28.2% proficiency in ELA and 15.3% proficiency in Math. Looking more closely at these results have helped inform program changes and better



allocate funds to support the greatest area of need. By grade in ELA, we noticed that grades 3 and 4, 22.4% and 15.79% consecutively, showed proficiency while grades 5-8, showed on average, 29% proficiency. 11th grade outperformed all other grades, achieving 54% proficiency. Factors affecting these results in the early grades are teacher retention and shortage of highly qualified teachers.

In reviewing Math results by grade, elementary grades show the highest proficiency levels while middle and high school grades show a steady decline. Teacher inconsistency in secondary, except for 6th grade, and the influx of new students has created some challenges. 2023-2024 saw the most significant increase in new enrollees for middle school, 9% 6th grade, 3.6% 7th grade, 5.1% 9th grade.

The iReady Suite of Assessments for reading and mathematics was purchased by the school in 2020, prior to the pandemic. Students were able to take the exam in person for the first time during the 2021-22 school year. By the end of the school year, students showed an overall proficiency level of 28% in reading, demonstrating there were some gaps due to missed learning opportunities. Moving forward to 2023-2024, students in grades 3-12 showed an overall proficiency level of 27% in reading by the end of the year. This stagnant movement aligns with the current CAASPP results over the last few years.

iReady Math results show similar patterns over the last few years. At the end of the 2021-22 school year, students showed an overall proficiency level of 16% in math. By the end of the 2023-2024 school year, 18.5% of students demonstrated proficiency. Again, there is an alignment between these results and the CAASPP results.

The 2023-2024 school year brought an increased focus on growth when looking at the iReady data for both subject areas. Students were highlighted after both the 2nd and 3rd diagnostic, celebrating their growth. We noticed that students began to try harder when approaching the next diagnostic and were eager to make growth. While this approach did not bring the end of year results we'd like to see, we did see a difference in the attitude of the exam and hope that in moving forward, we'll see the desire to improve carry over to the final results. By the end of the 2023-2024 school year, 58% of students reached their Annual Typical Growth in Reading and 62% reached their Annual Typical Growth in Math.

Goal 2	Increase STEAM implementation across all grade levels.
Growth Target	<p>Growth targets over the next three years, 2019-2022, will be as follows:</p> <ul style="list-style-type: none"> <li>● All students will have NGSS aligned curriculum</li> <li>● Close the gap between the California State average and NSLA students meeting the Math Achievement and ELA Achievement Standards on the CAASPP <ul style="list-style-type: none"> <li>○ 12% increase in the percentage of students meeting the Math Achievement Standards on the CAASPP</li> <li>○ 12% increase in the percentage of students meeting the ELA Achievement Standards on the CAASPP</li> </ul> </li> <li>● STAR Math and Reading Norm-Referenced Assessments will show a 15% increase in grades 3-8</li> <li>● End of Year Benchmarks will show an increase in the percentage of proficiency students <ul style="list-style-type: none"> <li>○ Math benchmarks will show an increase of proficient students by 15%</li> <li>○ ELA benchmarks will show an increase of proficient students by 10%</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>California Accountability Dashboard indicator for both Math and ELA math will increase, closing the gap towards standard level</li> </ul>
LCAP Goal #1	Improve student proficiency in core subject areas.
Evidence	<a href="#">CAST Longitudinal Analysis</a> <a href="#">CAASPP Results - CA Dashboard</a> <a href="#">Parsec Presentation Ready CAASPP Reports through '24</a> <a href="#">iReady Growth Report Multi-Year Comparison</a> <a href="#">Science Curriculum List</a>

All curriculum is NGSS aligned and California State adopted. The school has identified the need for an additional Science course to meet the graduation requirements set by Norton for a 3rd year of science. This is in addition to the a-g requirements for 2 years of science. Scores for the CAST (California Science Test) have been consistent over the past three years, 2019, 2022-2023 for our 5th and 8th graders. On average, students showed a 20% proficiency level. In 2024, 11th graders CAST results were introduced to Norton's state test results, now combining 5th, 8th, and 11th in the overall results. Upon further investigation, both 5th and 8th grade results also saw a decline.

Since the release of the CAST Interims in 2024, the science department has been working together to align interim administration, analysis of results, and inform practices. The middle school will be piloting NGSS aligned curriculum in the 2024-2025 school year.

Goal 3	Increase the percentage of students who meet the biliteracy achievement criteria by the end of 8th grade.
Growth Target	<ul style="list-style-type: none"> <li>Upon high school admission, promoting 8th graders will meet the requirements to enter into high school Spanish III or higher.</li> <li>At all three levels, students will make the following targets from initial baseline data: <ul style="list-style-type: none"> <li>Kindergarten will demonstrate 3% growth annually once baseline is established</li> <li>5th grade will demonstrate 5% growth annually once baseline is established</li> <li>8th grade will demonstrate 5% growth annually once baseline is established</li> </ul> </li> </ul>
LCAP Goal #1 Goal #2	Improve student proficiency in core subject areas. Expand and enhance dual language immersion and global language programs across all grade levels to promote bilingualism, biliteracy, and cross-cultural competence among students.
Evidence	<a href="#">Biliteracy Award and State Seal Requirements</a> <a href="#">Percentage of students qualifying for Biliteracy Award 2023-2024</a> 41% of 2024 8th Graders were able to enter advanced Spanish in 9th grade

With the expansion through high school and program changes, we have continued to adjust our qualifications for students to receive an Award of Biliteracy for grades Kindergarten, 5th grade, and 8th grade, and the State Seal of Biliteracy for graduating seniors. Students who were awarded the Pathway to Biliteracy award at the end of the 2023-2024 school year demonstrated that students in Kindergarten (65%), 5th grade (47%), and 8th grade (8%) achieved this award. 41% of 9th grade students for the 2024-2025 school year were able to enter high school advanced Spanish Language courses.

In 2023-2024, we partnered with Las Links, part of the Data Recognition Corporation, to assess our students in both English Language Arts and Spanish Language Arts to monitor progress and inform instruction.

Goal 4	Clearly define programs for student populations, specifically English learners and special education.
Growth Target	<ul style="list-style-type: none"> <li>2019-2020 Development of components for both plans to compile the initial draft of each plan</li> <li>2020-2021 Finalized plans reviewed and approved by all stakeholders</li> </ul>
LCAP Goal #1 Goal #2	<p>Improve student proficiency in core subject areas.</p> <p>Expand and enhance dual language immersion and global language programs across all grade levels to promote bilingualism, biliteracy, and cross-cultural competence among students.</p>
Evidence	<a href="#">English Learner Master Plan</a> <a href="#">Dual Immersion Instructional Minutes</a> <a href="#">AP Spanish 2024 Results</a>

In 2023, NSLA partnered with Dr. José Medina and Educational Solutions to deliver high-quality professional development on the C6 Biliteracy Instructional Framework, equipping teachers with research-based strategies and job-embedded coaching to support multilingual learners through practices such as translanguaging, bridging activities, and language and cultural objectives. Committed to ongoing development through 2026 and beyond, NSLA further strengthened its efforts in July 2024 when the ELD Teacher on Assignment and a secondary Special Education teacher completed SIOP (Sheltered Instruction Observation Protocol) trainer-of-trainers professional development. This research-based instructional model addresses the academic needs of English Language Learners, with the SIOP team continuing to support secondary teachers through professional learning opportunities.

The results of the 2024 AP Spanish Language and Culture examination were outstanding. Among the 16 students who took the exam, 15 scored 3 or higher, including two students who achieved the top score of 5. Despite the relatively small sample size, these outcomes significantly exceed both the California state average and the global average pass rates. At NSLA, 93.8% of students earned a score of 3 or higher, compared to 84.9% statewide and 82.0% globally. Additionally, 27% of our 12th-grade students are on track to earn the prestigious State Seal of Biliteracy.

Goal 5	Expand school to TK-12.
Growth	<ul style="list-style-type: none"> <li>2021-2022: Grade level expansion beginning in 6-9th grade</li> </ul>

Target	<ul style="list-style-type: none"> <li>2022-2025: Traditional grade level growth each consecutive year with Class of 2025 as the first graduating senior class.</li> </ul>
LCAP Goal #1	Improve student proficiency in core subject areas.
Goal #2	Expand and enhance dual language immersion and global language programs across all grade levels to promote bilingualism, biliteracy, and cross-cultural competence among students.
Goal #3	Foster a welcoming and inclusive school culture that celebrates diversity, promotes equity, and ensures all students feel valued, respected, and supported.
Goal #4	Implement comprehensive strategies to ensure a safe and secure learning environment for all TK-12 students.
Evidence	<a href="#">Enrollment &amp; Wait List</a> <a href="#">Master Schedule</a>

Since our last full self-study, the vision of becoming a TK-12 school has come to fruition. In the 2021-2022 school year, we opened our new campus, welcoming over 1,042 students, including our first 9th-grade class. Each subsequent year, we've added a high school grade level, and now, for the 2024-2025 school year, we proudly present our first senior class. With an enrollment surpassing 1,200 students, our campus continues to thrive as we prepare for our first graduating class.

## Chapter II: Student/Community Profile and Supporting Data and Findings

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### School Profile

For over 16 years, Norton Science and Language Academy has served the San Bernardino City community by offering a dual immersion and world language educational experience for its students. The introduction provides a brief background on the school and self-study process. Chapter 3, Category A, provides a more detailed description of the school's mission, vision, and schoolwide learner goals.

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### Staff Description

Currently, NSLA employs 64 certificated staff, 58 classified staff, and 39 substitutes. Both credentialed and classified staff are predominantly Hispanic females. Student support services are met through the counseling department comprised of a full-time school psychologist, two school counselors, a counseling assistant, and a transition coordinator.

### Student Demographics

[SARC 2023-2024](#)

[Dataquest Enrollment by Ethnicity Multi-Year](#)

[Dataquest Enrollment by Subgroup Multi-Year](#)

[Current NSLA Enrollment and Waiting List](#)

### Enrollment

#### Data Trends:

- NSLA has seen an increase in enrollment over the past three years mostly due to the expansion of high school grades, from 1,042 in 2021-2022 to 1,200 in 2023-2024 school years. This continues to increase in 2024-2025 with a current enrollment of 1,242 as of December 2024.
- Our Hispanic population continues to steadily increase from 89.1% in 2021-2022 to 92.4% in 2023-2024
- Our Students with Disabilities continue to steadily increase, from 13.1% in 2021-2022 to 15.3% in 2023-2024
- NSLA has a healthy waiting list in the elementary grades, but other than 7th grade, there is no waiting list for middle/high school students and high school enrollment has available spaces

#### Analysis:

Enrollment at NSLA has stayed consistent throughout TK-8 and gradually grown annually with the addition of high school. In 2022-2023, we added an additional TK class and in the 2024-2025 school year, we saw our first year of full TK-12 enrollment.

The rise in the percentage of students with disabilities has increased services provided by the school. The following positions have been added over the last three years to support

students with disabilities.

- Full-time Psychologist
- Full-time Transition Coordinator
- Full-time SEL Counselor
- Full-time Academic Counselor
- Four full-time Education Specialists
- Four Paraprofessionals
- Second full-time Speech Pathologist
- Full-time SLPA

## Student Performance Data

[CAASPP-ELPAC Data](#)

[CAASPP Percentage Proficiency by Subgroup](#)

[Parsec Presentation Ready CAASPP Reports through '24](#)

[iReady Growth Report Multi-Year Comparison](#)

[iReady Reading Results](#)

[iReady Math Results](#)

[EL Enrollment Data](#)

[SLD Performance](#)

### **CAASPP Data - English Language Arts**

#### **Data Trends:**

- Overall ELA achievement increased 16.3 points moving the California Dashboard indicator from red to yellow
- The first year of 11th graders testing produced 54% proficiency in ELA
- Hispanic, Socioeconomically Economically Disadvantaged students, and English Learners made gains in ELA
- EL's increased CAASPP ELA proficiency by 12.2 points, moving the indicator from red to orange in 2024

### **CAASPP Data - Math**

#### **Data Trends:**

- Overall Math achievement maintained its position according to the California Dashboard indicator of red
- English Learners and Hispanic subgroups maintained their math proficiency whereas Socioeconomically Disadvantaged and Students with Disabilities both showed a decline
- Long-term English Learners showed an increase of 26.2 points

#### **Analysis:**

2024 brought about some positive improvements in CAASPP ELA data with the overall increase in points. Students with Disabilities is the only subgroup who did not make improvements and is still way below the standard. Mathematics shows stagnant growth with the overall student population 102.2 points below standard, maintaining its status from 2023. Both Students with Disabilities and Socioeconomically Disadvantaged declined from 2023 while other groups maintained. It is clear that continued work needs to be done to assist in improving these scores.

## **iReady Data**

### **Data Trends:**

- 27% of students showed proficiency at year end in Reading with domains of Phonics, High Frequency Words, and Phonological Awareness showing excellent command of English reading while learning two languages
- 17% of students showed proficiency at year end in Math with domains of Measurement & Data and Number & Operations showing the most proficient
- Elementary grade levels showed the greatest proficiency in both areas at year end
- Grade 8 surpassed the Annual Typical Growth in ELA while Grade 5 came close at 95% in Math

### **Analysis:**

When reviewing the 2024 end-of-year results in iReady, they are closely aligned with the school's CAASPP results. Reading shows greater proficiency than Math. Careful review of iReady data throughout the year is a good indicator of how students will perform on the CAASPP. Domain areas assist in focusing instruction, planning professional development, and aligning resources.

## **English Learner Progress**

### **Data Trends:**

- NSLA enrolls a higher percentage of English Learners than the state (28.7% vs. 18.4%)
- NSLA enrolls a higher percentage of Initial Fluent English Proficient students than the state (5.4% vs. 4.6%)
- NSLA's 2022-2023 Dashboard Data shows English Learner Progress Indicator showed an increase of 10.2% with 46.9% of students making progress toward English Language proficiency
- In the last three years, over 10% of EL students have been reclassified
- EL's increased CAASPP ELA proficiency by 12.2 points, moving the indicator from Red to Orange in 2024

### **Analysis:**

As a school, we are consistently working to improve the education of our English Learners. As our school population continues to grow, our EL population has remained steady even with the increase in enrollment over the past few years. The higher enrollment of both EL students and IFEP students showcases the school's focus on attracting and supporting students with strong bilingual skills. Implementation of interventions, and integrated and designated EL supports is beginning to show improvement in the ELPAC and CAASPP.

## **Spanish Language Development (SLD)**

### **Data Trends:**

- In 2024, students in grade 5 showed 63% proficiency on Evaluación del Desarrollo de la Lectura 2 (EDL) which is the Spanish version of the verifiable Developmental Reading Assessment (DRA) reading assessment
- On the 2024 AP Spanish Language and Culture examination, of the 16 students who participated, 15 achieved scores of 3 or higher, with two students earning the highest score of 5
- SLD performance in grades 3-8 demonstrated that students scored best in Spanish speaking and lowest in Spanish writing and reading

### **Analysis:**



To measure our students' Spanish language proficiency and English language development, we implemented LAS Links through Data Recognition Company at the beginning of the 2023 school year. The initial implementation year was a trial to see how often and at what grade levels to administer the assessment. Upon reflection and analysis, we determined to restructure the testing for the 2024-2025 school year. For both SLD and ELD, we are measuring the four skill areas in each language, speaking, listening, writing, and speaking. Due to the amount of time needed for testing students, we determined that class time was the most valuable and assessing once during the year was enough. The results are used by teachers to improve instruction in both languages based on the skills assessed. Results from the fall of 2024 show that students in grades 3-8 (grades K-2 will be assessed in January) had strength in the areas of speaking and need support for reading and writing. This is similar to what we see in English in data from CAASPP and iReady.

### Attendance Data

[Lewis Center Attendance Policy](#)

[2023-24 Calpads Absentism Report](#)

[2023 September Attendance Summary](#)

[2024 September Attendance Summary](#)

[2024 August-December Attendance Summary](#)

#### Data Trends:

- The California Dashboard shows a Chronic Absenteeism rate of 23.4% in 2024
- With an increase in total enrollment from 1,179 in 2022-23 to 1,255 in 2023-24, the percentage of students attending school regularly (0%-5% absence rate) increased, rising from 517 to 523 students
- Comparing attendance in September 2023 (93.36%) and September 2024 (93.34%) shows consistency in the overall attendance

#### Analysis:

Absenteeism is a continuing concern post-Covid. The 2024 California Dashboard showed a 3% increase in chronic absenteeism from 2023, ending in a rate of 23.4%. Since 2022, we've seen chronic absenteeism above 20% for three consecutive years. 2024 was the first time we've been above the state's chronic absenteeism of 18.6%. Normal attendance rates are staying consistent at 94% as indicated by the first half of the 2024-2025 school year.

The school is committed to improving attendance by fostering a positive school culture and engaging families with incentives such as awards assemblies, class trophies, and activities. In 2023-2024, LCER also revamped the School Attendance Review Team ("SART") policies to increase monitoring and services for students who are chronically absent.

### Suspension and Expulsion Data

[2023-2024 Suspension Rates](#)

[2023-2024 Incident Count](#)

[California School Dashboard](#)

[YTD 2024-2025 Suspension Incidents](#)

**Data Trends:**

- 2024 suspensions decreased by 6% according to the school's suspension indicator on the dashboard
- The California Dashboard shows a Suspension Rate of 6.6% in 2024
- No student subgroups landed in red for the 1st time since post-Covid
- For the current year, 2024-2025, 20 suspendable offenses have occurred

**Analysis:**

To combat the increase in suspension post-Covid, we implemented an Academic Learning Center (ALC) as an option rather than suspension. Students have an area overseen by a classified staff member where they can quietly continue their school work and complete restorative lessons through Navigate 360. The current school year is showing improvement with only 20 suspendable offenses having occurred, half of last year's suspensions at this time.

**Major Preliminary Student Needs**

- We need to build enrollment in the high school
- Incentives are in place for attendance, but we need to further research methods to improve attendance
- We need to improve math proficiency across grade levels
- ELA areas of reading and writing need to improve

**Questions Raised through Analysis of Performance and Demographic Data**

- How can the school build up its enrollment in the high school?
- What are some further ways we can support families to improve attendance?
- What strategies can we put in place schoolwide to improve math proficiency?
- How can we keep the momentum of ELA proficiency continuing at all grade levels?
- How can we focus instruction to meet the reading and writing needs in both languages?
- How can we further engage families to support student academic success?

## Chapter III: WASC Criteria and Indicators

### Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

<p><b>A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:</b> The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.</p> <p><b>A1.2 Equity and Inclusion:</b> The vision and purpose of the school reflects a belief that all students can learn and achieve.</p> <p><b>A1.3 Development/Refinement of Vision and Purpose:</b> There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.</p> <p><b>A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:</b> There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.</p>	Evidence
<p>The Lewis Center for Educational Research (LCER) and NSLA regularly review the mission and vision statements. The LCER Board of Directors meets annually for strategic planning. This is a collaborative process with the Executive Team (composed of the CEO, Director of HR, Director of Finance, Director of IT, Director of Student Support Services, and School Principals) to review the current plan to ensure that LCER/NSLA's mission, vision, and goals support and align with the needs of each school's LCAPs and current goals.</p> <p>The 2024 Lewis Center Strategic Plan emphasizes student success as evidenced by improvements in student mastery, improved Social Emotional Learning (SEL) supports, a stronger TK-12 STEM strand, and a focus on building global citizenship competencies. These objectives support diversity, equity, inclusion, and a belief that students can learn and succeed. This emphasis was determined based on student, staff, and family surveys, Board S.W.O.T. analysis, NSLA Family Voices feedback, internal assessment data, and the California State Dashboard. The final <a href="#">LCER Strategic Plan</a> was adopted by the Board on September 16, 2024 and is posted on the <a href="#">LCER website</a>.</p> <p>To ensure that all community partners remain focused on these organizational goals, the CEO reports progress at the monthly board meetings and quarterly all-staff meetings. To increase alignment, progress monitoring, and accountability at all levels, the principals sit on the LCER Executive Team and participate in board meetings and strategic planning sessions. The CEO and other Executive Team members also attend parent engagement forums throughout the year such as Family Voices and Cafecito so that they are connected to the school community's needs. Parent forums are also live-streamed and recorded for greater community access.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lewis Center Strategic Plan (2024-2029)</a></li> <li>• <a href="#">NSLA LCAP</a></li> <li>• <a href="#">NSLA SSC/ELAC Agendas</a></li> <li>• <a href="#">LCER Board Packets</a></li> <li>• <a href="#">LCER Board Minutes</a></li> <li>• <a href="#">NSLA Website</a></li> <li>• <a href="#">LCER Website</a></li> <li>• <a href="#">NSLA Parent/Student Handbook</a></li> </ul>

NSLA's school-specific mission, vision, and goals are developed by the Professional Learning Community (PLC). They are intentionally aligned with organizational goals and the LCAP. They are reviewed annually by the Curriculum, Instruction, and Assessment Team (CIA) and the Academic Leadership Team (ALT) to ensure that they remain relevant to current needs. NSLA's Mission and Vision are displayed in classrooms, offices, and common areas. They are also included in all school plans, the Parent/Student Handbook, and shared during Back to School Nights and new family orientations.

NSLA's School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet monthly to discuss and make recommendations regarding designated federal and state funding allocations and school planning priorities. Priorities are identified using multiple sources of student achievement data and parent, teacher, and student input. These objectives continue to be addressed in NSLA's LCAP, WASC Action Plan, [Educator Effectiveness Plan](#), and [Elementary and Secondary Emergency Relief Funds \(ESSER\) plans](#) until they are accomplished.

To increase stakeholder/community partner engagement and build structures to integrate that feedback into ongoing strategic planning, NSLA has partnered with Parsec Education and World Savvy. Parsec Education provides guided support for administration and instructional staff to analyze and disaggregate assessment data to determine the effectiveness of specific instructional strategies and identify areas for improvement. In addition, Parsec offers a platform, Parsec Real, that allows staff, students, and families to share their feedback on specific questions in talk, text, or video format. These responses are analyzed by AI and the themes are provided to administration for analysis and planning. World Savvy has facilitated a series of listening sessions with stakeholder groups throughout 2024. The results of these sessions will be used to compile a Portrait of a NSLA Graduate. This portrait will set the collaborative vision and goals for all students who graduate from NSLA beginning with the first graduating class. NSLA intends to continue the work with these partners in the coming years.

**Summary Analysis:** Staff assessment of this indicator reveals that the school is effective in this area. The school has implemented practices that provide forums for the board to engage with staff, students, and families. School administration holds regularly scheduled meetings and open forums with staff, students, and families to guide NSLA's mission, vision, goals, and planning. Achieving strong parental participation in surveys, parent forums, and Family Voices has been an ongoing challenge. To address this challenge, the school has partnered with Parsec Education and World Savvy to increase community partner participation in meetings and surveys where school planning and budget priorities are the focus. with staff, students, and families to guide NSLA's mission, vision, goals, and planning. Achieving strong parental participation in surveys, parent forums, and Family Voices has been an ongoing challenge. To address this challenge, the school has partnered with Parsec Education and World Savvy to increase community partner participation in meetings and surveys where school planning and budget priorities are the focus.

<b>A2.1 Relationship Between the Governing Board and the School:</b> The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.	<b>Evidence</b>
<p>The mission of the Lewis Center for Educational Research (LCER) is to ensure student success in a global society through data-driven and research-based schools and programs that are safe, innovative, and culturally inclusive.</p> <p>The Board Chair and CEO map out the annual board agenda topics to ensure that presentations include data regarding student achievement, school culture, and support services (SEL, counseling, wellness) to guide the board's work. Each board meeting also includes a presentation from the principal and student ambassadors focused on school and student highlights. Additionally, the CEO submits a written monthly progress report on the board goals are focused on student achievement and preparing students for college and career readiness (see Board Goal 1 in the Lewis Center Strategic Plan).</p> <p>During the annual strategic planning, the LCER Board and Executive Team review the current strategic plan to ensure that LCER's mission, vision, and goals support and align with the needs of each school's LCAPs and current goals. The strategic planning team conducts a SWOT analysis and uses the most current survey, dashboard, and assessment data to guide the planning process. The current <a href="#">LCER Strategic Plan</a> was adopted by the Board on September 16, 2024 and is posted on the <a href="#">LCER website</a>.</p> <p>The LCER Board and Executive Team participate in annual Brown Act, Conflict of Interest, and governance training. Board members are also invited to attend the governance portion of the Charter School Development Center (CSDC) conference. This ongoing professional development aims to ensure that board members and administration have a clear understanding of their fiduciary duties, are abreast of legal updates, and understand the difference between management and governance.</p> <p>The LCER Board is composed of up to 9 directors. According to the bylaws, up to four of the directors may be parents of current students. The goal is to balance the parent ratio evenly between the two schools. Currently, one current and one former NSLA parent is serving on the LCER Board. NSLA's charter authorizer, San Bernardino County Superintendent of Schools (SBCSS), also has the authority to appoint one director to assist with oversight, collaboration, and transparency. However, they have chosen not to do so and have instead dedicated a staff member to attend all board meetings. All board members are encouraged to support school activities.</p> <p>The Board and Executive Team work closely together to develop policies and practices that promote student achievement and ensure fiscal and legal adherence. Whenever possible, Executive Team members will seek</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lewis Center Strategic Plan (2024-2029)</a></li> <li>• <a href="#">LCER Board Planning Calendar</a></li> <li>• <a href="#">NSLA LCAP</a></li> <li>• <a href="#">LCER Board Packets</a></li> <li>• <a href="#">LCER Board Minutes</a></li> <li>• <a href="#">NSLA Website</a></li> <li>• <a href="#">LCER Website</a></li> </ul>

<p>staff and/or community partner feedback before policy or guidance adoption. An example is the LCER School Uniform Policy. The revision process considered staff, student, and parent survey results, Academic Leadership Team input, and public hearing feedback before adoption and implementation.</p> <p>To encourage broader participation, monthly board meetings are hosted at each Lewis Center school campus. Since the pandemic, the meetings also continue to be livestreamed. Public comments may be submitted digitally or in person at either campus. The time of board meetings was also adjusted to 4:30 pm to be more convenient for staff and parents to attend. The board agenda and link to the livestream are sent to all families via Infinite Campus and emailed to staff before each meeting. These changes have increased community partner engagement in board meetings.</p> <p><b>Summary Analysis:</b> Staff assessment of this indicator reveals that NSLA is effective in this area. Practices have been implemented to increase communication between community partners and the board and to increase engagement in board meetings. The collaborative strategic planning process has now become a standard practice and continues to drive board decisions, initiatives, and expectations. The Board and Executive Team continue to be committed to working together to support student learning and well-being.</p>	
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<p><b>A3.1 Broad-based and Collaborative:</b> The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.</p> <p><b>A3.2 Leadership Role in Accountability:</b> The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.</p> <p><b>A3.3 School Action Plan/SPSA Correlated to Student Learning:</b> The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.</p>	<p><b>Evidence</b></p>
<p>One of the most significant developments in the area of school improvement planning has been the expansion of student support services personnel at both the LCER and school site levels. In addition to the Coordinator of Assessments and Programs, LCER has added a Coordinator of Academic Support Services and a STEM Coordinator. These coordinators serve as direct liaisons between teachers and NSLA/LCER administration. This structure supports an organizational focus on assessment, instruction, data analysis, and professional development. Each of these areas is now explicitly tied to ongoing school planning. The Coordinators meet with school administration and teaching teams weekly to facilitate the analysis of assessment data and support instructional planning. Additionally, they lead the development of standards-aligned benchmark assessment development, facilitate curriculum adoption across grade levels, support student study teams (SSTs), and lead multi-tiered systems of support (MTSS).</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lewis Center Strategic Plan (2024-2029)</a></li> <li>• <a href="#">NSLA LCAP</a></li> <li>• <a href="#">LCER Board Packets</a></li> <li>• <a href="#">LCER Board Minutes</a></li> <li>• <a href="#">NSLA Website</a></li> <li>• <a href="#">LCER Website</a></li> </ul>



<p>Vertical teaming is a key component of the Professional Learning Community (PLC). The Academic Leadership Team (ALT) includes cross-grade level teacher representation partnering with administration and support staff and guides the schoolwide PLC. ALT members carry the work of the team out to the wider PLC in all aspects of school planning. Three of the four monthly Wednesday early release time frames are dedicated to PLC and targeted professional development time with the remaining day as a TK-12 staff meeting. This approach has resulted in a more authentic level of collaboration and a greater commitment of educational partners to the overall vision, mission, and goals of the NSLA.</p> <p>ALT also meets regularly to monitor progress through collecting and analyzing data. Some examples include attendance, failure rates, student attrition, discipline, benchmark exam results, and student and staff surveys. By systematically gathering and disaggregating these data points, areas of need have been identified, and goals have been established. As these goals are met, new areas of focus are continually identified through this process.</p> <p>After goals have been identified by the PLC, these are reflected in the LCAP. Annually the progress toward LCAP goals is carefully reviewed by NSLA/LCER administration, ALT, PLC, and the LCER Board. Progress is then presented to all staff during staff meetings, parents in open forums, and the board in open session. After the progress has been shared, each group plans accordingly for the next steps. As a charter school, the LCAP serves as the SPSA.</p> <p><b>Summary Analysis:</b> Staff assessment of this indicator reveals that the school is effective in this area. Practices have been implemented to increase communication between staff, students, and parents. Further progress has been made to ensure that the PLC is considering multiple data points when setting goals and action items. Obtaining significant and reliable data to guide decision-making in all areas while maintaining an efficient ratio between testing and instruction has been a challenge.</p>	
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<p><b>A4.1 Qualifications, Preparation, and Supervision of Staff:</b> The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</p> <p><b>A4.2 Professional Learning and Impact on Student Learning:</b> The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.</p> <p><b>A4.3 Communication and Understanding of School Policies and Procedures:</b> The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</p>	<p><b>Evidence</b></p>
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All employees employed by LCER must possess qualifications, knowledge, skills, abilities, and successful experiences in the job duties/responsibilities identified in the position. NSLA follows the LCER's hiring policies which include, but are not limited to, procedures for creating a position, posting, screening candidates, interviewing, selection, and hiring. Offers of employment are extended contingent upon successful completion of current fingerprinting and criminal background report and clearance through the Department of Justice and the Federal Bureau of Investigations as well as employment reference checks. Three references are required for an applicant to gain employment.

NSLA recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Non-instructional staff includes, but is not limited to, general and special education instructional assistants, campus safety officers, as well as, clerical, nursing, facilities, information technology, and food services.

NSLA believes that all employees play a key role in creating a successful learning environment and fulfilling NSLA's mission, vision, and goals. As such, NSLA will continue to recruit qualified employees and teachers through universities and major colleges, EDJOIN, and job fairs. Partnerships with local universities, including UC Riverside and California State University, San Bernardino are an essential part of NSLA's approach to employee recruitment.

The principals and administration of the school work with teachers to provide professional development opportunities, leadership, and mentoring to assist teachers in becoming highly qualified. Once hired, faculty and other staff are provided ongoing professional development opportunities. NSLA partners with the Riverside County Office of Education (RCOE) and the Center for Teacher Innovation Induction Program for its customized coaching and experiential approach in support of new teachers to help them clear their credentials.

Staff evaluations are ongoing. Supervisors conduct informal and walkthrough observations throughout the year. Formal evaluations are completed annually. Each evaluation includes individual goals for the coming year. In cases where a staff member requires additional support to fulfill their duties, additional measures are put in place such as a designated mentor, targeted professional development, and/or a performance improvement plan.

Ongoing professional development opportunities are provided along with weekly PLC time for teachers to work with peers to share ideas, enhance the curriculum, assess programs, and analyze student achievement. Teachers are given ongoing training to develop their skills in instruction. Professional Learning Community (PLC) meetings allow teachers to collaborate on grade-level and content standards, special education issues, career and college planning, etc. Many teachers also participate in off-site professional development such as attending trainings, conferences, and seminars relevant to their subject taught.

- [Lewis Center Strategic Plan \(2024-2029\)](#)
- [LCER Employee Handbook](#)
- [NSLA Parent/Student Handbook](#)
- [2025-2027 SBCSS NSLA Charter Draft](#)

NSLA has prioritized professional development that will impact student learning outcomes most. In 2023 NSLA partnered with Dr. Jose Medina and Educational Solutions to provide high-quality professional development on the C6 Biliteracy Instructional Framework. The Framework provided teachers with research-based strategies and job-embedded coaching focused on the success of multilingual learners, including translanguaging, bridging activities, and language and cultural objectives. NSLA is committed to continuing this professional development through 2026 and beyond.

In July of 2024, NSLA's ELD Teacher on Assignment and one of the secondary Special Education teachers attended SIOP (Sheltered Instruction Observation Protocol) trainer of trainers professional development. The SIOP model is a research-based method of instruction targeted toward meeting the academic needs of English Language Learners. The SIOP team continues to work with secondary teachers to provide professional learning opportunities.

Other key areas of professional development for NSLA staff currently include: Capturing Kids Hearts, AVID, Advanced Placement, and curriculum-aligned training (Benchmark, Orton Gillingham, Swun Math, etc.).

Organizational policies and procedures are updated regularly and revisions are made collaboratively. Those policies are first brought forward by the appropriate department requesting the change, i.e., the safety committee may bring forward an updated safety policy, then share with the ALT and school administration, Executive Team, and ultimately the full board. Board-approved changes are then communicated to all staff and relevant community partners. The Parent-Student handbook is provided to parents and students and updated annually. Major revisions to the Parent-Student Handbook occurred in the 2023-2024 school year. The current handbook is now better aligned with LCER Board Policies, NSLA Charter, and also includes mandated annual notices.

Staff is trained at the back-to-school all staff meeting on critical topics, such as mandated child abuse reporting and how to spot and report instances of harassment. All staff members regularly complete training pertaining to their responsibilities as mandated reporters. At various times throughout the year, staff participates in fire, earthquake, lockdown/violent intruder, and other emergency drills. To ensure the effectiveness of the training format, staff is invited to participate in reflective surveys.

**Summary Analysis:**

Staff assessment of this indicator reveals that the school is effective in this area. Practices have been implemented to ensure that NSLA's staff is highly qualified and high-performing. Significant professional development opportunities have been offered in the past six years. Also, a greater emphasis has been placed on ensuring that policies and practices have been carefully reviewed and updated. Future state budget constraints are likely to pose a challenge in continuing the robust approach to professional development and providing the same level of support staff in future years.

<p><b>A5.1 Resource Allocation Decisions:</b> School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.</p> <p><b>A5.2 Practices and Procedures:</b> Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.</p> <p><b>A5.3 Instructional Materials:</b> The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</p> <p><b>A5.4 Facilities Conducive to Learning:</b> The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.</p>	<p><b>Evidence</b></p>
<p>Budgeting is a collaborative process at the LCER that coincides with the development of the LCAP. Principals work closely with the Academic Leadership Team (ALT) to determine resource allocation priorities necessary and desired to meet academic and LCAP goals. This input is then shared with the Executive Team. The Executive Team holds several budget workshop sessions beginning each January to effectively plan for the next school year. Each budget manager is engaged in this process with the expectation that he/she is seeking continual feedback and input from his/her staff during the drafting process. After all initial departmental needs are placed in the budget, the Executive Team begins to place priority on items based on the impact and direct correlation to student learning. The stronger the correlation, the higher the priority. This information is also provided to the LCAP Development Team which includes additional staff members from LCER General Administration.</p> <p>Once the draft has been completed, the board holds a preliminary budget workshop. After the Governor's May Revision, the Board discusses the updated budget draft and LCAP goals in open session. The final budget and LCAP are approved each June. (Refer to the <a href="#">June 2024 Board Packet</a> for the current LCAP and Budget.)</p> <p>The principal proposes the annual school budget. The principal, in collaboration with the LCER Chief Business Official (CBO), creates a budget designed to support student learning results and address areas of critical academic need. The school budget is part of the overall LCER budget and is developed in tandem with the other entities that make up the LCER organization. It is important to note that all funds generated by NSLA students are allocated to NSLA. Back office services, such as General Administration, Facilities, Technology, and Finance, are covered by the management fees charged to each school of no more than 12.5% of the general budget.</p> <p>Once the budget has been developed and approved by the board, school leadership and staff are tasked with being good stewards of the resources. Ultimate decision-making authority lies with the principal and CBO, but each department has a budget that is determined at the beginning of the year based on needs. ALT Leads, with input from staff, submit purchase orders or check requests that are approved by the principal or designee.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lewis Center Strategic Plan (2024-2029)</a></li> <li>• <a href="#">NSLA LCAP</a></li> <li>• <a href="#">LCER Board Packets</a></li> <li>• <a href="#">LCER Board Minutes</a></li> <li>• <a href="#">LCER Board Policies</a></li> <li>• <a href="#">NSLA Website</a></li> <li>• <a href="#">LCER Website</a></li> <li>• <a href="#">LCER Curriculum Adoption Map</a></li> <li>• <a href="#">LCER 2024 Audit</a></li> </ul>

The annual audit is performed by Nigro & Nigro and is reported to the LCER Board of Directors and San Bernardino Superintendent of Schools (charter authorizer).

LCER Board Policy and Administrative Regulations about business practices are routinely reviewed and updated. Finance, Executive Team, and General Administration staff attend ongoing conferences and workshops presented by the San Bernardino County Superintendent of Schools, CASBO, FCMAT, CSDC, and California Department of Education to ensure that LCER is implementing best practices complying with all areas of strong fiscal management.

NSLA has established adoption practices for acquiring and maintaining adequate instructional materials and equipment. This process addresses the need for textbooks, supplemental printed materials, instructional technology, manipulatives, and laboratory materials. Additionally, parents or community partners can review instructional materials upon request. Textbooks for classroom use are checked out individually to students. Consumable textbooks are distributed annually. Most curricula include a digital component that is accessible throughout the course.

Significant resources have been allocated to providing access to educational technology for all students and staff. All grade levels have one-to-one devices for students. Hotspots are available for any family in need upon request. Teachers post their instructional materials and assignments on Google Classroom. NSLA has made a commitment to ensure Computer Science for All. This includes digital literacy, digital citizenship, and coding across grade levels. Instructional materials are provided to support this focus in grades TK-12.

NSLA relocated to its new campus in Fall 2021. The new construction facility includes 13 permanent structures of which 11 structures house 57 classrooms, 2 science labs, administrative offices, student counseling and support services, staff workroom, library, mission control, health office, conference rooms, and IT. The Multipurpose Room serves as a cafeteria with food services kitchen, office, and restroom, with 2 visual performing arts classrooms, an indoor and outdoor stage, a staff lunchroom with staff restroom, student restrooms, and an outdoor dining area. The gymnasium houses athletic and PE offices, locker/team rooms, CIF regulation basketball/volleyball courts, a student store, and restrooms. There are two elementary school playgrounds, an elementary playfield with an outdoor basketball court, a middle/high school athletic field, 2 outdoor middle/high school basketball courts, two age-appropriate outdoor fitness areas, and a central quad. For safety, the campus has exterior and interior fencing, a security kiosk, and comprehensive camera and PA systems.

The LCER Facilities and Custodial Department works daily to ensure that NSLA facilities are safe, well-maintained, and conducive to a comfortable and inviting learning environment. NSLA facilities are officially inspected annually, ensuring that the school is adhering to health and safety codes, ADA compliance, and fire codes. When unforeseen needs arise all staff members on campus can complete a "fixit" ticket by simply emailing

fixit@lcer.org. By doing this, a work order is officially placed in the queue. Tickets are prioritized based on their impact on student learning and safety.

Budgeting is a collaborative process at the LCER. Principals work closely with ALT to determine resource allocation priorities necessary to meet goals. This input is then shared with the Executive Team and Facilities Manager. Each budget manager is engaged in a collaborative and ongoing budgeting process. Financial plans are established to meet the needs of the school in the upcoming year. Considerations throughout this budgeting process related to facilities include but are not limited to site improvement plans, facilities repair, maintenance allocations, and more.

To support digital connectivity across campus, significant expansions of wireless access points were installed. The firewall has been upgraded in a highly available configuration to accommodate 10Gb/s to facilitate greater bandwidth and throughput for internet access. Classrooms are equipped with 85" LED TVs, Apple TVs, and sound systems, and additional TV screens are available upon request.

**Summary Analysis:**

Staff assessment of this indicator reveals that the school is effective in this area. Practices have been implemented to ensure that budgeting and resource allocation is a collaborative process at NSLA. The new campus is designed to facilitate student learning, maximize digital access, and prioritize safety. Staff feedback indicates a need for a greater balance between mandatory/guided training and time allocated for instructional planning and assessment analysis and creation.

## **ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary**

***Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.***

### **Areas of Strength**

1. Educational atmosphere that promotes global citizenship, academic success, and safety.
2. New facilities that promote learning and safety.
3. Transparency of finances, policy changes, and decision-making to all education partners.
4. Multiple opportunities for parent engagement including in-person, surveys, and open forums both live-streamed and recorded.

### **Areas of Growth**

1. Increase participation in parent engagement opportunities.
2. Explore options for balance between mandatory guided/training and instructional planning time.

## Category B: Curriculum

<p><b>B1.1 Current Educational Research and Thinking:</b> The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.</p> <p><b>B1.2 Congruence with Schoolwide Student Goals:</b> There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.</p>	Evidence
<p>NSLA delivers an effective, rigorous, relevant, and coherent curriculum grounded in current educational research and aligned with schoolwide student goals and academic standards. The school follows a structured Curriculum Adoption Process that consists of six phases: identifying the need for adoption based on state standards, establishing selection criteria, creating a scoring matrix, reviewing publisher presentations, piloting materials, and making informed decisions. Teachers review curricula for coherence, clarity, logical organization, and interconnection, ensuring materials are easily understood. Families have the opportunity to review and provide comments before final purchases.</p> <p>NSLA's schoolwide student goals are reflected in the courses and curricula offered on campus, including Advanced Placement (AP) and UC/CSU A-G approved courses. These courses are accessible to all students, promoting community engagement, language development, academic achievement, scientific literacy, and self-empowerment. The curriculum is designed to meet graduation requirements while fostering student success.</p> <p>To ensure transparency, NSLA publishes its adopted curricula annually through the School Accountability Report Card (SARC) and informs parents about the instructional programs and how these resources will be implemented. Efforts are also made to help parents understand how these programs are tailored to meet individual student learning needs.</p> <p>Assessments within the adopted curricula guide staff discussions during Professional Learning Communities (PLCs), as outlined in the 2023-2024 Professional Development Calendar. These meetings foster cross-departmental dialogue on aligning instructional strategies with California State Standards. Curriculum alignment ensures that PLC discussions address key California frameworks, including collaboration on subject-specific frameworks, social-emotional learning, and continuous improvement. Tools such as iReady Diagnostic tests provide actionable data to help educators track skill mastery and ensure alignment with state standards as well as guide future decision making.</p> <p><b>Summary Analysis:</b></p> <p>All students at NSLA participate in a rigorous, relevant college-preparatory education. NSLA believes that teachers are among the most powerful influences in learning. It is the knowledge and skill of the teachers that</p>	<ul style="list-style-type: none"> <li>• <a href="#">Curriculum Adoption Process</a></li> <li>• <a href="#">Approved a-g course list</a></li> <li>• <a href="#">General Course Catalog</a></li> <li>• <a href="#">Graduation requirements</a></li> <li>• <a href="#">Curriculum List (SARC)</a></li> <li>• <a href="#">iReady Growth Report Multi-Year Comparison</a></li> <li>• <a href="#">Teacher Planning Calendar 23-24</a></li> </ul>



<p>allow for quality instruction by either using outside curriculum programs effectively or by designing standards-based units and lessons.</p> <p>Educational publishers design their programs using the most relevant scientific research, providing teachers with valuable resources to support instructional planning. These external curricula offer a consistent and systematic approach across grade levels and classrooms, serving as a core foundation for mathematics instruction in grades K-12 and English Language Arts (ELA) in grades K-8. These structured programs equip teachers with a comprehensive set of tools, including lesson plans, teacher guides, student resources, and supplementary materials, which can be adapted to help all students meet high academic standards.</p> <p>Teachers and school leaders ensure that there is alignment between the actual concepts and skills taught, the academic standards, college- and career-readiness standards, and the schoolwide learner goals. Course content in Math and ELA is planned and organized with alignment to Common Core State Standards. Summative assessments are designed with individual test questions tied to specific standards. Assignments (e.g. essays, projects) are scored using standards-based rubrics. Secondary science units, lessons and assignments are described, planned, developed, and assessed using NGSS Performance Expectations.</p>	
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<p><b>B1.3 Academic Standards and College and Career Readiness Indicators:</b> The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p><b>B1.4 Curricular Integration:</b> There is integration between/among areas of study, academic standards, and college and career readiness indicators.</p>	Evidence
<p>NSLA is dedicated to providing a holistic educational experience by integrating diverse areas of study, rigorous academic standards, and college and career readiness indicators. Its comprehensive approach not only meets but often exceeds graduation requirements, ensuring students are well-prepared for future success. NSLA's curriculum aligns meticulously with state and national standards, including the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Pacing guides for ELA, Spanish Language Arts (SLA), Science, and Mathematics support coherent instruction, enabling educators to deliver rigorous content that equips students with essential skills for college and career readiness.</p> <p>Graduation requirements are communicated through tools such as the NSLA Student Handbook and personalized 4-Year Student Plan templates, both outlining academic and elective course requirements while highlighting opportunities for advanced coursework. NSLA's Master Schedule ensures access to a diverse range of A-G approved courses,</p>	<ul style="list-style-type: none"> <li>• <a href="#">College Planning Guide</a></li> <li>• <a href="#">General Course Catalog</a></li> <li>• <a href="#">Teacher Planning Calendar 23-24</a></li> <li>• <a href="#">Approved a-g course list</a></li> <li>• <a href="#">Graduation requirements</a></li> <li>• <a href="#">Master Schedule</a></li> <li>• <a href="#">High School Syllabi for 24-25</a></li> <li>• <a href="#">Pacing Guide Math Example</a></li> <li>• <a href="#">Pacing Guide ELA Example</a></li> </ul>

<p>allowing students to pursue pathways aligned with their college aspirations and career goals. 100% of the current graduating class is on track for graduation and anxiously awaiting college acceptance letters.</p> <p>To further support college and career readiness, NSLA recently partnered with World Savvy to create inclusive learning environments that empower NSLA students to engage with global challenges and opportunities. To date, the World Savvy team has facilitated a series of listening sessions with stakeholder groups throughout 2024. The results of these sessions will be used to compile a Portrait of an NSLA Graduate. This portrait will set the collaborative vision and goals for all students who graduate from NSLA beginning with the first graduating class. NSLA intends to continue the work with World Savvy throughout the coming year.</p> <p>Teacher planning calendars and regularly scheduled PLC foster collaboration, ensuring alignment across instruction and supporting continuous improvement. These meetings provide opportunities for educators to share best practices, analyze student data, and discuss curriculum updates. NSLA's 2024-25 syllabi emphasize critical skills such as collaboration, communication, and creativity, while integrated curriculum frameworks promote interdisciplinary learning. For instance, ELA and science teachers collaborate on projects requiring students to analyze scientific texts, strengthening literacy and deepening their understanding of scientific concepts.</p> <p><b>Summary Analysis:</b></p> <p>Through meticulous planning and alignment, NSLA integrates academic standards, diverse subjects, and college and career readiness indicators into its educational philosophy. Continuous program evaluation ensures that NSLA maintains its commitment to excellence, equipping students with the knowledge and skills necessary to thrive in their future endeavors.</p>	
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<b>B1.5 Community Resources and Articulation and Follow-up Studies:</b> The school engages with community partners and resources, and articulates regularly with feeder schools, local colleges and universities, and technical schools.	<b>Evidence</b>
<p>NSLA actively engages with community partners, feeder schools, local colleges, universities, and technical schools to provide students with diverse opportunities and resources. Through partnerships with the Lewis Center for Educational Research, students can participate in internships, such as Public Relations roles with the Public Information Officer, and mentoring opportunities with the CEO via the Ambassadors Program. To ensure alignment with feeder schools, NSLA adopts curricula from the California Department of Education's (CDE) approved list, facilitating a seamless transition across educational levels.</p> <p>College fairs, hosted in partnership with the Regional Admissions Counselors of California (RACC), introduce students to universities within and beyond California, broadening their post-secondary options. These fairs also provide information on financial aid to support informed</p>	<ul style="list-style-type: none"> <li>• <a href="#">Curriculum List (SARC)</a></li> <li>• <a href="#">Field Trips</a></li> <li>• <a href="#">Master Schedule</a></li> <li>• <a href="#">SSC/ELAC</a></li> </ul>

<p>decision-making. Career fairs, featuring guest speakers from various industries, allow students to explore potential career paths. This year, workshops presented by the University of California, Riverside, will guide students through the financial aid process. NSLA also offers dual enrollment opportunities through Valley College, enabling students to earn college credits while still in high school.</p> <p>Civic engagement is fostered through the AVID program, which requires community service as part of the curriculum. NSLA aims to expand these opportunities to all students as it transitions to becoming an AVID School-Wide program. Joint professional development is offered through RIMS (Riverside, Inyo, Mono, San Bernardino) AVID directors, and the AVID Site Team participates in the AVID Summer Institute, Coordinator Networks, WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) courses, and Counselor Networks. The school offers a Consumer Math course to enhance students' financial literacy, while the AVID Elective includes financial literacy and time management units at each grade level, ensuring skills transfer from school to college or technical schools.</p> <p>NSLA also emphasizes strong parent and community involvement when. Activities such as volunteer workshops, Family Voices forums, School Site Council (SSC) and English Learning Advisory Committee (ELAC) meetings, and Parent Teacher Organization (PTO) events foster meaningful engagement.</p> <p>In departmental and grade-level PLCs, staff can propose ideas to the Academic Leadership Team (ALT) to enhance the use of community partnerships and resources. For example, the secondary English Language Arts department collaborates with the San Bernardino County Superintendent of Schools' Poetry Out Loud program, aligning its poetry unit with the Poetry Out Loud competition.</p> <p><b>Summary Analysis:</b> NSLA articulates regularly with feeder schools, local colleges and universities, and technical schools. Students are given dual enrollment opportunities, comprehensive academic counseling and communication, and individualized program evaluation. The school is proactive in providing a comprehensive and supportive educational experience for its students.</p>	
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<b>B2.1 Variety of Programs — Full Range of Choices:</b> All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.	<b>Evidence</b>
NSLA is committed to ensuring that all students, from transitional kindergarten through 12th grade, can make informed decisions about their education and careers through a wide range of academic and extracurricular offerings. By providing equal access to diverse	<ul style="list-style-type: none"> <li>• <a href="#">Approved a-g course list</a></li> <li>• <a href="#">General Course Catalog</a></li> <li>• <a href="#">Graduation requirements</a></li> </ul>

opportunities, NSLA empowers students to explore and pursue realistic college, career, and other educational options.

The school offers a comprehensive curriculum that includes A-G approved courses, meeting the rigorous standards of the UC and CSU systems, as well as a diverse array of enrichment programs. These include elementary-level enrichment rotations and Associated Student Body (ASB) programs, secondary-level AVID courses, Advanced Placement (AP) classes, and honors courses. NSLA also incorporates project-based learning and real-world applications to foster critical thinking and problem-solving skills, ensuring students develop the tools needed to thrive in their postsecondary endeavors and beyond.

Counselors play a pivotal role in guiding students' educational journeys. At the elementary level, they help students identify their interests and strengths, while at the secondary level, they collaborate with students to create personalized academic plans aligned with their postsecondary goals. Through these efforts, NSLA equips students to navigate their educational paths with confidence and purpose.

NSLA has established strategic partnerships with local universities, including the University of California, Riverside (UCR); California State University, San Bernardino (CSUSB); California Polytechnic State University, Pomona (Cal Poly Pomona); and the University of California, Irvine (UCI). These partnerships support students' aspirations for higher education by hosting on-campus informational sessions with university representatives, helping families make informed decisions. UCR will also host NSLA's annual Financial Aid Night, offering invaluable guidance and resources for students and families.

In collaboration with the Regional Admissions Counselors of California (RACC), NSLA organizes an annual college fair, providing students the opportunity to explore a variety of universities both within and outside of California. By exposing students to diverse postsecondary options, NSLA broadens their horizons and empowers them to make well-informed decisions about their future academic and career paths.

Recognizing that college is not the only pathway to success, NSLA is developing a robust Career Technical Education (CTE) program in partnership with Tomorrow's Talent. This initiative currently includes after-school Cybersecurity courses, allowing students to explore their interests, build soft skills, and connect with peers who share similar goals.

### **Summary Analysis:**

Through a holistic approach that blends career exploration, rigorous academics, and hands-on learning experiences, NSLA ensures that every student is prepared to succeed in their postsecondary pursuits and beyond.

- [Master Schedule](#)
- [Elementary Enrichment Schedule](#)

<b>B2.2 Access to Curriculum, Including Real World Experiences, by All Students:</b> A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.	<b>Evidence</b>
<p>NSLA provides a rigorous, relevant, and coherent curriculum with real-world applications, ensuring accessibility for all students from transitional Kindergarten through 12th grade. Through thoughtfully crafted programs and a Master Schedule, NSLA offers a diverse range of courses, including AP classes and CTE programs, allowing students to explore their interests and pursue academic challenges.</p> <p>Real-world applications are integrated into the curriculum, such as a three-session unit at the secondary level focused on college application platforms. Students receive hands-on guidance to create accounts on the Common Application, UC Application, and CSU Application, enabling them to explore over 500 university options nationwide. This initiative empowers students to take ownership of their post-secondary plans, whether or not immediate enrollment in a four-year university is their goal, highlighting NSLA's dedication to informed decision-making.</p> <p>To ensure coherence, NSLA aligns course offerings with state standards and best practices. Teachers collaborate across subjects to design interdisciplinary units that connect learning experiences, fostering deeper understanding and engagement. Flexibility in pacing allows teachers to align topics, adjust unit order, and accommodate diverse learner needs. Mathematical modeling, for instance, is integrated into Biology, Business, Physics, and Chemistry, while elementary teachers deliver instruction in both English and Spanish. This bilingual, self-contained approach supports seamless curriculum integration, with students applying concepts across languages.</p> <p>NSLA employs strategies like Guided Language Acquisition Design (GLAD), C6 strategies, and Sheltered Instruction Observation Protocol (SIOP) to address multilingual learners' needs, incorporating bridging tasks to enhance comprehension. Writing instruction further supports this integration by teaching genres in one language and applying them in another.</p> <p>At the elementary level, targeted interventions like Rocket Lab provide additional support for students with specific academic or counseling needs. Once intervention goals are met, students exit the program, and teachers use Universal Access time to work with small, flexible groups. Platforms like Google Classroom facilitate collaboration and resource sharing, ensuring equitable support across all learning environments.</p> <p>Course outlines at all grade levels align with state standards and feature clear learning objectives, assessments, and real-world applications. Pacing guides are collaboratively developed to ensure consistent, scaffolded instruction year over year. To enhance accessibility, NSLA integrates online platforms such as BYU Online, i-Ready, and Mathia, which offer</p>	<ul style="list-style-type: none"> <li>• <a href="#">Master Schedule</a></li> <li>• <a href="#">General Course Catalog</a></li> <li>• <a href="#">Elementary Planning Schedule</a></li> <li>• <a href="#">Google Classroom Example</a></li> <li>• <a href="#">BYU Online courses</a></li> <li>• <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>• <a href="#">Illuminate Student and Parent Portal</a></li> <li>• <a href="#">UA Schedule Example</a></li> <li>• <a href="#">Pacing Guide Math Example</a></li> <li>• <a href="#">Pacing Guide ELA Example</a></li> </ul>



<p>personalized learning paths, immediate feedback, and self-paced progress to meet diverse learner needs.</p> <p>NSLA also monitors course enrollment patterns to ensure they reflect the student body's diversity. Increasing participation among underrepresented groups in AP courses underscores the school's commitment to promoting equitable access to rigorous academic opportunities. Through these efforts, NSLA equips all students to succeed academically and prepare for their future endeavors.</p> <p><b>Summary Analysis:</b></p> <p>NSLA employs a comprehensive support system to ensure high levels of learning for all students throughout TK-12 through their various and diverse support staff, teachers, and administration who all collectively and collaboratively work to ensure student success. Additionally, the school provides instructional support tools, including iPads or Chromebooks for every student K-12, enhancing learning through research, presentations, online skill practice and online lessons and resources.</p>	
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<b>B2.3 Student-Parent-Staff Collaboration:</b> Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.	<b>Evidence</b>
<p>NSLA fosters a strong sense of belonging and collaboration among parents, students, and staff by actively involving them in the development and monitoring of students' learning plans, including educational, college, and career goals. Communication at NSLA is robust and ensures that all educational partners remain informed about school-related matters through tools such as Remind, Infinite Campus, and Illuminate. Announcements are delivered via email, phone, and mobile apps, leveraging both primary and secondary contact information to maximize reach.</p> <p>To support academic progress, the registrar sends Academic Warnings at the mid-point of each quarter for students who have a C- or below in any subject. Formal grade reports are sent at the quarter and semester. For college and career planning, all 10th-grade students take the Armed Services Vocational Aptitude Battery (ASVAB), which helps them explore potential goals. Students interested in military careers can retake the ASVAB if necessary to achieve entry scores. Additionally, college field trips are organized for middle school AVID students and high school students, broadening their perspectives and helping them refine personal educational goals.</p> <p>Parent-teacher conferences are scheduled twice annually at the elementary level and are available upon request at the secondary level. Individualized Education Program (IEP) and 504 meetings facilitate collaboration between staff and parents to ensure necessary adjustments are made for student success. Back-to-School Night is held during the first</p>	<ul style="list-style-type: none"> <li>• <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>• <a href="#">Remind App Example</a></li> <li>• <a href="#">Illuminate Student and Parent Portal</a></li> <li>• <a href="#">ASVAB</a></li> <li>• <a href="#">Field Trips</a></li> <li>• <a href="#">College Planning Guide</a></li> <li>• <a href="#">MS/HS Grading Periods</a></li> <li>• <a href="#">Parent-Teacher Conferences</a></li> <li>• <a href="#">School Calendar of Events</a></li> </ul>

month of school, where all staff present their curriculum, syllabi, and classroom expectations to students and their families.

Secondary students work with counselors to create and maintain a four-year academic plan, which is accessible via their Google Drive. These plans are reviewed and updated annually to align with students' evolving goals.

NSLA builds a strong sense of community and belonging through various annual events that celebrate diversity and invite participation from families and community members. For example:

- **Fall Festival:** Hosted by the PTO, featuring community partners like the YMCA.
- **Noche de las Estrellas:** Showcasing astronomy-related topics with participation from NASA and the Mexican Space Agency.
- **Día de los Muertos:** Highlighting traditional Mexican culture, reflecting NSLA's 92% Hispanic population.
- **Multicultural Fair:** Celebrating diverse cultures with booths run by both students and local community members.
- **Mental Health Fair:** Organized by the counseling team to promote awareness of coping strategies and available resources within the school and the broader community.

NSLA also ensures stakeholder involvement through established groups like the SSC, ELAC, and PTO. SSC and ELAC, comprising staff, parents/guardians, and students, provides a platform for amplifying community voices in decision-making. The PTO enables parents and teachers to collaboratively plan and host events, fostering engagement and ownership within the school community.

**Summary analysis:**

NSLA's use of technology through media outlets connects families to their student's learning and aids in the monitoring and planning for each student's progress. Additionally, parents can request access to their students' Google Classroom site. The counseling office actively monitors student progress toward graduation and provides evaluation and advice on post-secondary plans starting in middle school. Regular communication with the counseling department supports seniors in navigating post-secondary plans.



## **ACS WASC Category B. Curriculum Summary**

### **Areas of Strength**

1. Opportunities to be bilingual and use language in real-world situations through the Dual language program and curriculum.
2. Strong alignment between curriculum, standards, career/college focus skills, and assessment.
3. Strong partnerships with community organizations, colleges, and universities.
4. Data is used to inform instructional decisions.
5. Equitable access to all students.

### **Areas of Growth**

1. Further opportunities to integrate career exploration into core subjects and extracurricular activities.
2. Continued professional development for teachers in instructional strategies, curriculum development, and assessment to further enhance the quality of instruction and improve test scores.
3. Increasing diversity in courses offered/pathways; Science pathway including a non-AP third-year course and additional AP courses.

## Category C: Learning and Teaching

<b>C1.1 Results of Student Observations and Examining Work:</b> All students are involved in challenging and relevant work in an equity-centered learning environment.	<b>Evidence</b>
<p>NSLA fosters an equity-centered learning environment where all students engage in meaningful, standards-aligned work that promotes academic growth and independence. Differentiated instruction—using strategies such as DOK-leveled questioning, multimodal teaching, and culturally relevant content—ensures every student, regardless of background or ability, can succeed and thrive.</p> <p>Writing rubrics aligned with learning standards provide clear expectations and promote accountability. The Amplify curriculum, aligned with California standards, supports challenging content in English Language Arts and Science for middle school students. Through data-driven tools like iReady and LAS Links, teachers identify students' academic progress, assign targeted lessons, and monitor growth in areas such as reading, writing, listening, and speaking. Dual immersion and English learners (EL) benefit from assessments in both English and Spanish, while interventions are tailored through Universal Access (UA) time.</p> <p>NSLA ensures rigorous instruction through standards-based scope and sequences aligned with Formative Interim Assessment Blocks (FIABs). Advanced Placement (AP) and honors courses follow California Common Core standards, with results from AP exams informing future teaching strategies. Project-based learning and creative tasks encourage students to express understanding in ways aligned with their strengths and interests, fostering independence and ownership of learning.</p> <p>Physical education is guided by state standards, with students grouped by motor skills and fitness performance. Fitness Gram results for grades 5, 7, and 9 help tailor instruction to individual developmental needs. Across TK-12, Depth of Knowledge (DOK) questions and strategies like KWL charts and pre-assessments inform instruction, ensuring students are challenged and supported appropriately.</p> <p>Targeted supports for EL and SPED students include strategies like AVID, SIOP, and Universal Design for Learning (UDL). Tools such as anchor charts, graphic organizers, visuals, and adaptive technologies (e.g., Google Translate and Canva) make content accessible. NSLA's bilingual paraprofessionals and peer translation groups provide real-time language support, ensuring access to grade-level content. Programs like iLit in secondary ELD homerooms further support literacy development through individualized practice.</p> <p>Cultural relevance is central to NSLA's inclusive approach. Lessons incorporate students' cultural backgrounds, building connections between lived experiences and new learning. Elementary teachers use Guided Language Acquisition Design (GLAD) strategies, such as input charts and</p>	<ul style="list-style-type: none"> <li>• <a href="#">Walk-Through Observation Snapshot</a></li> <li>• <a href="#">Pacing Guide ELA Example</a></li> <li>• <a href="#">iReady Reading Results</a></li> <li>• <a href="#">iReady Math Results</a></li> <li>• <a href="#">SLD (Las Links) Performance</a></li> <li>• <a href="#">UA Schedule Example</a></li> <li>• <a href="#">Master Schedule</a></li> <li>• <a href="#">iReady Instruction</a></li> <li>• <a href="#">Classroom Anchor Chart Example</a></li> <li>• <a href="#">GLAD Pictorial Example</a></li> </ul>

<p>collaborative tasks, to support dual immersion students. Secondary-level EL students receive personalized instruction tailored to their language proficiency and academic strengths.</p> <p><b>Summary Analysis:</b>  NSLA's dynamic, data-driven approach promotes inclusivity, engagement, and empowerment. By integrating creative tasks, independence-building opportunities, and standards-aligned instruction, NSLA equips students to thrive academically and personally, ensuring all learners are prepared for success.</p>	
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<b>C1.2 Student Understanding of Learning Expectations:</b> All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.	<b>Evidence</b>
<p>To ensure all students understand performance standards and expectations, NSLA employs a variety of strategies that promote clarity, engagement, and readiness for college and careers. Standards and objectives are consistently communicated through Google Classroom, whiteboards, anchor charts, and direct instruction. Teachers encourage students to engage with these objectives by discussing them, applying them in practical contexts, and recording them in notebooks.</p> <p>Interactive strategies such as choral and echo reading, pair-sharing, and checks for understanding—like thumbs-up/down signals, exit tickets, and "Tell us in your own words" prompts—help gauge comprehension. Tools like GoGuardian and Quizizz track progress, while open-ended questions and writing samples provide insight into deeper learning. Visual aids, including C6 4+1 icons and anchor charts, support understanding and ensure clarity across all levels.</p> <p>Curricular tools like Swun Math (TK-8) and Twig Science (elementary) integrate standards seamlessly into content, encouraging students to connect objectives to real-world applications. For example, Twig Science tasks students with building models to solve practical problems, reinforcing both content knowledge and critical thinking. At the elementary level, reviewing standards during routines like calendar time further embeds these goals into daily learning.</p> <p>Engagement is prioritized through tools like "equity sticks" and the "wheel of names," ensuring equal participation and keeping students attentive. Techniques such as "Problem of the Day," exit tickets, and quick comprehension checks provide immediate feedback to students and teachers. Self-assessment tools, including the stoplight system, empower students to reflect on their understanding, while parent communication—such as curriculum letters and standards-based report cards—keeps families informed about progress.</p> <p>Assessment is dynamic and varied, utilizing platforms like GoGuardian, Quizizz, and 99 Math for data-driven insights, alongside traditional methods like writing samples and open-ended questions. Teachers foster</p>	<ul style="list-style-type: none"> <li>• <a href="#">Google Classroom Example</a></li> <li>• <a href="#">Anchor Chart Example Math</a></li> <li>• <a href="#">Daily Agenda Displayed</a></li> <li>• <a href="#">Walk-Through Observation Snapshot</a></li> <li>• <a href="#">4 + 1 C6 Example</a></li> <li>• <a href="#">Pacing Guide Swun Math Example</a></li> <li>• <a href="#">Twig Science Pacing Guide Example</a></li> </ul>

<p>collaboration through strategies like AB partners, Kagan techniques, and teacher scribing. Randomized participation tools ensure all voices are heard, while in-class support and feedback encourage active learning.</p> <p>At the middle school and high school levels, AVID curriculum emphasizes college and career pathways. Students research admissions requirements for institutions ranging from community colleges to Ivy League Universities. Using AVID tracking forms, they align personal growth with long-term goals, fostering an understanding of how effort and engagement contribute to success.</p> <p><b>Summary Analysis:</b> These comprehensive strategies create an environment where students are not only aware of standards, but actively engage in tracking their progress. By blending clear communication, interactive teaching, and robust assessments, NSLA equips students with the skills and confidence needed to succeed academically and in future college and career pursuits.</p>	
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<p><b>C2.1 Teachers Facilitate Learning:</b> Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.</p> <p><b>C2.3 Digital Learning and Problem Solving:</b> Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.</p>	<p><b>Evidence</b></p>
<p>In classrooms that prioritize student learning and agency, teachers employ diverse, evidence-based instructional methods to create engaging, meaningful, and interactive experiences. These approaches foster critical thinking, collaboration, and creativity, empowering students to take ownership of their learning.</p> <p><b>Integrating Technology:</b> Digital tools such as Kahoot, Quizziz, Quizlet, Socratic, Boom Cards, Poll Everywhere, Blooket, CNN 10, IXL, RAZ Kids, Newsela, Reflex Math, and Epic enhance instruction and differentiate learning. Platforms like Kahoot and Quizziz provide instant feedback in a game-like environment, fostering excitement while reinforcing key concepts. Newsela and CNN 10 connect students to current events, encouraging critical thinking and real-world connections. Tools like IXL, Reflex Math, and 99 Math help students practice skills tailored to their needs and track progress over time.</p> <p><b>Hands-On and Inquiry-Based Learning:</b> Hands-on activities, such as learning stations and manipulatives, allow students to explore concepts through reading, writing, listening, and speaking. For example, science lessons may include rotating through stations to conduct experiments, record observations, and discuss findings. These methods promote active learning, independent problem-solving, and collaboration, catering to various learning styles.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Walk-Through Observation Snapshot</a></li> </ul>

<p><b>Developing Literacy and Critical Thinking:</b> Writing assignments—including quick writes, essays, article analyses, and debates—encourage students to engage deeply with texts and articulate their thoughts. Think-alouds, text-specific questions, and tools like graphic organizers and Kami worksheets support comprehension and organization. In history or social studies, projects like the DBQ (Document-Based Questions) require students to analyze primary sources and construct evidence-based arguments, fostering critical thinking and synthesis of ideas.</p> <p><b>Collaboration and Discussion:</b> Group work, Socratic Seminars, and debates cultivate communication and teamwork skills. In a Socratic Seminar, students lead discussions, using evidence to support their ideas and guide the conversation. Gallery walks further enhance collaboration by enabling students to observe and critique each other's work, deepening their understanding through peer feedback.</p> <p><b>Mathematics Instruction:</b> Interactive notebooks, timed tests, and manipulatives make abstract mathematical concepts tangible. Math facts folders and center-based activities reinforce foundational skills, helping students build confidence and mastery.</p> <p><b>Performance-Based Assessments:</b> Projects, presentations, and creative performances like Reader's Theater allow students to demonstrate understanding through diverse formats. Tools like PowerPoint and Google Slides enable students to present research and reflections visually and verbally, promoting autonomy and engagement. Mini-projects and larger research assignments teach students to evaluate sources and synthesize findings, strengthening independence and critical thinking.</p> <p><b>Summary Analysis:</b> Through a combination of digital tools, hands-on projects, writing tasks, discussions, and collaborative learning strategies, teachers create a student-centered environment that promotes academic growth and agency. These methodologies empower students to become independent, engaged learners, ready to meet challenges in school and beyond.</p>	
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<b>C2.2 Student Voice and Agency:</b> Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.	<b>Evidence</b>
<p>Student voice and agency are fundamental to creating an inclusive, student-centered learning environment where learners actively shape their educational experiences. At NSLA, students are empowered to make decisions about their learning, engage in strategic thinking, and develop problem-solving skills.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Walk-Through Observation Snapshot</a></li> <li>• <a href="#">Climate Survey 2024 Dashboard Data</a></li> </ul>

Students are encouraged to express their thoughts, opinions, and creativity through various methods:

- **Speaking Prompts:** These prompts encourage students to participate in discussions, share perspectives, and build confidence in verbal expression within a supportive environment.
- **Group Discussions:** Collaborative activities allow students to share ideas, debate topics, and learn from diverse perspectives, fostering critical thinking and communication skills.
- **Class Votes:** Students participate in decision-making for class activities, projects, and assignment formats, giving them ownership of their learning.
- **Creative Expression:** Art projects and alternative mediums allow students to communicate their understanding and interpretations, particularly benefiting those who are more reserved in discussions.
- **Interactive Polls:** Anonymous classroom polls provide a platform for students to share opinions or vote on decisions, ensuring every voice is heard.

Student agency is nurtured through opportunities for choice, autonomy, and active engagement:

- **Choice in Assignments:** Students select from a menu of tasks—such as creating a video, writing an essay, or developing a presentation—tailored to their strengths and interests. This personalizes learning and enhances motivation.
- **Oral Presentations:** Students choose both the format and topic for their presentations, allowing them to connect learning to personal interests and goals.
- **Self-Directed Learning Tools:** By selecting learning apps aligned with their academic goals, students actively address areas for improvement.
- **Goal Setting:** AVID students in grades 6–9 use GPA (Goal Plan Action) forms to set and track goals, fostering responsibility and future-oriented thinking.
- **Tutorial Requests:** AVID students submit forms to seek help on challenging topics, promoting self-advocacy and resourcefulness.
- **Assessment Involvement:** Students help create quizzes, engaging critically with content and taking ownership of their assessments.
- **Must Do/May Do Lists:** This approach balances structure and flexibility, with essential tasks complemented by optional activities that foster independence and time management.
- **Flexible Seating:** Students choose where and how they learn best, creating an environment tailored to their needs and learning styles.

#### **Summary Analysis:**

By integrating student voice and agency through speaking prompts, collaborative projects, flexible assignments, and creative expression, NSLA empowers students to take active roles in their learning. This

approach fosters independence, critical thinking, and engagement, equipping students with the skills needed for lifelong success.	
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<b>C2.4 Career Preparedness and Applied Learning:</b> Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.	<b>Evidence</b>
<p>Teachers create enriching opportunities that extend beyond textbooks and traditional classrooms, deepening students' academic experiences and preparing them for college, careers, and meaningful participation in the world. These experiences foster critical thinking, connect academic content to real-world applications, and encourage students to relate their learning to personal and cultural contexts.</p> <p>Field trips provide hands-on learning experiences that bring classroom lessons to life. Visits to places like Rileys Farm and Pioneer Days at the Lewis Center immerse students in historical reenactments, allowing them to explore colonial and pioneer life through interactive activities. These trips help students engage with history in a tangible way, fostering a deeper understanding of the past and its relevance to the present.</p> <p>Similarly, trips to the Science Center and the San Bernardino County Museum allow students to interact with scientific concepts and local culture. The Science Center's interactive exhibits deepen understanding of STEM topics, while the museum offers insights into natural history and anthropology, broadening students' perspectives across disciplines.</p> <p>Visits to colleges and universities, such as CSUSB (California State University, San Bernardino) during Native American Day, expose students to higher education environments and cultural history. These trips inspire students to explore academic pathways and appreciate the contributions of Native American communities, connecting education to cultural heritage and future aspirations.</p> <p>Programs like NASA in Your Neighborhood bring STEM education to life with exhibits and workshops that highlight space exploration and engineering. These activities make abstract scientific concepts tangible, inspiring students to envision careers in STEM fields.</p> <p>Teachers foster global awareness through partnerships and events. The Student Exchange Program with Colegio Concepción in Chile offers students a chance to experience cultural exchange, practice language skills, and gain a global perspective. This immersive experience broadens their understanding of diverse cultures and prepares them for global citizenship.</p> <p>Community events, such as Noche de las Estrellas, invite students and families to explore astronomy together, combining academic learning with family engagement. Similarly, activities like Family Reading Night</p>	<ul style="list-style-type: none"> <li>• <a href="#">Master Schedule</a></li> <li>• <a href="#">Field Trips</a></li> <li>• <a href="#">Local Outreach Field Trips</a></li> <li>• <a href="#">School Calendar of Events</a></li> </ul>

encourage literacy by involving families in reading activities, reinforcing the idea that learning is a lifelong pursuit.

Interactions with community workers, including police officers, firefighters, and healthcare professionals, show students the real-world applications of their studies. These engagements provide role models and help students explore career options while connecting academic learning to practical skills.

Projects like the Oral History interview encourage students to explore their family histories while developing research and communication skills. These assignments integrate personal and cultural connections into the learning experience, fostering a deeper appreciation for their heritage.

Creative expression is nurtured through events like the Poetry Out Loud competition, which helps students develop public speaking, memorization, and literary analysis skills. By engaging with literature, students gain confidence in creative and intellectual expression, enriching their academic growth.

College and career readiness is emphasized through events like the College Fair, where students explore academic programs, financial aid, and future opportunities. These events help students make informed decisions about their educational paths and inspire them to pursue their goals.

**Summary Analysis:**

By offering field trips, cultural exchanges, community events, creative projects, and opportunities for career exploration, teachers provide a rich learning experience that prepares students for success in academics, careers, and beyond. These diverse opportunities empower students to connect their education to their personal lives and the broader world, fostering confidence, curiosity, and a lifelong love of learning.



## **ACS WASC Category C. Learning and Teaching Summary**

***Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.***

### **Areas of Strength**

1. NSLA has a multitude of technology resources/devices available for student use.
2. Standards-aligned instructional strategies are used based on the most current research.
3. Staff are trained in multiple targeted support strategies.
4. A variety of college and career experiences are available to students through field trips.
5. Students are empowered with a safe space to express their ideas and choose how they learn.

### **Areas of Growth**

1. Continue professional development in research-based instructional strategies to improve in all areas, especially math and ELA.
2. High school students need life-skills course early on to prepare them for studying throughout high school and beyond.
3. Give teachers additional planning time to review data and plan instruction.

## Category D: Assessment and Accountability

<b>D1.1 Professionally Acceptable Assessment Process:</b> The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners	<b>Evidence</b>
<p>NSLA effectively uses a variety of means to assess student progress and utilizes the data collected to analyze student performance throughout the school year. Data informing student achievement is derived from state, national, and local sources. We use diagnostic, formative, and summative assessments to identify our students' strengths and weaknesses, monitor their learning and progress, plan and conduct instruction, interpret ongoing informal and formal classroom assessments (interventions), monitor our teaching effectiveness and student learning, and gauge their mastery of required skills. The following includes a sampling of the assessments used:</p> <ul style="list-style-type: none"> <li>• California Assessment of Student Performance and Progress (CAASPP)</li> <li>• Advanced Placement (AP)</li> <li>• English Language Proficiency Assessments for California (ELPAC)</li> <li>• Las Links ELD and SLD</li> <li>• Local Benchmark/Unit Assessments</li> <li>• A-F Grade Reports for Secondary</li> <li>• Standard-Based Grading for Elementary</li> <li>• DRA and EDL</li> <li>• Checks for Understanding</li> <li>• Orton Gillingham Testing</li> <li>• iReady reading and math diagnostics</li> </ul> <p>Data from these assessments informs community partners of academic progress and facilitates decision-making. Both parents and students have access to their Infinite Campus portal, Student Information Systems, where data from these assessments is available through grades or assessment reporting. Elementary families use Illuminate to access grades and assessment results.</p> <p>CAASPP data is presented to all community partners annually. Administration and teachers receive the previous year's CAASPP results at the beginning of each school year. Student, performance level, and area achievement levels for both former and current students disaggregate these results. The school has recently purchased Parsec Education to facilitate this data analysis. This allows teachers to analyze whether there was a positive effect on student learning both in instruction and in curriculum from the prior year. Results for current students enable instructional and curricular decisions moving forward in the current year.</p> <p>In the fall of each school year, and after the public release of CAASPP, administrators present CAASPP data to the school board. This public forum for any community partners to attend is streamed live on social</p>	<ul style="list-style-type: none"> <li>• <a href="#">Board Minutes</a></li> <li>• <a href="#">Board Presentations Example</a></li> <li>• <a href="#">Teacher PLC Agenda Example</a></li> <li>• <a href="#">Cafecito Agenda</a></li> <li>• <a href="#">SSC/ELAC</a></li> <li>• <a href="#">Planned Monthly PLC Meetings</a></li> <li>• <a href="#">Local Assessment Calendar Example</a></li> <li>• <a href="#">NSLA Assessment Calendar</a></li> <li>• <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>• <a href="#">Illuminate Student and Parent Portal</a></li> <li>• <a href="#">Parsec Education Dashboard</a></li> <li>• <a href="#">Parsec 2024 CASSPP Data</a></li> </ul>

media to ensure equitable access. Results are presented in the following ways:

- Current proficiency in English Language Arts (ELA) and Math
- Long-term growth for ELA and Math by grade level
- Long-term cohort growth for ELA and Math
- Comparison of proficiency in ELA and math with comparable schools in the surrounding area

These meetings include the plans NSLA will implement to improve student learning. The opportunity to ask questions is always encouraged by both board members and community partners present. CAASPP results are also presented to parents at Cafecito, a monthly meeting time for parents and principals to discuss school agenda items. This presentation is the same content as what was presented to the school board members. Parents are encouraged to ask questions.

Advanced Placement courses are new to Norton for the 23-24 school year. Beginning in the fall of 2024 and in the future, AP data will be reviewed by teachers, students, parents, and administrators. Teachers will analyze AP data to review instructional practices from the previous school year. Data is disaggregated by question format, content area, and overall national comparison. This allows teachers to concentrate future instruction on areas that did not perform as expected. The administration uses AP data to analyze results compared to the number of students taking AP courses and overall course grades. Alignment of these helps to inform course decisions for the following school year.

A variety of local site assessments are used at the NSLA. The following provides a sampling of local assessments:

- Consistent checks for understanding include exit tickets, quizzes, whiteboards, observation, etc.
- End-of-unit assessments
- Benchmark assessments
- Diagnostic assessments
- Common formative assessments
- Online platforms aligned with standards
- Rocket Lab pre and post-assessments
- Student journals
- Project Based
- Essay
- Presentations

Depending on the assessment type, these occur on a daily, weekly, or quarterly/trimester basis. Data obtained is used to inform instruction, make curriculum decisions, and identify small-group interventions. Data is often disaggregated by standard, question type, and student group. This analysis takes place in a timely manner to best meet student learning needs, either through individual teacher reflection or in PLC.

#### **Summary Analysis:**

NSLA has developed processes to ensure that assessment data is shared with all its community partners. Data is disaggregated and analyzed to

measure student improvement, instructional practices, and future financial decision-making.	
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<b>D1.2 Basis for Determination of Performance Level:</b> The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.	<b>Evidence</b>
<p>NSLA is committed to thoroughly analyzing and disaggregating student performance data to assess grades, monitor growth, and evaluate overall performance levels. The bell schedule allows for early release on Wednesdays to provide time for PLC and Professional Development. Both grade level and department time allow teachers to meet regularly to review student performance and share best practices. Elementary also has additional PLC time one afternoon each week for planning and reviewing data.</p> <p>As a basis for student grades, grades TK-5 utilize CCSS, Standard-Based Grading with 1-3 levels for student proficiency. This is consistent across all grade levels and content areas based on state standards. Secondary grade levels use a common grading system to ensure cohesiveness and understanding for both families and teachers. Each department determines grading categories and performance levels.</p> <p><b>Summary Analysis:</b> Teachers are provided weekly PLC time to plan instruction and analyze student outcomes. NSLA is dedicated to having their teachers use the PLC process in collaboration vertically and horizontally to ensure consistency across grade levels. The grading policy is continuously developing to improve cohesiveness and consistency among departments and be equitable for all students.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Grading Guidelines</a></li> <li>• <a href="#">Secondary Grading Policy</a></li> <li>• <a href="#">TK-5 SBG Report Card Example</a></li> <li>• <a href="#">Planned Monthly PLC Meetings</a></li> <li>• <a href="#">Elementary Enrichment Schedule</a></li> </ul>

<b>D1.3 Assessment of Program Areas:</b> School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.	<b>Evidence</b>
<p>Analyzing data takes place during PLC and department time as well as individually. In grades K-5, teams analyze unit assessments for growth, areas of concern, particular student needs, and curriculum implementation. A more formal analysis takes place after administering verifiable assessment data such as the iReady diagnostic, CAASPP Summative results, CAASPP Interims, and final exams. This forum allows teachers and administrators to view overall student progress toward standards mastery. This data indicates areas of strength and deficiency which allows informed decisions to be made. For example, elementary teachers compare the assessment results from all teachers at their grade level. In the analysis, one teacher may show strength with a particular standard. This teacher shares instructional strategies with the rest of the team for them to implement in their future instruction. The team then analyzes quick</p>	<ul style="list-style-type: none"> <li>• <a href="#">Planned Monthly PLC Meetings</a></li> <li>• <a href="#">PD Planning 24-25</a></li> <li>• <a href="#">LCAP</a></li> </ul>

<p>checks for understanding in the classroom to interpret whether the new strategies are working. In secondary, teams meet at least once a month to review student progress and discuss successes and challenges within the department or grade level.</p> <p>By analyzing data performance data, decisions regarding PD are determined based on need. PD decisions are aligned with assessment data with a goal of continuous improvement in all grade levels. For example, in using early literacy and reading assessments in both English and Spanish, we determined the need to improve dual language instruction. This led to the implementation of the research-based C6 Biliteracy Framework in grades TK-5. Reviewing data also informs the need for supplemental programs and staffing to support intervention. In 2023, the school determined the need for ELD support at the secondary level and was able to hire a credentialed ELD teacher for the 23-24 school year. As of last year, the school prioritized Paraprofessionals for the kinder classes and student reading scores significantly improved for end of Kindergarten T3 EDL Assessments.</p> <p><b>Summary Analysis:</b> The current bell schedule allows for PLC implementation to review data to inform instruction, PD, and decision-making. Financial decisions reflect this analysis as indicated in the school's Local Control and Accountability Plan (LCAP).</p>	
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<b>D1.4 Schoolwide Modifications Based on Assessment Results:</b> School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.	<b>Evidence</b>
<p>NSLA's LCAP is aligned to learning outcomes derived from consistent assessment data leading to informed decisions regarding resources and funding. The improvement of local assessments has created a more balanced view of student results. State and local data are being compared to make these annual decisions ensuring that funding is focused on student needs.</p> <p>NSLA's educational partners help to review data and make recommendations for programs. Data review begins with the administrative team Curriculum, Instruction, and Assessment (CIA), to the Administrative Leadership Team (ALT) then to PLC. Analysis helps to inform future spending including curriculum and PD. Data is presented throughout the year at board meetings and various parent forums eliciting feedback for future program implementation. Feedback from all educational partners facilitates the development of the school's LCAP.</p> <p><b>Summary Analysis:</b> NSLA has a streamlined process for obtaining feedback from community partners and using their feedback to inform decisions. The LCAP is representative of both in goals and actions of these identified needs.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Board Minutes</a></li> <li>• <a href="#">Board Presentations Example</a></li> <li>• <a href="#">SSC/ELAC</a></li> <li>• <a href="#">Planned Monthly PLC Meetings</a></li> <li>• <a href="#">Local Assessment Calendar Example</a></li> <li>• <a href="#">NSLA Assessment Calendar</a></li> <li>• <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>• <a href="#">Illuminate Student and Parent Portal</a></li> <li>• <a href="#">Parsec Education Dashboard</a></li> <li>• <a href="#">Parsec 2024 CASSPP Data</a></li> <li>• <a href="#">PD Planning 24-25</a></li> <li>• <a href="#">LCAP</a></li> </ul>

<b>D2.1 Monitoring Student Growth:</b> Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.	<b>Evidence</b>
<p>Teachers monitor student progress through Infinite Campus (IC) and Illuminate, both providing a platform of information to meet the needs of the whole student. Attendance, behavior, health, support programs, assessment results, transcripts, and current grades are available for review. This access allows teachers to collaborate to discuss possible reasons for why some students are struggling. Teachers can view progress in all classes the student is enrolled in, so if a student is doing well in one class but not another, instructors can discuss best practices with team members. These could include changes in delivery, management, or environment. Transcripts also provide academic history to determine if deficiency is consistent. Parents and students are able to view grades, assessment results, and attendance through Infinite Campus. This information allows teachers, students, and parents to work together to formulate a plan to ensure students meet their intended learning goals.</p> <p>Grades continue to be the most common way to inform students, parents, and school staff about student progress. Teachers are expected to update their IC grade books on a weekly basis to ensure the most accurate information is available to community partners. With a heavy reliance on grades for progress, it's important that grades are a true reflection of standards mastery. The Lewis Center has adopted a grading policy effective 24-25 School year. All summative work is 70% or higher and Formative is 30% or lower and honors/AP is graded at 80% or higher and 20% or lower.</p> <p>In secondary grade levels, each semester is divided up into four reporting periods of grade progress. Four weeks into each quarter, Academic Warnings are mailed to families informing them of subject areas receiving a C-/D/F currently. At the quarter, a progress report card is mailed home as well as posted in IC to inform student progress. A final grade report is mailed home and posted in IC on the student's transcript at the end of 1st and 2nd semesters. These progress reporting dates are included in the NSLA Student Handbook. Academic conferences are initiated by parents and organized with teachers.</p> <p>Elementary (TK-5) provides trimester reports for the school year, utilizing standard base grading of 1-3 indicating levels of concept mastery. Elementary designates a week in the fall and in the winter of each school year for parent-teacher conferences. This provides an opportunity to discuss student progress towards standards mastery, behavior or attendance concerns, and answer parent questions. On average, 90% of families attend parent-teacher conferences. Future conferences can be initiated by either parent or teacher. Teachers and students monitor data from I-Ready diagnostics where students track their own progress and set goals through feedback and dialogue.</p> <p>The counseling department meets with all secondary students at least once a year to discuss scheduling for the following school year. Students complete a 4-year plan for high school, and receive instruction in: college</p>	<ul style="list-style-type: none"> <li>• <a href="#">Board Minutes</a></li> <li>• <a href="#">Board Presentations Example</a></li> <li>• <a href="#">Counseling Dept. Schedule</a></li> <li>• <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>• <a href="#">Illuminate Student and Parent Portal</a></li> <li>• <a href="#">NSLA Parent/Student Handbook</a></li> <li>• <a href="#">Graduation Requirements Plan Analysis</a></li> <li>• <a href="#">Google Classroom for Senior Class</a></li> <li>• <a href="#">Standards-Based Grading Guidelines</a></li> <li>• <a href="#">Secondary Grading Policy</a></li> <li>• <a href="#">TK-5 SBG Report Card Example</a></li> <li>• <a href="#">MS/HS Grading Periods</a></li> </ul>

<p>and career planning, the importance of a-g completion, purpose of the transcript, portfolio creation, and tracking activities.</p> <p>All 10th grade students participate in the ASVAB assessment, a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. Following this exam, students meet with a counseling team to discuss results and consider strategies for further exploration in career options.</p> <p>11th grade students meet individually with the counselor to develop a post-secondary plan, specific to the student. During this meeting, senior classes are determined and a “To do” list is created. College fair information is shared with families annually.</p> <p>12th grade seniors continue to meet with the counselor throughout their senior year to continue planning post-secondary goals and grad checks. The counseling department is open daily to meet with students and assist in their future endeavors such as workshops focusing on financial aid and assistance in completing college applications. Senior students receive regular post-graduation tips from the counselor through their designated Google Drive regarding upcoming deadlines and information pertaining to their transition to college.</p> <p><b>Summary Analysis:</b> Through the school’s Student Information System, Infinite Campus, parents, teachers, and students are able to see their progress. Goal setting and College &amp; Career planning are available for all students. PLC time is set to allow teachers to analyze student data and their progress toward meeting state standards.</p>	
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<b>D2.2 Teacher and Student Feedback:</b> Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.	<b>Evidence</b>
<p>Teachers inform students in a variety of ways the expected performance needed to meet standards. The following is a sampling of these methods:</p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Multiple Measures Student Report</li> <li>• Standards displayed in Google Classroom</li> <li>• One-on-one review of progress</li> <li>• Assessment results</li> <li>• Infinite Campus/Illuminate grade reporting</li> <li>• Oral feedback</li> <li>• Embedded in curriculum</li> <li>• Essential Questioning</li> <li>• Syllabus</li> <li>• Parent/Teacher communication</li> </ul> <p>Students are made aware of the learning goals when instruction takes place. Relevancy is built into lesson delivery such as how the lesson</p>	<ul style="list-style-type: none"> <li>• <a href="#">Walk-Through Observation Snapshot</a></li> <li>• <a href="#">Google Classroom Example</a></li> <li>• <a href="#">Multiple Measures Student Report (Parsec)</a></li> <li>• <a href="#">Master Schedule</a></li> <li>• <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>• <a href="#">Illuminate Student and Parent Portal</a></li> </ul>



<p>connects to life beyond high school, how historical events shape decisions in the world today, successful achievement on assessments affecting post-graduation goals, and math skills in real-life application.</p> <p>Immediate feedback is accomplished through these methods which allows students to make adjustments or rescore to improve their learning. Opportunities for rescoring happen either before or after school or during a teacher's prep period. All teachers from late elementary to 12th grade maintain a Google Classroom. This forum facilitates timely feedback to students before grades are posted in the student information system (SIS).</p> <p>In the most recent climate survey, 80% of students surveyed stated teachers make learning meaningful and interesting. Students responded that teachers encouraged them to share ideas and assist in students improving their overall scores. Above all, students reported that they are encouraged by their teachers.</p> <p><b>Summary Analysis:</b> Through technology, students can get feedback on learning objectives and their progress toward them. Both grades and Google Classroom facilitate this feedback. The master schedule allows for in-person teacher time to assist students as needed.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Climate Survey 2024 Dashboard Data</a></li> </ul>
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<b>D2.3 Demonstration of Student Achievement:</b> Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.	<b>Evidence</b>
<p>NSLA teachers meet in PLC throughout the month to provide a forum to analyze and discuss student progress. This process is used to review the whole student including attendance, culture, assessment, and behavior which are often included in the PLC agenda. Analyzing data occurs in a couple of different ways. Grades 6-12 review student progress after quarterly academic warnings, quarterly progress report card, and end of semester report card. Students who receive a grade of a C- or less in any subject are brought to each grade level team to review reasons for declining grades and devise a plan to be implemented by all teachers to help students reach their learning goals.</p> <p>The other analysis in the PLC is review of formative, summative, diagnostic, and state data. In grades TK-12, data is analyzed to measure growth, standards progress, effect of instructional strategies, and plan for meeting areas of need. For example, after first semester, TK-8 teachers use growth reports measuring two assessments to note how many students have moved from not mastered to mastered CCSS. Teachers note the standards giving students the most trouble then discuss why students have these deficits and how to address these through instruction.</p> <p>Monthly department meetings in grades 6-12 give the opportunity for vertical teaming. Often, discussion of data results and performance of specific students ensues during this time. This can prove beneficial when discussing best practices for a particular student. The prior year's teachers may provide insight to the student's current teachers regarding behavior,</p>	<ul style="list-style-type: none"> <li>• <a href="#">Planned Monthly PLC Meetings</a></li> <li>• <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>• <a href="#">Illuminate Student and Parent Portal</a></li> <li>• <a href="#">UA Schedule Example</a></li> </ul>

instructional strategies, and relationship building. Another result of data analysis is curriculum planning. This may include delivery of the current adopted curriculum or discussion about whether a curriculum is needed.

Grades TK-5 meet in grade-level teams weekly. This provides a forum to analyze data, discuss instructional strategies, develop common formative or summative assessments, and curriculum delivery. While the PLC analysis looks more at overall grade-level progress, weekly grade-level team meetings give the opportunity to look at specific student progress. For example, this process will help determine small group instruction for differentiation during Universal Access time to best meet the learning needs of all students.

**Summary Analysis:**

Time for evaluation of student achievement is provided to teachers on a weekly basis. Analysis of formative and summative assessments is done in a timely manner in order to provide feedback to students and to make adjustments in instruction.

## **ACS WASC Category D. Assessment and Accountability Summary**

***Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.***

### **Areas of Strength**

1. Early release each Wednesday allows for PLC time to review data.
2. Elementary teachers are provided weekly grade level PLC time for planning and data review.
3. Educational Partners are informed about the school's progress throughout the year and are a part of annual decision-making.

### **Areas of Growth**

1. As the high school continues to grow, teachers need additional time to review data throughout the school year.
2. Teachers need to continue to align both state and site data to improve instruction.

## Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

<b>E1.1 Strategies and Processes:</b> The school implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.	<b>Evidence</b>
<p>The school is committed to creating a culturally responsive and inclusive environment through its dual-immersion education model and emphasis on cultural competency. By engaging families and the broader community, the school ensures students thrive in a supportive atmosphere that values diversity, multilingualism, and multicultural understanding.</p> <p>Family and community involvement is central to the school's efforts to enhance academic success and cultural awareness. Key initiatives include:</p> <ul style="list-style-type: none"> <li>● <b>Real-Time Academic Tracking:</b> Families can monitor students' grades, assignments, and attendance through online platforms. Teachers provide bi-weekly updates on academic progress, especially for core classes.</li> <li>● <b>Consistent Communication:</b> Weekly updates via the Remind App inform families of deadlines, events, and classroom activities, complemented by individualized phone calls, texts, and emails for specific concerns or celebrations.</li> <li>● <b>Parent-Teacher Meetings:</b> Scheduled in-person conferences and parent-teacher nights foster collaboration between families and educators to address academic and behavioral concerns.</li> <li>● <b>Social Media Updates:</b> The school's active social media presence shares event highlights, announcements, and achievements, fostering school pride and community engagement.</li> <li>● <b>Weekly Newsletters:</b> "Wednesday News" provides families with school-wide updates, important dates, and relevant announcements.</li> </ul> <p><b>Digital Tools for Access</b></p> <ul style="list-style-type: none"> <li>● <b>Google Classroom:</b> Assignments, class materials, and resources are accessible to students and families for easy academic tracking.</li> <li>● <b>NSLA Sports News:</b> Weekly updates celebrate student athletes, announce upcoming events, and build school spirit.</li> </ul> <p><b>Opportunities for Family Involvement</b></p> <p>Aligned with its dual-immersion and cultural competency mission, the school offers numerous programs and events to engage families:</p> <ul style="list-style-type: none"> <li>● <b>Parent Teacher Organization (PTO):</b> Parents help organize events, fundraisers, and school activities to enhance the student experience.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>● <a href="#">Illuminate Student and Parent Portal</a></li> <li>● <a href="#">Remind App Example</a></li> <li>● <a href="#">School Calendar</a></li> <li>● <a href="#">NSLA Website Dashboard</a></li> <li>● <a href="#">Wednesday News Example</a></li> <li>● <a href="#">Google Classroom Example</a></li> <li>● <a href="#">NSLA Sports News</a></li> <li>● <a href="#">SSC/ELAC</a></li> <li>● <a href="#">School Board Calendar</a></li> <li>● <a href="#">School Calendar of Events</a></li> </ul>

<ul style="list-style-type: none"> <li>● <b>Parent Volunteers:</b> Families can assist in classrooms, extracurriculars, and events, strengthening ties to the school.</li> <li>● <b>Cafecito:</b> Informal monthly meetings between parents and administrators encourage open dialogue in a relaxed setting.</li> <li>● <b>Safety Summits:</b> Quarterly "Family Voices" forums address student safety, inviting collaboration on solutions.</li> <li>● <b>Family Literacy Workshops:</b> Sessions equip parents with strategies to support literacy development at home.</li> <li>● <b>Cultural Festivals:</b> Families celebrate diversity through school-hosted festivals, fostering inclusion and community.</li> </ul> <p><b>Governance and Decision-Making Opportunities</b></p> <ul style="list-style-type: none"> <li>● <b>School Site Council:</b> Parents contribute to decisions on budgeting, academic programs, and student services.</li> <li>● <b>ELAC (English Learners Advisory Committee):</b> Families of English Learners participate in decisions affecting EL students.</li> <li>● <b>Board Meetings:</b> Parents attend governance meetings to provide input on key school policies.</li> </ul> <p><b>Summary Analysis:</b> By offering consistent communication, culturally enriching activities, and collaborative decision-making opportunities, the school empowers families to actively support their children's education. This inclusive approach strengthens academic success and prepares students for a multicultural world.</p>	
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<b>E1.2 Inclusive Cultural Understanding:</b> School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.	<b>Evidence</b>
<p>The school prioritizes inclusivity and cultural understanding by embedding diversity and respect into its daily operations, academic content, and extracurricular activities. Leadership fosters an environment where students' cultural identities are celebrated, creating a supportive community that values diversity and promotes meaningful connections.</p> <p>Through bilingual education, cultural celebrations, and student-led initiatives, the school ensures that students' diverse backgrounds are honored and integrated into their learning experiences. This approach helps students feel valued and respected, contributing to their academic success and overall well-being.</p> <p>As a bilingual dual-immersion school, equal emphasis on English and Spanish allows students to develop proficiency in both languages while cultivating a deep appreciation for linguistic and cultural diversity. This model supports cross-cultural understanding and equips students with skills to navigate a multicultural world.</p> <p>Cultural Heritage Months, such as Hispanic Heritage Month, Black History Month, and Asian Pacific American Heritage Month, are celebrated</p>	<ul style="list-style-type: none"> <li>● <a href="#">Dual Immersion Program</a></li> <li>● <a href="#">School Calendar of Events</a></li> <li>● <a href="#">Field Trips</a></li> <li>● <a href="#">Curriculum List (SARC)</a></li> </ul>

through curriculum-based activities and assemblies. These events highlight the contributions of various cultures, enabling students to see their identities reflected while fostering respect for others.

Student-led clubs, including the Black Student Union (BSU), Latino Student Union (LSU), and Gender & Sexuality Alliance (GSA), provide safe spaces for students to explore their identities, share experiences, and advocate for equity. These clubs help students build leadership skills and create a sense of belonging, strengthening the school's inclusive culture.

The school's Club Chile offers students real-world experiences through a field trip to Chile, where they immerse themselves in the culture and language. This program broadens students' perspectives and emphasizes the importance of global connections.

Annual events like the Fall Festival, Multicultural Festival, and *Noche de las Estrellas* celebrate the richness of the community's diverse cultures through music, dance, food, and art. These festivals foster unity among students, staff, and families while honoring cultural traditions.

Field trips to cultural sites, museums, and historical landmarks enhance classroom learning by providing hands-on experiences that deepen students' understanding of diverse cultures and histories. These excursions promote respect for diversity and expand global perspectives.

The Global Connections Program connects students with pen pals in Taiwan, fostering cross-cultural exchanges that introduce new worldviews and build meaningful relationships. This initiative enhances students' communication skills and cultural competence from a young age.

A culturally responsive curriculum ensures that learning reflects diverse perspectives and histories. By integrating underrepresented voices and cultural narratives, the school creates a relevant and engaging educational experience that fosters empathy and helps students see themselves in the material.

### **Summary Analysis:**

The school's commitment to an inclusive and culturally responsive environment significantly enhances student learning and well-being. By celebrating diversity through various learning opportunities and extracurricular activities, all students feel valued, which boosts self-identity, engagement, and academic achievement. This cultural competency prepares students for success in a globalized world, fostering empathy and understanding through diverse experiences within the curriculum and activities such as festivals and field trips.

The school's emphasis on dual immersion, cultural celebrations, student-led initiatives, and a culturally responsive curriculum effectively creates an environment prioritizing cultural understanding. These efforts ensure that students from diverse backgrounds are supported, leading to increased engagement, academic success, and overall well-being, while preparing them to thrive in a multicultural world.

<p><b>E2.1 Policies and Resources:</b> The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.</p> <p><b>E2.2 Trust, Respect, and Equity:</b> The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.</p> <p><b>E2.3 School Culture:</b> The entire school community has an atmosphere of trust, respect, equity, and professionalism.</p>	<p><b>Evidence</b></p>
<p>NSLA demonstrates a strong commitment to creating a safe, clean, and supportive learning environment through clear policies, resources, and consistent communication. Safety protocols, including emergency drills, regular inspections, and partnerships with local law enforcement, ensure the well-being of students and staff. The school also prioritizes digital safety, particularly in internet usage, providing a comprehensive approach to student protection.</p> <p>Families stay informed through platforms such as Infinite Campus, the Remind App, and various communication methods like phone calls, emails, and in-person meetings. These tools foster transparency and collaboration, keeping families connected to student progress and school activities. Regular cleaning and maintenance ensure a healthy physical environment, with accessible facilities and accommodations for students with disabilities.</p> <p>To address students' academic, social, and emotional needs, NSLA offers counseling, social-emotional learning programs, and academic support. The counseling team, which includes staff and administrators, responds promptly to immediate concerns while providing long-term support. Programs like <i>Capturing Kids' Hearts</i> (CKH) and <i>Navigate Suite 360</i> emphasize emotional well-being, complemented by monthly initiatives such as Unity Day and mental health fairs.</p> <p>NSLA fosters a culture of trust, respect, and equity by celebrating diversity and inclusion. Through bilingual dual immersion, a culturally responsive curriculum, and student-led clubs like the Black Student Union, Latino Student Union, and Gender &amp; Sexuality Alliance, students are encouraged to explore their identities and appreciate others' perspectives. Events like the Multicultural Festival and Cultural Heritage Months further highlight the school's dedication to inclusivity.</p> <p>Family and community involvement play a crucial role, with initiatives like Cafecito, Family Literacy programs, and cultural festivals encouraging collaboration between parents and school leadership. Platforms like the School Site Council and Family Voices Safety Summit offer opportunities for families to provide input and address concerns.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Safety Plan</a></li> <li>• <a href="#">Catapult App</a></li> <li>• <a href="#">Infinite Campus Student and Parent Portal</a></li> <li>• <a href="#">Illuminate Student and Parent Portal</a></li> <li>• <a href="#">Remind App Example</a></li> <li>• <a href="#">NSLA Website Dashboard</a></li> <li>• <a href="#">FIT Report</a></li> <li>• <a href="#">Support Services Community Directory</a></li> <li>• <a href="#">SEL Counseling Corner</a></li> <li>• <a href="#">Cafecito Agenda</a></li> <li>• <a href="#">Master Schedule</a></li> <li>• <a href="#">School Calendar of Events</a></li> <li>• <a href="#">MTSS Map</a></li> <li>• <a href="#">Board Policies</a></li> </ul>



<p>To meet diverse learning needs, NSLA employs a multi-tiered system of support (MTSS), including programs like Rocket Lab, RSP, and SPED services. Staff receive professional development to ensure effective accommodations, while initiatives like the Calming Corner and Peer Partners enhance the learning environment. The school's focus on differentiation and alternative approaches underscores its dedication to every student's success.</p> <p>Extracurricular activities, ranging from Visual Arts and eSports to student government and leadership roles, allow students to develop skills and explore interests. Programs like AVID, AP courses, the Roadmap to Biliteracy, and dual-immersion classes emphasize college and career readiness, supported by career days, college fairs, and concurrent enrollment opportunities.</p> <p><b>Summary Analysis:</b> NSLA's culture of safety, inclusivity, and professionalism creates a nurturing environment where students thrive academically, socially, and emotionally. Strong family engagement, robust support systems, and diverse opportunities ensure students are well-prepared for future success.</p>	
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<p><b>E3.1 Multi-tiered Support:</b> School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.</p> <p><b>E3.2 Multi-tiered Support Effectiveness:</b> School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.</p> <p><b>E3.3 Student Involvement:</b> The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.</p> <p><b>E3.4 Student Self Advocacy:</b> Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p>	<p><b>Evidence</b></p>
<p>NSLA is deeply committed to providing personalized, multi-tiered academic and behavioral support to meet diverse student needs. The school's MTSS framework features three levels of intervention:</p> <ul style="list-style-type: none"> <li>● <b>Tier 1:</b> General education instruction for all students.</li> <li>● <b>Tier 2:</b> Targeted interventions for students requiring additional support.</li> <li>● <b>Tier 3:</b> Intensive, individualized instruction for those with specialized needs.</li> </ul> <p>NSLA's alternative instructional approaches include small-group intervention, tutoring, and differentiated instruction. Students with disabilities benefit from Individualized Education Plans (IEPs), while 504 plans address specific accommodations. English language learners also receive specialized instruction to support language acquisition and academic growth. Counseling services and close collaboration with</p>	<ul style="list-style-type: none"> <li>● <a href="#">MTSS Map</a></li> <li>● <a href="#">Support Services Community Directory</a></li> <li>● <a href="#">SEL Counseling Corner</a></li> <li>● <a href="#">Master Schedule</a></li> <li>● <a href="#">Virtual Wellness Example</a></li> <li>● <a href="#">Care Solace</a></li> <li>● <a href="#">StopIt App</a></li> <li>● <a href="#">Climate Survey 2024 Dashboard Data</a></li> <li>● <a href="#">LCER Ambassador Program</a></li> </ul>

families further personalize student support, fostering a safe and inclusive environment.

NSLA integrates SEL into daily operations to support students' emotional well-being:

- **Capturing Kids' Hearts:** This program fosters trust and connection between staff and students, cultivating a positive school climate.
- **Navigate 360 Curriculum:** SEL lessons provide tools for managing emotions, building relationships, and making responsible decisions.
- **Monthly Assemblies:** These focus on SEL themes, promoting mental health awareness and open dialogue.
- **Counseling and Crisis Support:** Weekly check-ins, group counseling, and crisis interventions ensure ongoing emotional support.

A **Virtual Wellness Google Site** provides accessible resources, including stress management tools and self-care strategies. Partnerships with services like Care Solace and the Stop It App enhance access to mental health resources and bullying prevention, while Go Guardian Alerts ensure proactive support for students in distress.

NSLA empowers students through leadership roles and decision-making platforms:

- **Principal Advisory Committee:** Students collaborate with administrators to address school-wide issues.
- **Associated Student Body (ASB):** ASB members organize events and represent peers in school governance.
- **Climate Surveys:** Regular feedback shapes policies to align with student needs.
- **NSLA Ambassadors:** These student leaders represent the school at events, fostering school pride and community engagement.

Student-led clubs and initiatives, such as cultural organizations and project-based learning programs, provide additional opportunities for self-advocacy, teamwork, and leadership development.

NSLA prepares students for post-secondary success with:

- AP and Honors courses.
- AVID for college readiness skills.
- The Roadmap to Biliteracy and Dual-Immersion classes, promoting global competence.

Events like Career Day and College Fairs expose students to potential pathways, while concurrent enrollment and credit recovery options ensure academic progress for all.

NSLA offers a wide range of activities to enhance student growth:

- Programs in visual arts, music, drama, and journalism.

- Leadership roles in organizations like the National Junior Honors Society.
- Educational field trips and community service projects.

These activities align with the school's mission to foster academic excellence, personal growth, and real-world readiness.

Recognizing the importance of staff wellness, NSLA provides:

- **Mindful Mondays and Wellness Wednesdays:** Sessions focused on mindfulness and self-care.
- Access to mental health resources and professional development on SEL practices.

#### **Summary Analysis:**

NSLA's commitment to inclusive education, personalized support, and leadership development creates a nurturing environment where students thrive academically, socially, and emotionally. With robust systems for academic support, SEL integration, and student advocacy, the school ensures that all students are empowered to achieve their full potential. Culture of safety, inclusivity, and professionalism creates a nurturing environment where students thrive academically, socially, and emotionally. Strong family engagement, robust support systems, and diverse opportunities ensure students are well-prepared for future success.

## **ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary**

***Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.***

### **Areas of Strength**

- NSLA has a strong MTSS foundation and plan to support students.
- There's a strong commitment for engagement opportunities.
- NSLA provides an inclusive community where families feel deeply connected to the learning process.

### **Areas of Growth**

- With the full build out of our TK-12 school, there are now opportunities to connect elementary and secondary students.
- Provide more opportunities for students with disabilities through inclusion across different subjects and activities.
- Offer families opportunities to prepare their children for school readiness, support them in navigating their current educational experience, and provide English language learning (ELL) classes for adults.

## Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

	Areas of Strength
Category A	<ul style="list-style-type: none"> <li>• Educational atmosphere that promotes global citizenship, academic success, and safety.</li> <li>• New facilities that promote learning and safety.</li> <li>• Transparency of finances, policy changes, and decision-making to all education partners.</li> <li>• Multiple opportunities for parent engagement including in-person, surveys, and open forums both live-streamed and recorded.</li> </ul>
Category B	<ul style="list-style-type: none"> <li>• Opportunities to be bilingual and use language in real-world situations through the Dual language program and curriculum.</li> <li>• Strong alignment between curriculum, standards, career/college focus skills, and assessment.</li> <li>• Strong partnerships with community organizations, colleges, and universities.</li> <li>• Data is used to inform instructional decisions.</li> <li>• Equitable access to all students.</li> </ul>
Category C	<ul style="list-style-type: none"> <li>• We have a lot of technology resources/devices available for student use.</li> <li>• Standards-aligned instructional strategies are used based on the most current research.</li> <li>• Staff are trained in multiple targeted support strategies.</li> <li>• A variety of college and career experiences are available to students through field trips.</li> <li>• Students are empowered with a safe space to express their ideas and choose how they learn.</li> </ul>
Category D	<ul style="list-style-type: none"> <li>• Early release each Wednesday allows for PLC time to review data.</li> <li>• Elementary teachers are provided weekly grade level PLC time for planning and data review.</li> <li>• Educational Partners are informed about the school's progress throughout the year and are a part of annual decision-making.</li> </ul>
Category E	<ul style="list-style-type: none"> <li>• NSLA has a strong MTSS foundation and plan to support students.</li> <li>• There's a strong commitment for engagement opportunities.</li> <li>• NSLA provides an inclusive community where families feel deeply connected to the learning process.</li> </ul>

	Areas of Growth
Category A	<ul style="list-style-type: none"> <li>• Increase participation in parent engagement opportunities.</li> <li>• Explore options for balance between mandatory guided/training and instructional planning time.</li> </ul>
Category B	<ul style="list-style-type: none"> <li>• Further opportunities to integrate career exploration into core subjects and extracurricular activities.</li> <li>• Continued professional development for teachers in instructional strategies, curriculum development, and assessment to further enhance the quality of instruction and improve test scores.</li> <li>• Increasing diversity in courses offered/pathways; Science pathway including a non-AP third-year course and additional AP courses.</li> </ul>
Category C	<ul style="list-style-type: none"> <li>• Continue professional development in research-based instructional strategies to improve in all areas, especially math and ELA.</li> <li>• High school students need life-skills course early on to prepare them for studying throughout high school and beyond.</li> <li>• Give teachers additional planning time to review data and plan instruction.</li> </ul>
Category D	<ul style="list-style-type: none"> <li>• As the high school continues to grow, teachers need additional time to review data throughout the school year.</li> <li>• Teachers need to continue to align both state and site data to improve instruction.</li> </ul>
Category E	<ul style="list-style-type: none"> <li>• With the full build out of our TK-12 school, there are now opportunities to connect elementary and secondary students.</li> <li>• Provide more opportunities for students with disabilities through inclusion across different subjects and activities.</li> <li>• Offer families opportunities to prepare their children for school readiness, support them in navigating their current educational experience, and provide English language learning (ELL) classes for adults.</li> </ul>

# Chapter V: Schoolwide Action Plan

The school's 2024-2025 LCAP is reflected in the following goals. Any additional goals the visiting committee suggests through the WASC self-study process will be updated in the 2025-2026 LCAP.

<b>Action Plan Goal #1</b>		
Enhance academic achievement across grade levels in mathematics.		
<b>Alignment with LCAP</b>		
<u>LCAP Goal #1</u> Improve student proficiency in core subject areas (English language arts, mathematics, science, and social studies) by implementing targeted instructional strategies, providing differentiated support, and fostering a culture of high expectations and academic excellence across all grade levels (TK-12).		
<b>Student Learning Need</b>		
Based on the most recent data available from CAASPP and iReady, students in grade levels 3-11 show deficiencies overall and for particular sub-groups. Data has been stagnant for the last three years with students performing far below standard.		
<b>Identified Schoolwide Growth Areas</b>		
NSLA will continue to identify areas in mathematics through verifiable and site data that need instructional focus and monitor through PLC.		
<b>Math Goals Based on Data</b>		
<b>Student Group</b>	<b>2024 CAASPP Data (DFS)</b>	<b>DFS Goal by 2027</b>
Overall	-102.2	-91.1
English Learners	-125.9	-117.5
Socioeconomically Disadvantaged	-112.7	-96.6
Students with Disabilities	-160.4	-140
<b>Student Group</b>	<b>2024 iReady Math (EOY Proficiency)</b>	<b>iReady EOY Proficiency Goals by 2027</b>
Overall (Grades 3-11)	17% of students on or above grade level 26% of students one grade level below 56% of students are two or more grade levels below	25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below
<b>Specific Actions to Close the Gap</b>	<b>Evidence of Implementation</b>	<b>Measurable Student-Focused Outcomes</b>
<ul style="list-style-type: none"> <li>Implement and monitor</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>On-site student</li> </ul>



<p>math intervention programs</p> <ul style="list-style-type: none"> <li>• Professional Development from math curriculum coaches</li> <li>• Planning time for grade levels/departments to map instruction and discuss strategies gleaned from PD</li> <li>• Evaluate current PLC structure to prioritize quality instruction</li> <li>• Continue MS Math Success classes with close monitoring of progress</li> <li>• Bilingual Paraprofessionals to support HS newcomers</li> <li>• Supplemental math curricula</li> <li>• MS Math Tutoring</li> </ul>	<p>calendar</p> <ul style="list-style-type: none"> <li>• PLC calendar</li> <li>• iReady Instruction data</li> <li>• iReady growth data for Math Success students</li> <li>• Master schedule</li> <li>• Paraprofessional schedule</li> <li>• Supplemental math curricula usage and proficiency data</li> <li>• Walk Through Observations</li> <li>• Testing Schedule</li> </ul>	<p>assessment data shows growth in math</p> <ul style="list-style-type: none"> <li>• Verifiable data (CAASPP and iReady) show upward trajectory in proficiency</li> <li>• Instruction use for supplemental learning programs and proficiency growth data</li> <li>• Implementation of PD strategies and growth measurements</li> </ul>
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### Report of Progress

Progress Reporting will be reported annually after metric data has been completed to the following educational partner engagement opportunities:

- School Board
- San Bernardino County Office of Education
- Administrative Leadership Team
- Teacher Meetings - PLC
- Parent Forums
- School Site Council/English Language Advisory Council

### **Action Plan Goal #2**

Enhance academic achievement across grade levels in English Language Arts.

### **Alignment with LCAP**

[LCAP Goal #1](#) Improve student proficiency in core subject areas (English language arts, mathematics, science, and social studies) by implementing targeted instructional strategies, providing differentiated support, and fostering a culture of high expectations and academic excellence across all grade levels (TK-12).

### **Student Learning Need**

Based on the most recent data available from CAASPP and iReady, students in grade levels 3-8 show deficiencies overall in ELA.

### **Identified Schoolwide Growth Areas**

NSLA will continue to identify areas in English Language Arts, through verifiable and site data, that need instructional focus and monitor through PLC.

ELA Goals Based on Data		
Student Group	2024 CAASPP Data (DFS)	DFS Goal by 2027
Grade 3	-73.72	-66
Grade 4	-91.96	-83
Grade 5	-49.88	-44
Grade 6	-55.87	-49
Grade 7	-59.41	-53
Grade 8	-52.88	-48
Student Group	2024 iReady ELA (EOY Proficiency)	iReady ELA Proficiency Goals by 2027
Overall (Grades 3-8)	27% of students on or above grade level 23% of students one grade level below 49% of students are two or more grade levels below	35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below
Specific Actions to Close the Gap	Evidence of Implementation	Measurable Student-Focused Outcomes
<ul style="list-style-type: none"> <li>Implement and monitor ELA intervention programs</li> <li>Professional Development from C6, OG, iLit, and SIOP</li> <li>Planning time for grade levels/departments to map instruction and discuss strategies gleaned from PD</li> <li>Evaluate current PLC structure to prioritize quality instruction</li> <li>Designated ELD classes with close monitoring of progress</li> <li>ELD Teacher on Assignment</li> <li>Supplemental ELA Curricula</li> <li>Analysis of DRA and EDL assessments</li> <li>MS Study Skills for</li> </ul>	<ul style="list-style-type: none"> <li>Universal Access data</li> <li>Rocket Lab data</li> <li>Professional Development calendar</li> <li>PLC calendar</li> <li>Walk Through Observations</li> <li>iReady Instruction data</li> <li>iReady growth data for ELA Study Skills students</li> <li>Master schedule</li> <li>Supplemental ELA curricula usage and proficiency data</li> <li>Testing Schedule</li> </ul>	<ul style="list-style-type: none"> <li>On-site student assessment data shows growth in ELA</li> <li>Verifiable data (CAASPP and iReady) show upward trajectory in proficiency</li> <li>Instruction use for supplemental learning programs and proficiency growth data</li> <li>Implementation of PD strategies and growth measurements</li> </ul>

Reading and Writing classes		
<b><u>Report of Progress</u></b>		
<p>Progress Reporting will be reported annually after metric data has been completed to the following educational partner engagement opportunities:</p> <ul style="list-style-type: none"> <li>• School Board</li> <li>• San Bernardino County Office of Education</li> <li>• Administrative Leadership Team</li> <li>• Teacher Meetings - PLC</li> <li>• Parent Forums</li> <li>• School Site Council/English Language Advisory Council</li> </ul>		

<b><u>Action Plan Goal #3</u></b>		
Focus on increasing enrollment at the high school grade levels.		
<b><u>Alignment with LCAP</u></b>		
<p><u>LCAP Goal #3</u> Foster a welcoming and inclusive school culture that celebrates diversity, promotes equity, and ensures all students feel valued, respected, and supported. This includes implementing initiatives to increase cultural competency among staff and students, promoting social-emotional learning, and enhancing opportunities for community engagement and collaboration to create a positive and supportive learning environment for all TK-12 students.</p>		
<b><u>Student Learning Need</u></b>		
<p>It is the school's goal to reach as many students as possible in the surrounding community to provide a safe and effective program where all students can thrive. The school is not at capacity in the high school grades and we would like to see enrollment improve.</p>		
<b><u>Identified Schoolwide Growth Areas</u></b>		
<p>NSLA will monitor enrollment trends, identify effective marketing strategies, and ample engagement opportunities for both parents and students, the school will increase its high school enrollment.</p>		
<b><u>Enrollment Goals Based on Data</u></b>		
<b>Student Group</b>	<b>Current Enrollment</b>	<b>Enrollment Anticipated by 2027</b>
9th	93	102
10th	58	99
11th	31	89
12th	48	78
<b>Specific Actions to Increase Enrollment</b>	<b>Evidence of Implementation</b>	<b>Measurable Student-Focused Outcomes</b>
<ul style="list-style-type: none"> <li>• Outreach at local</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach event attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in high school</li> </ul>

<ul style="list-style-type: none"> <li>community events</li> <li>Flyers to local businesses</li> <li>Review and calendar events; have students perform</li> <li>Advertise (e.g. movie theater, billboard, radio)</li> <li>Addition of School Marquee</li> <li>NSLA Student representation in local politics</li> <li>Increase counseling events and student meetings for 8th graders to retain students for high school</li> <li>Enhance elective course selection at high school</li> <li>Create a recruitment team</li> <li>Connect with local feeder schools</li> </ul>	<ul style="list-style-type: none"> <li>Advertisements</li> <li>Calendar of events</li> <li>School Marquee installation</li> <li>Creation of NSLA student representative team</li> <li>Calendar of counseling events for upcoming school year</li> <li>Counselor meetings with NSLA future high school students</li> <li>Master Schedule</li> <li>Recruitment team</li> <li>Analysis of enrollment outreach (i.e. how families heard about NSLA)</li> </ul>	<ul style="list-style-type: none"> <li>enrollment</li> <li>Continued NSLA enrollment from 8th to 9th grade</li> <li>NSLA waiting list will include high school</li> </ul>
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### **Report of Progress**

Progress Reporting will be reported annually after metric data has been completed to the following educational partner engagement opportunities:

- School Board
- San Bernardino County Office of Education
- Administrative Leadership Team
- Teacher Meetings - PLC
- Parent Forums
- School Site Council/English Language Advisory Council

### **Action Plan Goal #4**

Increase the quantity and quality of parent engagement opportunities. Help parents connect with their child's education in a meaningful way to help build a lifetime foundation for academic success.

### **Alignment with LCAP**

[LCAP Goal #1](#) Improve student proficiency in core subject areas (English language arts, mathematics, science, and social studies) by implementing targeted instructional strategies, providing differentiated support, and fostering a culture of high expectations and academic excellence across all grade levels (TK-12).

[LCAP Goal #2](#) Expand and enhance dual language immersion and global language programs across all grade levels (TK-12) to promote bilingualism, biliteracy, and cross-cultural competence among students. This includes increasing language proficiency, providing professional development for educators, and fostering partnerships with cultural institutions and language communities to enrich language learning experiences.

[LCAP Goal #3](#) Foster a welcoming and inclusive school culture that celebrates diversity, promotes equity, and ensures all students feel valued, respected, and supported. This includes implementing initiatives to increase cultural competency among staff and students, promoting social-emotional learning, and

enhancing opportunities for community engagement and collaboration to create a positive and supportive learning environment for all TK-12 students.

### **Student Learning Need**

Students are underperforming in both math and ELA assessments. Parents have shared through engagement opportunities that they are not able to support their children academically, either they are not sure how or do not understand the material. Attendance is not as robust as it was prior to COVID. Parents indicated through engagement forums that they would like to be able to help support their child in school and have more opportunities for family nights.

### **Identified Schoolwide Growth Areas**

Helping families build skills to support their child's learning in the home will improve the collaboration between parents, students, and school through designated parent classes and family nights throughout the school year. This collaboration will improve student skills in core curricular areas as evidenced through assessment data.

### **Engagement Opportunity Goals**

<b>Student Group</b>	<b>2024 CAASPP Data (DFS)</b>	<b>DFS Goal by 2027</b>
Overall (Grades 3-8, 11)	-102.2	-91.1
<b>Student Group</b>	<b>2024 iReady Math (EOY Proficiency)</b>	<b>iReady EOY Proficiency Goals by 2027</b>
Overall (Grades 3-11)	17% of students on or above grade level 26% of students one grade level below 56% of students are two or more grade levels below	25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below
<b>Student Group</b>	<b>2024-2025 Attendance Semester 1</b>	<b>Attendance Improvement by 2027</b>
TK-5	93.92%	96%
6-12	93.24%	96%
<b>Specific Actions to Increase Family Engagement</b>	<b>Evidence of Implementation</b>	<b>Measurable Student-Focused Outcomes</b>
<ul style="list-style-type: none"> <li>• ESL classes for parents</li> <li>• Basic math and ELA classes for parents</li> <li>• Family nights throughout the school year</li> <li>• Early literacy and numeracy strategy classes for parents</li> <li>• Parenting classes</li> <li>• Parent Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Parent class calendar/schedule</li> <li>• Attendance for parent classes</li> <li>• Calendar of family events</li> <li>• Attendance of family events</li> <li>• Hiring of parent liaison</li> </ul>	<ul style="list-style-type: none"> <li>• On-site student assessment data shows growth in Math and ELA</li> <li>• Verifiable data (CAASPP and iReady) show upward trajectory in proficiency in Reading and Math</li> <li>• Positive feedback from parents and students</li> </ul>

		through engagement opportunities <ul style="list-style-type: none"> <li>• Improved student attendance showing an increase</li> </ul>
<b><u>Report of Progress</u></b>		
<p>Progress Reporting will be reported annually after metric data has been completed to the following educational partner engagement opportunities:</p> <ul style="list-style-type: none"> <li>• School Board</li> <li>• San Bernardino County Office of Education</li> <li>• Administrative Leadership Team</li> <li>• Teacher Meetings - PLC</li> <li>• Parent Forums</li> <li>• School Site Council/English Language Advisory Council</li> </ul>		