

NSLA Academic Improvement Plan (AIP)

This Academic Performance Plan acknowledges the areas in which improvements are needed at Norton Science and Language Academy (NSLA) and details the steps, timeline, and resources to achieve measurable gains. The Lewis Center for Educational Research (LCER) Board of Directors, LCER Executive Team, and NSLA Administration are committed to improving student outcomes while maintaining fidelity to the school's mission of ensuring learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.

The primary focus of this plan is to address improvements in student performance on the California Assessment of Student Performance and Progress (CAASPP) in both English Language Arts (ELA) and Mathematics, as well as English Learner Progress Indicator (ELPI) over the next two years. The goals and steps to achieve these improvements align with NSLA's Local Control and Accountability Plan (LCAP), WASC Self-Study, and the goals presented in the NSLA charter renewal for the period July 1, 2025, to June 30, 2027. Additionally, NSLA will continue to work closely with the Differentiated Assistance support team at Riverside County Office of Education to identify and analyze the root causes of academic achievement gaps and set targeted goals to address those gaps as long as the school qualifies for this assistance.

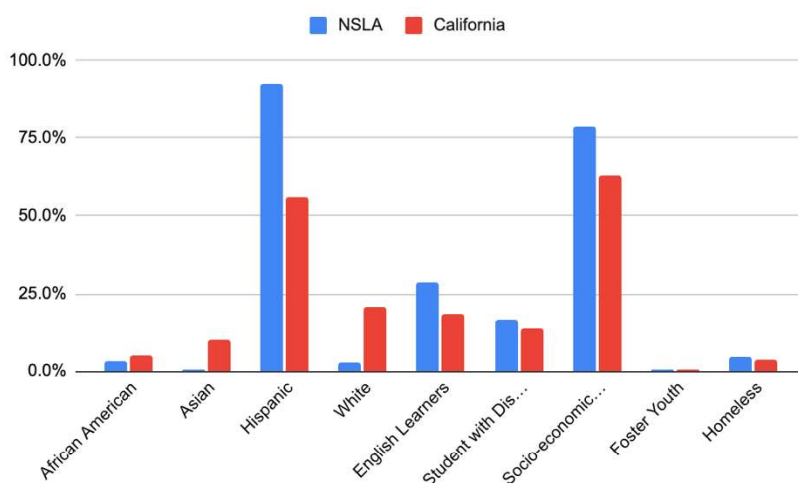
NSLA Overview

NSLA is an independent, direct-funded charter school first authorized in 2008 by the San Bernardino County Superintendent of Schools. NSLA opened a brand-new campus in the fall of 2021. The new location is only a few miles from the previous location, allowing NSLA to continue serving the downtown San Bernardino community and county at large.

NSLA serves a TK-12 population of approximately 1,249. The class of 2025 is NSLA's first graduating class. The most recent demographic breakdown identified by the 2024 California School Dashboard is 3.1% African American, 0.6% Asian, 92.3% Hispanic, and 2.6% White. Students qualifying as unduplicated are low-income (78.5%), English learners (28.7%), homeless youth (4.6%), and foster youth (0.5%). Students with disabilities account for 16.6% of the population.

The following chart compares NSLA's student demographics to the State of California's. Norton Science and Language Academy (NSLA) serves a significantly more diverse and underserved population compared to California as a whole. The majority of NSLA's

student body is Hispanic (92.3%), compared to the state average of 56.1%. Additionally, NSLA enrolls a higher percentage of English Learners (28.7% vs. 18.4%), socio-economically disadvantaged students (78.5% vs. 62.7%), and students with disabilities (16.6% vs. 13.7%). This plan for improvement focuses on closing the achievement gap for all students with targeted support measures identified for underperforming subgroups.



NSLA provides a Dual Immersion Program that supports the charter's educational goals. Spanish is the primary language of instruction in the first years of school. Since NSLA's inception, the elementary dual immersion programs have followed the 90/10 model with 90% of a kindergartener's day spent in Spanish immersion. After that, English instruction increased by 10% in each grade until a 50/50 balance was reached in 4th grade and continued until middle school. Recent adjustments have been made in the elementary program to reflect current dual immersion research (Appendix B) described in greater detail later in this plan. Secondary students continue to have the option to continue in the Spanish dual immersion pathway. They can also choose to take advantage of the dual enrollment option at San Bernardino Valley College to take Mandarin or American Sign Language. Secondary students may also opt to explore other courses in leadership or STEM (ie: ASB, California Cadet Corps, eSports, AP Computer Science, Space Science, or AVID). All students receive a high-quality instructional program centered on academic success in Spanish and English. The program's goal is for all students to become bi-literate and bilingual in two languages - English and the "target" language, Spanish.

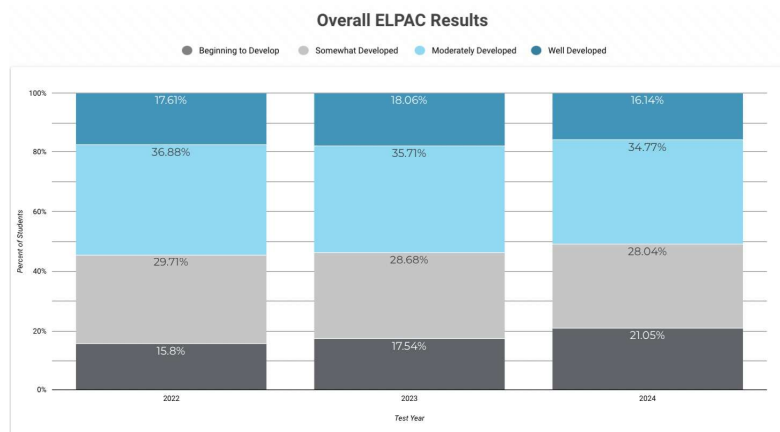
NSLA has strong partnerships with local community businesses and organizations. NSLA also shares deep partnerships with NASA, Jet Propulsion Laboratory, and leading science organizations that enhance the STEM offerings to students across grade levels.

Areas of Focus

English Learner Progress Indicator (ELPI)

Historical Data- ELPAC Trend Analysis

California

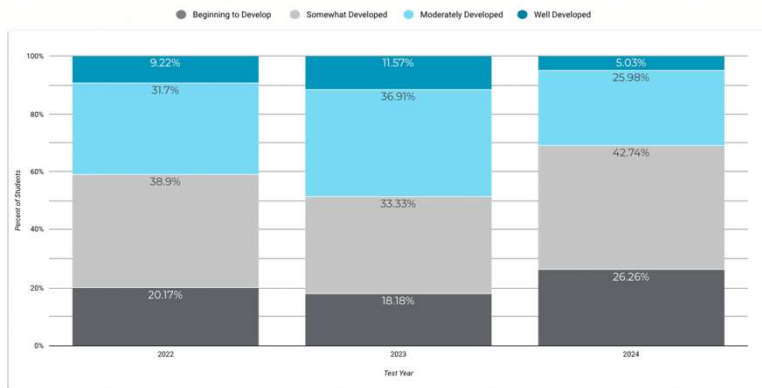


San Bernardino County



NSLA

Overall ELPAC Results



Based on this ELPAC trend data, NSLA has made the following conclusions.

1. Statewide (California) Trends:

- Trend:** Statewide, the percentage of students in the "Well Developed" category remains the highest, though it has shown a slight decline over the past three years from 17.61% in 2022 to 16.14% in 2024. Simultaneously, the percentage of students in the "Beginning to Develop" category has increased from 15.8% in 2022 to 21.05% in 2024.
- Implication for NSLA:** California shows a modest decline in the "Well Developed" category while NSLA's mimics a similar decline from 9.22% in 2022 to 5.03% in 2024. We see similar trends in the "Beginning to Develop" category increasing from 20.17% in 2022 to 26.26% in 2024. To improve the school's gains in the "Well Developed" category, NSLA will continue to address skill areas (oral language, listening, writing, and reading) where students are not advancing as expected.

2. County (San Bernardino) Trends:

- Trend:** Across San Bernardino County, the "Well Developed" category has remained relatively stable, showing only a slight decline from 14.73% in 2022 to 13.77% in 2024. The "Beginning to Develop" group has steadily increased, from 17.45% in 2022 to 22.03% in 2024.
- Implication for NSLA:** Both County and NSLA data show similar trends in the "Well Developed" and "Beginning to Develop" categories. Between 2022

and 2024, NSLA experienced a decline in the "Well Developed" category and an increase in the "Beginning to Develop" category. This shift may be due to the enrollment of new students at the "Beginning to Develop" level while students who achieve "Well Developed" status are redesignated. Additionally, it may indicate that some students are experiencing setbacks. To address this trend, NSLA will leverage data systems such as Parsec Education to further investigate the underlying causes and implement targeted strategies to support continuous student progress.

3. NSLA-Specific Trends:

- **Trend:** NSLA's performance shows a modest decline in the "Well Developed" category from 9.22% in 2022 to 5.03% in 2024, which mimics the results from the state and county. The "Beginning to Develop" group saw a concerning increase in 2024, rising to 26.26% after a decrease in 2023. These results align with both the state and county trends.
- **Implication:** While NSLA's ELPAC performance levels align with state and county trends, they do not yet reflect the school's desired outcomes. The increase in the "Beginning to Develop" category raises concerns that newcomers may require additional support and that some current EL students may not be receiving sufficient resources to maintain progress. To address this, NSLA will identify the root causes of these challenges and implement targeted strategies to support newcomers while ensuring existing students continue to advance.

Root Cause Analysis for Decline in ELPI Score

1. **Investigate the Increase in "Beginning to Develop":** Given the rise in the "Beginning to Develop" category, NSLA will conduct a thorough data analysis using Parsec Education to understand why some students are regressing or if there is a trend of newly enrolled students at the "Beginning to Develop" level. Possible causes could include an influx of newly enrolled students, insufficient instructional support at specific grade levels, or lingering post-pandemic learning gaps.
2. **Focus on Closing the Gaps for Students in "Somewhat Developed":** Both the state and county show a relatively high percentage of students in the "Somewhat Developed" category. NSLA will work to identify strategies to help students move from "Somewhat Developed" to "Moderately Developed" or "Well Developed." This will be done through intentional data discussions in

Professional Learning Communities (PLCs) utilizing multiple measures of assessment including ELPAC levels, CAASPP ELA levels, i-Ready reading levels, and other site-based assessments.

3. **Gather Real Feedback from Students:** When asked by the ELPAC Test Coordinator why students felt that they had not done as well last year, some students responded with comments such as: “I just wanted to get out of there” or “I didn’t really try my best.” NSLA Administration will conduct a survey using Parsec Real to better understand students’ perspectives on their individual progress and test results. This feedback will be used to structure the testing environment and to advise teachers about students’ perceptions of their classroom preparation for the ELPAC.

Targeted Improvement Goal

NSLA aims to return to “Green” performance level on the California Dashboard for ELPI as it was for the 2023-2024 school year.

Strategies and Actions to Be Implemented

1. Monitor Progress and Set Interventions Early

- Increase individual EL student monitoring through quarterly goal meetings with the grade level Vice Principal or Teacher on Assignment.
- This regular monitoring of student progress will allow NSLA to identify struggling students early and provide timely interventions before they regress further.
- Each quarter, the Multi-Tiered Systems of Support (MTSS) and Curriculum, Instruction, and Assessment (CIA) teams will review the results of the individual student meetings to inform professional development, intervention, and instructional needs to support EL students’ progress.

2. Provide Newcomer and Long-Term EL (LTEL) Targeted Support

- Students in both elementary and secondary who achieve at levels 1-3 on the ELPAC receive both integrated ELD within the classroom instruction and designated ELD during specific periods of the day for 30 minutes or more. Each highly qualified teacher provides individualized academic support and monitors progress.

- Bilingual paraprofessional support is provided in secondary classrooms where newcomer or LTEL support is needed.
- Professional Learning Communities (PLC) time for teachers will be utilized to regularly review their EL students' performance on formative and summative work in the classroom. PLCs will be tasked to differentiate instructional strategies to meet the needs of their students with particular emphasis on newcomers and LTELs.
- Parent engagement opportunities will provide valuable support to our EL population. Beginning in 2025, the addition of a Parent Liaison will enhance these efforts by offering parenting classes designed to equip parents with the skills needed to support their children's learning at home. Throughout the school year, NSLA will offer a variety of resources, including ESL classes, math and ELA workshops, early literacy and numeracy sessions, family nights, and parenting classes, fostering a strong partnership between families and the school.
- NSLA has created a focused and supportive testing environment by minimizing distractions through noise and seating adjustments, assigning supportive staff to administer tests and ease student anxiety, and implementing positive reinforcement strategies to boost confidence and engagement.

3. Targeted Teacher Training

- Provide professional development for teachers to support students who are struggling with a focus on the tools and strategies to meet the needs of all learners, especially those in the "Beginning to Develop" group.
- Provide Sheltered Instruction Observation Protocol (SIOP) training to secondary teachers. SIOP is a framework for teaching that helps English language learners (ELLs) and other students learn content and language.
- Provide C6 Biliteracy Framework Professional Development and Coaching to all elementary teachers and select secondary teachers. C6 helps teachers effectively guide students towards becoming biliterate while achieving grade-level academic standards.
- Provide embedded coaching for all C6 and SIOP trained teachers and administrators.
- Continue teacher and administration engagement in key dual immersion and EL networks such as California Association for Bilingual Education (CABE) and San Bernardino County Superintendent of Schools (SBCSS) Dual Language Leadership Network.

4. Maintain and Build on Progress in the "Well Developed" Category

- Continue and extend the practices that have contributed to the strong performance in the "Well Developed" group through increased and ongoing participation in programs or courses that offer more advanced language development opportunities. Current programs at NSLA include Advanced Placement (AP) and honors courses, Advancement Via Individual Determination (AVID) electives, Poetry Out Loud club and competitions, Journalism elective, Yearbook elective, Chilean Student Exchange Program, and Taiwanese Cultural Exchange Program.
- Continue the EL Reclassification Celebration that was launched in Spring 2023. The celebration is held in the evening for all students who have earned reclassification status for their families and teachers to share in their success. The response to this has been overwhelming and well-appreciated by families.

Timeline and Metrics

Activity	Responsible Parties	Metrics/ Measurement	Timeline
Begin quarterly goal setting meetings with LTELs and Level 1 EL Students	Elementary Vice Principal, Secondary TOA, ELD Homeroom Teachers	Meetings will be documented in Infinite Campus. Progress to goals will be monitored each quarter. New goals will be set. Assessment Data that will be used to determine student progress may include ELA grades, i-Ready, DRA3, Las Links assessments, and ELPAC Interim Assessments.	Beginning in January 2025 and ongoing
Continue C6 Biliteracy Framework/ Dual Immersion Training, Coaching and Implementation in grades TK-5 and 6-12	Administrative Team, Coordinator of Student Supports, Dual Immersion Elementary Teachers, Secondary Teachers, Secondary Teacher on Assignment	C6 Coach will conduct 2 campus visits per year to provide feedback on schoolwide and teacher progress toward full implementation of the	Beginning in the 2023-2024 school year and ongoing.

		C6 Biliteracy Framework. Translanguaging and bridge activities will be evident during classroom walkthrough and observation data.	
Provide ongoing professional development for instructional staff and administration	NSLA Principal LCER Coordinators	Align professional development plan with the annual budget outlined in the LCAP and other relevant school plans (Educator Effectiveness, Learning Recovery Block Grant, WASC, etc). Professional development activities currently allocated in these plans include attendance at CAFE, C6 Biliteracy Framework Training and Coaching, ELPAC trainings, Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition and Design (GLAD) Training, Orton-Gillingham (OG), and SBCSS Dual Language Immersion Leadership Network.	Ongoing
Increase programs or courses that offer more advanced language development opportunities	Administrative Team, Academic Counselor, Academic Leadership Team	Number of advanced and elective course offerings and student enrollment in each.	Ongoing

Academic Performance: ELA

Historical Data – Measured in Distance from Standard (DFS)

	CAASPP	2022	2023	2024
NSLA	ELA	-58.1	-72.3	-56
San Bernardino City USD	ELA	-45	-49.7	-46.1
State of California	ELA	-12.2	-13.6	-13.2

Based on the ELA trend data, NSLA has made the following conclusions.

1. Statewide (California) Trends:

- **Trend:** ELA DFS in California showed a decline from 2022 to 2024, from 12.2 points below standard to 13.2 points below standard. While this is a minor dip, it reflects a broader trend of stagnation or a slight decline in English Language Arts proficiency across the state.
- **Implication for NSLA:** NSLA's DFS in ELA, 56 points below standard in 2024, is notably lower than the state average but has seen improvement from 72.3 points below standard in 2023. Despite the statewide decline, NSLA's resilience in improving its scores indicates that we are on the right track. NSLA will continue to monitor the trends in California while focusing on building upon its gains in the coming years.

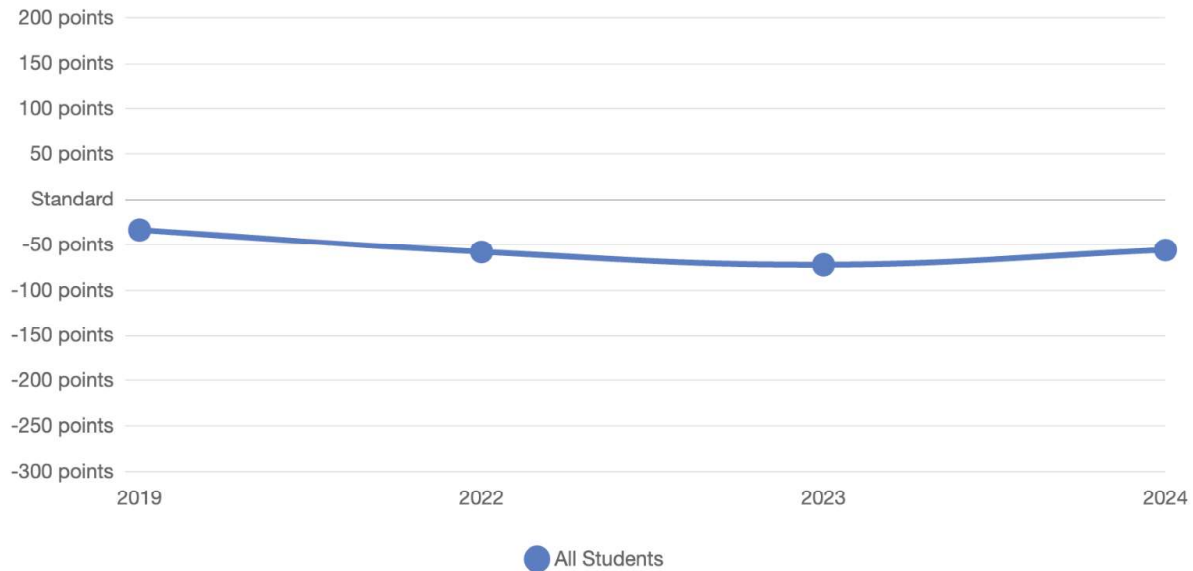
2. District (San Bernardino City USD) Trends:

- **Trend:** San Bernardino City USD has seen a slight increase in ELA performance from 49.7 points below standard 46.1 points below standard in 2024. This shows relative stability in the local district's ELA performance.
- **Implication for NSLA:** NSLA's 2024 ELA performance is 10 more points below standard compared to the district. However, NSLA's 16.3 gain from 2023 to 2024 shows a positive effect of the current LCAP ELA focused goals and resource allocation. NSLA will continue its focus on ELA interventions and opportunities for advanced coursework to further strengthen its program.

3. NSLA-Specific Trends:

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



- **Trend:** NSLA's ELA DFS improved by 16.3 points from 2023, -72.3 to 2024 -56, showing a positive movement towards proficiency. While NSLA remains below the state and district averages, the upward trend indicates progress in meeting proficiency goals. NSLA also achieved significant gains in specific subgroups, such as English Learners (12.2-point increase), Long-Term English Learners (36.2-point increase), and Socioeconomically Disadvantaged students (14.1-point increase). However, the subgroup of Students with Disabilities showed a decline of 4.2 points, which represents an area of concern.
- **Implication:** NSLA's ELA growth in 2024 demonstrates the effectiveness of its current instructional efforts. The improvement among English Learners and Socioeconomically Disadvantaged students is particularly notable, showcasing the success of targeted interventions. However, the decline among Students with Disabilities highlights an area that requires further focus. NSLA's efforts to adjust its dual immersion model, as well as a new approach to early literacy, will likely help address some of the challenges in this area.

Targeted Improvement Goal

Over the next two years, NSLA aims to narrow the gap as measured by DFS on the CAASPP, particularly in elementary, by 10 points in ELA, increasing overall proficiency by the 2027-2028 academic year.

Strategies and Actions to be Implemented

1. **Continue Supporting Targeted Subgroups:** The gains made by English Learners and Socioeconomically Disadvantaged students are promising. NSLA will build on the instructional strategies that helped promote growth in these groups to ensure that they continue to improve. In addition, attention will be focused on the Students with Disabilities subgroup, which saw a decline in proficiency. Specialized interventions and support services through the Tier 2 Rocket Lab, differentiated instruction, secondary homerooms, and secondary success classes, will be provided to reverse this trend. Examples of the specialized interventions and support services include Orton Gillingham reading interventions, guided reading, explicit language instruction utilizing C6 strategies (create, connect, collaborate, communicate, consider, commit), small group instruction, GLAD (Guided Language Acquisition Design) strategies, SIOP (Sheltered Instruction Observation Protocol), and CERT (Claim, Evidence, Response, Take-Away) writing strategies.
2. **Enhance Dual Immersion Model Adjustments:** NSLA's adjustments to its dual immersion model, including more consistent exposure to both target languages and early literacy instruction in English, will be carefully implemented and monitored. Working with Dr. Jose Medina, lead Dual Immersion researcher and co-author of The Guiding Principles of Dual Immersion, our team reviewed school-wide performance data to target instructional areas that needed improvement and modernization. NSLA made 3 foundational updates to the elementary Dual Immersion program. First, we modified our language allocation plan to increase English instruction in the primary grades (Appendix A). Previously, NSLA implemented a 90/10 model starting in kindergarten, gradually increasing English instruction over time. However, after conducting a thorough analysis of student performance and literacy outcomes, we have revised our approach to begin the 90/10 model in transitional kindergarten (TK) and shift to a 50/50 balance by third grade. Extensive research (Appendix B) in dual-language education supports the benefits of structured exposure to both target languages, particularly in early literacy development. Studies indicate that explicit reading instruction in English before third grade leads to stronger literacy skills in both

languages, preventing gaps that can emerge when students transition into higher grades. (Francis, Lesaux, & August, 2006) (Goldenberg, 2008, 2013). Structured and explicit reading instruction in both the native language and English during the early grades is essential for dual-language learners. This approach fosters robust literacy skills in both languages, ensuring a smoother academic trajectory as students advance through their education. By adjusting our model to introduce more English literacy instruction earlier while maintaining strong Spanish immersion, we are aligning with proven methodologies that enhance long-term bilingual proficiency and overall academic success.

Second, all elementary teachers and instructional support staff completed Orton Gillingham Training. Orton Gillingham is a multi-sensory approach to teaching reading, writing and spelling. It is based on the Science of Reading Research. The Orton-Gillingham curriculum will be implemented alongside the Dual Immersion model, offering targeted instruction in phonics, vocabulary, and comprehension, helping all students, including those with reading challenges, thrive in both languages. The curriculum is data-driven, enabling continuous progress monitoring and tailored interventions to ensure all students are making strides in their literacy development. To further bolster our early literacy efforts, NSLA is incorporating the Orton-Gillingham approach, which is renowned for its multi-sensory, structured, and systematic teaching methods. This curriculum is particularly effective for students with reading difficulties but will benefit all students, as it explicitly teaches the following essential literacy components:

Phonemic Awareness: Developing the ability to identify and manipulate sounds in words, laying the foundation for decoding and spelling.

Phonics: Providing systematic instruction on the relationship between letters and sounds.

Fluency: Fostering smooth, accurate, and expressive reading through repeated practice.

Vocabulary: Teaching word meanings in context to support comprehension.

Comprehension: Providing strategies for analyzing and understanding texts.

Finally, our elementary team, along with select members of our secondary staff, completed C6 Biliteracy Framework professional development. The Biliteracy Framework, developed by Dr. Jose Medina and his team, focuses on the implementation of 6 strategies that effectively engage students in our Dual Language setting. NSLA has committed to a 3-year professional learning plan (Appendix C) with Dr. Jose Medina Educational Solutions to ensure staff are well equipped to deliver high-quality instruction in a Dual Language setting. These

changes will help improve literacy fundamentals at earlier grade levels, better preparing students for academic success in both target languages. NSLA will closely monitor how these adjustments impact ELA outcomes over the next years, especially at the elementary levels.

3. **Strengthen Early Literacy Programs:** The shift to using the Orton Gillingham curriculum in early grades is a research-based move to build foundational literacy skills in English. Orton-Gillingham is well-regarded for its multi-sensory, structured, and systematic instruction, which directly supports the development of foundational literacy skills in early learners. This curriculum helps students, especially those with reading difficulties, by explicitly teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension in a way that builds a strong foundation for reading success. Expanding an emphasis on English Language instruction to all elementary grade levels and ensuring that students have consistent exposure to reading and writing in both target languages across subjects will likely yield further improvements in ELA proficiency.
4. **Focus on Teacher Support and Professional Development:** To further boost ELA proficiency, NSLA will continue its focus on teacher development. Providing ongoing professional development that equips new and veteran teachers with strategies for differentiated instruction, early literacy, and effective language support is crucial, especially as the dual immersion model is adjusted. Professional development to support the adopted curricula (Benchmark, Orton Gillingham, etc.) will be provided as well as ongoing training for best instructional practices such as Guided Language Acquisition and Design (GLAD), C6 Biliteracy Framework, and Capturing Kids Hearts.
5. **Data-Driven Instruction and Regular Assessment:** NSLA has demonstrated the effectiveness of data-driven instruction in its gains. Continuing regular assessments and data reviews in Professional Learning Communities (PLCs) will ensure that the staff can quickly identify trends, strengths, and weaknesses in its ELA programs. Adjusting instruction in real time based on data will maximize progress. Instructional staff will administer regular formative and summative assessments and use those results to differentiate instruction within the classroom and provide additional Tier 2 or 3 support to students who need it. Assessments that will be used to diagnose students' progress in ELA include i-Ready, DRA3, Benchmark exams, interim CAASPP assessments, and teacher created assessments.

Timeline and Metrics

Activity	Responsible Parties	Metrics/ Measurement	Timeline
Further partner with SBCSS and other education agencies to offer additional professional development to NSLA staff in best practices in ELA instruction.	NSLA Administration, LCER Coordinators, Teachers	Align professional development plan with the annual budget outlined in the LCAP and other relevant school plans (Educator Effectiveness, Learning Recovery Block Grant, WASC, etc.). Professional development activities currently allocated in these plans include attendance at California Association of Bilingual Educators (CABE), ELPAC trainings, Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition and Design (GLAD) Training, Orton-Gillingham (OG), and SBCSS Dual Language Immersion Leadership Network.	Ongoing
Continue C6 Biliteracy Framework/ Dual Immersion Training, Coaching and Implementation in grades TK-5 and 6-12.	Administrative Team, Coordinator of Student Supports, Dual Immersion Elementary Teachers, Secondary Teachers Secondary Teacher on Assignment	C6 Coach will conduct campus visits -to provide feedback on schoolwide and teacher progress toward full implementation of the C6 Biliteracy Framework. In 2024-2025, the C6 Coach will be on campus for 8 full days.	Beginning in the 2023-2024 school year and ongoing.

		In 2025-2026, the coaching days will increase to 10 full days. With Dr. Medina, C6 Author and national dual immersion expert, personally facilitating 6 of those days. Effective implementation will show evidence of translanguaging, bridge activities, C6 strategies, and 4+1 strategies during classroom walkthrough and observation data.	
Continue implementation of Rocket Lab reading interventions at the elementary level and develop similar interventions at the secondary level to specifically target gaps in ELA.	NSLA Administration, LCER Coordinators, NSLA Teachers on Assignment	ELA Common Assessments, Pre/post-assessment data	2025-2026 school year
Host family engagement events (Parents as Teachers) to train parents in best practices that they can use at home to help their children better master what they've learned at school.	Parent Liaison, Teachers	Attendance, survey feedback	Semi-annually

Academic Performance: Math

Historical – Measured in Distance from Standard (DFS)

	CAASPP	2022	2023	2024
NSLA	Math	-91.1	-101.1	-102.2
San Bernardino City USD	Math	-90.3	-88	-83.9
State of California	Math	-51.7	-49.1	-47.6

Based on the Math trend data, NSLA has made the following conclusions.

1. Statewide (California) Trends:

- **Trend:** The State of California saw a slight improvement in Math DFS from 51.7 points below standard in 2022 to 47.6 points below standard in 2024. This trend reflects a subtle improvement in overall Math performance across the state.
- **Implication for NSLA:** While California has experienced a slight increase in Math proficiency, NSLA's performance has maintained levels over the three years, showing a slight decline.

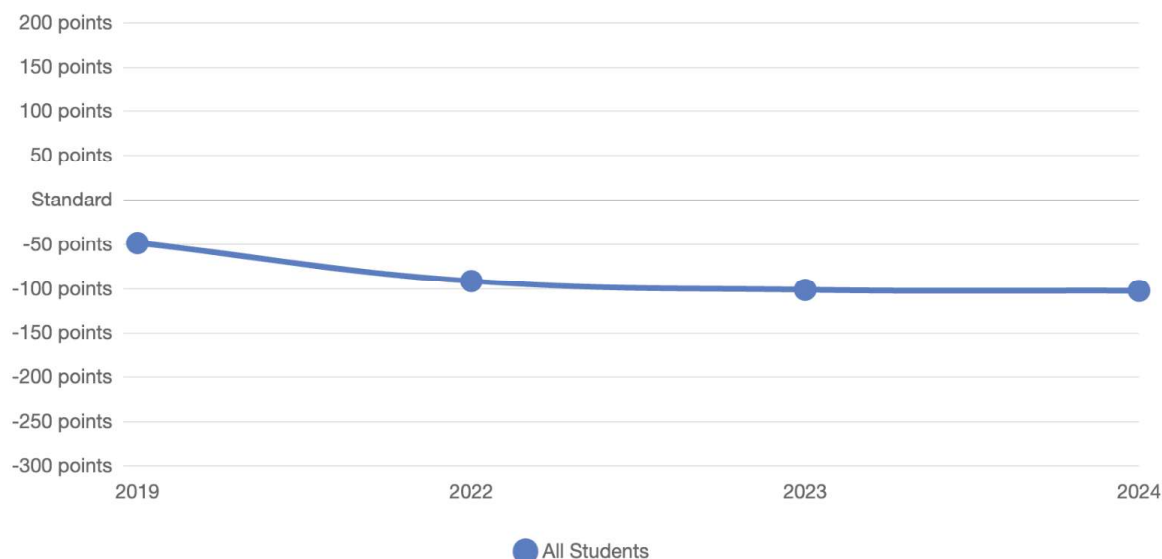
2. District (San Bernardino City USD) Trends:

- **Trend:** San Bernardino City USD shows gradual improvement in Math, with DFS showing slight increases over the last three years. 90.3 points below standard in 2022 to 83.9 points below standard in 2024.
- **Implication for NSLA:** Even though NSLA is ranked first in Math among the 5 geographically closest schools in SBCUSD, NSLA's performance still lags behind the district as a whole. NSLA staff will make an effort to collaborate with high-performing schools within the district to see if their practices can be replicated.

3. NSLA-Specific Trends:

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



- **Trend:** NSLA's Math proficiency has remained constant at 15% for the past three years, which is lower than the state and district averages. However, NSLA stands out for its high ranking among the five closest district schools.
- **Implication:** NSLA's performance, while consistent, is notably lower than both state and local district trends. NSLA needs to intentionally focus on closing achievement gaps, particularly among Socioeconomically Disadvantaged students and Students with Disabilities, as these groups have shown declines in performance (6.1 and 10.4 points, respectively).

Root Cause Analysis for Lagging Math Performance

NSLA is taking strategic steps to improve math proficiency. Regular data reviews in PLCs enable teachers and administrators to more effectively analyze performance and implement targeted interventions. While English Learners and Hispanic students maintained their performance, NSLA has seen declines among Socioeconomically Disadvantaged students (6.1 points) and Students with Disabilities (10.4 points).

An analysis of NSLA's math scores reveals specific grade levels where improvement is needed. One significant factor contributing to the decline in math proficiency is the

prioritization of social-emotional connections over standards-based mathematics instruction. While this approach successfully fostered positive relationships, particularly in 8th grade, the temporary shift inadvertently hindered academic math growth. A notable outcome of this focus was a reduction in suspensions, demonstrating its positive impact on student behavior. However, because it did not translate into improved math mastery, adjustments to the master schedule were implemented to restore academic rigor while maintaining social-emotional support.

Additionally, while overall teacher retention has improved in recent years, the secondary mathematics department and 4th grade have continued to face staffing challenges, particularly since the pandemic. Although the emphasis on social-emotional learning may have temporarily diverted attention from purely academic performance, it has laid the foundation for long-term success by fostering both social-emotional well-being and academic development.

Targeted Improvement Goal

Over the next five years, NSLA aims to improve its DFS by 10 points on the CAASPP in Math, achieving increased proficiency by the 2027-2028 academic year.

Strategies and Actions to be Implemented

- 1. Data-Driven Instruction:** NSLA has demonstrated the effectiveness of data-driven instruction through measurable gains in specific grade levels. To ensure rigorous and consistent instruction, a Common Core-aligned curriculum has been adopted across all grades. Regular assessments (Appendix D) are administered, and data is reviewed in PLCs to help staff identify trends, strengths, and areas for improvement in students' math performance. By adjusting instruction in real time based on formative assessments—such as checks for understanding, exit tickets, and teacher observations—NSLA maximizes student progress. Math teachers consistently administer both formative and summative assessments, using the results to differentiate instruction and provide targeted Tier 2 and Tier 3 interventions for students in need. Assessments used to monitor students' progress in math include i-Ready, Swun assessments, interim CAASPP assessments, and teacher-created assessments.
- 2. Focus on Targeted Interventions for Socioeconomically Disadvantaged Students and Students with Disabilities:** Given the specific declines in performance among these groups, NSLA has increased interventions, such as

providing Math Success classes, expanding AVID courses, offering Rocket Lab support, and monitoring individualized goals, aimed at addressing the needs of struggling students. Professional development will be focused on ensuring that teachers and paraprofessionals are equipped with differentiated strategies for underperforming students to reduce achievement gaps. NSLA will also begin to host family engagement events (Parents as Teachers) so that caregivers are better equipped to reinforce what their child(ren) learn in class at home.

3. **Enhance Professional Development for Math Instruction:** To improve math instruction, NSLA will continue to support multiple professional development opportunities to equip teachers with effective strategies to support all learners. The administration has begun to collaborate with CSUSB for recruitment and training for math teachers. The first meeting for this direct collaboration was held in October 2024 and is ongoing. NSLA will continue to support embedded Swun coaching for math teachers in elementary and middle school. The Swun coach provides support on implementing the curriculum and on instructional practices. Also, the Coordinator of Student Support Services will work with the Secondary Math Department to help guide their PLC meetings, build leadership capacity within the department, and plan trainings based on current student data and teacher needs.
4. **Ongoing Data Review and Refinement of Interventions:** NSLA will continue to evaluate its elementary math program by assessing when math instruction occurs during the day and how much time is allotted, considering student engagement, performance, and the curriculum's recommended instructional time. In secondary grades, the evaluation will focus on class sizes and Math Success classes.

Multiple data measures, including those outlined in the schoolwide assessment calendar (Appendix D), will be used to assess the impact of these adjustments on student outcomes. Teachers will meet weekly in PLCs to analyze data, monitor student progress, implement interventions, and plan differentiated instruction. As part of NSLA's commitment to data-driven instruction, ongoing PLC reviews will ensure that math interventions remain responsive and effective.

Timeline and Metrics

Activity	Responsible Parties	Metrics/ Measurement	Timeline
Develop partnership with CSUSB Math Department to offer additional training to secondary math teachers.	NSLA Administration, LCER CEO, Teachers	Attendance Data for staff who attend professional development.	Beginning November 2024 and ongoing
Continue developing and expanding AVID tutorials	NSLA AVID Coordinator, AVID Instructors	Pre/post-assessment data	January 2025
Host family engagement events (Parents as Teachers) to train parents in best practices that they can use at home to help their children better master what they've learned at school.	Parent Liaison, Teachers	Attendance, survey feedback	Semi-annually
Expand opportunities for secondary math teachers to attend SWUN math training and receive embedded coaching from SWUN Trainer	LCER Coordinator of Academic Support Services, Math Teachers	Training attendance logs	Quarterly
Further develop Math PLCs ability to effectively analyze data and use analysis results to plan effective lessons to address students' needs	LCER Coordinator of Academic Support Services, NSLA Administration	Math PLC Agenda, Math Lesson Plans	Monthly

Stakeholder Engagement

This plan aligns with NSLA's LCAP, Differentiated Assistance Plan, WASC Self-Study, and charter renewal. These plans are developed with broad stakeholder engagement. Parents are engaged through a variety of channels, including regular communication, targeted outreach efforts, and opportunities for involvement in school activities and decision-making processes. This includes the community Family Voices series of workshops. Student feedback is given through Parsec Real surveys, Principal Advisory Meetings, Lewis Center Ambassadors, and ASB meetings. Staff provide ongoing feedback through weekly PLC meetings, Parsec Real surveys, monthly staff meetings, weekly administrative team meetings, and the Academic Leadership Team. NSLA engages the wider community in its Family Voices series and regular events. New stakeholder engagement plans include hiring a Parent Liaison in the 2025-2026 school year and launching Parent Education Nights.

Governance and Approval

This Academic Performance Plan was presented to the LCER Governing Board at its regularly scheduled board meeting on December 16, 2024. On February 23, 2025, SBCSS provided written feedback with suggested revisions. After San Bernardino County Board of Education approves NSLA's Charter Renewal and revised plan, the final version will be brought forward for LCER Governing Board approval on March 17, 2025. Once approved by all parties, the plan will be included in the appendices of the charter renewal petition. Over the course of the charter term, progress toward meeting the improvements outlined in the plan will be reviewed with SBCSS quarterly. The plan will also be aligned with NSLA's LCAP and WASC Action Plan.

Conclusion

NSLA is committed to achieving these goals through a collaborative, data-driven, and student-centered approach. By addressing English Learner Progress, English Language Arts, and Math performance simultaneously, NSLA will create a strong foundation for long-term student success.