Norton Space and Aeronautics Academy

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Guadalupe Girard, Principal

⚲ Principal, Norton Space and Aeronautics Academy

About Our School

It is a great honor to be Norton Space and Aeronautics Academy's principal! NSAA is a dynamic, dual immersion charter school that has been in continuous growth since its establishment seven years ago. NSAA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. Currently, NSAA enrolls students in grades K-8. In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, and these are used in their daily practice. NSAA began the required implementation of Common Core State Standards (CCSS) in the year 2014-2015, and its staff has continued to participate in professional development to assist them. NSAA has also began its implementation of Next Generation Science Standards (NGSS) at all grade levels.

At NSAA, family involvement is a key component for the success of the school program, and parents are encouraged to participate in 30 volunteer hours annually per family. This could be easily accomplished through parent participation in events such as Back to School Night, Open House, and Parent-Teacher conferences. Parents can participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSAA Board meetings. Other options include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival. We encourage our parents to become members of the Parent Teacher Organization. Our PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at our school.

Finally, at NSAA student health and safety, combined with character development, with a strong sense of responsibility are the first priorities.

Mrs. Girard, Principal

Contact

Norton Space and Aeronautics Academy
503 East Central Ave.
San Bernardino, CA 92408-2313

Phone: 909-386-2300
E-mail: *ggirard@lcer.org*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	San Bernardino County Office of Education
Phone Number	(909) 386-2704
Superintendent	Ted Alejandre
E-mail Address	ted_alejandre@sbcss.k12.ca.us
Web Site	http://www.sbcss.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Norton Space and Aeronautics Academy
Street	503 East Central Ave.
City, State, Zip	San Bernardino, Ca, 92408-2313
Phone Number	909-386-2300
Principal	Guadalupe Girard, Principal
E-mail Address	ggirard@lcer.org
Web Site	www.lewiscenter.org
County-District-School (CDS) Code	36103630115808

Last updated: 1/26/2016

## School Description and Mission Statement - Most Recent Year

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and 2012, as a countywide benefit charter school by the San Bernardino County Board of Education, to serve students and families within San Bernardino County, and its surrounding cities. NSAA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. Currently, NSAA enrolls students in grades K-8. In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, and these are used in their daily practice. Technology is another important focus at NSAA. All classrooms have a minimum of two computers, while students in Kinder to 2nd grade have access to iPod Touch devices. A computer lab is also available for students in grades K-3rd. Third grade students also have access to a laptop cart to address their technology access needs. NSAA students in grades 4th-8th participate in a One-to-One Laptop program. Currently the staff is implementing the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of main focus for these standards is the idea that students will be required to attain deeper mastery of key concepts, which will allow them to apply their knowledge across curricular areas and solve real-world problems.

The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment. The vision of NSAA is for all students to be bilingual and biliterate in English and Spanish in order to attain college-readiness skills. We are additionally committed to reach the underserved population.

Last updated: 1/26/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	119
Grade 1	114
Grade 2	106
Grade 3	99
Grade 4	88
Grade 5	77
Grade 6	68
Grade 7	22
Grade 8	21
Total Enrollment	714
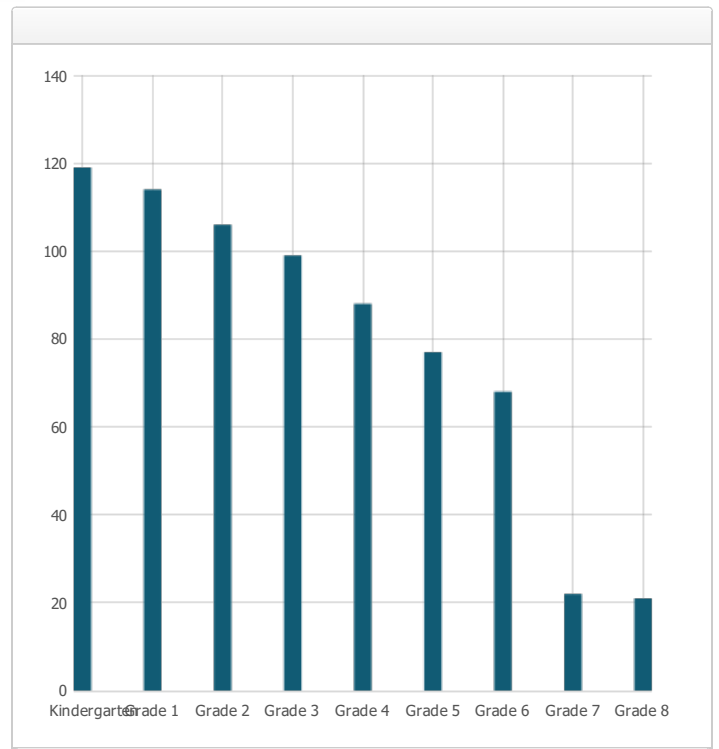
Last updated: 1/26/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.1 %
American Indian or Alaska Native	0.0 %
Asian	2.0 %
Filipino	0.0 %
Hispanic or Latino	78.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	8.5 %
Two or More Races	2.8 %
Socioeconomically Disadvantaged	69.6 %
English Learners	38.2 %
Students with Disabilities	5.7 %
Foster Youth	0.0 %
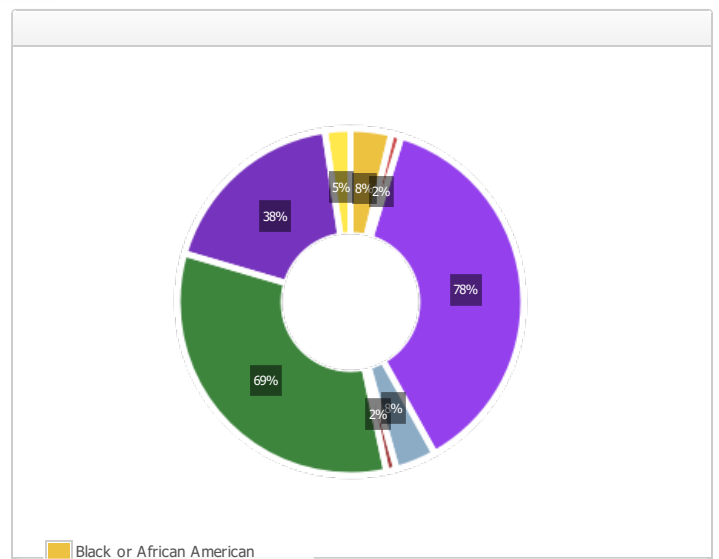
Last updated: 1/26/2016

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	33	32	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	2	
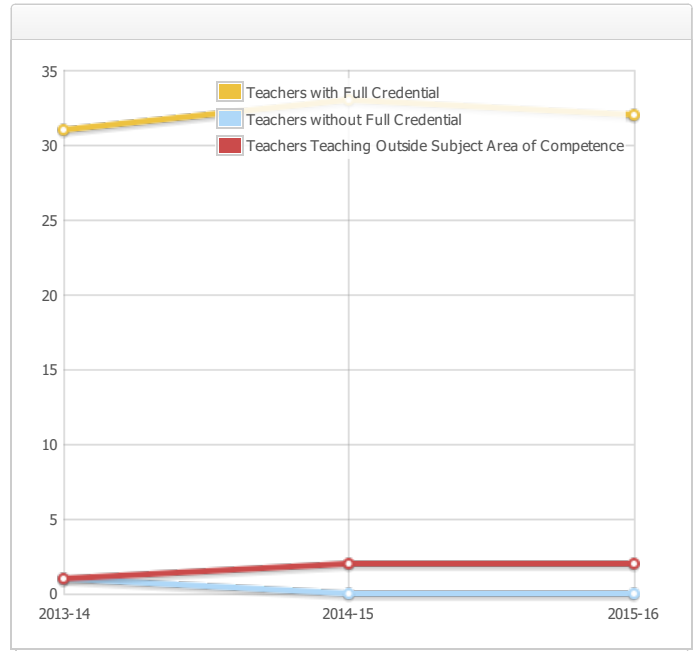
Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	2
Total Teacher Misassignments*	1	0	4
Vacant Teacher Positions	0	1	1
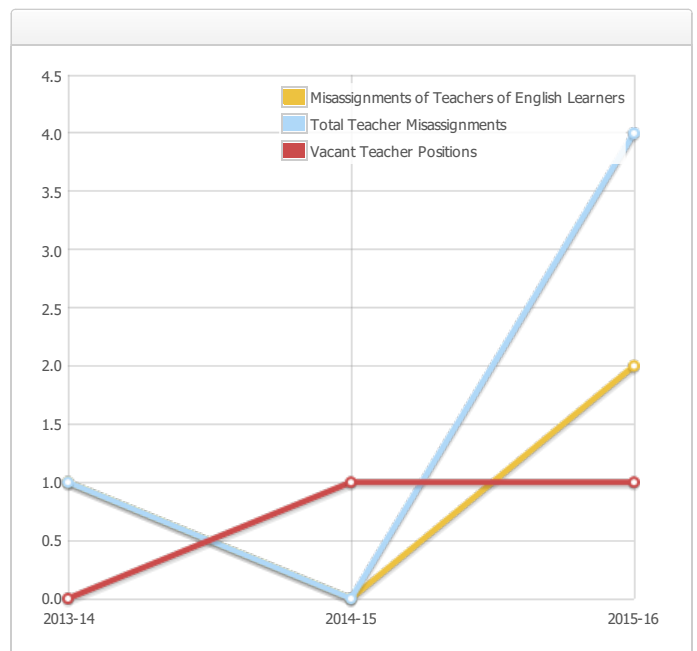
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	88.0%	12.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	NSAA is currently implementing the Common Core State Standards through the development of units for language arts using leveled readers, grade appropriate novels, and Houghton Mifflin – Lectura, and Houghton Mifflin-Literature- as resources. These units are also integrated with Guided Language Acquisition Design (GLAD) Social Studies units per grade level. NSAA will undergo a process a curriculum selection by the end of the 2015-2016 school year.	Yes	0.0 %
Mathematics	NSAA is currently implementing the Common Core State Standards using the Engage NY mathematics modules. Students also have access to IXL Math, Renaissance Math Facts in a Flash, Khan Academy, and other applications.	Yes	0.0 %
Science	NSAA is implementing the Next Generation Science Standards at all grade levels. For students in grades kinder through 5th, NSAA is using Guided Language Acquisition Design units with McMillan/McGrawHill and leveled readers to support units implementation. In grade 6th through 8th, NSAA is using Life iScience curriculum from Macmillan/McGraw Hill. NSAA is using Physical iScice from MacMillan/McGrawHill as well.	Yes	0.0 %
History-Social Science	NSAA is implementing History-Social Studies standards integrating language arts Common Core State Standards using Guided Language Acquisition Design units, leveled readers, grade appropriate novel sets, and Harcourt Social Studies textbooks (K-6th grade); and Holt World History in grade 7th and 8th.	Yes	0.0 %
Foreign Language	NSAA is a dual language school using materials in Spanish language arts at all grade levels, along with materials for English language arts in grades 3rd and higher. However, there are not separate Foreign Language courses	Yes	0.0 %
Health	Health education is integrated through the Science and Social Studies units	Yes	0.0 %
Visual and Performing Arts	Students at NSAA have weekly art, music and Fine Arts (6-8th grade) as enrichment using supplemental materials.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The safety, cleanliness , and adequacy of the school facility are all appropriate. Cleanliness is adequate, and it is an area of continuous growth. Everyday issues are handled in a timely manner as needed, and monitoring is ensured by supervisors. Some facilities improvements during the summer of 2014 included the expansion of the campus by adding three portables, and expanding the parking lot to allow for a different dismissal configuration. Substantial work was done in the adjacent baseball/softball field including critter clean-up, lighting room clean up/reroofing, reseeding, and watering system installation. Final access points and fencing are have been completed for the field.

A full-time Maintenance Department ensures grounds, buildings, and restrooms are kept clean and in good repair. Most repairs are made this department, or contracted out if needed. Maintenance and repairs are up to date for offices and classrooms.

Last updated: 2/1/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Fair	Front office carpets need to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Our facilities department continues to work on ensuring critters are off the fields.
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Some of the bathroom floors need to be repaired.
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good

Last updated: 2/1/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| | Percent of Students Meeting or Exceeding the State Standards | | |
Subject	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	21.0%	6.0%	44.0%
Mathematics (grades 3-8 and 11)	12.0%	2.0%	33.0%

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

Last updated: 2/1/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	98	95	97.0%	51.0%	26.0%	19.0%	4.0%
Male	50	50	100.0%	40.0%	38.0%	18.0%	4.0%
Female	47	47	100.0%	38.0%	28.0%	30.0%	4.0%
Black or African American	11	11	100.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	1	100.0%	--	--	--	--
Asian	3	3	3.0%	--	--	--	--
Filipino	1	1	1.0%	--	--	--	--
Hispanic or Latino	67	67	100.0%	54.0%	30.0%	15.0%	1.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	13	100.0%	55.0%	0.0%	38.0%	8.0%
Two or More Races	100	5	5.0%	--	--	--	--
Socioeconomically Disadvantaged	100	68	68.0%	65.0%	25.0%	10.0%	0.0%
English Learners	100	45	45.0%	71.0%	22.0%	7.0%	0.0%
Students with Disabilities	100	8	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	83	97.6%	60.0%	19.0%	13.0%	7.0%
Male	85	40	47.1%	65.0%	20.0%	13.0%	3.0%
Female	85	43	50.6%	56.0%	19.0%	14.0%	12.0%
Black or African American	85	11	12.9%	64.0%	18.0%	18.0%	0.0%
American Indian or Alaska Native	85	4	4.7%	--	--	--	--
Asian	85	3	3.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	85	59	69.4%	64.0%	15.0%	12.0%	8.0%
Two or More Races	85	6	7.1%	--	--	--	--
Socioeconomically Disadvantaged	85	60	70.6%	67.0%	22.0%	8.0%	3.0%
English Learners	85	33	38.8%	67.0%	27.0%	3.0%	3.0%
Students with Disabilities	85	4	4.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	45.0%	30.0%	17.0%	7.0%
Male	83	40	48.2%	63.0%	25.0%	8.0%	5.0%
Female	83	42	50.6%	29.0%	36.0%	26.0%	10.0%
Black or African American	83	6	7.2%	--	--	--	--
American Indian or Alaska Native	83	2	2.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	83	1	1.2%	--	--	--	--
Hispanic or Latino	83	4	4.8%	--	--	--	--
Native Hawaiian or Pacific Islander	83	1	1.2%	--	--	--	--
White	83	64	77.1%	48.0%	30.0%	16.0%	6.0%
Two or More Races	83	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	83	56	67.5%	61.0%	23.0%	14.0%	2.0%
English Learners	83	32	38.6%	84.0%	16.0%	0.0%	0.0%
Students with Disabilities	83	6	7.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	42.0%	38.0%	17.0%	3.0%
Male	67	32	47.8%	63.0%	25.0%	9.0%	3.0%
Female	67	34	50.7%	24.0%	50.0%	24.0%	3.0%
Black or African American	67	12	17.9%	33.0%	42.0%	25.0%	0.0%
American Indian or Alaska Native	67	1	1.5%	--	--	--	--
Asian	67	2	3.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	67	1	1.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	67	50	74.6%	44.0%	36.0%	16.0%	4.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	67	55	82.1%	45.0%	44.0%	11.0%	0.0%
English Learners	67	24	35.8%	50.0%	42.0%	8.0%	0.0%
Students with Disabilities	67	8	11.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	20	100.0%	55.0%	35.0%	10.0%	0.0%
Male	20	12	60.0%	58.0%	33.0%	8.0%	0.0%
Female	20	8	40.0%	--	--	--	--
Black or African American	20	2	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	20	1	5.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	17	85.0%	53.0%	35.0%	12.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	20	12	60.0%	58.0%	42.0%	0.0%	0.0%
English Learners	20	7	35.0%	--	--	--	--
Students with Disabilities	20	2	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	50.0%	27.0%	18.0%	5.0%
Male	22	11	50.0%	82.0%	18.0%	0.0%	0.0%
Female	22	11	50.0%	18.0%	36.0%	36.0%	9.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	1	4.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	2	9.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	19	86.4%	53.0%	21.0%	21.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	15	68.2%	40.0%	33.0%	27.0%	0.0%
English Learners	22	7	31.8%	--	--	--	--
Students with Disabilities	22	2	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	100	98	98.0%	44.0%	33.0%	19.0%	4.0%
Male	100	50	50.0%	40.0%	38.0%	18.0%	4.0%
Female	100	48	48.0%	48.0%	27.0%	21.0%	4.0%
Black or African American	100	11	11.0%	36.0%	45.0%	18.0%	0.0%
American Indian or Alaska Native	100	1	1.0%	--	--	--	--
Asian	100	3	3.0%	--	--	--	--
Filipino	100	1	1.0%	--	--	--	--
Hispanic or Latino	100	2	2.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	100	75	75.0%	47.0%	33.0%	17.0%	3.0%
Two or More Races	100	5	5.0%	--	--	--	--
Socioeconomically Disadvantaged	100	69	69.0%	52.0%	33.0%	14.0%	0.0%
English Learners	100	45	45.0%	53.0%	40.0%	7.0%	0.0%
Students with Disabilities	100	8	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	83	97.6%	55.0%	36.0%	5.0%	4.0%
Male	85	40	47.1%	55.0%	35.0%	8.0%	3.0%
Female	85	43	50.6%	56.0%	37.0%	2.0%	5.0%
Black or African American	85	11	12.9%	73.0%	27.0%	0.0%	0.0%
American Indian or Alaska Native	85	4	4.7%	--	--	--	--
Asian	85	3	3.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	85	59	69.4%	56.0%	34.0%	5.0%	5.0%
Two or More Races	85	6	7.1%	--	--	--	--
Socioeconomically Disadvantaged	85	60	70.6%	67.0%	30.0%	3.0%	0.0%
English Learners	85	33	38.8%	76.0%	21.0%	3.0%	0.0%
Students with Disabilities	85	4	4.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	81	97.6%	68.0%	23.0%	6.0%	2.0%
Male	83	40	48.2%	70.0%	20.0%	8.0%	3.0%
Female	83	41	49.4%	66.0%	27.0%	5.0%	2.0%
Black or African American	83	6	7.2%	--	--	--	--
American Indian or Alaska Native	83	2	2.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	83	1	1.2%	--	--	--	--
Hispanic or Latino	83	4	4.8%	--	--	--	--
Native Hawaiian or Pacific Islander	83	1	1.2%	--	--	--	--
White	83	63	75.9%	68.0%	25.0%	5.0%	2.0%
Two or More Races	83	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	83	56	67.5%	80.0%	18.0%	2.0%	0.0%
English Learners	83	32	38.6%	94.0%	6.0%	0.0%	0.0%
Students with Disabilities	83	6	7.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	71.0%	20.0%	8.0%	2.0%
Male	67	32	47.8%	66.0%	25.0%	9.0%	0.0%
Female	67	34	50.7%	76.0%	15.0%	6.0%	3.0%
Black or African American	67	12	17.9%	92.0%	0.0%	8.0%	0.0%
American Indian or Alaska Native	67	1	1.5%	--	--	--	--
Asian	67	2	3.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	67	1	1.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	67	50	74.6%	68.0%	22.0%	8.0%	2.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	67	55	82.1%	76.0%	20.0%	4.0%	0.0%
English Learners	67	24	35.8%	92.0%	8.0%	0.0%	0.0%
Students with Disabilities	67	8	11.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	20	100.0%	60.0%	35.0%	5.0%	0.0%
Male	20	12	60.0%	58.0%	33.0%	8.0%	0.0%
Female	20	8	40.0%	--	--	--	--
Black or African American	20	2	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	20	1	5.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	17	85.0%	53.0%	41.0%	6.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	20	12	60.0%	75.0%	25.0%	0.0%	0.0%
English Learners	20	7	35.0%	--	--	--	--
Students with Disabilities	20	2	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	77.0%	9.0%	0.0%	9.0%
Male	22	11	50.0%	100.0%	0.0%	0.0%	0.0%
Female	22	11	50.0%	55.0%	18.0%	0.0%	18.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	1	4.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	2	9.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	19	86.4%	74.0%	11.0%	0.0%	11.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	15	68.2%	73.0%	13.0%	0.0%	7.0%
English Learners	22	7	31.8%	--	--	--	--
Students with Disabilities	22	2	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
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  Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	36.0%	38.0%	35.0%	6.0%	12.0%	9.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	9.0%
All Students at the School	35.0%
Male	26.0%
Female	42.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	32.0%
Two or More Races	--
Socioeconomically Disadvantaged	21.0%
English Learners	0.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

Career Technical Education Programs (School Year 2014-15)

Norton Space and Aeronautics Academy is a dual language charter school that served students in K-8th grade for the 2014-2015 school year. Although there is a strong emphasis on exposing our students to colleges and universities, including college walls, lessons, and fieldtrips. Our students in 6-8th grade participated in an annual fieldtrip to a local university, and have a College readiness class. At this point in its development, there is no Career Technical Educational Programs.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1%	12.2%	15.9%
7	30.0%	15.0%	10.0%

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

Last updated: 2/1/2016

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

At NSAA, family involvement is a key component for the success of the school program, and parents are encouraged to volunteer about 30 volunteer hours annually per family. This could be easily accomplished through parent participation in events such as Back to School Night, Open House, and Parent-Teacher conferences. Also, parents can provide their feedback, and suggestions as they participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSAA Board meetings. Other options include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival. We encourage our parents to become members of the Parent Teacher Organization. Our PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at our school.

Important school information, including Principal's and grade levels newsletters, is systematically sent home through the use of the "Wednesday Folders." NSAA's principal also sends home weekly emails with important reminders. These emails also provide an opportunity for parents to ask questions or voice their concerns. Social media is also used to share updates to families. Finally, automated home phone calls are sent as needed.

Dawn Morris, PTO President

Alma Inzunza, ELAC President

Richard Villanueva, SSC Chair

Please email norton@lcer.org for further details.

# State Priority: Pupil Engagement

Last updated: 1/26/2016

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

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

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

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	77.20	78.60	78.70	78.87	80.44	80.95

| Dropout/Graduation Rate (Four-Year Cohort Rate) Chart |
|---|
| |
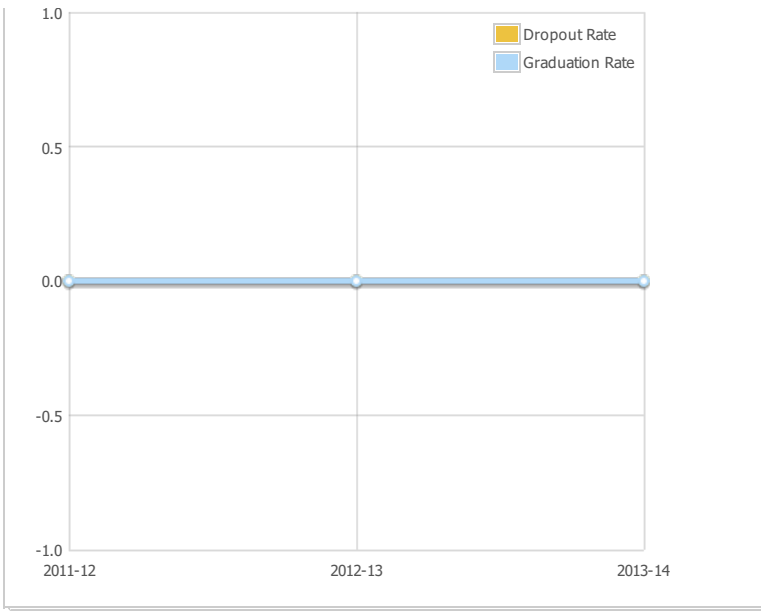
State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	1.4	4.2	7.1	8.5	6.6	5.1	4.4	3.8
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1
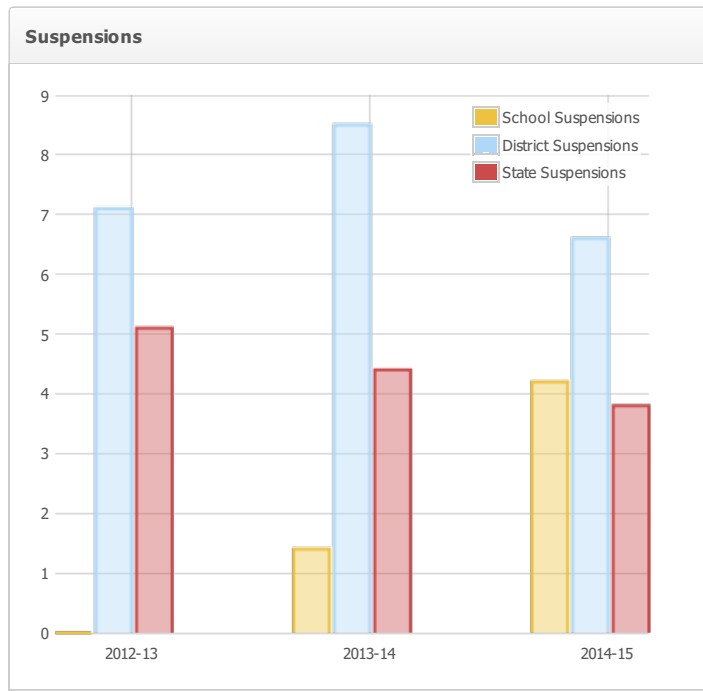
School Safety Plan - Most Recent Year

The Lewis Center shall have a Board Approved Safety Plan to deal with natural and manmade disasters. The Lewis Center Safety Plan acts as the umbrella, which encompasses all LCER personnel, property and actions during an emergency situation. Its purpose shall be to inform LCER personnel, students and parent/guardians, of the Lewis Center actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This Lewis Center Safety Plan shall be reviewed annually and updated as needed.

Each SCHOOL site has a Board Approved Safety Plan that meets the requirements established in California State Law. The principal, staff, parents and community of the school shall formulate and submit to the Board for approval, a School Safety Plan for the school. Each school plan shall include all the elements required by state law and all school site specific details necessary to ensure the safety of the students, faculty, staff and parents of the school. The plan shall be reviewed at least annually and be kept current. NSAA's safety plan was reviewed in the 2014-2015 school year, and is currently being reviewed by local authorities. It will be approved by the Board on June 2016.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	No	
Met Participation Rate - Mathematics	Yes	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			Yes
Met Graduation Rate	N/A	Yes	

Last updated: 1/26/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	23.0	0	5	0	24.0	0	5	0	24.0	0	5	0
1	23.0	0	5	0	23.0	0	5	0	23.0	0	5	0
2	22.0	0	5	0	21.0	1	4	0	24.0	0	4	0
3	25.0	0	4	0	38.0	0	4	0	22.0	0	4	0
4	26.0	0	3	0	61.0	0	3	0	22.0	0	3	0
5	30.0	0	1	0	25.0	0	3	0	23.0	0	6	0
6	34.0	0	1	1	29.0	0	1	0	21.0	0	3	0
Other	21.0	0	0	0	0.0	0	1	0	7.0	1	0	0

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

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13 Average Class Size	Number of Classes * 1-22	23-32	33+	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+
English					25.0	1	1	0	22.0	22	0	0
Mathematics					25.0	1	1	0	22.0	22	0	0
Science					25.0	1	1	0	22.0	2	0	0
Social Science					25.0	1	1	0	22.0	2	0	0

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

Last updated: 1/26/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.5	N/A

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

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

Last updated: 1/26/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$7820.0	$1058.0	$6761.0	$45964.0
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5348.0	$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

Norton Space and Aeronautics Academy offers small group instruction by trained instructional aides in grades K-5. The two Special Needs classrooms also have an instructional aide. There is a total of 7 instructional aides at NSAA. These instructional aides provide targeted instruction for groups of 4-5 students depending on their need. Grade level teachers develop smart goals based on the pre-requisite skills needed for these students to be successful in their grade levels. Students progress is monitored through pre and post tests. The students are selected by their teachers to receive specific interventions depending on their specific needs. English Learners in grades 6-8th receive support services from a bilingual instructional aide.

As a dual immersion school, the support instruction for students with Individualized Educational Plans, and Speech and Language services at NSAA are provided by bilingual education specialists. Other supports include the bilingual socio/emotional counselor and the school psychologist.

Also, based on NSAA's PI requirements for Year 3, 20% of Title I funds were allocated to provide supplemental educational services. An SES provider fair was held in December, and students are schedule to begin their SES services in February.

Last updated: 1/26/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart

Principal Salary Chart
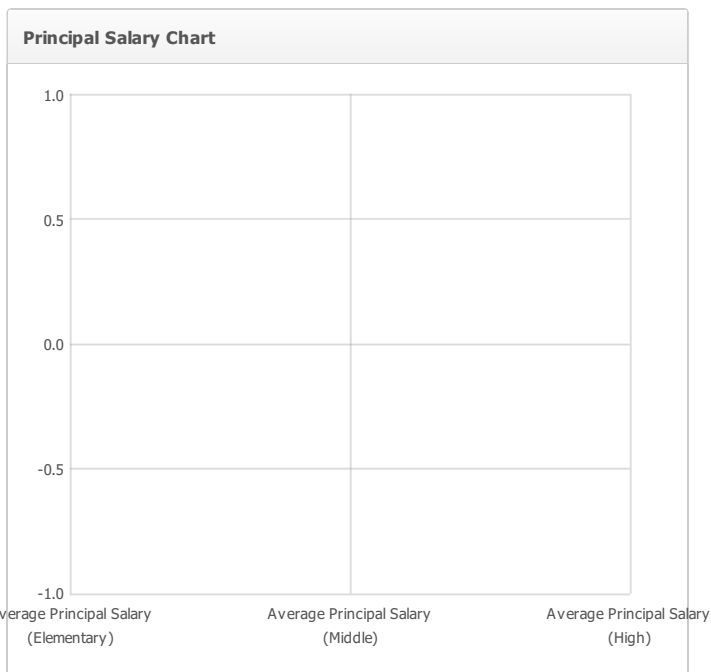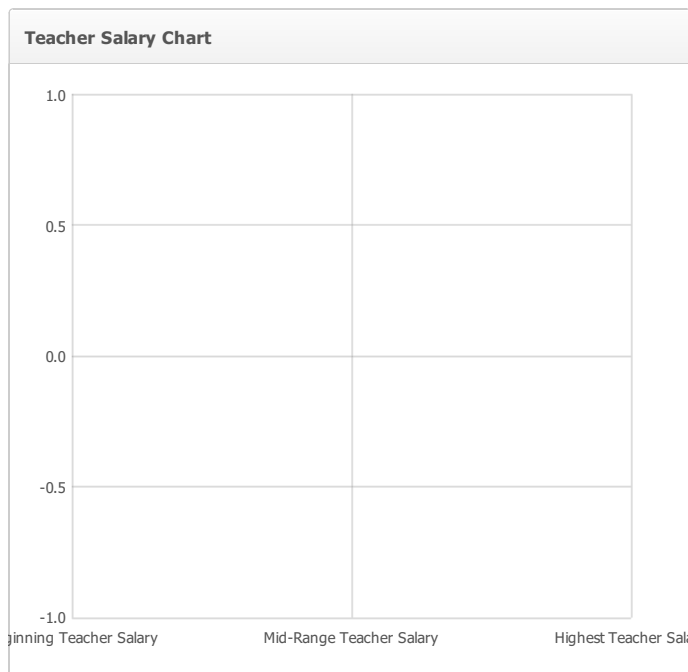
Last updated: 1/26/2016

Professional Development — Most Recent Three Years

The focus for staff development and continuous professional growth in the most recent three years, include training teachers in GLAD strategies (Guided Language Acquisition Design); English Language Development; Writing; Common Core State Standards implementation, and Next Generation Science Standards (NGSS). These areas of focus were developed through the collaborative efforts of the school administration and teachers who evaluated the student data. NSAA continues to participate in CCSS & NGSS Professional Development to ensure implementation of these standards to all Depth of Knowledge levels.

On Wednesdays students at NSAA have early release days that are used alternatively in a 4 week rotation, to provide staff/professional development; grade level meetings, and teacher work days. There are also two days during the school year that are established for professional development, as students do not come to school. At the end of the year, teachers per grade level participate in planning days to prepare for the following school year. Substitute teachers are requested to allow them to participate.

NSAA also offers Induction providers who assist new teachers. Coaching is provided through walkthrough feedback and one-on-one meetings with the principal, vice principal, intervention teacher, and school psychologist, with the use of a feedback application.

Last updated: 2/1/2016