



Norton Science and Language Academy

503 East Central Ave. • San Bernardino, CA, 92408 • 909.386.2300 • Grades K-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Lewis Center
for
Educational Research

Lewis Center For Educational Research

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School Description

Located in the inland Empire city of San Bernardino, California, Norton Science and Language Academy (NSLA), is a Dual Language and Science focused K-8 charter school. Our experienced, professional staff and community members are committed to making our NSLA the center of our community, where parents, students, and neighbors can come to learn, socialize, participate in organized and safe activities, and enjoy a variety of activities. We celebrate our rich diversity in ethnicities, languages, and socioeconomic status, which all contribute to the exciting and positive culture of our school.

We have a strong focus on the Common Core Standards, language and science. Students are given the opportunity to thrive in an exciting educational environment. This fusion creates an exciting educational environment that supports the growth and development of the whole child. We are very proud of our friendly and positive school culture.

NSLA's Mission:

Ensure 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.

NSLA's Vision:

We are a bilingual, biliterate, and multicultural community that achieves at the highest academic levels.

NSLA's Student Learning Outcomes:

CLASE

Community

Demonstrate an internalized set of three personal standards; Show Respect, Make Good Decisions, Solve Problems
Build relationships by working collaboratively with peers, staff, families and the community

Language

Recognize and celebrate the value of multiculturalism
Become global citizens by applying bilingual and biliterate skills

Academic Achievement

Use acquired knowledge and skills to be college and career ready
Create data-driven goals and implement action plans to ensure success

Science

Apply knowledge of science, technology and math across the learning disciplines
Be proficient in the use of technology to support learning

Empowerment

Foster a growth mindset when faced with challenges
Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community and global causes

Norton Science and Language Academy (NSLA) was approved in 2007, 2012 and 2017, 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. During the most recent charter renewal, the school's name was changed from Norton Space and Aeronautics Academy to Norton Science and Language Academy (NSLA) in order to more closely reflect the academic program. NSLA is a dynamic, dual immersion charter school that has been in continuous growth since its establishment 10 years ago. Currently, NSLA enrolls students in grades TK-8. NSLA 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.

The teaching staff implements 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.

NSLA has a strong emphasis on technology. Students in grades 3-8 participate in an Apple 1-to-1 program. In the primary grades, students have access to a computer lab, iPad cart and other instructional technologies. Weekly, students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. In order to provide a program with high academic rigor, it is important to 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.

At NSLA, family involvement is a key component for the success of the school program, and parents are encouraged to be active participants in their students' education. This is accomplished through parent participation in events such as: Back to School Night, Open House, and Parent-Teacher conferences. Parents are encouraged to 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 NSLA School Board meetings. Other opportunities for parent involvement 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.

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	128
Grade 1	114
Grade 2	108
Grade 3	99
Grade 4	84
Grade 5	66
Grade 6	72
Grade 7	54
Grade 8	57
Total Enrollment	782

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0.0
Asian	1.4
Filipino	0.0
Hispanic or Latino	82.7
Native Hawaiian or Pacific Islander	0.1
White	7.5
Socioeconomically Disadvantaged	75.8
English Learners	29.3
Students with Disabilities	8.7
Foster Youth	0.0

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

Norton Science and Language Academy	16-17	17-18	18-19
With Full Credential	29	32	35
Without Full Credential	0	3	0
Teaching Outside Subject Area of Competence	1	0	1
Lewis Center For Educational Research	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Norton Science and Language Academy	16-17	17-18	18-19
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	4	1
Vacant Teacher Positions	3	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: January 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>NSLA adopted new English/Language Arts and Spanish/Language Arts during the 2016-17 school year. Benchmark Adelente is the Spanish/Language Arts core curriculum used in TK-6th grades, and Benchmark Advance is core for English/Language Arts in grades 3-6.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Mathematics	<p>Common Core math instruction is well under way this year. With the help of the SWUN math program, teachers are doing more than just showing students how to solve algorithms. They are developing number sense in our students so that they better understand the math behind the algorithm. By requiring students to practice a variety of strategies for solving math problems, teachers are developing students' flexible math reasoning. By requiring them to explain their thinking, teachers are developing students' conceptual understanding of math, not just their procedural skill.</p> <p>All of this means that the math going home will look different than math from previous years. You may not be able to help your students with this work. That is okay. Teachers need to see what students know and can do and their individual completion of homework is one tool for assessing what needs to be retaught. The best way to help your student with math is to ask them to explain to you what they are doing. Getting them to explain their thinking helps them to clarify it. Please follow this link to a Vimeo that has a great explanation of the why behind the shift in math instruction.</p> <p>Supplemental resources include: IXL Math, Renaissance Math Facts in a Flash, Khan Academy and other applications.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Science	<p>NSLA is implementing the Next Generation Science Standards (NGSS) at all grade levels. Grades Transitional Kindergarten through 5th Grade are using Guided Language Acquisition Design (GLAD) units with MacMillan/McGraw Hill textbooks and leveled readers to support instruction. Grades sixth through eighth are using Life and Physical Science curriculum from Amplify Education.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
History-Social Science	<p>In grades TK-5 NSLA is implementing Harcourt Reflections/Refexiones</p> <p>NSLA is implementing Studies Weekly Magazine for 6th grade Spanish History and Social Studies.</p> <p>NSLA is implementing Holt-McDougal Historia Universal for 7th grade Spanish History/Social Studies.</p> <p>NSLA is implementing Holt-McDougal Historia De Los Estados Unidos for 8th Grade Spanish History/Social Studies.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Foreign Language	<p>NSLA is a dual immersion school following the 90-10 model. Students use Benchmark Literacy in both Spanish/Language Arts and English/Language Arts. Additionally, students participate in weekly Mandarin rotation classes. The materials for these elective classes are teacher-created.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Health	<p>Health education is integrated through the Science, Social Studies and Physical Education units.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>

Textbooks and Instructional Materials
Year and month in which data were collected: January 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	<p>Students at NSLA participate in weekly Art, Music, and Physical Education Enrichment classes. These classes utilize teacher- created supplemental materials.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The safety, cleanliness , and adequacy of the school facility are all appropriate. Cleanliness is adequate, but it is an area of continuous growth. Everyday issues are handled in a timely manner and monitoring is ensured by supervisors. Some facility improvements during the summer of 2017 included: putting clay on the ballfield and overlaying and seeding the playfield. Carpeting was also replaced in the front office and one classroom.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2017

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are maintenance every 3 months.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	A pest company takes care of any problems and routine maintenance.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire system is tested annually.
Structural: Structural Damage, Roofs	Good	Since most of the portables are leased it is part of the maintenance contract for them to fix them.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	26.0	33.0	16.0	24.0	48.0	50.0
Math	16.0	29.0	10.0	19.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	429	427	99.53	32.55
Male	232	231	99.57	30.74
Female	197	196	99.49	34.69
Black or African American	23	23	100.00	26.09
Asian	--	--	--	--
Hispanic or Latino	358	357	99.72	30.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.00	50.00
Two or More Races	11	10	90.91	60.00
Socioeconomically Disadvantaged	316	315	99.68	25.08
English Learners	207	207	100.00	18.84
Students with Disabilities	48	47	97.92	17.02

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.5	6.2	6.2
7	13.5	13.5	11.5

* 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.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	429	427	99.53	28.57
Male	232	231	99.57	30.74
Female	197	196	99.49	26.02
Black or African American	23	23	100	17.39
Asian	--	--	--	--
Hispanic or Latino	358	357	99.72	26.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100	53.13
Two or More Races	11	10	90.91	40
Socioeconomically Disadvantaged	316	315	99.68	21.27
English Learners	207	207	100	19.81
Students with Disabilities	48	47	97.92	27.66

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

At NSLA, family involvement is a key component for the success of the school program, and parents are encouraged to volunteer on parent committees and through school events. Annually, NSLA hosts 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 NSLA 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." NSLA's principal also sends home weekly communication with important reminders. These also provide an opportunity for parents to ask questions or voice their concerns. Social media is also used to share updates to families. Additionally, staff uses Parent Square (an innovative parent communication platform) to communicate regularly with families regarding school updates and opportunities for parental involvement.

Arwa Hunsucker, PTO President

Please email norton@lcer.org for further details.

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.

School Safety Plan

The Lewis Center maintains a Board Approved Safety Plan to prepare for natural and manmade disasters. The Lewis Center for Educational Research (LCER) 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 LCER 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, dean of students, 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. NSLA’s safety plan was reviewed in the 2017-2018 school year, and was reviewed by local authorities. Additionally, the Dean of Students and additional staff have attended ALICE violent intruder training.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.8	4.4	2.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.8	5.9	7.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	750

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	24	21			3	10	12	3			
1	23	23	23				5	5	5			
2	25	26	27				4	4	4			
3	23	22	25		1		4	3	4			
4	30	26	26				3	3	3			
5	25	26	22				3	3	3			
6	23	24		2	3		18	12				
Other	7	7		1	1							

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

Professional Development provided for Teachers

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

Teachers participate in professional development opportunities provided by the school. Site based professional development takes place through school wide Professional Learning Communities bimonthly on the first and third Wednesday of every month.

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. NSLA continues to participate in CCSS & NGSS Professional Development to ensure implementation of these standards to all Depth of Knowledge levels.

On Wednesdays, students at NSLA 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 non-attendance days during the school year that are established for professional development. 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.

NSLA also offers Induction support through the County to 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 (DigiCoach).

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8447.91	\$2408.56	\$6039.35	\$62,698.06
District	◆	◆	\$7532.74	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			-22.0	
Percent Difference: School Site/ State			-16.5	

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Norton Science and Language Academy uses MTSS (Multiple Tiered System of Supports) prevention and intervention model to provide scientific, research-based interventions at increased levels of intensity to students who are struggling. With MTSS, progress is closely monitored to ensure that growth is made by each student. Instructional decisions are data driven. MTSS focuses on high quality interventions that are matched to the student's needs and are monitored on a frequent basis. The information gained by the MTSS process is used by school personnel and parents to adapt instruction and make decisions regarding the student's educational program.

Students at Norton Academy who are Title 1 Eligible and are not meeting proficiency in Math and Language Arts as measures by CAASPP and local measures may qualify for supplemental educational services (SES). SES are additional academic instruction designed to increase the academic achievement of students. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used NSLA and are aligned with the State's academic content and achievement standards. SES Services are provided starting in February.

Norton Academy provides additional support with Tier 2 Interventions in the Rocket Lab. Rocket lab services are provided by a certificated teacher and instructional aides paid with Title 1 funds. Services are provided in small group settings designed to provide targeted instruction in specific content areas.

DataQuest

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

Internet Access

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