

# Norton Space and Aeronautics Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 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.



Creating Global Citizens

### Toni Preciado, Interim Principal

Principal, Norton Space and Aeronautics Academy

#### About Our School

We are honored that you have entrusted us with your child's education and will actively strive to meet the needs of our students. I would like to encourage our families to take advantage of the many opportunities to become involved at NSLA. I truly believe that our school's success is a direct result of our unparalleled parent support and dedicated staff. It is when we come together that true achievement occurs. Whether it be Love and Logic classes, TK-8 family events, Parents and Pastries, Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), athletics, field trips or any other activity, we welcome your involvement and participation. Thank you for the privilege of being the school that you have chosen for your child!

Mrs. Preciado, Principal

#### Contact

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

Phone: 909-386-2300  
E-mail: [tpreciado@ker.org](mailto:tpreciado@ker.org)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
<b>District Name</b>	San Bernardino County Office of Education	<b>School Name</b>	Norton Space and Aeronautics Academy
<b>Phone Number</b>	(909) 386-2704	<b>Street</b>	503 East Central Ave.
<b>Superintendent</b>	Ted Alejandre	<b>City, State, Zip</b>	San Bernardino, Ca, 92408-2313
<b>E-mail Address</b>	<a href="mailto:ted_alejandre@sbcss.k12.ca.us">ted_alejandre@sbcss.k12.ca.us</a>	<b>Phone Number</b>	909-386-2300
<b>Web Site</b>	<a href="http://www.sbcss.k12.ca.us/">http://www.sbcss.k12.ca.us/</a>	<b>Principal</b>	Toni Preciado, Interim Principal
		<b>E-mail Address</b>	<a href="mailto:tpreciado@lcer.org">tpreciado@lcer.org</a>
		<b>Web Site</b>	<a href="http://www.lewiscenter.org">www.lewiscenter.org</a>
		<b>County-District-School (CDS) Code</b>	36103630115808

*Last updated: 1/31/2017*

## School Description and Mission Statement (School Year 2016-17)

The 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.

The NSLA has a strong emphasis on technology. Students in grades 4-8 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.

### MISSION

The NSLA mission is to 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.

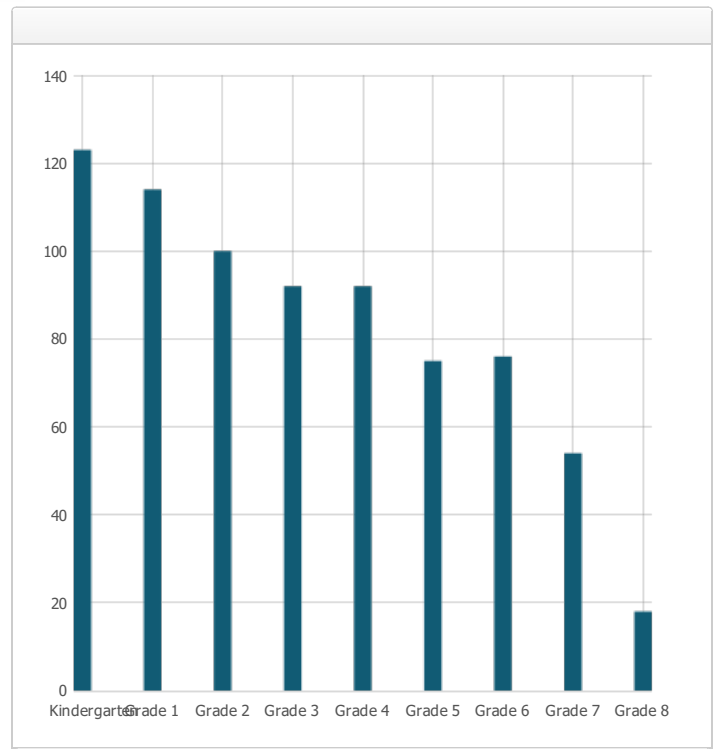
**VISION**

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

*Last updated: 1/31/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	123
Grade 1	114
Grade 2	100
Grade 3	92
Grade 4	92
Grade 5	75
Grade 6	76
Grade 7	54
Grade 8	18
<b>Total Enrollment</b>	<b>744</b>



Last updated: 1/31/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.8 %
American Indian or Alaska Native	0.0 %
Asian	2.3 %
Filipino	0.0 %
Hispanic or Latino	78.5 %
Native Hawaiian or Pacific Islander	0.1 %
White	8.9 %
Two or More Races	2.2 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	76.1 %
English Learners	35.8 %
Students with Disabilities	6.3 %
Foster Youth	0.1 %

Last updated: 1/31/2017

## A. Conditions of Learning

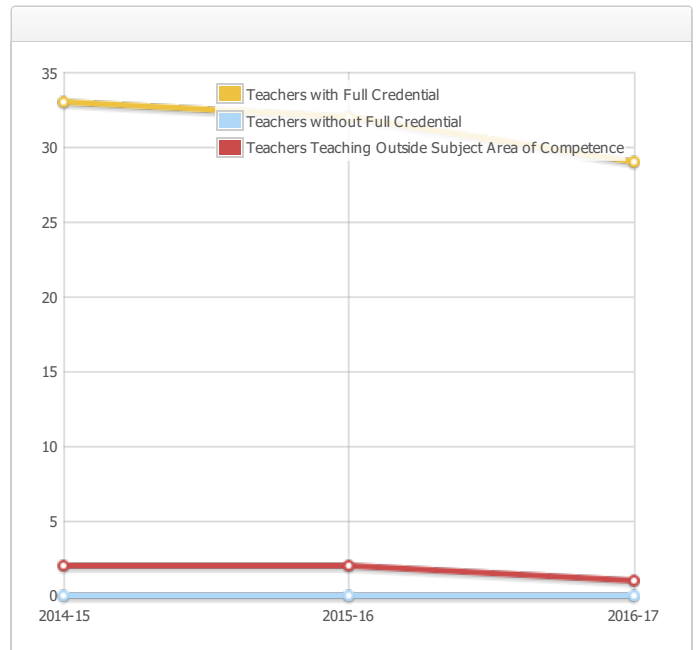
### State Priority: Basic

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

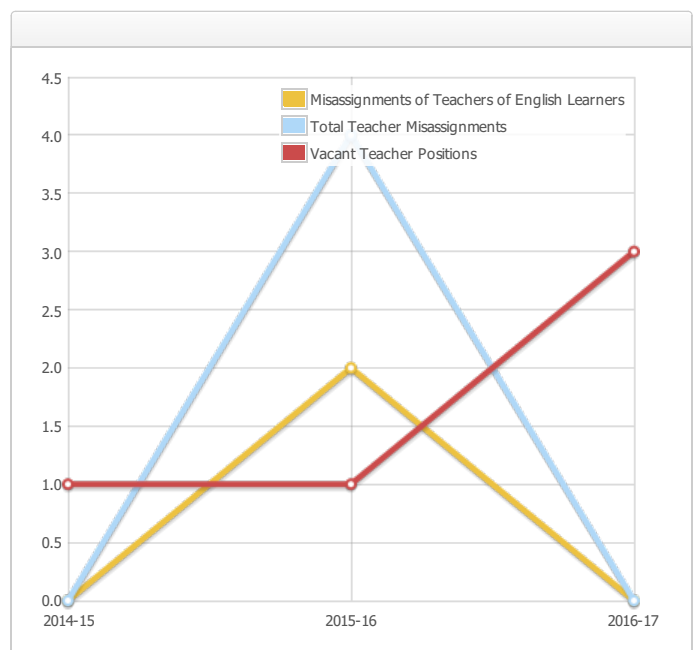
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	32	29	29
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	1	1



Last updated: 2/2/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	2	0
Total Teacher Misassignments*	0	4	0
Vacant Teacher Positions	1	1	3



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: 2/2/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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	88.0%	88.0%
All Schools in District	88.0%	88.0%
High-Poverty Schools in District	1.0%	1.0%
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.

Last updated: 2/2/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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.	Yes	0.0 %
Mathematics	NSLA is currently implementing the Common Core State Standards using the Engage NY mathematics modules. Supplemental resources include: IXL Math, Renaissance Math Facts in a Flash, Khan Academy and other applications.	Yes	0.0 %
Science	NSLA is implementing the Next Generation Science Standards (NGSS) at all grade levels. Grades transitional kindergarten through fifth 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 MacMillan/McGraw Hill.	Yes	0.0 %
History-Social Science	NSLA is implementing History/Social Studies standards in conjunction with English/Language Arts Common Core State Standards using GLAD units, leveled readers, novel class sets, Harcourt Social Studies textbooks (TK-6) and Holt World History (7-8).	Yes	0.0 %
Foreign Language	NSLA is a dual immersion school following the 90-10 model. Students use <i>Benchmark Literacy</i> 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.	Yes	0.0 %
Health	Health education is integrated through the Science and Social Studies units.		0.0 %
Visual and Performing Arts	Students at NSLA participate in weekly art, music and fine arts (6-8) rotation classes. These classes utilize teacher-created supplemental materials.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/2/2017

## School Facility Conditions and Planned Improvements

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 2016 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.

*Last updated: 2/2/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are maintained 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	Just replaced all dividers in all restrooms. New stalls were installed and flooring was replaced.
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 Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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*Last updated: 2/2/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	27.0%	14.0%	13.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	13.0%	16.0%	8.0%	7.0%	34.0%	36.0%

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: 2/2/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	89	98.9%	22.5%
Male	45	44	97.8%	15.9%
Female	45	45	100.0%	28.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	69	100.0%	17.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.0%	11.3%
English Learners	31	30	96.8%	3.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 2/2/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	91	91	100.0%	18.7%
Male	49	49	100.0%	10.2%
Female	42	42	100.0%	28.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	69	100.0%	13.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.0%	11.4%
English Learners	26	26	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 2/2/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	75	74	98.7%	31.1%
Male	35	34	97.1%	32.4%
Female	40	40	100.0%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.3%	25.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.3%	28.6%
English Learners	15	14	93.3%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 2/2/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	72	70	97.2%	25.7%
Male	34	34	100.0%	26.5%
Female	38	36	94.7%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.6%	22.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	48	96.0%	14.6%
English Learners	20	18	90.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 2/2/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	54	98.2%	42.6%
Male	26	26	100.0%	42.3%
Female	29	28	96.6%	42.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	43.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	48	98.0%	35.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 2/2/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	17	17	100.0%	29.4%
Male	11	11	100.0%	18.2%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 2/2/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	89	98.9%	25.8%
Male	45	44	97.8%	31.8%
Female	45	45	100.0%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	69	100.0%	21.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.0%	14.5%
English Learners	31	30	96.8%	10.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 2/2/2017*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	91	100.0%	11.0%
Male	49	49	100.0%	12.2%
Female	42	42	100.0%	9.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	69	100.0%	5.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	41.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.0%	4.3%
English Learners	26	26	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 2/2/2017*



**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	75	74	98.7%	8.1%
Male	35	34	97.1%	8.8%
Female	40	40	100.0%	7.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.3%	6.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.3%	1.8%
English Learners	15	14	93.3%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 2/2/2017*

**Mathematics - Grade 6**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	70	97.2%	17.1%
Male	34	34	100.0%	23.5%
Female	38	36	94.7%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.6%	12.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	48	96.0%	6.3%
English Learners	20	18	90.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 2/2/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	54	98.2%	18.5%
Male	26	26	100.0%	23.1%
Female	29	28	96.6%	14.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	23.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	48	98.0%	12.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 2/2/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	17	17	100.0%	5.9%
Male	11	11	100.0%	9.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	6.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 2/2/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38.0%	35.0%	48.0%	12.0%	9.0%	29.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 2/2/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	92	91	98.9%	48.4%
Male	46	45	97.8%	55.6%
Female	46	46	100.0%	41.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	75	74	98.7%	44.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	66	98.5%	40.9%
English Learners	19	18	94.7%	11.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 2/2/2017

**Career Technical Education Programs (School Year 2015-16)**

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Norton Science and Language Academy is a dual language charter school that currently serves students in grades TK-8th for the 2016-2017 school year. At this point in its development, there are no specific Career Technical Educational Programs offered. However, the school places a strong emphasis on college awareness. Each classroom adopts a specific university to study throughout the year. Middle school students participate in an annual field trip to a local university. By the completion of 8th grade, this allows students the opportunity to tour three different universities.

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1%	18.1%	9.7%
7	14.8%	13.0%	13.0%

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: 2/2/2017

## 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 (School Year 2016-17)

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 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." 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.

Dawn Morris, PTO President

Maria Ramirez, ELAC President

Karmel Roe, SSC Chair

Please email [norton@lcer.org](mailto:norton@lcer.org) for further details.

### State Priority: Pupil Engagement

*Last updated: 2/2/2017*

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

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



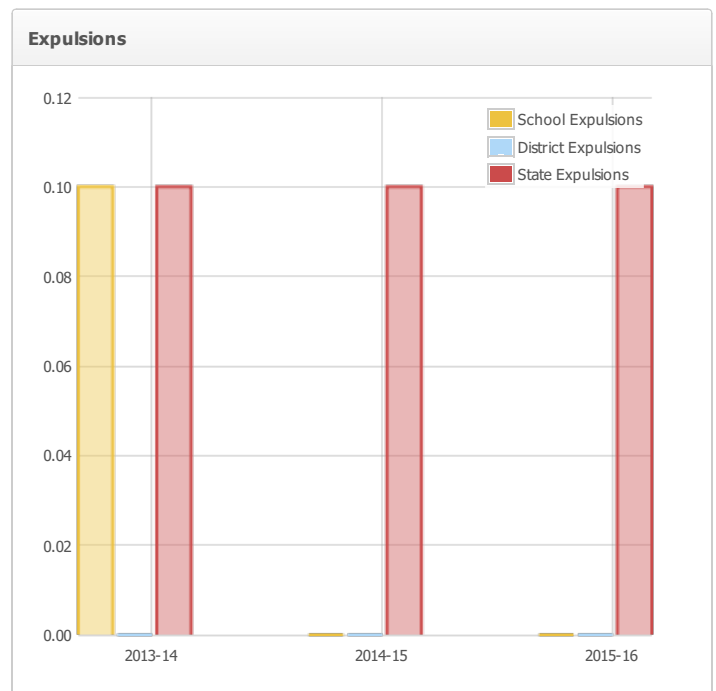
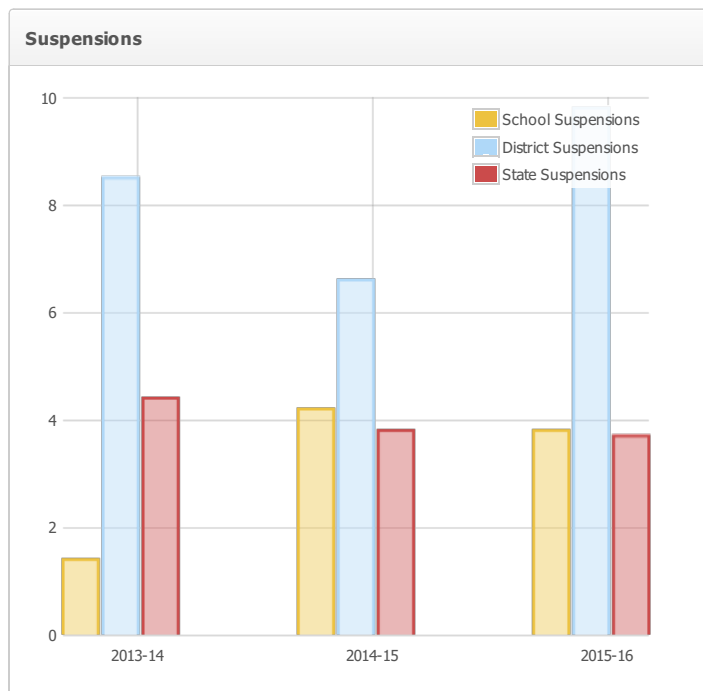
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	4.2	3.8	8.5	6.6	9.8	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/2/2017

## School Safety Plan (School Year 2016-17)

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, 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 was reviewed by local authorities. The NSLA Safety Plan was thoroughly reviewed and updated immediately after the terrorist attack in December 2015. Additionally, the Dean of Students and additional staff have attended ALICE violent intruder training.

Last updated: 2/2/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80.0%

Note: Cells with NA values do not require data.

Last updated: 2/6/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	5	0	24.0	0	5	0	24.0	0	5	0
1	23.0	0	5	0	23.0	0	5	0	24.0	0	5	0
2	21.0	0	5	0	26.0	0	4	0	24.0	0	4	0
3	24.0	0	3	0	24.0	0	4	0	26.0	0	4	0
4	26.0	0	2	0	29.0	0	3	0	28.0	0	3	0
5	25.0	0	2	0	26.0	0	3	0	28.0	0	3	0
6	29.0	0	2	0	21.0	2	2	0	30.0	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/6/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

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)	0.5	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)	0.0	N/A
Other	0.0	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: 2/6/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8268.0	\$1478.0	\$6790.0	\$50664.0
District	N/A	N/A	\$6537.0	\$84899.0
Percent Difference – School Site and District	--	--	4.0%	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/6/2017

**Types of Services Funded (Fiscal Year 2015-16)**

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.

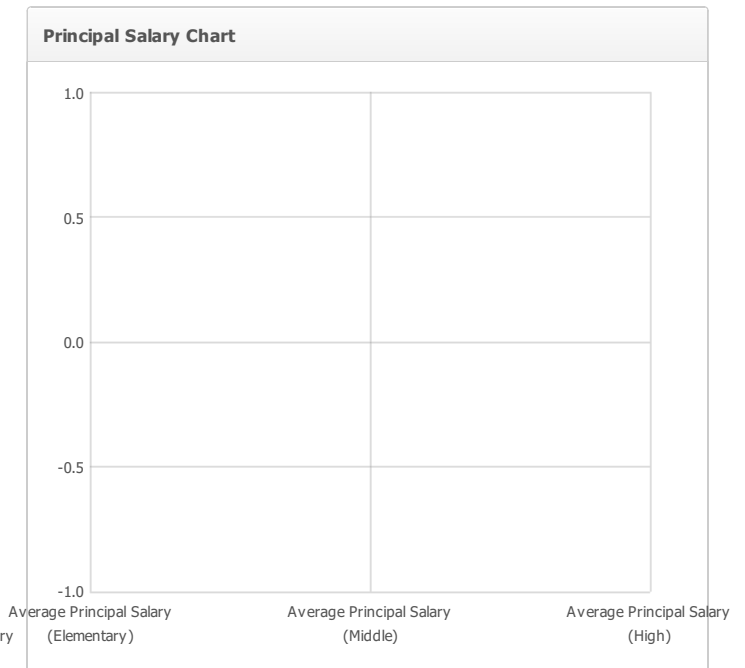
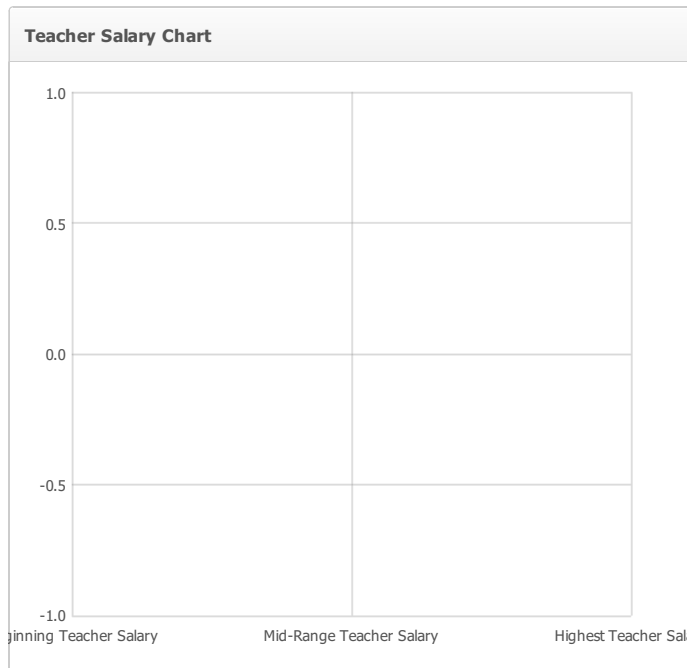
Also, based on NSAA's PI requirements for Year 3, 20% of Title I funds were allocated to provide supplemental educational services. An SES provider fair was held in December, and students are schedule to begin their SES services in February.

*Last updated: 1/31/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

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	13.0%	0.0%
Percent of Budget for Administrative Salaries	1.0%	0.0%

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



*Last updated: 2/6/2017*

## Professional Development

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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 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).

*Last updated: 2/6/2017*