Norton Science and Language Academy
2021 School Accountability Report Card

Creating Global Citizens

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 at 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).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Norton Science and Language Academy
Street	230 S. Waterman Ave.
City, State, Zip	San Bernardino
Phone Number	(909) 386-2300
Principal	Fausto Barragan
Email Address	fbarragan@lcer.org
School Website	http://nsla.lewiscenter.org/
County-District-School (CDS) Code	California

2021-22 District Contact Information

District Name	Lewis Center for Educational Research
Phone Number	909-386-2300
Superintendent	Lisa Lamb, CEO
Email Address	llamb@lcer.org
District Website Address	www.lcer.org

2021-22 School Overview

Norton Science and Language Academy (NSLA) started the 2021-22 academic year at a brand new 14-acre campus one mile north of the former location, in the city of San Bernardino, California. The campus includes 60 classrooms outfitted with state-of-the-art technology to enhance teaching and learning, a multipurpose room with a large kitchen, stage, staff lounge, two physical education offices, as well as an outdoor eating area. The multipurpose room/cafeteria seats 400 for meals and 600 for assemblies/meetings. This allows the school to provide meals for the current 1,057 students in an efficient manner. The new campus and expansion of the secondary program with the addition of 9th grade increased the student enrollment from 825 to 1,057. NSLA will add an additional grade every year after its full build-out to 12th grade in 2024.

NSLA is a dynamic charter school focused on science instruction and high academic rigor in Spanish dual language immersion and World language setting with the goal of supporting each child to become bilingual and biliterate. Students are given the opportunity to thrive in an exciting educational environment supporting the growth and development of the whole child. NSLA staff and families are proud of the 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, bi-literate, and multicultural community that achieves at the highest academic levels.

NSLA's Student Learning Outcomes:

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 bi-literate 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. NSLA is a dynamic, Spanish dual immersion charter school that has been in continuous growth since its establishment 14 years ago. Currently, NSLA enrolls students in grades TK-9. 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 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. All students have a 1-to-1 device allowing them to access instruction and curriculum at any time whether they are in person or distance learning. Weekly, students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes when they are on site. 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, which are used in their daily practice to support all students.

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, Town Halls, Parent Forums, 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), Cafecito, 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.

A priority at NSLA is student health and safety, combined with character development and a strong sense of responsibility. NSLA implements Social Emotional Learning curriculum in grades TK-9 using research-based curricula, Habitudes and Second Step. The school also employs a full-time, bilingual counselor and a school psychologist.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	114
Grade 2	89
Grade 3	105
Grade 4	97
Grade 5	90
Grade 6	84
Grade 7	58
Grade 8	50
Total Enrollment	825

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
Asian	1.2
Black or African American	5.9
Hispanic or Latino	87.9
Two or More Races	0.5
White	4.5
English Learners	31
Foster Youth	0.4
Homeless	2.8
Socioeconomically Disadvantaged	71.9
Students with Disabilities	11.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4
Unknown	0
Total Teaching Positions	36

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	3
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	1

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2021

Subject	Textbooks and Other 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. Supplementary instruction is provided through Curriculum & Associates iReady instruction. Amplify English Language Arts provides CCSS aligned curriculum to ELA courses in grades 6-8. Novel based studies aligned to CCSS are used in grade 9.	Yes	0.0 %
Mathematics	NSLA adopted Common Core SWUN math curriculum in 2017-18. This is implemented in grades TK-8. Carnegie Learning Integrated Math I was adopted for the 2021-22 school year for 9th grade instruction.	Yes	0.0 %

	Supplementary instruction is provided through Curriculum & Associates iReady instruction, IXL Math, Khan Academy, and other applications.		
Science	NSLA has implemented the Next Generation Science Standards (NGSS) at all grade levels. The school adopted TWIG Science for grades TK-5 that includes leveled readers to support instruction in the 2020-21. Guided Language Acquisition Design (GLAD) units are used in combination with TWIG to support all learners with science. Grades 6-8 use the Life and Physical Science curriculum from Amplify Education. 9th grade Earth and Space Science use National Geographic's Earth and Space Science adopted 2021-22.	Yes	0.0 %
History-Social Science	In grades TK-6 NSLA is implementing Studies Weekly Magazine for Social Studies. In grades 7-8, NSLA adopted a new Social Studies curriculum aligned to California standards through Cengage Learning/National Geographic in both English and Spanish for the 2021-22 school year: National Geographic World History: Medieval and Early Modern Times, California Field Journal National Geographic 1st Edition [K12, 2018]; US History American Stories: Beginnings toWorld War I, California History Notebook National Geographic 1st Edition [K12, 2018]	Yes	0.0 %
Foreign Language	NSLA is a dual immersion school following the 90-10 model. Students use Benchmark Literacy in both Spanish/Language Arts and English/Language Arts adopted 2016-17. Spanish curriculum was adopted for high school courses through Vista Higher Learning for the 2021-22 school year: Galeria Level 1 and Galeria Level 2.	Yes	0.0 %
Health	Health education is integrated through the Science, Social Studies and Physical Education units. NSLA adopted the Positive Prevention Plus in 2019-20.	Yes	0.0 %
Visual and Performing Arts	Students at NSLA participate in weekly Art, Music, and Physical Education Enrichment classes. These classes utilize teacher- created supplemental materials.	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	Not applicable at this time. Lab equipment will be purchased for the addition of 10th Grade Biology in 2022-23.		

School Facility Conditions and Planned Improvements

The Lewis Center takes great efforts to ensure that Norton Science and Language Academy is clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Lewis Center maintenance and site facilities staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority.

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	486	NT	NT	NT	NT
Female	240	NT	NT	NT	NT
Male	246	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	426	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	167	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	486	NT	NT	NT	NT
Female	240	NT	NT	NT	NT
Male	246	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	426	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	167	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	502	464	92%	8%	28%
Female	250	230	92%	8%	32%
Male	252	234	93%	7%	25%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	6	6	100%	0%	67%

Black or African American	27	23	85%	15%	35%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	439	408	93%	7%	25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	2	2	100%	0%	50%
White	28	25	89%	11%	64%
English Learners	163	150	92%	8%	13%
Foster Youth	2	2	100%	0%	0%
Homeless	17	13	76%	24%	7%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	343	318	93%	7%	25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	61	57	93%	7%	12%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	502	470	94%	6%	16%
Female	250	232	93%	7%	16%
Male	252	238	94%	6%	16%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	6	6	100%	0%	67%
Black or African American	27	22	81%	19%	23%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	439	415	95%	5%	12%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	2	2	100%	0%	0%
White	28	25	89%	11%	60%
English Learners	163	156	96%	4%	3%
Foster Youth	2	2	100%	0%	0%
Homeless	17	14	82%	18%	7%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	343	323	94%	6%	11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

| Students with Disabilities | 61 | 58 | 95% | 5% | 7% |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	3.49	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	NT	NT	NT	NT
Female	63	NT	NT	NT	NT
Male	77	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	122	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	45	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, Town Hall, 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), Cafecito, and Lewis Center Board meetings. Other options include being classroom volunteers and helping at other events such as: Noche de las Estrellas, 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. Parents are encouraged to become members of the Parent Teacher Organization. The PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at the school.

Important school information and grade level newsletters are systematically sent home through the use of the "Wednesday Folders." NSLA's principal also sends home weekly communication with important reminders. These provide an opportunity for parents to ask questions or voice their concerns. Social media and the school website are also used to share updates with families. Additionally, the staff uses Infinite Campus (an integrated student information platform) to communicate regularly with families regarding school updates and opportunities for parental involvement.

Currently, Norton Science and Language Academy has over 250 cleared parent volunteers that provide support in classrooms, at various fundraisers, and activities such as field trips.

Parents have many opportunities to participate actively in workshops including:
- Parenting With Love and Logic
- Latino Family Literacy Project
- School Site Council
- English Language Advisory Committee

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	876	857	378	44.1
Female	451	440	193	43.9
Male	425	417	185	44.4
American Indian or Alaska Native	1	1	0	0.0
Asian	10	10	6	60.0
Black or African American	52	51	23	45.1
Filipino	0	0	0	0.0
Hispanic or Latino	771	754	341	45.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	38	37	8	21.6
English Learners	284	280	133	47.5
Foster Youth	4	4	1	25.0
Homeless	24	24	17	70.8
Socioeconomically Disadvantaged	635	620	301	48.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	119	117	53	45.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.02	0.00	5.18	0.27	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.87	3.58	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Student safety is of the utmost importance on NSLA's campus. The school maintains a closed campus during the day, requiring all visitors to check in at the front office entrance before being allowed on campus. In addition, parents and their designees are required to be listed on an emergency card and present picture identification if a child is checked out of school. Volunteers working on campus are required to attend a volunteer workshop and pass a fingerprint and TB clearance. Volunteer coaches and drivers are also fingerprinted and checked through the DMV before they are able to transport students to events. Students are expected to follow the school-wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school on and off campus. Expectations are reviewed with students through assemblies and other forms of communication. Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers).

The Lewis Center for Educational Research (LCER) maintains a board-approved Comprehensive School Safety Plan to prepare for natural and manmade disasters. The board-approved Safety Plan meets the requirements established in California State Law. The 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. The Safety Plan shall be reviewed annually and updated as needed. NSLA's current safety plan was reviewed and approved in the 2020-21 school year by all stakeholders and local authorities.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		6	
1	19		5	
2	28		4	
3	31		3	
4	31		3	
5	31		3	
6	15	6		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	19		5	
2	28		4	
3	25		4	
4	31		3	
5	31		3	
6	15	6		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		6	
1	23		5	
2	22		4	
3	26		4	
4	31		3	
5	29		3	
6	22	5	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	825

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,946.79	$1,596.94	$8,349.85	$74,050.54
District	N/A	N/A	$8,349.85	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			$8,444	
Percent Difference - School Site and State	N/A	N/A	-1.1	

2020-21 Types of Services Funded

INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. NSLA offers a full-time classroom program employing a traditional schedule for grades TK-9. Students receive a full array of courses and all programs meet the minimum instructional minute requirements by California Education Code and charter law, as well as all state requirements for classroom-based charter schools. NSLA may use short and long term independent study programs to meet the diverse needs of students. In all programs and by agreement, parents will be active participants in the educational activities of their students. Parents, staff and students are equally accountable for the success of each student in NSLA.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

NSLA has implemented the Professional Learning Communities (PLC) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to allow flexibility for enrichment and/or remediation in Math and English/Language Arts. Universal access to differentiated academic support is available at all grade levels.

PLAN FOR ENGLISH LEARNERS

As designated by the State of California, NSLA will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Students with a primary home language other than English, will be assessed for English proficiency by the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Students identified as an English Learner ("EL"), are provided in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Site Benchmark assessments, assist in determining redesignation of English Learners. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

NSLA evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR SPECIAL EDUCATION

NSLA, for purposes of providing special education services, is an independent local agency (LEA). As such, NSLA is responsible for all Child Find activities. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public

2020-21 Types of Services Funded

Education (FAPE). Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students. NSLA has established policies and procedures, including the development of a Multi-tiered System of Supports Team (MTSS) to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic supports are referred to the MTSS team. Once a child is referred for an assessment, all required referral paperwork will be completed, to include an assessment plan (15-day timeline). An IEP meeting will be held within 60 calendar days to determine eligibility for special education services. The IEP team will determine and monitor compliance of all aspects of the IEP. Determination of any and all special education services will be accomplished through the IEP team process. Additionally, NSLA partners with the Desert Mountain SELPA for supports and oversight regarding the implementation and compliance of special education services. NSLA will participate in any and all state review programs to ensure program compliance and effectiveness.

TITLE I RESOURCES

Students at NSLA 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 at NSLA and are aligned with the State's academic content and achievement standards. Supplemental education services are provided through an outside educational vendor, beginning in February of each school year.

NSLA provides additional support with Tier 2 and Tier 3 Interventions in the Rocket Lab. Rocket Lab services are provided by a certificated teacher (Teacher on Assignment) and paraprofessionals paid with Title 1 funds. Services are provided in small group settings designed to provide targeted instruction in specific content areas.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,047	$52,562
Mid-Range Teacher Salary	$78,459	$83,575
Highest Teacher Salary	$101,775	$104,166
Average Principal Salary (Elementary)	$108,051	$131,875
Average Principal Salary (Middle)	$108,051	$137,852
Average Principal Salary (High)	$108,051	$150,626
Superintendent Salary	$160,605	$260,243
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	3%	5%

Professional Development

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time set aside for the past three years for their continuing education and professional development.

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
- Reading instruction focusing on early literacy
- Technology
- Induction for new teachers
- Curriculum training for new teachers
- Social Emotional Learning
- Safety trainings

These areas of focus were developed through the collaborative efforts of the school administration and teachers who evaluated the student data. Each Wednesday, students at NSLA have early release days that are used alternatively in a 4-week rotation providing staff/professional development, grade-level meetings, and teacher workdays. 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.

As required by the State of California, English Learners receive both designated ELD and integrated ELD instruction. This training provides instructional strategies for both designated (small group instruction) and integrated (within the adopted curriculum) ELD. GLAD training takes place throughout the year to support language learners in all classrooms.

To meet the reading needs of English early reading development, teachers continue to receive training on Orton-Gillingham methods. This is a week-long online training for all English reading teachers.

Teachers participate in periodic Swun Math professional development leaders and powerful in-classroom coaches. They deliver demonstration lessons, co-plan, and co-teach lessons, and lead instructional learning rounds. They are deeply knowledgeable about the Common Core standards and adeptly connect the 8 Mathematical Practices to math lessons. In collaboration with the Swun Math team, classroom teachers, teacher teams, and professional learning communities, coaches, train and support educators to deliver engaging, high-quality, standards-based, data-driven math lessons within the Swun Math model. The focus for 2021-22 is identifying gaps due to missed learning and plan instruction to meet the immediate needs of students.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication. For all teachers, administrators observe instruction and engagement during the school day then provide feedback. New teachers also received training at the beginning of the school year for the adopted curriculum they would be using in the classroom.

Training for social-emotional learning is constant in monthly staff meetings to best support both staff and students. SEL curricula training has taken place at the start of the school year so that teachers can effectively implement lessons and strategies to support students.

Administrative and classified staff attend a variety of trainings to ensure student safety and promote the culture of the school. Examples of these trainings are ALICE training which focuses on safety drills, Crisis Prevention Intervention to learn de-escalation skills and safe student holds, and Dual Language administrators to stay current regarding practices for dual-language learners.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	15	20	25