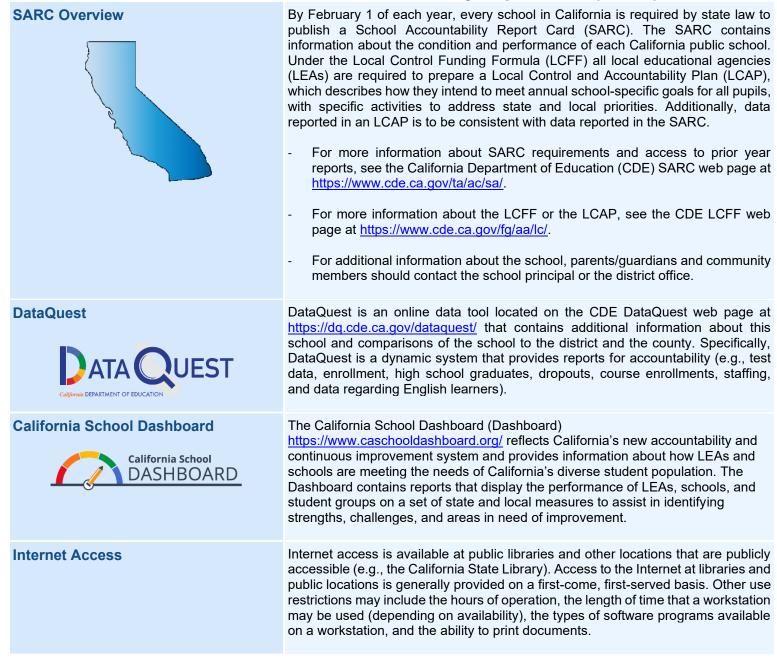# Norton Science and Language Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2023-24 School Contact Information

School Name	Norton Science and Language Academy
Street	230 S. Waterman Ave.
City, State, Zip	San Bernardino, CA 92408
Phone Number	(909) 386-2300
Principal	Victor Uribe
Email Address	vuribe@lcer.org
School Website	http://nsla.lewiscenter.org/
County-District-School (CDS) Code	36-10363-0115808

2023-24 District Contact Information

District Name	Norton Science & Language Academy
Phone Number	909-386-2300
Superintendent	Lisa Lamb, CEO
Email Address	llamb@lcer.org
District Website	www.lcer.org

2023-24 School Description and Mission Statement

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 bi-literate. 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, bi-literate, and multicultural education.

NSLA's Vision:
We are a bilingual, bi-literate, and multicultural community that achieves the highest academic levels.

NSLA's Student Learning Outcomes:

Community
Demonstrate an internalized set of three personal standards: Show Respect, Make Good Decisions, and 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.

2023-24 School Description and Mission Statement

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 continuously grown since its establishment 16 years ago. Currently, NSLA enrolls students in grades TK-11. 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 bi-literate.

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, allowing 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 STEM 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 school program's success, and parents are encouraged to be active participants in their student's 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 Noche de Estrellas.

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-11 using research-based curricula, Habitudes and Second Step. The school also employs a full-time bilingual counselor and a school psychologist.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	115
Grade 2	113
Grade 3	100
Grade 4	104
Grade 5	87
Grade 6	121
Grade 7	108
Grade 8	104
Grade 9	47
Grade 10	59
Total Enrollment	1,106

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.9%
Male	46.1%
American Indian or Alaska Native	0.1%
Asian	0.8%
Black or African American	3.8%
Hispanic or Latino	91%
Two or More Races	1%
White	3.3%
English Learners	31.8%
Foster Youth	0.1%
Homeless	2.4%
Socioeconomically Disadvantaged	79.1%
Students with Disabilities	14%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.00	88.57	230.40	62.22	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.10	1.94	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.86	23.10	6.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	8.57	49.70	13.43	12115.80	4.41
Unknown	0.00	0.00	59.80	16.14	18854.30	6.86
Total Teaching Positions	35.00	100.00	370.40	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.40	95.30	203.70	53.17	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.60	3.04	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.25	23.60	6.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.43	32.70	8.55	11953.10	4.28
Unknown	0.00	0.00	111.30	29.06	15831.90	5.67
Total Teaching Positions	44.50	100.00	383.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.60	0.80
Local Assignment Options	0.30	0.20
Total Out-of-Field Teachers	3.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	4.1
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-6: Benchmark Advance/Adelante (Adopted by NSLA 2016) Supplemental materials include Reading A-Z online leveled readers and English Learner instructional materials.	Yes	0.0 %

	Grades 6-8: Amplify English Language Arts (Adopted by NSLA 2017; renewed 2021) Grades 9-11: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS. Grade 11 English: ERWC, The Language of Composition 4th ed. 2023 by Bedford, Freeman, and Worth (Adopted by NSLA 2023)		
Mathematics	Grades TK-8 Swun Math (Adopted by NSLA 2017; renewed annually) High School Integrated Math I and II: Carnegie Learning (Adopted by NSLA 2021) High School Integrated Math III: Carnegie Learning (Adopted by NSLA 2023)	Yes	0.0 %
Science	Grades TK-5: TWIG Science (Adopted by NSLA 2020) Grades 6-8 Amplify Science (Adopted by NSLA 2017; renewed 2021) Earth Science: Cengage Learning: Earth & Space Science, National Geographic 1st ed. (Adopted by NSLA 2021) Biology: CA Inspire Biology, G9-12, McGraw Hill (Adopted by NSLA 2022) World of Chemistry, 4th ed. Cengage Learning (Adopted by NSLA 2023)	Yes	0.0 %
History-Social Science	TK-6 NSLA is implementing Studies Weekly Magazine for Social Studies (Adopted by NSLA 2021) Social Studies: Grades 7 & 8 Cengage Learning/National Geographic in both English and Spanish (Adopted by NSLA 2021): National Geographic World History: Medieval and Early Modern Times, California Field Journal National Geographic 1st Edition [K12, 2018]; (Adopted by NSLA 2022) US History American Stories: Beginnings to World War I, California History Notebook National Geographic 1st Edition [K12, 2018] (Adopted by NSLA 2023) World History Grade 10: Cengage Learning/National Geographic World History: Voyages of Exploration, 1st ed. (Adopted by NSLA 2022) The American Pageant: A History of the American People AP Edition (Adopted by NSLA 2023)	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 by NSLA 2016)	Yes	0.0 %

	Spanish 1 & 2: Vista Higher Learning Senderos Level 1 and Level 2 (Adopted by NSLA 2022) Spanish III & IV: Vista Higher Learning Galeria Level 1 and Galeria Level 2 (Adopted by NSLA 2021) AP Spanish: Vista Higher Learning Temas 3rd ed. 2024 (Adopted by NSLA 2023) Middle School Spanish: Vista Higher Learning Perspectivas 1st ed. (Adopted by NSLA 2023)		
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. High School Art - Teacher-created curriculum supporting the California Arts Standards.	Yes	0.0 %

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 2023

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).

College and Career Ready
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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	23	25	27	47	46
Mathematics (grades 3-8 and 11)	15	16	12	12	33	34

2022-23 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.

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

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	644	634	98.45	1.55	23.06
Female	345	340	98.55	1.45	26.55
Male	299	294	98.33	1.67	19.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	16.00
Filipino	0	0	0	0	0
Hispanic or Latino	591	581	98.31	1.69	21.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	82.35
English Learners	198	192	96.97	3.03	8.33
Foster Youth	--	--	--	--	--
Homeless	20	17	85.00	15.00	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	524	515	98.28	1.72	20.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	109	97.32	2.68	7.34

2022-23 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.

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

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	644	633	98.29	1.71	16.11
Female	345	339	98.26	1.74	13.27
Male	299	294	98.33	1.67	19.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	12.00
Filipino	0	0	0	0	0
Hispanic or Latino	591	580	98.14	1.86	14.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	52.94
English Learners	198	192	96.97	3.03	9.38
Foster Youth	--	--	--	--	--
Homeless	20	17	85.00	15.00	23.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	524	514	98.09	1.91	13.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	109	97.32	2.68	7.34

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.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.36	19.59	3.21	1.51	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	194	98.98	1.02	19.59
Female	103	101	98.06	1.94	19.80
Male	93	93	100.00	0.00	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	178	176	98.88	1.12	17.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	53	96.36	3.64	1.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	158	98.75	1.25	14.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	8.57

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	97%	97%	97%	97%
Grade 7	100%	100%	100%	100%	100%
Grade 9	98%	98%	98%	98%	98%

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.

2023-24 Opportunities for Parental Involvement

At NSLA, family involvement is a key component for the school program's success, 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 events such as Noche de las Estrellas, Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, and the Read-A-Thon. 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 via messaging through the school's Student Information System or physically given to students. 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 who provide support in classrooms, at various fundraisers, and at activities such as field trips.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1212	1179	246	20.9
Female	651	635	127	20.0
Male	561	544	119	21.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	9	9	1	11.1
Black or African American	53	47	9	19.1
Filipino	0	0	0	0.0
Hispanic or Latino	1099	1072	222	20.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	4	30.8
White	37	37	10	27.0
English Learners	382	373	64	17.2
Foster Youth	8	6	0	0.0
Homeless	35	32	14	43.8
Socioeconomically Disadvantaged	960	937	205	21.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	200	196	57	29.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	6.63	12.62	0.27	3.83	6.62	0.20	3.17	3.60
Expulsions	0.00	0.00	0.08	0.00	0.00	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.62	0.08
Female	9.22	0
Male	16.58	0.18
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	15.09	0
Filipino	0	0
Hispanic or Latino	12.65	0.09
Native Hawaiian or Pacific Islander	0	0
Two or More Races	30.77	0
White	5.41	0
English Learners	14.14	0
Foster Youth	0	0
Homeless	20	0
Socioeconomically Disadvantaged	13.85	0.1
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.5	0.5

2023-24 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 must be listed on an emergency card and present picture identification if a child is checked out of school. Volunteers working on campus must attend a volunteer workshop and pass a fingerprint and TB clearance. Volunteer coaches and drivers are fingerprinted and checked through the DMV before transporting 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 represent our school on and off campus. Expectations are reviewed with students through assemblies and other forms of communication. Students are monitored consistently by teachers, administrators, or CSOs (Campus Safety 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 is the umbrella, encompassing all LCER personnel, property, and actions during an emergency. Its purpose shall be to inform LCER personnel, students, and parents/guardians of the LCER actions that 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 during a disaster. The Safety Plan shall be reviewed annually and updated as needed. All community partners and local authorities reviewed and approved NSLA's current safety plan for the 2022-2023 school year.

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.

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	21	
Other	9	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25		6	
1	24		5	
2	27		4	
3	27		4	
4	32		2	1
5	29		3	
6	20	13	28	
Other	7	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	6	0
1	23	0	5	0
2	28	0	4	0
3	25	0	4	0
4	25	0	4	0
5	28	0	3	0
6	22	11	27	0
Other	14	1	0	0

2022-23 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	1106

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	$15,390	$2,528	$12,862	$79,217
District	N/A	N/A	$12,862	$79,217
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$88,508
Percent Difference - School Site and State	N/A	N/A	51.3	-11.1

Fiscal Year 2022-23 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-10. 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. Parents will actively participate in their students' educational activities in all programs and by agreement. 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. The instructional staff strategically and regularly monitors student achievement and progress through this approach. 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 parent's 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 demonstrates 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.

Fiscal Year 2022-23 Types of Services Funded

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 using 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 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 developing 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, including 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 measured 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.

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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$50,170	$55,550
Mid-Range Teacher Salary	$80,828	$84,645
Highest Teacher Salary	$117,312	$111,284
Average Principal Salary (Elementary)	$134,018	$139,860
Average Principal Salary (Middle)	$142,161	$146,440
Average Principal Salary (High)	$152,844	$158,477
Superintendent Salary	$219,004	$278,268
Percent of Budget for Teacher Salaries	30.1%	32.21%
Percent of Budget for Administrative Salaries	4.54%	4.89%

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
- Math embedded professional development
- Technology
- Induction for new teachers
- Curriculum training for new teachers and new curricula
- AP teacher training
- 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

Professional Development

model. The continued focus for 2023-24 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	25	59	64