



# Norton Science and Language Academy

503 East Central Ave. • San Bernardino, CA 92408 • (909) 386-2300 • Grades K-8

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<http://nsla.lewiscenter.org/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



Lewis Center  
for  
Educational Research

### Norton Science & Language Academy

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Dr. Fausto Barragán  
**Principal - Norton Science and  
Language Academy**

### School Description

Located in the city of San Bernardino, California, Norton Science and Language Academy (NSLA) is a dynamic charter school focused on science instruction and high academic rigor in a Spanish dual language immersion setting with the goal of supporting each child to become bilingual and bi-literate.

Currently, NSLA enrolls over 800 students in grades TK-8 and will expand to a TK-12 program commencing in the 2021-2022 school year with the addition of ninth grade. Every year thereafter NSLA will add an additional grade until full enrollment in grades TK-12 is completed.

NSLA has a strong focus on the Common Core State Standards, Language and Science. Students are given the opportunity to thrive in an exciting educational environment. This fusion creates an educational environment that supports 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 13 years ago. Currently, NSLA enrolls students in grades TK-8. NSLA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate.

The teaching staff implements the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of 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-8 using research-based curricula, Habitudes and Sanford Harmony. The school also employs a full-time, bilingual counselor and a school psychologist.

**About the SARC**

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

- For more information about SARC requirements 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 webpage 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.

**2019-20 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	146
Grade 1	96
Grade 2	111
Grade 3	103
Grade 4	95
Grade 5	95
Grade 6	62
Grade 7	49
Grade 8	64
<b>Total Enrollment</b>	<b>821</b>

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.1
Asian	1.2
Hispanic or Latino	87
White	4.6
Two or More Races	0.7
Socioeconomically Disadvantaged	76
English Learners	31.7
Students with Disabilities	11.2
Foster Youth	0.2
Homeless	3.5

### A. Conditions of Learning

#### State Priority: Basic

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

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

Teacher Credentials for Norton Science and Language Academy	18-19	19-20	20-21
With Full Credential	35	32	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	4	3

Teacher Credentials for Norton Science & Language Academy	18-19	19-20	20-21
With Full Credential	♦	♦	33
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	3

#### Teacher Misassignments and Vacant Teacher Positions at Norton Science and Language Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	4	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>NSLA adopted new English/Language Arts and Spanish/Language Arts during the 2016-17 school year. Benchmark Adelente is the Spanish/Language Arts core curriculum used in TK-6th grades, and Benchmark Advance is core for English/Language Arts in grades 3-6. Supplementary instruction is provided through Curriculum &amp; Associates iReady instruction.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Mathematics</b></p>	<p>NSLA adopted Common Core SWUN math curriculum in 2017-18. This is implemented in grades TK-8.</p> <p>Supplementary instruction is provided through Curriculum &amp; Associates iReady instruction, IXL Math, Renaissance Math Facts in a Flash, Khan Academy and other applications.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Science</b></p>	<p>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 which was adopted in 2017-18.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>History-Social Science</b></p>	<p>In grades TK-5 NSLA is implementing Harcourt Reflections/Refexiones adopted 2007-08.</p> <p>NSLA is implementing Studies Weekly Magazine for 6th grade Spanish History and Social Studies.</p> <p>NSLA is implementing Holt-McDougal Historia Universal for 7th grade Spanish History/Social Studies adopted 2012-13.</p> <p>NSLA is implementing Holt-McDougal Historia De Los Estados Unidos for 8th Grade Spanish History/Social Studies adopted 2012-13.</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Foreign Language</b></p>	<p>NSLA is a dual immersion school following the 90-10 model. Students use Benchmark Literacy in both Spanish/Language Arts and English/Language Arts adopted 2016-17.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Health</b></p>	<p>Health education is integrated through the Science, Social Studies and Physical Education units. NSLA adopted the Positive Prevention Plus in 2019-20.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Visual and Performing Arts</b></p>	<p>Students at NSLA participate in weekly Art, Music, and Physical Education Enrichment classes. These classes utilize teacher- created supplemental materials.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2021

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	33	N/A	50	N/A
Math	31	N/A	18	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-21)

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: 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



**State Priority: School Climate**

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

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

**School Safety Plan (School Year 2020-2021)**

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 safety plan was reviewed and approved in the 2019-20 school year by all stakeholders and local authorities.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.2	3.0	7.5	5.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.9	1.9	2.5
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	821

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	1

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

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	3	3						24		7	
1	23		5						19	4	1	
2	27		4						28		4	
3	25		4						25		4	
4	26		3						31		3	
5	22		3						31		3	
6					17	2			15	19	6	
Other**									12	1		

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	13	15	20

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
- Writing
- Common Core State Standards implementation
- Next Generation Science Standards (NGSS)
- Distance Learning
- Technology

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.

For part of the 2019-20 school year and the 2020-21 school year, teachers have received additional training focusing on distance learning. This includes training on additional technology needed to support distance learning. Strategies for distance learning instruction training continues to take place throughout the COVID-19 stay at home order. The school has built-in professional development time with its distance learning school schedule. These trainings are given by in-house instructional coaches, online adopted curricula experts, and online conferences.

English Language Development (ELD): As required by the State of California, English Learners receive both designated ELD and integrated ELD instruction. Teachers are attending an off-site training specifically focusing on ELD instruction in a distance learning environment in the 2020-21 school year. This training provides instructional strategies for both designated (small group instruction) and integrated (within the adopted curriculum) ELD.

Science Professional Development: NSLA adopted new science curriculum, TWIG Science, in 2020. Teachers received online training for implementing the curriculum and for using the distance learning materials provided by TWIG.

Reading Professional Development: To meet the needs of English early reading development, teachers received training on Orton-Gillingham methods. This is a week-long online training for all English reading teachers.

Math Professional Development: 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 part of 2019-20 and the 2020-21 school year has been the delivery of distance learning instruction using the materials created by Swun Math including how to focus on essential standards and using resources to mitigate learning loss.

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 join online Zoom classroom sessions to observe instruction and engagement. During distance learning, administrators join online Zoom sessions for all teachers and students then provide feedback.

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.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8447.91	\$2408.56	\$6039.35	\$62,698.06
District	N/A	N/A	\$7532.74	
State	N/A	N/A	\$7,750	

Percent Differences		Unrestricted	Average Teacher Salary
School Site/District		-22.0	
School Site/ State		-24.8	

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

## 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-8. 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 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 Interventions in the Rocket Lab. Rocket Lab services are provided by a certificated teacher (Teacher on Assignment) and instructional aides paid with Title 1 funds. Services are provided in small group settings designed to provide targeted instruction in specific content areas.

### **DataQuest**

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

### **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.