Norton Space and Aeronautics Academy

Guadalupe Girard, Principal

📍 Principal, Norton Space and Aeronautics Academy

About Our School

It is a great honor to be Norton Space and Aeronautics Academy's principal! NSAA is a dynamic, dual immersion charter school that has been in continuous growth since its establishment six years ago. At NSAA student health and safety, combined with character development, and a strong sense of responsibility, are the first priorities. NSAA is an amazing school with a very rich culture of collaboration. Our academic growth was amazing this past year as its dual language program becomes stronger, and I look forward to ensuring learning for all students as we prepare for the implementation of the Common Core Standards.   We have fantastic students, staff, and parents at NSAA!

Contact

503 East Central Ave.
San Bernardino, CA
92408-2313

Phone: 909-386-2300
E-mail: ggirard@lcer.org
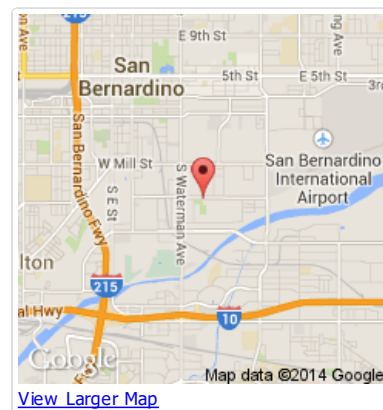
View Larger Map

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Norton Space and Aeronautics Academy
Street	503 East Central Ave.
City, State, Zip	San Bernardino, Ca, 92408-2313
Phone Number	909-386-2300
Principal	Guadalupe Girard, Principal
E-mail Address	ggirard@lcer.org
County-District-School (CDS) Code	36103630115808

District	
District Name	San Bernardino County Office of Education
Phone Number	(909) 888-3228
Web Site	http://www.sbcss.k12.ca.us
Superintendent First Name	Gary
Superintendent Last Name	Thomas
E-mail Address	gary_thomas@sbcss.k12.ca.us

Last updated: 2/9/2014

School Description and Mission Statement (School Year 2012-13)

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 in 2012 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. NSAA 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. Students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. Currently, NSAA enrolls students in grades K-7. In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, and these are used in their daily practice. Technology is another important focus at NSAA. All classrooms have a minimum of two computers, while students in Kinder to 2nd grade have access to iPod Touch devices. NSAA students in grades 4th-6th participate in a One-to-One Laptop program, in which parents agree to lease-to-own Mac computers. Seventh grade student have access during school hours to a laptop cart, and it is currently working on adding another cart for third grade students. Currently the staff is preparing for the required implementation of Common Core State Standards (CCSS) in the year 2014-2015. Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of main focus for these standards is the idea that students will be required to attain deeper mastery of key concepts, which will allow them to apply their knowledge across curricular areas and solve real-world problems.

The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment. The vision of NSAA is for all students to be bilingual and biliterate in English and Spanish in order to attain college-readiness skills. We are additionally committed to reach the underserved population.

Last updated: 2/9/2014

Opportunities for Parental Involvement (School Year 2012-13)

At NSAA, family involvement is a key component for the success of the school program, and there is the required 30 volunteer hours annually per family. This could be easily accomplished through parent participation in events such as Back to School Night, Open House, and Parent-Teacher conferences. Also, parents can provide their feedback, and suggestions as they participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSAA Board meetings. Other options include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival. We encourage our parents to become members of the Parent Teacher Organization. Our PTO offers great opportunities for involvement and their

fundraising is key to important enrichment programs at our school.

Important school information, including Principal's and grade levels newsletters, is systematically sent home through the use of the "Wednesday Folders." NSAA's principal also sends home weekly emails with important reminders. These emails also provide an opportunity for parents to ask questions or voice their concerns. Finally, automated home phone calls are sent as needed.

Aldonsa Perez, PTO President

Diana Zarate, ELAC President

Vivian Llaneras, SSC Chair

Please email norton@lcer.org for further details.

Last updated: 2/9/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
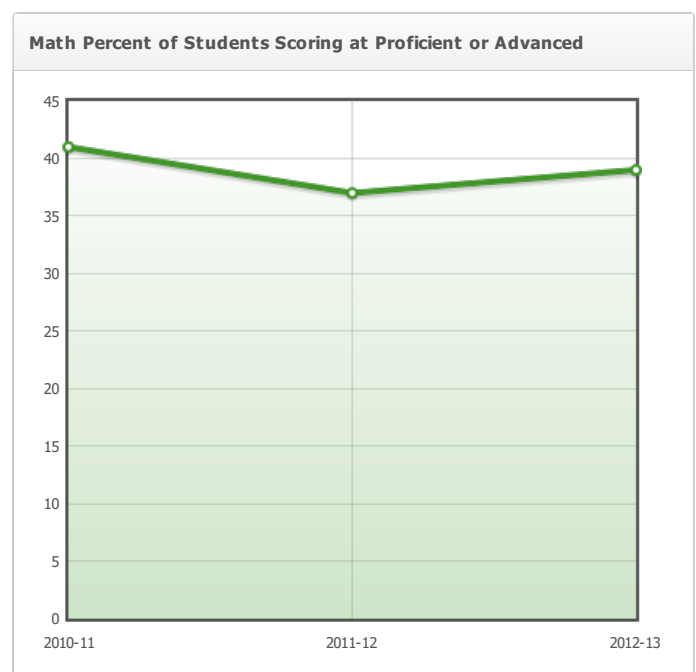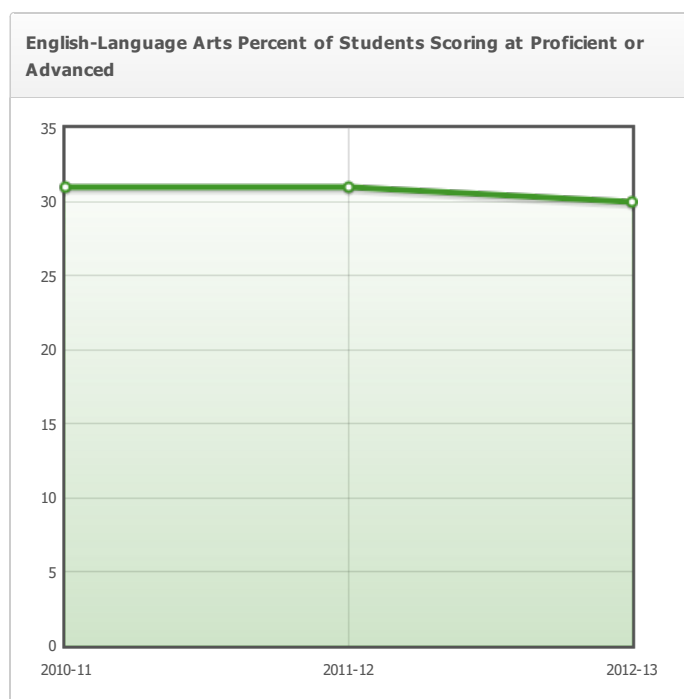
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
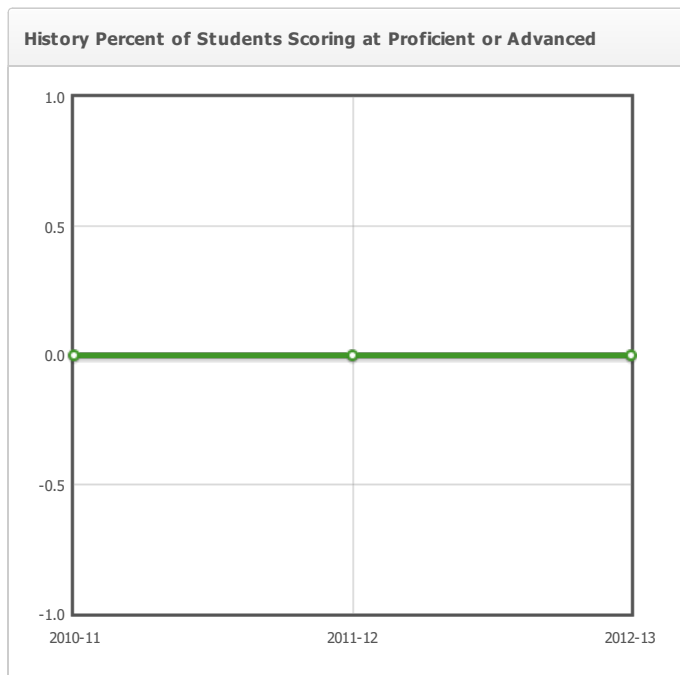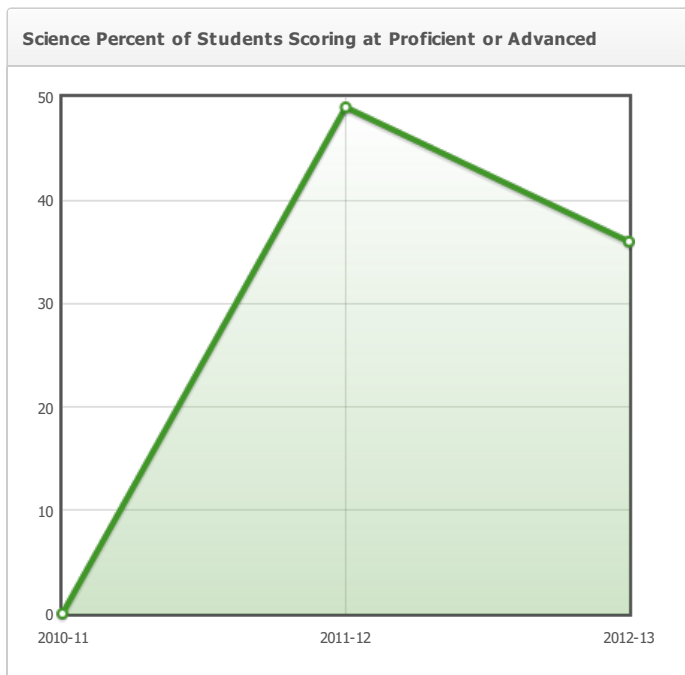
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	31%	31%	30%	35%	35%	34%	54%	56%	55%
Mathematics	41%	37%	39%	31%	31%	30%	49%	50%	50%
Science	N/A	49%	36%	7%	13%	9%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	3%	4%	3%	48%	49%	49%

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

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced

Last updated: 2/9/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	34%	30%	25%	3%
All Students at the School	30%	39%	36%	N/A
Male	26%	34%	39%	N/A
Female	34%	44%	N/A	N/A
Black or African American	38%	33%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	24%	35%	29%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	53%	57%	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	21%	30%	8%	N/A
English Learners	13%	26%	9%	N/A
Students with Disabilities	3%	13%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
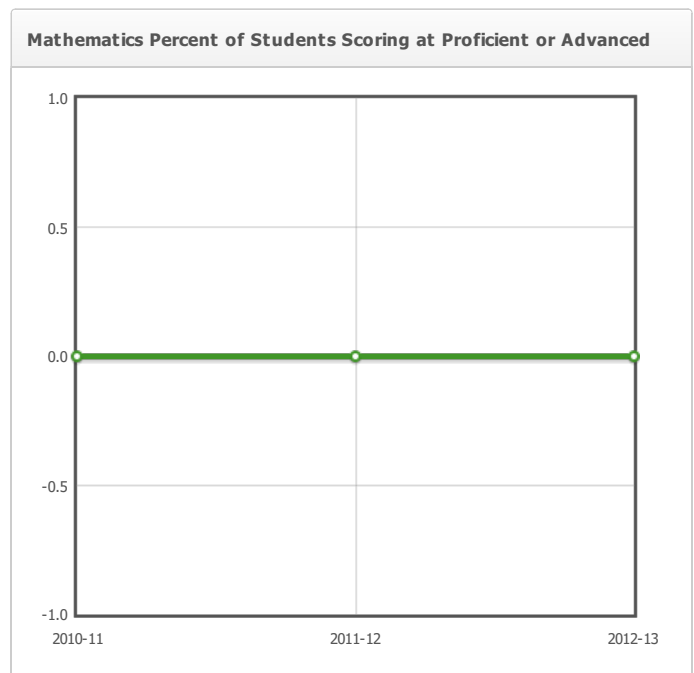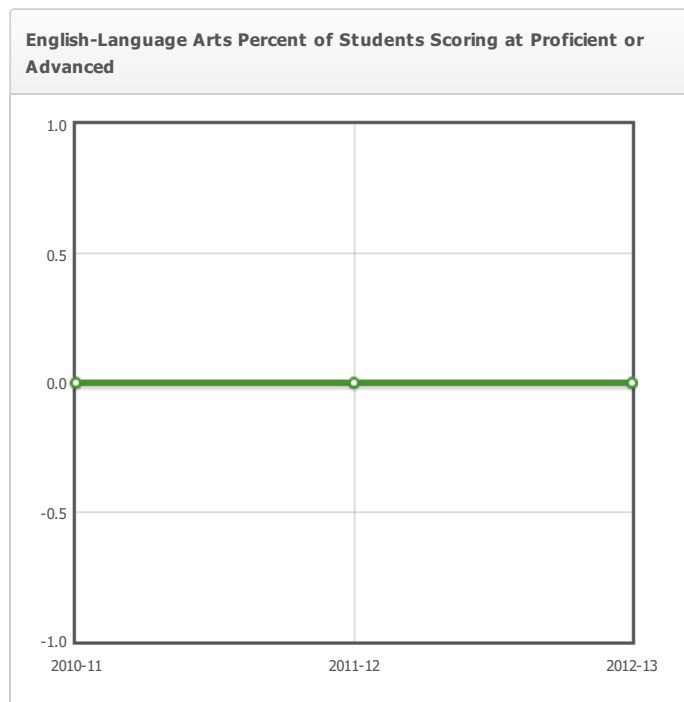
Last updated: 2/9/2014

California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	11%	15%	14%	59%	56%	57%
Mathematics	N/A	N/A	N/A	8%	14%	12%	56%	58%	60%

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

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 2/9/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	86%	9%	5%	88%	10%	2%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

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

Last updated: 2/9/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5%	18.5%	3.7%

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

Last updated: 2/9/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools		1	1

Last updated: 2/9/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	41	25	1
Black or African American			34
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		34	-11
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	36	30	10
English Learners		7	-1
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/9/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	341	677	314	501	4,655,989	790
Black or African American	52	676	57	436	296,463	708
American Indian or Alaska Native	1		3		30,394	743
Asian	10		4		406,527	906
Filipino	1		1		121,054	867
Hispanic or Latino	240	654	172	505	2,438,951	744
Native Hawaiian or Pacific Islander	1		1		25,351	774
White	30	820	55	540	1,200,127	853
Two or More Races	6		21	523	125,025	824
Socioeconomically Disadvantaged	247	635	236	509	2,774,640	743
English Learners	126	569	63	495	1,482,316	721
Students with Disabilities	38	493	82	510	527,476	615

Last updated: 2/9/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Last updated: 2/9/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| Indicator	School	District
Program Improvement Status	In PI	
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 2/9/2014

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	133
Grade 1	96
Grade 2	110
Grade 3	101
Grade 4	79
Grade 5	31
Grade 6	35
Grade 9	1
Total Enrollment	586
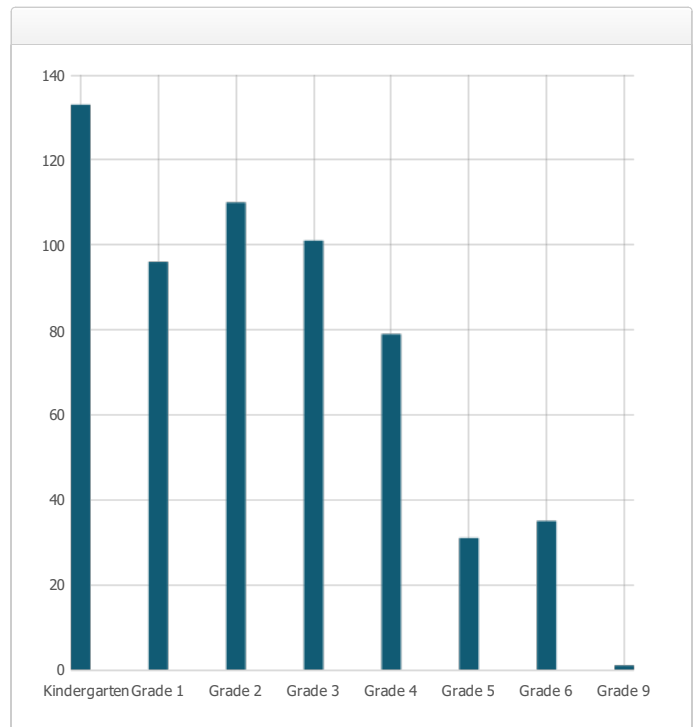
Last updated: 2/9/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	13.7
American Indian or Alaska Native	0.3
Asian	2.7
Filipino	0.2
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.2
White	10.1
Two or More Races	2.6
Socioeconomically Disadvantaged	65.0
English Learners	29.0
Students with Disabilities	7.5
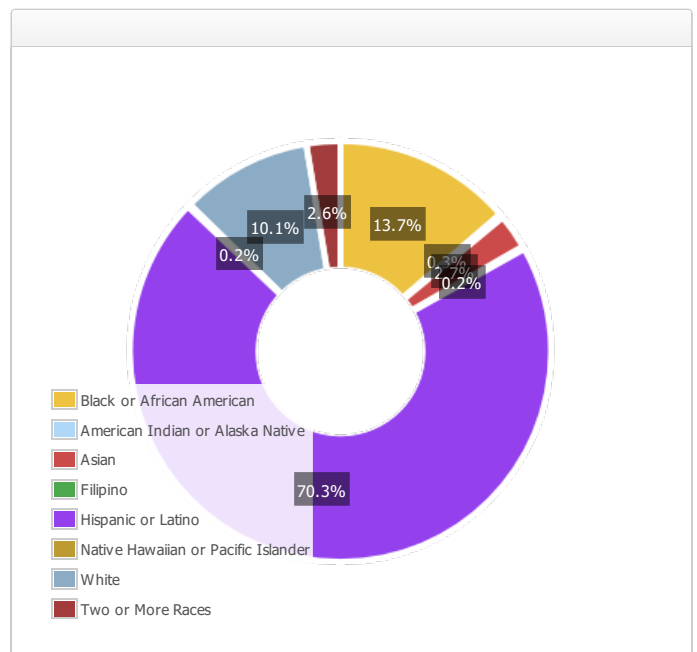
Last updated: 2/9/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11 Average Class Size	Number of Classes * 1-20	21-32	33+	2011-12 Average Class Size	Number of Classes * 1-20	21-32	33+	2012-13 Average Class Size	Number of Classes * 1-20	21-32	33+
K	23.5	0	6	0	23.4	0	5	0	24.0	5	5	0
1	22.3	4	2	0	24.8	0	5	0	20.0	5	0	0
2	21.0	4	0	0	24.2	0	5	0	20.0	5	0	0
3	21.5	2	0	0	29.0	0	3	0	24.0	0	4	0
4	25.0	0	2	0	29.0	0	2	0	26.0	0	3	0
5					21.5	2	0	0	30.0	0	1	0
6									34.0	0	0	1
Other										0	0	0

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

Last updated: 2/9/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11 Average Class Size	Number of Classes * 1-22	23-32	33+	2011-12 Average Class Size	Number of Classes * 1-22	23-32	33+	2012-13 Average Class Size	Number of Classes * 1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/9/2014

School Safety Plan (School Year 2012-13)

The Lewis Center shall have a Board Approved Safety Plan to deal with natural and manmade disasters. The Lewis Center 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 Lewis Center actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This Lewis Center Safety Plan shall be reviewed annually and updated as needed.

Each SCHOOL site shall have a Board Approved Safety Plan that meets the requirements established in California State Law. The principal, staff, parents and community of the school shall formulate and submit to the Board for approval, a School Safety Plan for the school. Each school plan shall include all the elements required by state law and all school site specific details necessary to ensure the safety of the students, faculty, staff and parents of the school. The plan shall be reviewed at least annually and be kept current. NSAA's safety plan was reviewed in the 2012-2013 school year, and will be revised again in the Spring of 2014.

Suspensions and Expulsions

	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions		15.00	7.00			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions

Expulsions
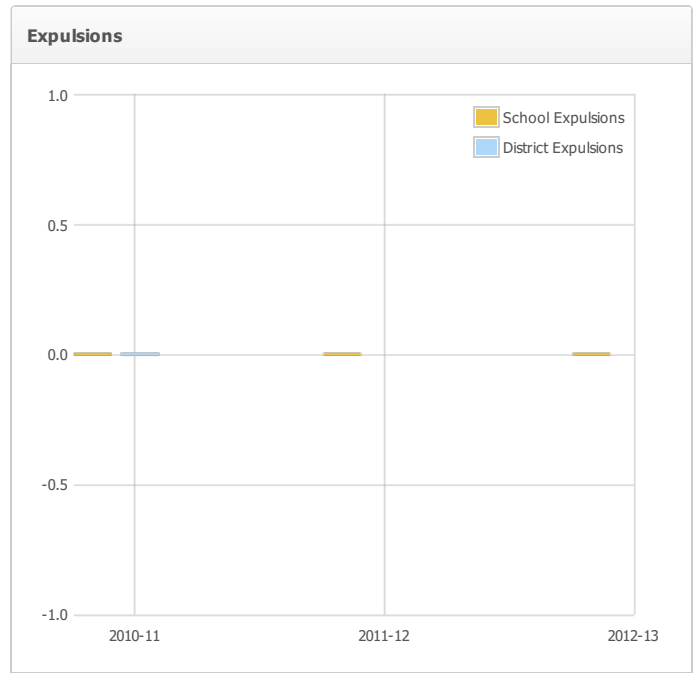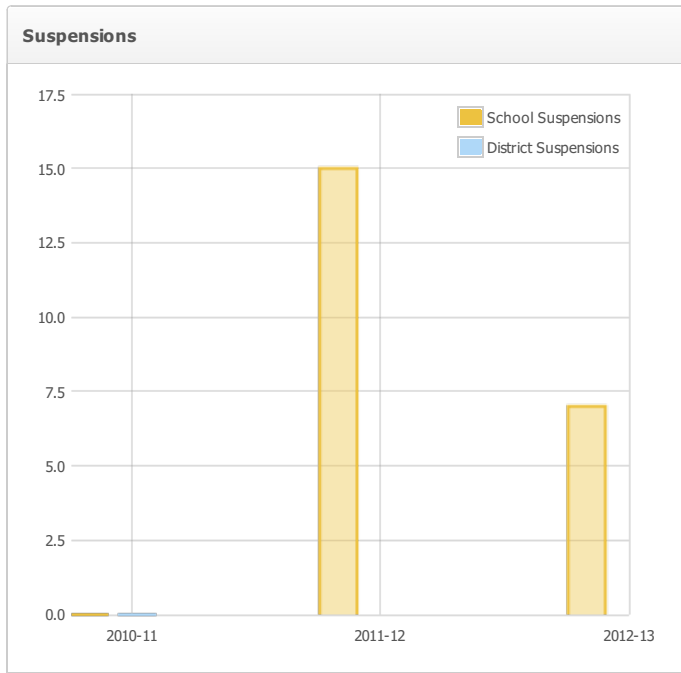
Last updated: 2/9/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14) ———

The safety, cleanliness , and adequacy of the school facility are all appropriate. To increase safety, metal plates were added to front gates, and classrooms. Cameras were installed throughout the campus which can be viewed from the front office. Cleanliness is adequate, and it is an area of continuous growth. Everyday issues are handled in a timely manner as needed, and monitoring is ensured by supervisors. Some facilities improvements during the summer of 2013 included the expansion of the campus by adding six portables, moving the school library to a central location, and expanding the school's front parking lot by 20 spaces approximately. These additions gave room for office spaces for facilities, IT, PE teacher, and after-school care provider, in addition to a multi-purpose room used for meetings, conferences, and Parent-Teacher Organization storage and workroom. To accommodate lunch rotations, an outside lunch area was added adjacent to the cafeteria. Also, a kinder playground was added with two slides, small rock climbing section, small stepping bridges, and wooden chips. Other planned improvements include the addition of more portables to allow for growth, as the school adds 8th grade, and the installation of a shade structure for the outside eating area.

Last updated: 2/18/2014

School Facility Good Repair Status (School Year 2013-14)

| System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	A pony door will be installed in the reception area to add security.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bathroom stall-walls were painted and floors polished. Leaser, Williams Scotsmas will be asked to replace restroom floors.
Safety: Fire Safety, Hazardous Materials	Good	Annual County Fire Inspections are done punctually.
Structural: Structural Damage, Roofs	Good	Roof leaks were fixed in a classroom and the cafeteria.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2013-14)

Overall Rating	Good

Last updated: 2/18/2014

Teachers

Teacher Credentials

| Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	24	28	27	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
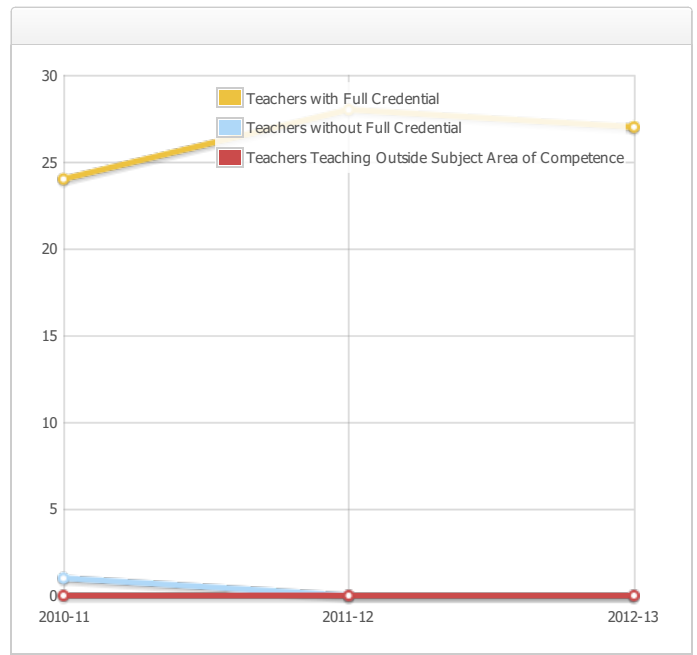
Last updated: 2/9/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1
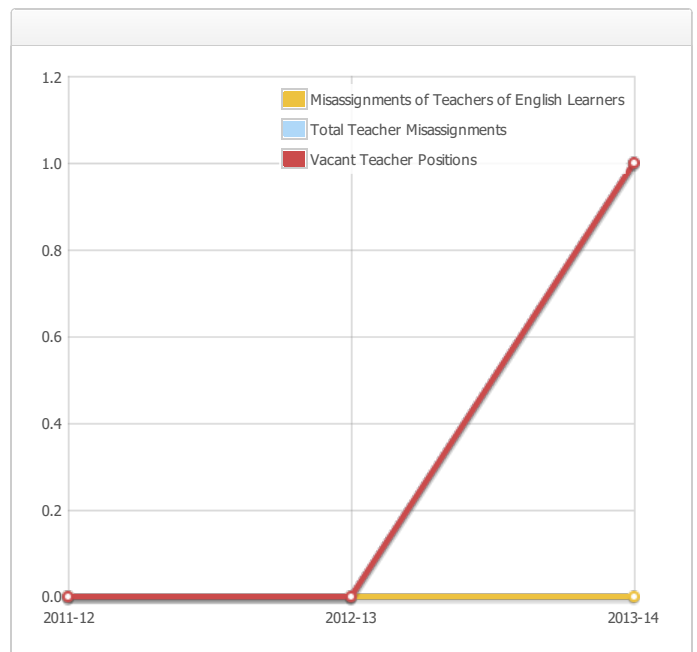
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 2/9/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School		0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/9/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

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

Last updated: 2/9/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6th- SPANISH LANGUAGE ARTS: Houghton Mifflin-Lectura ENGLISH LANGUAGE ARTS: Houghton Mifflin D. Literature	Yes	0.0
Mathematics	MATH: Houghton Mifflin-Matematicas para California (K-3) & Houghton Mifflin -Mathematics CA (Grades 4-6)	Yes	0.0
Science	SCIENCE KINDER -6th: McMillan/McGraw Hill-California Science +GLAD units materials	Yes	0.0
History-Social Science	KINDER-6th grade: SOCIAL STUDIES: Harcourt -Reflexiones CA	Yes	0.0
Foreign Language	As NSAA is a K-7th dual language school, there are no Foreign language courses.		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 2/9/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$6,562	$1,338	$5,223	$54,229
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$5,537	$55,637
Percent Difference – School Site and State	N/A	N/A	1.19%	-5.50%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 2/9/2014

Types of Services Funded (Fiscal Year 2012-13)

Norton Space and Aeronautics Academy offers small group instruction by trained instructional aides in grades K-2. These instructional aides provide targeted instruction for groups of 4-5 students depending on their need. These groups also include students who need an extra challenge.

As a dual immersion school, the support instruction for students with Individualized Educational Plans, and Speech and Language services at NSAA are provided by bilingual specialists. Also, the school psychologist is bilingual as well.

In the school year 2012-2013 Norton Space and Aeronautics Academy started an after school interventions program. The students are selected by their teachers to receive specific interventions depending on their specific needs. The teachers for this program are NSAA's teachers, who teach on Tuesdays and Thursdays after school. The after school intervention was held during the first and second trimester for 8 week-sessions. An average of 85 students participated in the program for both trimesters. This school year NSAA also hired a part time interventions teacher who provides services for students during the school day, as well as coordinates the after school program.

Also, based on NSAA's PI requirements for Year 2, 20% of Title I funds were allocated to provide supplemental educational services. This was the first year these services were offered as well. A SES provider fair was held in December, and even after many mentions of this event from multiple venues, not a lot of parents came. Very few students took advantage of this opportunity. The program has grown in the 2013-2014 school year.
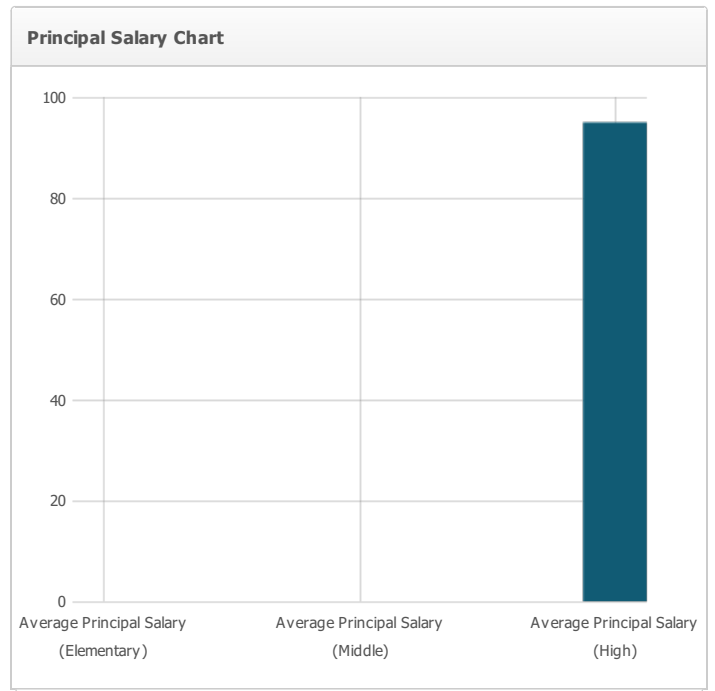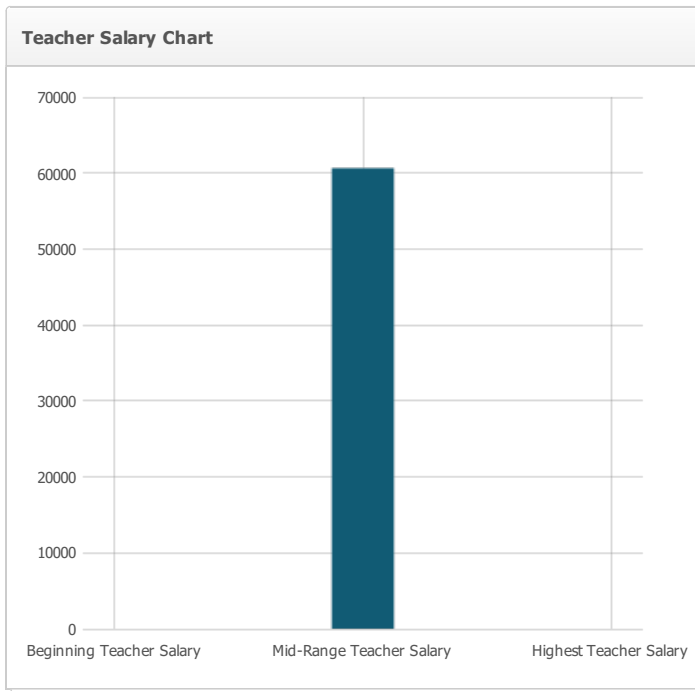
Last updated: 2/9/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	$40,933
Mid-Range Teacher Salary	$60,647	$65,287

Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	$95	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	65.0%	40.0%
Percent of Budget for Administrative Salaries	65.0%	40.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Principal Salary Chart

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Career Technical Education Programs (School Year 2012-13)

Norton Space and Aeronautics Academy is a dual language charter school that is served students in K-6th grade for the 2012-2013 school year. At this point in its development, there is no Career Technical Educational Programs.

Last updated: 2/9/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 2/9/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 2/9/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 2/9/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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; and Common Core State Standards implementation. These areas of focus were developed through the collaborative efforts of the school administration and teachers who evaluated the school's CST scores. The need to participate in CCSS professional development was evident as the required implementation year is soon approaching.

On Wednesdays students at NSAA have early release days that are used alternatively in a 4 week rotation, to provide staff/professional development; grade level meetings, and teacher work day. There are also two days during the school year that are established for professional development, as students do not come to school. 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.

In the 2012-2013 school year, there were also two Saturdays in which teachers participated in professional development opportunities. Also, teachers participated in a two-day summer session of math and ELA CCSS implementation.

Other opportunities for professional development included attending conferences, and workshops provided by the county and other presenters, such as CABE, and No Excuses University.

NSAA also offers BTSA providers who assist new teachers. Informal coaching is provided through walkthrough feedback and one-on-one meetings with the principal, vice principal, intervention teacher, and school psychologist.

Last updated: 2/9/2014