



# Norton Science and Language Academy

503 East Central Ave. • San Bernardino, CA, 92408 • 909.386.2300 • Grades K-8

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Lewis Center for Educational Research

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

#### **School Description**

Located in the inland Empire 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 dual language immersion setting with the goal of supporting each child to become bilingual and bi-literate.

Currently, NSLA enrolls students in grades TK-8 and will expand to a TK-12 program commencing in the 2021-2022 school year.

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, bi-literate, 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, dual immersion charter school that has been in continuous growth since its establishment 10 years ago. Currently, NSLA enrolls students in grades TK-8. NSLA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and 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, which will allow them to apply their knowledge across curricular areas and solve real-world problems.

NSLA has a strong emphasis on technology. Students in grades 3-8 participate in an Apple 1-to-1 program. In the primary grades, students have access to an iPad cart and other instructional technologies. Weekly, students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. In order to provide a program with high academic rigor, it is important to maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, 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, and Parent-Teacher conferences. Parents are encouraged to participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSLA School Board meetings. Other opportunities for parent involvement include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival.

Finally, 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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	130
Grade 1	110
Grade 2	108
Grade 3	103
Grade 4	95
Grade 5	79
Grade 6	55
Grade 7	61
Grade 8	52
<b>Total Enrollment</b>	<b>793</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0.1
Asian	1.3
Hispanic or Latino	85.2
White	5.4
Two or More Races	1.4
Socioeconomically Disadvantaged	76.9
English Learners	36.8
Students with Disabilities	9.2
Foster Youth	0.1
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	17-18	18-19	19-20
With Full Credential	32	35	32
Without Full Credential	3	0	0
Teaching Outside Subject Area of Competence	0	1	4

Teacher Credentials for Lewis Center for	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	4	1	4
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 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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.</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>
Mathematics	<p>NSLA adopted Common Core SWUN math curriculum in 2017-18. This is implemented in grades TK-8.</p> <p>Supplemental resources include: 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>
Science	<p>NSLA is implementing the Next Generation Science Standards (NGSS) at all grade levels. Grades Transitional Kindergarten through 5th Grade are using Guided Language Acquisition Design (GLAD) units with MacMillan/McGraw Hill textbooks and leveled readers to support instruction. Grades sixth through eighth are using Life and Physical Science curriculum from Amplify Education.</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>
History-Social Science	<p>In grades TK-5 NSLA is implementing Harcourt Reflections/Refexiones</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.</p> <p>NSLA is implementing Holt-McDougal Historia De Los Estados Unidos for 8th Grade Spanish History/Social Studies.</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>
Foreign Language	<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. Additionally, students participate in weekly Mandarin rotation classes. The materials for these elective classes are teacher-created.</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>
Health	<p>Health education is integrated through the Science, Social Studies and Physical Education units. NSLA adopted the Positive Prevention Plus.</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>
Visual and Performing Arts	<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>

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

### 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.

In the last year, the following improvements have been completed:

- Tables were added outdoors for our Middle School Nutrition area.
- Water Filters were installed on all water fountains
- Freezer was installed outdoor for cafeteria food storage
- Every morning before school begins, the facilities staff inspects facilities for safety hazards or other conditions that need attention prior to students and staff

entering school grounds.

The on-site facilities team is responsible for:

- Logistical facility support
- Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:

- All cleaning

The principal communicates with facilities staff daily concerning maintenance and school safety issues.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: October 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are maintenance every 3 months.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	A pest company takes care of any problems and routine maintenance.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire system is tested annually.
<b>Structural:</b> Structural Damage, Roofs	Good	Since most of the portables are leased it is part of the maintenance contract for them to fix them.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Gophers and ants on field. Fields in process of repair.
<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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	37	24	33	50	50
Math	29	31	19	18	38	39

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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	438	435	99.32	36.55
Male	237	235	99.16	34.04
Female	201	200	99.50	39.50
Black or African American	27	27	100.00	37.04
Asian	--	--	--	--
Hispanic or Latino	370	368	99.46	33.97
White	24	24	100.00	54.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	335	333	99.40	29.43
English Learners	206	205	99.51	23.41
Students with Disabilities	55	55	100.00	10.91
Homeless	16	16	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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 Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	19.2	11.5
7	18.3	25.0	13.3

Note: 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.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	438	436	99.54	30.50
Male	237	236	99.58	33.90
Female	201	200	99.50	26.50
Black or African American	27	27	100.00	18.52
Asian	--	--	--	--
Hispanic or Latino	370	369	99.73	28.18
White	24	24	100.00	54.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	335	334	99.70	22.16
English Learners	206	206	100.00	18.45
Students with Disabilities	55	55	100.00	16.36
Homeless	16	16	100.00	0.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**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 2019-20)**

At NSLA, family involvement is a key component for the success of the school program, and parents are encouraged to volunteer on parent committees and through school events. Annually, NSLA hosts Back to School Night, Open House, and Parent-Teacher conferences. Also, parents can provide their feedback, and suggestions as they participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSLA 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, including Principal's and grade level newsletters, is systematically sent home through the use of the "Wednesday Folders." NSLA's principal also sends home weekly communication with important reminders. These also provide an opportunity for parents to ask questions or voice their concerns. Social media is also used to share updates to families. Additionally, staff uses Parent Square (an innovative parent communication platform) to communicate regularly with families regarding school updates and opportunities for parental involvement.

Currently, Norton 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**

The Lewis Center maintains a Board Approved Safety Plan to prepare for natural and manmade disasters. The Lewis Center for Educational Research (LCER) Safety Plan acts as the umbrella, which encompasses all LCER personnel, property and actions during an emergency situation. Its purpose shall be to inform LCER personnel, students and parent/guardians, of the LCER actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This Lewis Center Safety Plan shall be reviewed annually and updated as needed.

The school site has a Board Approved Safety Plan that meets the requirements established in California State Law . Staff, parents, and community members 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. NSLA's safety plan was reviewed in the 2018-2019 school year all stakeholders and local authorities.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.4	2.2	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.9	7.5	5.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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 Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	793.0

\* 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 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

\* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	24		12		21	3	3					
1	23		5		23		5					
2	26		4		27		4					
3	22	1	3		25		4					
4	26		3		26		3					
5	26		3		22		3					
6	24	3	12						17	2		
Other**	7	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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	13	15

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)

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.

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.

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. On-site coaching is provided through walkthrough feedback and one-on-one meetings with the principal, vice-principal, intervention teacher, and school psychologist, with the use of a feedback application (DigiCoach).

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 2017-18 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 2017-18 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	62,698
State	N/A	N/A	\$7,506.64	\$82,031

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.0	0.0
School Site/ State	-21.7	-26.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

Norton Science and Language Academy (NSLA) uses MTSS (Multiple Tiered System of Supports) prevention and intervention model to provide scientific, research-based interventions at increased levels of intensity to students who are struggling. With MTSS, progress is closely monitored to ensure that growth is made by each student. Instructional decisions are data driven. MTSS focuses on high quality interventions that are matched to the student's needs and are monitored on a frequent basis. The information gained by the MTSS process is used by school personnel and parents to adapt instruction and make decisions regarding the student's educational program.

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).

**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.