

Norton Science and Language Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Norton Science and Language Academy
Street	230 S. Waterman Ave.
City, State, Zip	San Bernardino, CA
Phone Number	909 386 2300
Principal	Erika Agosto
Email Address	eagosto@lcer.org
School Website	http://nsla.lewiscenter.org/
Grade Span	K-12
County-District-School (CDS) Code	36-10363-0115808

2025-26 District Contact Information

District Name	Lewis Center for Educational Research
Phone Number	760 946 5414
Superintendent	Lisa Lamb, CEO
Email Address	llamb@lcer.org
District Website	www.lcer.org

2025-26 School Description and Mission Statement

NSLA's Mission & Vision:

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.

We are a Dual Immersion Program School which supports our charter educational goals including teaching science every day starting in Kindergarten. Our goal is for all students to be able to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years.

2025-26 School Description and Mission Statement

NSLA's Profile of a Graduate:

As Norton Science & Language Academy graduates, we are:

Hopeful Humans

Nimble Innovators

Empathetic Communicators

Global Citizens

Engaged Leaders

Critical Thinkers

Norton Science and Language Academy (NSLA) was approved in 2007, 2012, 2017, and 2025 as a countywide benefit charter school by the San Bernardino County Board of Education with the purpose of serving students and families within San Bernardino County and its surrounding cities. NSLA is a dynamic, Spanish dual immersion charter school that has continuously grown since its establishment 18 years ago. Currently, NSLA enrolls students in grades TK-12. NSLA focuses on academically rigorous instruction in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and bi-literate.

The teaching staff implements the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of focus for these standards is the idea that students will be required to attain deeper mastery of key concepts, allowing them to apply their knowledge across curricular areas and solve real-world problems. In order to provide a program with high academic rigor, our teaching staff also maintains a school culture of excellence through constant collaboration, teamwork, a focus on best practices, and assessment data analysis to guide instruction.

At NSLA, family involvement is a key component for the school program's success, and parents are encouraged to be active participants in their student's education. This is accomplished through parent participation in events such as: Back to School Night, Town Halls, Parent Forums, Parent Education Nights, 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, and Noche de Las Estrellas to name a few.

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-12 using research-based curricula such as Navigate 360. The school also employs a two full-time counselors and a school psychologist. In addition, NSLA partners with the county and houses ERMHS counselors on site.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	147
Grade 1	100
Grade 2	99
Grade 3	101
Grade 4	100
Grade 5	100
Grade 6	121
Grade 7	128
Grade 8	119
Grade 9	94
Grade 10	60
Grade 11	31
Grade 12	49
Total Enrollment	1,249

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
American Indian or Alaska Native	0.1
Asian	0.6
Black or African American	3.1
Filipino	0.1
Hispanic or Latino	92.3
Two or More Races	1.2
White	2.6
English Learners	28.7
Foster Youth	0.5
Homeless	4.6
Socioeconomically Disadvantaged	78.5
Students with Disabilities	16.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.4	95.3	203.7	53.17	234405.2	84
Intern Credential Holders Properly Assigned	0	0	11.6	3.04	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.25	23.6	6.17	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.43	32.7	8.55	11953.1	4.28
Unknown/Incomplete/NA	0	0	111.3	29.06	15831.9	5.67
Total Teaching Positions	44.5	100	383.1	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.7	90.52	221.6	59.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	15.6	4.2	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	8.06	58.6	15.74	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	28.4	7.62	11746.9	4.23
Unknown/Incomplete/NA	0.7	1.42	48.2	12.95	14303.8	5.15
Total Teaching Positions	52.7	100	372.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.6	84.56	229	56.38	230039.4	82.5
Intern Credential Holders Properly Assigned	0.8	1.54	17.3	4.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.5	13.89	69.2	17.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	31.1	7.66	12112.8	4.34
Unknown/Incomplete/NA	0	0	59.5	14.65	13705.8	4.91
Total Teaching Positions	54	100	406.2	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	2.7
Misassignments	1.00	3.2	4.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	4.2	7.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	7.1	9.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades TK-5: Benchmark Advance/Adelante (Adopted by NSLA 2024) for both ELA and SLA (Dual Immersion school). Yes, from the most recent adoption.</p> <p>Grades 6-8: Study Sync English Language Arts published by McGraw-Hill (Adopted by NSLA 2025) Yes, from the most recent adoption.</p> <p>Grades 9-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS.</p> <p>Grade 11 English: ERWC, The Language of Composition 4th ed. 2023 by Bedford, Freeman, and Worth (Adopted by NSLA 2023)</p> <p>Grade 12 English: ERWC, The Language of Composition 4th ed. 2023 by Bedford, Freeman, and Worth (Adopted by NSLA 2023)</p> <p>Grades 6-8 AVID Excel 1,2,3 ELD Curriculum (Adopted by NSLA 2025) *No-local adoption determined to meet the state standards and ELD standards for California.</p>	0.0 %
Mathematics	<p>Grades TK-8 Swun Math (Adopted by NSLA 2017; renewed annually) *No-local adoption determined to meet the state standards for mathematics for California.</p> <p>High School Integrated Math I and II: Carnegie Learning (Adopted by NSLA 2021)</p> <p>High School Integrated Math III: Carnegie Learning (Adopted by NSLA 2023)</p>	0.0 %

	<p>Consumer Math: Ramsey Business Math (Adopted by NSLA 2024)</p> <p>Pre-Calculus, McGraw Hill Publishing (Adopted by NSLA 2024)</p>	
Science	<p>Grades TK-5: TWIG Science (Adopted by NSLA 2020) Yes, from the most recent adoption.</p> <p>Grades 6-8 IQWST published by Activate Learning (Adopted by NSLA 2025) Yes, from the most recent adoption.</p> <p>Earth Science: Cengage Learning: Earth & Space Science, National Geographic 1st ed. (Adopted by NSLA 2021)</p> <p>Biology: CA Inspire Biology, G9-12, McGraw-Hill (Adopted by NSLA 2022)</p> <p>World of Chemistry, 4th ed. Cengage Learning (Adopted by NSLA 2023)</p>	0.0 %
History-Social Science	<p>TK-6 NSLA is implementing Studies Weekly Magazine for Social Studies (Adopted by NSLA 2021) Yes, from the most recent adoption.</p> <p>Social Studies: Grades 7 & 8 Cengage Learning/National Geographic in both English and Spanish (Adopted by NSLA 2021): Yes, from the most recent adoption.</p> <p>National Geographic World History: Medieval and Early Modern Times, California Field Journal National Geographic 1st Edition [K12, 2018]; (Adopted by NSLA 2022)</p> <p>US History American Stories: Beginnings to World War I, California History Notebook National Geographic 1st Edition [K12, 2018] (Adopted by NSLA 2023)</p> <p>World History Grade 10: Cengage Learning/National Geographic World History: Voyages of Exploration, 1st ed. (Adopted by NSLA 2022)</p> <p>The American Pageant: A History of the American People AP Edition (Adopted by NSLA 2023)</p> <p>American Government: Revel for Government in America 2022 Midterm Election Update, Pearson/Saavas (Adopted by NSLA 2024)</p> <p>High School Economics, 3rd Ed. CEE Publications (Adopted by NSLA 2024)</p>	0.0 %
Foreign Language	<p>Spanish Levels 1-4: Vista Higher Learning Senderos Level 1 and Level 2 (Adopted by NSLA 2022) Encuentros Levels by Vista Higher Learning 1-4 (Adopted by NSLA 2025) Vista Higher Learning Galeria Level 1 and Galeria Level 2 (Adopted by NSLA 2021)</p> <p>AP Spanish: Vista Higher Learning Temas 3rd ed. 2024 (Adopted by NSLA 2023)</p>	0.0 %

	<p>Middle School Spanish: Vista Higher Learning Perspectivas 1st ed. (Adopted by NSLA 2023) *No-local adoption determined to meet the state standards according to the World Languages standards and Framework. En Español by Vista Higher Learning (Adopted by NSLA 2025) *No-local adoption determined to meet the state standards according to the World Languages standards and Framework</p>	
Health	<p>Health education is integrated through the Science, Social Studies and Physical Education units.</p> <p>Positive Prevention Plus (Adopted by NSLA 2024) *No-local adoption determined to meet the state standards according to the National Health Education standards.</p>	0.0 %
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>High School Art - Teacher-created curriculum supporting the California Arts Standards.</p>	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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

Safety: School administration, teaching staff, and Campus Safety Officers place a high priority on the safety of students. There is supervision before and after school, pick-up and drop-off, and during recesses and passing periods. The supervising staff is placed in specific areas—restrooms, playground, traffic flow—to ensure safety in areas highly populated and traveled. Our school is a closed campus. During school hours, there is only one entry point for visitors to access. Visitors must sign in and wear visitor identification badges.

Cleanliness: The school has a full-time custodial staff with staggered schedules throughout the day and evening to maintain a clean campus. During the school day, custodial staff maintains the grounds, trash, cleaning for restrooms and classrooms, and any emergency needs. Evening custodians do a more in-depth cleaning throughout the campus.

Adequacy: The site consists of 59 classrooms, 26 restrooms, a multipurpose room, a library, a gymnasium, playing field, school office building, and multiple playground areas. All site facilities provide adequate space for our students and staff.

Currently, there are no plans to update or add to the facilities as our school is brand new, built in 2020.

The school takes great efforts to ensure that the school is clean, safe, and functional. To assist in this effort, NSLA uses the FIT survey provided by the CDE. The facility staff ensures that repairs and ongoing maintenance necessary to keep the school in good repair and working order are completed in a timely manner. The most recent FIT report completed in January 2026, shows the school in Good Repair and indicates any needed actions planned. Emergency service and repairs are always given the highest priority.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				January 2026
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B bldg drinking fountain needs new solenoid. This will be replaced January 2026.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Minor roof leak in C109. This will be fixed January 2026.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	28	38	27	30	47	48
Mathematics (grades 3-8 and 11)	15	24	13	19	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	692	690	99.71	0.29	38.41
Female	370	368	99.46	0.54	42.12
Male	322	322	100.00	0.00	34.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	26	96.30	3.70	50.00
Filipino	0	0	0	0	0
Hispanic or Latino	636	635	99.84	0.16	36.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	73.68
English Learners	196	196	100.00	0.00	8.16
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	32.26
Military	--	--	--	--	--
Socioeconomically Disadvantaged	429	428	99.77	0.23	34.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	115	99.14	0.86	20.87

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	692	690	99.71	0.29	24.42
Female	370	368	99.46	0.54	21.20
Male	322	322	100.00	0.00	28.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	26	96.30	3.70	26.92
Filipino	0	0	0	0	0
Hispanic or Latino	636	635	99.84	0.16	22.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	63.16
English Learners	196	196	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	16.13
Military	--	--	--	--	--
Socioeconomically Disadvantaged	429	428	99.77	0.23	20.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	115	99.14	0.86	19.47

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.96	22.89	1.53	9.82	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	299	99.67	0.33	20.74
Female	152	151	99.34	0.66	19.87
Male	148	148	100.00	0.00	21.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	274	274	100.00	0.00	17.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	65	65	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	193	100.00	0.00	17.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	99.6%	99.6%	99.6%	99.6%	99.6%
Grade 9	98.9%	98.9%	98.9%	98.9%	98.9%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>At NSLA, family involvement is a key component for the school program's success, and parents are encouraged to volunteer on parent committees and through school events. Annually, NSLA hosts Back to School Night, Family Voices: Town Halls, 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, attending quarterly Family Voices Parent Education Nights, and helping at events such as Noche de Las Estrellas, Family Reading Night, Family Skate Night, Family Movie Night, Rocket Races, Talent Show, Poetry Out Loud competitions, and Senior Class events. 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.</p> <p>Important school information and grade-level newsletters are systematically sent home via messaging through the school's Student Information System or physically given to students. NSLA also sends home weekly communication with important reminders. 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.</p> <p>Currently, Norton Science and Language Academy has over 250 cleared parent volunteers who provide support in classrooms, at various fundraisers, and at activities such as field trips.</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1294	1277	236	18.5
Female	685	677	127	18.8
Male	609	600	109	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	44	44	10	22.7
Filipino	--	--	--	--
Hispanic or Latino	1191	1175	213	18.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	16	6	37.5
White	32	32	7	21.9
English Learners	380	377	66	17.5
Foster Youth	--	--	--	--
Homeless	67	66	14	21.2
Socioeconomically Disadvantaged	1041	1026	194	18.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	238	236	46	19.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.62	6.59	5.02	6.62	5.72	3.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.08	0	0	0.02	0.12	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.02	0.00
Female	4.09	0.00
Male	6.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.82	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	6.25	0.00
English Learners	5.79	0.00
Foster Youth	0.00	0.00
Homeless	7.46	0.00
Socioeconomically Disadvantaged	5.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

The Lewis Center for Educational Research (LCER) maintains a board-approved Comprehensive School Safety Plan to prepare for natural and manmade disasters. The board-approved Safety Plan meets the requirements established in California State Law. The LCER Safety Plan is the umbrella, encompassing all LCER personnel, property, and actions during an emergency. Its purpose shall be to inform LCER personnel, students, and parents/guardians of the LCER actions that will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures during a disaster. The Safety Plan is reviewed annually and updated as needed. All community partners and local authorities reviewed and approved NSLA's current safety plan for the 2025-2026 school year.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	6	0
1	23	0	5	0
2	28	0	4	0
3	25	0	4	0
4	25	0	4	0
5	28	0	3	0
6	22	11	27	0
Other	14	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	4	0
1	24	0	4	0
2	25	0	4	0
3	24	0	4	0
4	25	0	4	0
5	24	0	4	0
6	18	28	15	0
Other	13	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	25		4	
2	24		4	
3	25		4	
4	25		4	
5	25		4	
6	18	24	20	1
Other	13	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	600

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	4.9

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,898	\$4,954	\$18,852	\$90,486
District	N/A	N/A	\$18,852	\$88,910
Percent Difference - School Site and District	N/A	N/A	0.0	1.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	51.4	-13.7

Fiscal Year 2024-25 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-12. Students receive a full array of courses, and all programs meet the minimum instructional minute requirements by California Education Code and charter law, as well as all state requirements for classroom-based charter schools. Parents will actively participate in their students' educational activities in all programs, and by agreement. Parents, staff, and students are equally accountable for the success of each student in NSLA.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

NSLA has implemented the Professional Learning Communities (PLC) philosophy. The instructional staff strategically and regularly monitors student achievement and progress through this approach. By giving regular assessments and analyzing data, teacher teams are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to

Fiscal Year 2024-25 Types of Services Funded

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 with in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Site Benchmark assessments assists 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, which demonstrates to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

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

PLAN FOR SPECIAL EDUCATION

NSLA, for purposes of providing special education services, is an independent local agency (LEA). As such, NSLA is responsible for all Child Find activities. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public Education (FAPE). Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students. NSLA has established policies and procedures, including developing a Multi-tiered System of Supports Team (MTSS) to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic supports are referred to the MTSS team. Once a child is referred for an assessment, all required referral paperwork will be completed, including an assessment plan (15-day timeline). An IEP meeting will be held within 60 calendar days to determine eligibility for special education services. The IEP team will determine and monitor compliance with 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 support and oversight regarding the implementation and compliance of special education services. NSLA will participate in any and all state review programs to ensure program compliance and effectiveness.

TITLE I RESOURCES

Students at NSLA who are Title 1 Eligible and are not meeting proficiency in Math and Language Arts as measured by CAASPP and local measures may qualify for supplemental educational services (SES). SES are additional academic instruction designed to increase the academic achievement of students. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation, and other supplemental academic enrichment services that are consistent with the content and instruction used at NSLA and are aligned with the

Fiscal Year 2024-25 Types of Services Funded

State's academic content and achievement standards.

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	57,617	62,783
Mid-Range Teacher Salary	92,061	97,783
Highest Teacher Salary	133,338	128,020
Average Principal Salary (Elementary)	161,951	160,224
Average Principal Salary (Middle)	168,664	166,992
Average Principal Salary (High)	178,015	180,971
Superintendent Salary	255,803	313,465
Percent of Budget for Teacher Salaries	27.97%	30.05%
Percent of Budget for Administrative Salaries	4.18%	5%

Professional Development

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

The focus for staff development and continuous professional growth in the most recent three years includes training teachers in:

- GLAD strategies (Guided Language Acquisition Design)
- English Language Development
- Reading instruction focusing on early literacy
- Math embedded professional development
- Technology
- Induction for new teachers
- Curriculum training for new teachers and new curricula
- AP teacher training
- AVID teacher training
- SIOP teacher training
- C6 biliteracy framework teacher training
- Social Emotional Learning
- Safety trainings
- Student/Staff relationship building
- CKH Training

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

Professional Development

participate in planning days to prepare for the following school year. Substitute teachers are requested to allow them to participate.

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

To meet the reading needs of English early reading development, teachers continue to receive training on Orton-Gillingham methods. This is a week-long online training for all English reading teachers. As a dual immersion school, it is essential for teachers to be trained in the best practices for dual language with a focus on bilingualism, biliteracy, academic success, and sociocultural competence. Because of this, we invest in multiple days of training in the C6 Biliteracy Framework.

Teachers participate in periodic Swun Math professional development led by 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 continued focus for 2025-2026 is on identifying gaps due to missed learning and planning instruction to meet the immediate needs of students.

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

Training for social-emotional learning is constant in monthly staff meetings to best support both staff and students. SEL curricula training has taken place at the start of the school year so that teachers can effectively implement lessons and strategies to support students. Staff are trained in Capturing Kids Hearts (CKH) to help build strong relationships and create a positive school culture. Both of these trainings assist in improving student outcomes, including academics and behaviors.

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, and Crisis Prevention Intervention to learn de-escalation skills and safe student holds.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	64	66	66