

CAPTAIN LELAND F. NORTON ELEMENTARY SCHOOL

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | CAPTAIN LELAND F. NORTON ELEMENTARY SCHOOL |
| Street | 747 North Mountain View Ave. |
| City, State, Zip | San Bernardino, CA 94210 |
| Phone Number | (909) 888-6369 |
| Principal | Elizabeth Cochrane-Benoit |
| Email Address | elizabeth.cochrane@sbcusd.k12.ca.us |
| School Website | https://norton.sbcusd.com/ |
| County-District-School (CDS) Code | 36678766036800 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT |
| Phone Number | (909) 381-1110 |
| Superintendent | Mauricio Arellano |
| Email Address | mauricio.arellano@sbcusd.k12.ca.us |
| District Website | www.sbcusd.com |

2023-24 School Description and Mission Statement

Norton ES offer a variety of Family Nights that parents can attend. Parents can submit volunteer applications to help support plan school events on site. We encourage and welcome parents to attend School Site Council Meetings, Chat with the Principal, or join committees offered by the district to represent Norton ES. Our educators welcome any parent who would like to be the room parent to provide support with classroom activities, or read aloud to scholars. There are several opportunities for parents to get involved at Norton ES including several programs offered through the District Family Engagement and Community Resources Center. We need parents for our school gardening club if you have a green thumb or enjoy working outdoors and learning about plants we invite you to submit a volunteer application and come dig in the dirt with us.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 85 |
| Grade 1 | 88 |
| Grade 2 | 86 |
| Grade 3 | 51 |
| Grade 4 | 38 |
| Grade 5 | 60 |
| Grade 6 | 64 |
| Total Enrollment | 472 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.7% |
| Male | 51.1% |
| American Indian or Alaska Native | 0.6% |
| Asian | 1.1% |
| Black or African American | 16.5% |
| Hispanic or Latino | 76.9% |
| Native Hawaiian or Pacific Islander | 0.8% |
| Two or More Races | 1.9% |
| White | 2.1% |
| English Learners | 35.8% |
| Foster Youth | 2.3% |
| Homeless | 8.9% |
| Socioeconomically Disadvantaged | 96.8% |
| Students with Disabilities | 11.7% |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.00 | 91.30 | 1928.00 | 85.36 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 37.10 | 1.65 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 64.20 | 2.85 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 66.10 | 2.93 | 12115.80 | 4.41 |
| Unknown | 2.00 | 8.70 | 163.10 | 7.22 | 18854.30 | 6.86 |
| Total Teaching Positions | 23.00 | 100.00 | 2258.80 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.00 | 87.50 | 1973.30 | 82.38 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 24.80 | 1.04 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 113.70 | 4.75 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 54.80 | 2.29 | 11953.10 | 4.28 |
| Unknown | 3.00 | 12.50 | 228.70 | 9.55 | 15831.90 | 5.67 |
| Total Teaching Positions | 24.00 | 100.00 | 2395.50 | 100.00 | 279044.80 | 100.00 |

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

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

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

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

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

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

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

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

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

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

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

Core K-6 textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. Transitional Kindergarten materials are from the district's most recent local adoption. These materials are standards-based and are rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle.

All core curriculum materials are available in English and Spanish. The Board of Education ensures that standards-aligned textbooks and/or instructional materials are purchased for each student to use in class and at home. Instructional materials include a variation of textbooks and/or consumables, big books and supplemental materials determined by the district to cover required state standards. English Language Development (ELD) materials are standards-aligned and are purchased for each student who is identified as an English learner. An inventory is completed for each classroom at every school site and is reported to the District Office to ensure that sufficient materials are available for the new school year. This inventory is completed in March/April of each year to prepare for the following school year.

In addition to core curriculum materials, the district has purchased supplementary materials for use in the district's elementary music program. District music specialists primarily use these materials. Participation in the district's music program is voluntary and open to students in grades four through six. Sufficient instructional materials are available for all students electing to participate in this music program.

Pearson Elevate for Science has been adopted by the school board for use in TK, promoting continuity of the science instruction.

Year and month in which the data were collected

June 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grades K-6: McGraw-Hill School Education: Reading Wonders (2016) | Yes | 0 |
| Mathematics | Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grades K-6: Pearson Scott Foresman: enVision Math (2015) | Yes | 0 |
| Science | Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grade(s) K – 5: Pearson Publishing: California elevate Science (2020) Grade(s) 6: Amplify Education, Inc.: 6th Grade Integrated Science (2020) | Yes | 0 |
| History-Social Science | Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grades K-5: Pearson: CA History Social-Science myWorld (2018) Grade 6: Teachers' Curriculum Institute: History Alive! The Ancient World: (2018) | Yes | 0 |

| | | | |
|-----------------------------------|-------------------------------------|----|-----|
| Foreign Language | N/A | | N/A |
| Health | N/A | | N/A |
| Visual and Performing Arts | McGraw-Hill: Share the Music (1995) | No | 0 |

School Facility Conditions and Planned Improvements

General

Captain Leland F. Norton Elementary School is a state of the art facility completed in July 2012. Our school sits on 13.0 acres has 36 classrooms, a multipurpose room, library, soccer and baseball fields, ball wall, dedicated student drop-off lanes, an administration building, and ample playground space. The teaching staff strongly supports providing students with foundational skills with rich content curriculum and explicit teaching of critical thinking skills through its Environmental STEM (Science, Technology, Engineering, Math) and project/problem-based learning educational program. Our instructional program was recognized by Tom Torlakson, California State Superintendent of Public Instruction as a California Gold Ribbon Award School and Title 1 Academic Achievement School in 2017.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place January, 2022. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2023-24 school year are listed below:

The following improvements are made district-wide where necessary:

- Interior and exterior paint
- Repair or Replace of HVAC systems
- Repair or Replace of gymnasium flooring
- Repair or Replace of floor tiles and carpeting
- Upgrade classroom technology

Large projects and school modernization information can be found at <https://sbcusdfacilities.com/>

School Facility Good Repair Status (School Year 2022-23)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2022.

Year and month of the most recent FIT report

11/29/22

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | B-Wing RR's - Girls' faucet aerators are plugged. Two Boys' faucets are not working. The exhaust fan(s) seem to run nonstop, air whistles around the doors, |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|--|
| | | | and seems to dry out the floor drains, causing a stink. Both RR's have not been cleaned recently, and are not in use. |
| Interior: Interior Surfaces | X | | E-2 - Door slams. Faucet leaks. Disinfectant on counter. Align sink cabinet door. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | Playground - Green fountain at east end of E-Wing is missing a push button. Gophers in the grass throughout campus. Kindergarten Playground - Gophers in the grass. B-Wing RR's - Girls' faucet aerators are plugged. Two Boys' faucets are not working. The exhaust fan(s) seem to run nonstop, air whistles around the doors, and seems to dry out the floor drains, causing a stink. Both RR's have not been cleaned recently, and are not in use. |
| Electrical | X | | E-Wing Staff RR - Exhaust fan hums obnoxiously. Insta-hot is not. Door won't close. Staff Rm. - Access to Electrical Rm. is blocked. Faucet leaks. M.U. Rm. - Access to the east fire extinguisher is blocked. The Girls' #1 toilet is loose and leaking. The wheelchair lift does not work. B-2 - Surge protectors are daisy chained to power computers. Spray paint and disinfectant stored on open shelves. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | H-Wing Boys' RR - Urinal leaks. Paint on post outside is peeled. G-Wing Boys' RR - Toilet #1 leaks. F-Wing Girls' RR - Toilet #3 leaks. E-Wing Girls' RR - Toilet #1 leaks. C-1 - One toilet leaks. M.U. Rm. - Access to the east fire extinguisher is blocked. The Girls' #1 toilet is loose and leaking. The wheelchair lift does not work. Health Office - RR faucet leaks. B-Wing RR's - Girls' faucet aerators are plugged. Two Boys' faucets are not working. The exhaust fan(s) seem to run nonstop, air whistles around the doors, and seems to dry out the floor drains, causing a stink. Both RR's have not been cleaned recently, and are not in use. E-2 - Door slams. Faucet leaks. Disinfectant on counter. Align sink cabinet door. F-5 - Faucet leaks. G-4 - Fountain not working. Faucet leaks. H-3 - Faucet leaks. H-4 - Door handle is loose, panic bar hits strike. Faucet leaks. I-4 - Faucet leaks. Door slams. I-3 - Faucet leaks. I-Wing Staff RR - Inset lockset damaged, door won't close. Insta-hot not working. I-Wing Girls' RR - Replace one faucet aerator. Playground - Green fountain at east end of E-Wing is missing a push button. Gophers in the grass throughout campus. C-4 - Faucet leaks. Other faucet not working. |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|--|
| | | | Staff Rm. - Access to Electrical Rm. is blocked. Faucet leaks. |
| Safety: Fire Safety, Hazardous Materials | X | | G-1 - Surge protectors are daisy chained. M.U. Rm. - Access to the east fire extinguisher is blocked. The Girls' #1 toilet is loose and leaking. The wheelchair lift does not work. B-3 - Surge protectors are daisy chained to power computers. E-2 - Door slams. Faucet leaks. Disinfectant on counter. Align sink cabinet door. B-2 - Surge protectors are daisy chained to power computers. Spray paint and disinfectant stored on open shelves. |
| Structural: Structural Damage, Roofs | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | H-Wing Boys' RR - Urinal leaks. Paint on post outside is peeled. D-3 - Door slams. Weather strip damaged. D-5 - Door slams. E-4 - Door slams E-2 - Door slams. Faucet leaks. Disinfectant on counter. Align sink cabinet door. F-4 - Door slams. G-5 - Weather strip damaged. G-3 - Secure and make safe the end of the door shoe. H-4 - Door handle is loose, panic bar hits strike. Faucet leaks. I-5 - Door slams. I-4 - Faucet leaks. Door slams. I-Wing Staff RR - Inset lockset damaged, door won't close. Insta-hot not working. E-Wing Staff RR - Exhaust fan hums obnoxiously. Insta-hot is not. Door won't close. C-2 - Weather strip damaged. Secure limiter on the top of the exterior storage room door. Library - Touch up paint on the gates between the Library and Admin. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 19 | 28 | 33 | 31 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 15 | 18 | 18 | 19 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 214 | 209 | 97.66 | 2.34 | 28.23 |
| Female | 110 | 109 | 99.09 | 0.91 | 30.28 |
| Male | 103 | 99 | 96.12 | 3.88 | 25.25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 31 | 31 | 100.00 | 0.00 | 22.58 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 165 | 160 | 96.97 | 3.03 | 30.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 87 | 83 | 95.40 | 4.60 | 19.28 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 32 | 30 | 93.75 | 6.25 | 26.67 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 210 | 205 | 97.62 | 2.38 | 28.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 36 | 36 | 100.00 | 0.00 | 11.11 |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 214 | 211 | 98.60 | 1.40 | 17.54 |
| Female | 110 | 107 | 97.27 | 2.73 | 14.02 |
| Male | 103 | 103 | 100.00 | 0.00 | 20.39 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 31 | 30 | 96.77 | 3.23 | 13.33 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 165 | 163 | 98.79 | 1.21 | 16.56 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 87 | 86 | 98.85 | 1.15 | 9.30 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 32 | 32 | 100.00 | 0.00 | 12.50 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 210 | 207 | 98.57 | 1.43 | 17.87 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 36 | 36 | 100.00 | 0.00 | 2.78 |

CAASPP Test Results in Science for All Students

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 9.23 | 19.30 | 17.39 | 17.88 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 57 | 57 | 100.00 | 0.00 | 19.30 |
| Female | 26 | 26 | 100.00 | 0.00 | 11.54 |
| Male | 31 | 31 | 100.00 | 0.00 | 25.81 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 11 | 11 | 100.00 | 0.00 | 27.27 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 44 | 44 | 100.00 | 0.00 | 15.91 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 28 | 28 | 100.00 | 0.00 | 7.14 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 56 | 56 | 100.00 | 0.00 | 17.86 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 93.3 | 95.0 | 95.0 | 93.3 | 95.0 |

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Norton ES offer a variety of Family Nights that parents can attend. Parents can submit volunteer applications to help support plan school events on site and/or virtual setting and work side by side with our Parent Engagement Team. Our educators welcome any parent who would like to be the room parent to provide support with classroom activities, or read aloud to scholars. There are several opportunities for parents to get involved at Norton ES including several programs offered through the District Family Engagement and Community Resources Center. We need parents for our school gardening club if you have a green thumb or enjoy working outdoors and learning about plants we invite you to submit your volunteer application and come dig in the dirt with us.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 591 | 526 | 281 | 53.4 |
| Female | 288 | 261 | 138 | 52.9 |
| Male | 302 | 264 | 143 | 54.2 |
| Non-Binary | 1 | 1 | 0 | 0.0 |
| American Indian or Alaska Native | 4 | 3 | 1 | 33.3 |
| Asian | 5 | 5 | 1 | 20.0 |
| Black or African American | 100 | 93 | 52 | 55.9 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 455 | 398 | 216 | 54.3 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 3 | 75.0 |
| Two or More Races | 12 | 12 | 5 | 41.7 |
| White | 10 | 10 | 3 | 30.0 |
| English Learners | 205 | 184 | 83 | 45.1 |
| Foster Youth | 20 | 20 | 9 | 45.0 |
| Homeless | 74 | 58 | 27 | 46.6 |
| Socioeconomically Disadvantaged | 572 | 516 | 276 | 53.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 77 | 71 | 39 | 54.9 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.34 | 0.00 | 0.01 | 4.68 | 5.14 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.18 | 0.17 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

Date of Last Review/Update: Oct. 10, 2023

Date Last Reviewed with Faculty: Oct. 16, 2023

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 16 | 4 | | |
| 1 | 21 | 1 | 2 | |
| 2 | 18 | 2 | 1 | |
| 3 | 22 | 1 | 2 | |
| 4 | 33 | | | |
| 5 | 31 | | 2 | |
| 6 | 31 | | 2 | |
| Other | 12 | 2 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 1 | 3 | |
| 1 | 18 | 1 | 3 | |
| 2 | 22 | | 3 | |
| 3 | 21 | 1 | 1 | |
| 4 | 33 | | 1 | |
| 5 | 24 | 1 | 3 | |
| 6 | 30 | | 2 | |
| Other | 13 | 3 | | |

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 | 21 | 2 | 2 | 0 |
| 1 | 24 | 0 | 3 | 0 |
| 2 | 23 | 0 | 3 | 0 |
| 3 | 24 | 0 | 2 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 17 | 3 | 2 | 0 |
| 6 | 30 | 0 | 2 | 0 |
| Other | 22 | 2 | 4 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3 |

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,957 | \$360 | \$8,567 | \$85,713 |
| District | N/A | N/A | \$8,523 | \$83,861 |
| Percent Difference - School Site and District | N/A | N/A | 0.5 | 2.2 |
| State | N/A | N/A | \$17,020 | \$88,508 |
| Percent Difference - School Site and State | N/A | N/A | -66.1 | -3.2 |

Fiscal Year 2022-23 Types of Services Funded

Types of Services Funded (Fiscal Year 2023-2024)

The overarching objective of all categorically funded programs within the San Bernardino City Unified School District (SBCUSD) is to guarantee that every student, encompassing English learners, educationally disadvantaged pupils, African American individuals, American Indian students, Asian students, English Learners, Filipino students, Foster Youth, Hispanic students, Homeless students, Long-Term English Learners (LTEL), Pacific Islander students, Socioeconomically Disadvantaged (Low-Income) students, Students with Disabilities, Two or More Races students, and White students, achieves proficiency in both state and local standards.

The educational program at each site follows a continuous improvement planning process known as Plan, Do, Study, Act (PDSA). This process actively involves members of the school community, including the principal, teachers, support staff, parents, and, at the secondary level, students. Together, these Educational Partners constitute the School Site Council (SSC). The SSC is responsible for developing, annually monitoring, evaluating, and revising a comprehensive plan known as the School Plan for Student Achievement (SPSA). Rooted in self-study and collaborative efforts, the SPSA ensures the effective coordination of all available resources at the school, directing them towards the common goal of delivering a high-quality educational program that facilitates success for all students.

Certain students may encounter challenges in achieving proficiency in academic state and local content standards, putting them at risk of not meeting graduation requirements. To address this, categorical program funds are allocated. It is crucial to emphasize that these funds are supplementary educational resources designed to enhance the core instructional program and boost the academic success of these students. Categorical funds are specifically earmarked for additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies. Importantly, these supports are intended to supplement the base program and not replace or supplant it.

Categorical programs commonly found at SBCUSD sites are:

- * Every Student Succeeds Act (ESSA) Title I, Part A

- * Local Control Funding Formula (LCFF), Supplemental and Concentration Funds

Additionally, categorical programs have been established at the district level to provide important services and instructional support that help increase student success. Categorical funds in this category support District efforts in the areas of:

- * Vocational Education Basic Grant Award (Voc Ed) – Carl D. Perkins Career and Technical Education Improvement Act of 2006

- * ESSA Title II, Part A – Supporting Effective Instruction

- * ESSA Title III, Part A – Language Instruction for English Learners (EL) and Language Instruction for Immigrant Students

- * Title IV, Part A -School conditions for student learning in order to create a healthy and safe school environment

Access to, and opportunities for, a well-rounded education for all students; and

Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

LEAs are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA, to improve student achievement for those students not meeting grade level standards. At the local level, SBCUSD identifies schools with greatest needs, based on a variety of data, including local and state student progress indicators, to provide additional resources and services to the schools (referred to as Targeted Support for School Progress or TSSP). Additionally, the California Dashboard is used to identify schools and student groups in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$58,713 | \$55,550 |
| Mid-Range Teacher Salary | \$88,292 | \$80,703 |
| Highest Teacher Salary | \$118,190 | \$109,418 |
| Average Principal Salary (Elementary) | \$129,442 | \$137,703 |
| Average Principal Salary (Middle) | \$154,376 | \$143,760 |
| Average Principal Salary (High) | \$171,180 | \$159,021 |
| Superintendent Salary | \$353,808 | \$319,443 |
| Percent of Budget for Teacher Salaries | 31.72% | 30.35% |
| Percent of Budget for Administrative Salaries | 4.48% | 4.87% |

Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, 3 days in 2022-23, and 3 days in 2023-24.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job-like learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

This year the emphasis of the districtwide PD was placed on Social Emotional Learning (SEL) resources and techniques to assist staff and students with the return to in-person learning. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and

Professional Development

maximize instruction. Additionally, District administrators and educators are receiving continuing PD around Professional Learning Communities and Universal Design for Learning (UDL).

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |