

District Name: Norton Space and
Aeronautics Academy (NSAA)

CD Code: 36-10363-0115808

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

Introduction

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and 2012 as a countywide benefit charter school by the San Bernardino County Board of Education to serve students and families within San Bernardino County. NSAA is a dynamic school that focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Students also participate in a Chinese (Mandarin) language and culture program. Currently, NSAA enrolls students in grades K-7. In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Most teachers are trained in Guided Language Acquisition Design (GLAD) strategies and are used in their daily practice. During the 2013-2014, NSAA changed the way it serves students in 5th to 7th grade by adding a Middle Grades model, in which students follow a period schedule and take classes from single subject credentialed teachers. For this school year only, the Middle Grades include three 5th grade classes, and one of each, 6th grade class, and 7th grade. In the following school year the Middle Grades will be composed of 6th to 8th grade classes. The classes included in the period schedule include instruction in English for Math, Science, Physical Education, and English Language Arts classes. It also includes instruction in Spanish for the Social Studies and Spanish Language Arts classes.

NSAA's 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 at least five (5) years.

Norton Space & Aeronautics Academy has been identified in Program Improvement Year 3. The No Child Left Behind (NCLB) Act of 2001 Section 116 (c) (7) (A) requires that LEAs identified for PI develop and revise an LEA Plan, in consultation with parents, school staff, and others. This plan has been developed utilizing information gathered from the organization and school's Leadership Team, and the School Site Council. The tools used to gather information were the

District Assistance Survey (DAS), the Academic Program Survey (APS), the school's English Learner Subgroup Self Assessments (ELSSA), the Inventory of Services and Supports for Students with Disabilities (ISS), results from CST, CMA, CELDT and results of multiple measures, interviews and committee discussions. Other documents reviewed included the WASC Action Plan, and Charter documents All of these resources took input from Board Members, Administrators, teachers (general Ed. and Special Needs), parents and students.

Mission

The mission of the Norton Space and Aeronautics Academy (NSAA) is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment.

Grade Level and Demographics

Upon opening in the Fall of 2008, the NSAA served grades Kindergarten through Second grade. Each year, the NSAA has added a grade until the goal of serving a Kindergarten through twelfth grade population is achieved. Currently, in the 2013-2014 academic year, NSAA serves students in grades K-7th.

The Norton Space and Aeronautics Academy opened with 220 students. NSAA currently has an enrollment of 670. The maximum class size is 24 students per teacher in K-2 and 28 students per teacher in 3rd grade and above. The ethnic breakdown of the school is as follows: 74.58% Latino; 10.35% African-American; 8.68% white; 1.98% Asian, and 3.65% students with two or more races. There are 231 English Learners at the school, 30% of the school population second grade and higher, and about 74% of the students in second grade and higher are Socioeconomically Disadvantaged. The students with disabilities comprise 6% of the school population, second grade and higher.

To address the growing needs of NSAA students the school now has a principal, a vice-principal, funded partially through Title I funds, and a bilingual part time interventions teacher (funded with Title III and Title I funds). To ensure support for all students a bilingual full time school psychologist, and a bilingual full time school counselor are now employed at the NSAA. NSAA actively recruits teachers with experience and/or training in a dual-immersion classroom.

Teachers in K-4th grade hold the appropriate multi-subject credential with a BCLAD emphasis. For middle school, the Math and the PE teachers hold a clear Single Subject Credential, the Science teacher has a preliminary Multi-Subject subject credential and is working towards a Science authorization. The hiring process for a credentialed English Language Arts Teacher should ensure a teacher with a clear single subject credential as well. The teachers in the Middle Grades teaching Spanish Language Arts and Social Studies in Spanish, both hold Multiple Subject Credentials with BCLAD emphasis. Currently there are sixteen teachers with a Clear Multiple Subject Credential, nine teachers with a Preliminary Multiple Subject Credential, one Bilingual Speech therapist who holds a Clear Clinical Rehabilitation Services Credential, one Level 1 Education Specialist, and one Preliminary Level 1 Education Specialist. There are nine

Character Development Officers who supervise students during recesses, at lunch, and at drop off and dismissal. NSAA has a full time librarian assistant. NSAA places a high importance on parent involvement, and it facilitates many opportunities for parents to become active participants in their child's education. Some opportunities are: Parent Teacher Organization, English Learners Advisory Committee, School Site Council meetings, Parents and Pastries meetings, as well as parent conferences, field trips, room parents, school work days, special events and regular parent information meetings. In addition, all parents are required to complete 30 volunteer hours per year to ensure that they are actively involved in the educational success of their child. This year their participation in meetings and surveys to help draft this plan was employed to guarantee their input.

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest. (Shown below is a sample of API reports available online at <http://data1.cde.ca.gov/dataquest/>.)

(Schools may add to these reports to show additional years of API growth targets and actual growth.)

| | | |
|----------------------|------------------------|-------------------------------------|
| 2012 API Base | 2013 API Growth | Growth in API from 2012-2013 |
| 675 | 676 | +1 point |

Academic Performance Index (API) School Report by Subgroups

| | 2012 | 2013 | GROWTH |
|---------------------------------|------|------|------------|
| SCHOOLWIDE | 675 | 676 | 1 |
| African American | 642 | 675 | 33 |
| Hispanic | 665 | 653 | -12 |
| White | 796 | 818 | 22 |
| Socioeconomically Disadvantaged | 630 | 640 | 10 |
| English Learners | 570 | 567 | -3 |
| Students with Disabilities | 443 | 481 | 38 |

School 2013 STAR Results

Percent of Students Scoring Proficient or Above in California Standards Tests (CSTs) by Grade Level and Subject

| | English-Language Arts | | Mathematics | | Science (5 TH) | | History/SS (8 th) | |
|---------|-----------------------|------|-------------|------|----------------------------|------|-------------------------------|------|
| | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 |
| Grade 2 | 28 | 32.3 | 35 | 44.1 | -- | -- | -- | -- |
| Grade 3 | 29 | 24.1 | 48 | 45.6 | -- | -- | -- | -- |
| Grade 4 | 40 | 38.5 | 52 | 41.8 | -- | -- | -- | -- |
| Grade 5 | 53 | 34.8 | 21 | 39.1 | 49 | 39.1 | -- | -- |
| Grade 6 | -- | 42.2 | -- | 40 | -- | -- | -- | -- |

**2013 Accountability Progress Report (APR—No Child left Behind AYP Report)
Adequate Yearly Progress (AYP)**

| Made Schoolwide AYP 2012-2013? NO | | | | | | | | | |
|--|----------------------------|----------------------------|---|-----------------------------|-----------------------------|-----------------------------------|--|--|--|
| Met Participation Criteria Schoolwide and All subgroups? YES | | | | | | | | | |
| Program Improvement Status: YEAR 3 | | | | | | | | | |
| | ELA Proficiency Rates 2012 | ELA Proficiency Rates 2013 | Met AYP Criteria English Language Arts 2013 | MATH Proficiency Rates 2012 | MATH Proficiency Rates 2013 | Met AYP Criteria Mathematics 2012 | | | |
| Schoolwide | 32.4 | 30.1 | NO | 37.7 | 38.4 | NO | | | |
| African-American | 26 | 38.5 | YES | 21.6 | 32.7 | YES | | | |
| Hispanic | 28.7 | 24.3 | NO | 38.8 | 35.4 | NO | | | |
| White | 60 | 53.3 | -- | 60 | 56.7 | -- | | | |
| Socio-economically Disadvantaged | 23.8 | 24 | NO | 33.2 | 31.4 | YES | | | |
| English Learners | 15 | 12.2 | NO | 28.8 | 24.6 | NO | | | |
| Student with Disabilities | 4 | 8.3 | -- | 6.5 | 17.5 | -- | | | |

In language arts the percentage of students who scored proficient or above at NSAA in the 2012-2013 CSTs is 30.1%, a decrease of 2 points from the previous school year. Relevant subgroups growth is described as follows: the African-American subgroup increased by 12.5 points; the Hispanic subgroup decreased by 4.4 points; the English-Learner subgroup decreased by 2.8 points, while the Socio-economically Disadvantaged basically remained the same. In Math the percentage of students who scored proficient or above at NSAA in the 2012-2013 CST is 38.4%, a small increase of .7 points from the previous school year. Relevant subgroups growth is described as follows: the African-American subgroup increased by 11.1 points; the Hispanic subgroup decreased by 3.4 points; the English-Learner subgroup decreased by 4.2 points, while the Socio-economically Disadvantaged decreased by 1.8 points.

The following table shows the number of English Learners by grade at Norton Space and Aeronautics Academy in the year 2013-2014

NUMBER OF ENGLISH LEARNERS BY GRADE 2013-2014

| | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|---|----|----|----|----|----|-------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 28 | 46 | 42 | 37 | 35 | 26 | 11 | 5 | -- | -- | -- | -- | -- | 230 |

The Plan Addendum should:

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

The LEA Plan was written to be in compliance with the NCLB Act of 2001. Some of the actions specified in the LEA Plan are still relevant and NSAA is implementing those actions fully in Language Arts, Math, as such actions follow the research-based recommendations from the California Department of Education. Examples of such actions include the implementation of pacing guides, standards-based report cards, grading policies, benchmarks, and writing rubrics.

Through analysis of NSAA 2013 STAR results, data indicate some specific areas of need. The 2013 STAR Language Arts and Math scores for Norton Space and Aeronautics Academy students in grades 2-6 highlighted the need of improvement in the following areas:

LANGUAGE ARTS:

Student achievement data from the CST revealed an area of need in 2nd grade in Reading Comprehension as 45% scored below basic or lower (6% points less than last year), and Writing Strategies as 47% of students scored below basic or lower (an increase by 3 points from the previous year).

Student achievement data from the CST revealed an area of need in 3rd grade in Written Conventions as 63% of students scored below basic or lower, an increase of 10% points, and Word Analysis and Vocabulary Development as 44% of students scored below basic or lower. It is important to mention the improvement shown by 12% points from last year's CST strand focus.

Literary Response:

Student achievement data from the CST revealed two focus areas in 4th grade in the strands of Literary Response and Analysis as 28% of students scored below basic or lower (an decrease of 16% points); and Writing Strategies in which 32% of students scored below basic or lower, an improvement of 17% points.

In 5th grade, student achievement data from the CST revealed three focus areas: Reading Comprehension as 66% of student scored below basic or lower, and Written Conventions, and Writing Strategies, as 42% of students scored below basic in both strands. It is important to mention, that although Writing Strategies continues to be a focus, there was a decrease worth 16% points of the students scoring below basic or lower.

Student achievement data from the CST revealed Literary Response and Analysis as the focus area for 6th grade as 31% of students scored below basic or lower.

MATH:

Student achievement data from the CST revealed an area of need in 2nd grade in Algebra and Functions as 37% of students scored below basic or lower. It is important to mention that students scored improved by 25% points in last year's focus, Place Value, Addition, and Subtraction.

- Student achievement data from the CST revealed an area of need in 3rd grade for Algebra and Functions as 50% of the students scored below basic or lower. There was an improvement by 18% points in last year's focus area, Addition, Subtraction, Multiplication, Division.
- Student achievement data from the CST showed that the focus area in 4th grade is in the strand of Measurement and Geometry, as 70% of students scored below basic or lower. Another focus area in 4th grade is Statistics, Data Analysis, and Probability as 49% of students scored below basic or lower.
- Student achievement data from the CST in 5th grade revealed two focus areas, in Measurement and Geometry, as 68% of students scored below basic or lower, and operations with fractions and decimals, as 56% of students scored below basic or lower.
- In 6th grade, student achievement from the CST pointed to Measurement and Geometry as the focus area, as 55% of students scored below basic or lower.

Norton Space and Aeronautics Academy staff strives to ensure that all students demonstrate proficiency on LEA and State assessments. Students are exposed to a curriculum that meets the State Content Standards, but is currently working in the transition to the 2014-2015 implementation of the Common Core State Standards. NSAA's focus continues to be on providing a standards-based curriculum, refining the use of instructional strategies that follow best practices to the needs of NSAA students. With its diverse population, meeting the needs of all learners remains our foremost goal. Teachers will continue to develop

strategies to use in flexible groups as a means for differentiating instruction while building activities into all lessons that require students to demonstrate depth of understanding. The implementation of the after school intervention programs continues to be fine-tuned for those students not functioning at grade level. Teachers at each grade level have analyzed classroom, and state assessment data and targeted students for outside-of-class intervention based on these results. Classroom teachers have been hired to work as intervention teachers to provide extra support after school to small groups identified by their teachers using assessment data. These groups continue to evolve, based on the content being taught and the needs of the grade level students. The intervention teacher continues to help in the implementation of the after school intervention plan. This teacher coordinates the interventions, assists classroom teachers in data analysis, and provides intensive instruction to students selected based on the data analysis.

In addition to our focused development of differentiated instruction in the classroom and in the after school intervention, the Supplemental Educational Services will continue to provide intensive instruction to the based who qualified based on the LEA's criteria. The criteria includes receiving free and reduced lunch, being an English Learner, and scoring Below Basic in the previous year's CSTs.

The areas of focus from the previous year were analyzed and refined as follows:

- The main area of focus this school year is preparing teachers for the upcoming required implementation of CCSS. Enrichment opportunities will be provided to students, releasing teachers for two hours on a weekly basis to allow teachers the necessary time to understand, analyze the CCSS and the shift they represent, as well as to plan and collaborate on student data following the PLC model.
- There is still a need to further the development of differentiated instruction in the classroom and the after school interventions
- Analysis of the technology used in the classroom revealed that the Interwrite Mobi tablets were not consistently used throughout the school. More PD is needed but no other Mobi tablets will be purchased at this time. Teacher discussions guided the shift from the focus being the use of the Mobi tablets to more computers in the classrooms, especially in 3rd grade in preparation of the SBAC Field test this year, and the assessments in the following years.
- The One-to-One Laptop program in grades 4th, 5th, and 6th continues to be an asset and their implementation continues to be refined. The same can be said for the laptop mobile lab for 7th grade.
- NSAA will continue and refine the implementation of the WRITE Institute program as the schoolwide writing program
- NSAA will continue the schoolwide Implementation of Math Facts in a Flash web-based program and continued implementation of IXL
- Parent training will include the participation of parent leaders in the CABE conference and the LECI (Spaces for Interpersonal Communication, for its initials in Spanish) workshops

Besides a strong emphasis in the preparation for the incoming implementation of CCSS, NSAA continues to find ways to refine the supports provided for English Learners. Teachers continue to group and instruct ELs based on their language proficiency levels, based on their analysis of CELDT (California English Language Development Test) data, and to identify trends in each proficiency level to see if there is a common area that needs improvement. NSAA continues to use the adopted curriculum and materials from the state-approved list, and continues to use research-based strategies to ensure the needs of ELs are being met. Teachers

continue to use the adopted English Language Development Progress Report to monitor student progress throughout the school year, and have started to train in the new ELD standards.

This addendum reflects improvements needed identified through student data analysis specifically in the area of intensive instruction during after school interventions, English Language Development, and Math. NSAA will establish an interventions plan to provide differentiated instruction based on student data analysis using the organization's data system.

| Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/act/ta/stateassesssp.asp) | Person(s) Responsible | Specific Timeline | Estimated Cost | Funding Source |
|--|--|--|---|---|
| <p>1. NSAA will establish an intervention plan to provide differentiated instruction based on student data analysis using the organization's data system. Due to some operational challenges with the previous data system, the organization is currently in the process of transitioning to a new data system. Teacher and personnel trainings have started.</p> <p>2. The Interventions teacher will meet with classroom teachers to assist in flexible groups formation, strategies and monitoring tools.</p> <p>3. NSAA will continue to refine the intensive interventions with coaching and monitoring from the interventions teacher.</p> <p>4. Flexible groups will be formed based on data be analysis and progress monitoring, and strategies will be established</p> <p>5. Six-week sessions of intensive interventions will be provided to targeted students, and will be paired</p> | <p>1.-5. Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist and Classroom Teachers.</p> <p>1. IT Director, IT staff</p> | <p>1. August-September 2013 December 2013 March 2014</p> <p>2. August-September 2013 December 2013 March 2014</p> <p>3-5. On-going; revised once per trimester</p> | <p>1.\$17,000 licensing per year</p> <p>2. Intervention Teacher \$36,000 salary</p> | <p>1.General Fund</p> <p>2. General Fund & Title I</p> <p>5. Title I 5. Title III</p> |

with a process of constant progress monitoring and regrouping

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

| Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/tacl/ay/aypreports.asp .) | Person(s) Responsible | Specific Timeline | Estimated Cost | Funding Source |
|---|---|--------------------------------|----------------|-----------------------------|
| <p>1. 40% of NSAA students will score proficient or higher in all subject areas as measured by the new SBAC assessments by 2015-2016.</p> <p>2. 100% of NSAA students will meet AYP participation criteria schoolwide and in all subgroups by 2015-2016.</p> <p>3.</p> <ul style="list-style-type: none"> • By June 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 17% to 27%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. • By June 2016 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 24% to 34%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. | <p>1. - 4. Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist, Classroom Teachers, students, parents</p> | <p>1. On-going Summer 2016</p> | <p>\$1,500</p> | <p>1. - 4. General fund</p> |

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

| Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program. | Person(s) Responsible | Specific Timeline | Estimated Cost | Funding Source |
|---|--|--|--|---|
| <p>1. NSAA will refined the establishes intervention plan to provide differentiated instruction based on student data analysis using the organization's new data system.</p> <p>2. NSAA will implement the use of technology (Math Facts in a Flash and IXL) to support the mastery of math facts at all grade levels</p> <p>3. NSAA teachers will continue weekly collaborations to analyze data and share effective strategies following the PLC model. Enrichment teachers (art, music, PE, and Chinese) will be hired to facilitate the weekly teacher collaboration.</p> | <p>1-3. Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist and Classroom Teachers</p> <p>2. Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist, Classroom Teachers, and IT staff</p> | <p>1. Implementing continuously on six week sessions starting Oct. 2012-2016</p> <p>2. August 2013-renewed yearly</p> <p>3. August 2013-2016</p> | <p>1. \$17,000 per year-licensing</p> <p>2. \$36,000 Intervention Teacher Salary</p> <p>3. \$38,400 Teacher salaries</p> | <p>1. General Fund</p> <p>2. Title I</p> <p>3. General Fund</p> |

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/taclact/stataassessspl.asp>.)

| | Person(s) Responsible | Specific Timeline | Estimated Cost | Funding Source |
|--|---|---|--|---|
| <p>1. Teachers will monitor student assessment data continuously, and will assign flexible student groups according to their areas of need in Language Arts, Math, and English Language Development.</p> | <p>1-3. Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides</p> | <p>1-3. Implementation began on October 2012 and it will be on-going 2015-2016</p> | <p>1. - \$17,000 per year Intervention Teacher \$36,000 salary</p> | <p>1-2. General Fund</p> |
| <p>2. Students will participate in after school flexible groups for targeted interventions determined by student assessments data analysis.</p> | | | <p>\$38,400 salaries</p> | <p>3. Title III</p> |
| <p>3. Teachers will participate in English Language Development Professional Development to implement language objectives and GLAD strategies.</p> | | | <p>3. \$4,000 Salaries \$4,000 PD costs</p> | <p>4. General Fund 4. Title I 4. CCSS funds</p> |
| <p>4. NSAA will increase student access to technology for all students grades K-8th. NSAA will purchase a laptop cart for 3rd grade.</p> | <p>4. Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides and IT department</p> | <p>4. Implementation began September 2011, and it continues every school year. 4. Spring 2014</p> | <p>4. \$1,800 Licensing 4. \$35,000 Laptops</p> | <p>5. Title I</p> |
| <p>5. NSAA will continue to employ three instructional aides in grades K-2 to provided strategic support to students performing below grade level standards.</p> | <p>5. Instructional Aides</p> | <p>5. Continued from previous years- 2015-2016</p> | <p>5. \$62,000 Salaries</p> | |

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

| Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassessmentspi.asp .) | Person(s) Responsible | Specific Timeline | Estimated Cost | Funding Source |
|--|--|-----------------------|--|---|
| <p>1. Teachers will continue to receive professional development and training in instructional strategies for English Learners (language objectives, GLAD), and WRITE Institute.</p> <p>2. Teachers will participate in on-going professional development for data analysis system; STAR Reading, STAR Math, Math Facts in a Flash; IXL; iPod Touch devices; iPads; and MyMentor.</p> <p>3. Teachers will participate in Common Core State Standards professional development, and weekly collaborations for further analysis.</p> | <p>1-4. Principal, Vice principal, IT department, classroom teachers</p> | <p>1-4. 2012-2013</p> | <p>1-2. \$14,000 Fees, salaries, mileage 3. \$12,000</p> | <p>1.- 2. Title I 3. CCSS funds</p> |

6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- If Title I only: Complete 6b
- If Title III Year 1: Complete 6b
- If Title III Year 2 or 3: Title III Year 2 Plan in CAIS
- If Title III Year 4 or 4+: Title III Year 4 Plan in CAIS

- b. Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/act/3/index.asp>).**

Objective: There will be full implementation of English Language Development as outlined if the California Department of Education.

| Please describe those goals and targets. | Person(s) Responsible | Specific Timeline | Estimated Cost | Funding Source |
|--|---|----------------------------------|----------------|----------------|
| <p>1. GOAL 2A-AMAO 1-Annual Progress By June 2016, the percentage of English learners learning English will increase from 47% to 57%, in order to move toward state defined growth expectations as measured by CELDT.</p> | <p>1.-11 Principal, Vice principal, intervention teachers, classroom teachers</p> | <p>1-11. Aug. 2014-June 2016</p> | | |
| <p>2. GOAL 2B-AMAO 2-English Proficiency</p> <ul style="list-style-type: none"> By June 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 17% to 27%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. | | | | |
| <ul style="list-style-type: none"> By June 2016 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 24% to 34%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. | | | | |
| <p>3. GOAL 2C-AMAO 3-AYP ELA & Math</p> <p>By June 2016, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core Standards will increase from 25% to 100% as measured by locally developed observation tools.</p> | | | | |

| | | | | |
|---|--|---------------------------------|--|---|
| <p>4. GOAL 2D-High Quality Professional Development</p> <p>By June 2016 100% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.</p> <p>By 2016 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.</p> <p>By June 2016 100% of teachers of English Language Development will be authorized to teach ELD.</p> <p>By 2016 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.</p> | | <p>4. June 2014- June 2016</p> | <p>4. \$12,000 training and duplicating fees</p> | <p>4 - 8 Title I, Title II, Title III</p> |
| <p>5. GOAL 2E- Parent and Community Participation</p> <p>By June 2016 the LEA will improve and increase parent outreach strategies so that 80% of parents are active participants in the education of their children.</p> | | <p>5. April 2014- June 2016</p> | <p>5. \$1,200</p> | <p>5. Title I</p> |
| <p>6. Goal 2F: (Parental Notification)</p> <p>By June 2016 the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:</p> <ul style="list-style-type: none"> o identification as EL; o program placement options; o program placement notification; o English language proficiency level, as determined by | | <p>6. April 2014- June 2016</p> | <p>6. \$1000 document preparation mail fees</p> | <p>6. General Fund</p> |

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|---|--|--|-----------------------------|-------------------------|
| <p>CELDT results and any local English Proficiency assessments used; o academic achievement level; and o redesignation information;</p> <p>7. Teacher assessments and CELDT data will continue to be analyzed to group students for ELD instruction according to their proficiency levels.</p> <p>8. Instruction schedules will clearly specify ELD block at each grade level</p> <p>9. English Language Development Progress Reports will continue to be implemented schoolwide and will follow students from grade to grade. These reports are updated as needed, but at least once a trimester.</p> <p>10. NSAA will continue to use adopted curriculum and materials from state-approved list for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through the use of walkthroughs and teacher interviews.</p> <p>11. An "ELD Period" will be implemented to provide strategic support for EL students in the Middle Grades.</p> | | | <p>11. \$8,000 per year</p> | <p>11. General Fund</p> |
|---|--|--|-----------------------------|-------------------------|

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

| Please describe those activities and how the LEA will incorporate them. | Person(s) Responsible | Specific Timeline | Estimated Cost | Funding Source |
|---|---|--|-----------------------------|-------------------|
| <p>1. After school interventions will take place at each grade level for students targeted to receive intensive instruction by student data analysis using the organization's data system.</p> <p>2. The Interventions teacher will continue to meet with classroom teachers to assist in flexible groups formation, strategies and monitoring tools.</p> <p>3. Flexible groups will be formed based on data be analysis and progress monitoring, and strategies will be established</p> <p>4. Six-week sessions of intensive interventions will be provided to targeted students, and will be paired with a process of constant progress monitoring and regrouping</p> | <p>1-6 Principal, Vice-Principal, Interventions Teacher, and Classroom Teachers</p> | <p>1. August-September 2012-2016</p> <p>4. Implementation started Oct. 2012 and will be on-going employing three sessions of 6 weeks each.</p> | <p>4. \$36,000 salaries</p> | <p>4. Title I</p> |

8. Include strategies to promote effective parental involvement in the school.

| Please describe parental involvement strategies and how the LEA will support them across the LEA. | Person(s) Responsible | Specific Timeline | Estimated Cost | Funding Source |
|--|--|--------------------------------|---|--------------------|
| <p>NSAA will continue to require 30 volunteer hours to ensure that parents are actively involved in their children's education. To fulfill such requirement parents can participate in the following:</p> <ol style="list-style-type: none"> 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CABE Parent Leaders Workshops 8. LECI | <p>1-6 Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides</p> | <p>On going implementation</p> | <p>1-3 \$50 duplicating 7. \$600 Fees 8. \$800 Fees</p> | <p>1-8 Title I</p> |

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Norton Space & Aeronautics Academy

County District Code: 36-10363-0115808

Date of Local Governing Board Approval: 06-08-2009

District Superintendent: Gordon Soholt, Chief Academic Officer

Address: 17500 Mana Road

City: Apple Valley

Zip Code: 92307


Phone: 760-946-5414 ext. 215


FAX: 760-946-9193

E-mail: gsoholt@lcer.org

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:


Signature of Chief Academic Officer Gordon Soholt 3/10/14
Printed Name of Chief Academic Officer Date


Signature of Board President Scott Johnson March 10, 2014
Printed Name of Board President Date


Signature of Title III English Learner Cheryl Dale March 10, 2014
Coordinator/Director Printed Name of Title III English Learner Date
Coordinator/Director

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

