

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. Currently, NSAA enrolls students in grades K-8, serving following a traditional middle grades period schedule for students in grades 6th through 8th. 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. Students also participate in an enrichment program, which includes exposure to the Chinese (Mandarin) language and culture, receiving instruction once per week for a half hour. Students in Kinder through 5th grade receive other enrichment classes in music, art, and physical education. Students in the middle grade receive Fine Arts weekly instruction. 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. NSAA also offers Zero Period classes for students in the Middle Grades. Zero Period classes offered in the 2015-2016 for the Middle Grades include Technology, Yearbook/Journalism, and Student Council. A sports program has also been instituted for students in the Middle Grades as well, which includes three seasons for volleyball, flag-football, softball, baseball, and soccer and track.

NSAA continues to prioritize Guided Language Acquisition Design (GLAD) strategies, and ensures training for all teachers. Currently, all teachers are trained in GLAD and the strategies are used systematically in their daily practice. NSAA began the implementation of Professional Learning Communities in the 2013-2014 school year. Currently,

teacher in K-8th grade have 1-2 hour weekly collaborations. The PLCs have been used to develop pacing guides, benchmarks, standards-based report cards, and more recently data analysis with the use of NSAA's data system, Illuminate.

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 parent leadership committees such as the English Learners Advisory Committee, the School Site Council, and NSAA's Parent-Teacher Organization. The tools used to gather preliminary information have been the ELAC Needs Assessment, 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. An annual survey is sent to parents and students regarding the state priorities specified on the LCAP. Revisions of the LEA Plan and the Local Control Accountability Plan were conducted throughout the year with all stakeholders. 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 2015-2016 academic year, NSAA serves students in grades K-8th.

The Norton Space and Aeronautics Academy opened with 220 students. NSAA currently has an enrollment of 738. 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: 78% Latino; 8% African-American; 9% white; 2% Asian, and 2% students with two or more races. The English Learners population is at 28%, and about 74% of the students are Socioeconomically Disadvantaged. The students with disabilities comprise 6% of the school population.

NSAA has a principal, a vice-principal, a Dean of Students (all administrators are bilingual), a bilingual full time school psychologist, a bilingual full time school counselor, a bilingual part time interventions teacher, and a bilingual part time interventions coach. NSAA actively recruits teachers with experience and/or training in a dual-immersion classroom.

Teachers in K-5th grade hold the appropriate multiple-subject credential with a BCLAD emphasis, as well as, the Spanish Language Arts, and Social Studies in Spanish teachers for the middle grades. For middle school, the Math, PE, English Language Arts, and Science teachers hold Single Subject Credentials. There are nine Character Development Officers (proctors) who supervise students during recesses, at lunch, and at drop off and dismissal, and guide them through conflict resolution. There are also seven instructional aides. 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 encouraged to complete 30 volunteer hours per year to ensure that they are actively involved in the educational success of their child. This year their input and participation in the development of this plan and the school's LCAP was encouraged in several meetings and surveys throughout the year.

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. Following Assembly Bill (AB) 484 (California Ed. Code 52052(e)(2)(F) and 52052(e)(4)), NSAA is using most recent API calculations from 2012-2013 school year. For the past three years NSAA has met the participation criteria schoolwide for all subgroups. NSAA Program Improvement Status: Year 3.

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

NSAA 2014-2015 CAASPP RESULTS

ELA by Grade	NSAA
3rd	23
4th	20
5th	24
6th	20
7th	10
8th	23
All	21

MATH by Grade	NSAA
3rd	23
4th	9
5th	8
6th	10
7th	5
8th	10
All	12

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, writing rubrics, and the implementation of professional learning communities.

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 areas described below. CAASPP Baseline also indicates a need for continuous improvement as indicated below and in the table.

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.

Baseline CAASPP Data indicated there is a need to provide intensive support for students in the 7th grade, as only 10% met or exceeded the standards in English Language Arts. However, the scores in general of this baseline validates NSAA's further refinement of the CCSS, and a through search for CCSS aligned curriculum.

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, and 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.
- Baseline CAASPP Data** indicated there is a need to provide intensive support for students in grades 4th, 5th, and 7th grade, as their scores were below the 10% mark of students who met or exceeded the standards in Math. However, the scores in general of this baseline validate NSAA's further refinement of the CCSS, and a thorough search for CCSS aligned curriculum. Further focus also includes an emphasis of math foundational skills, and continuous development of number concepts

Norton Space and Aeronautics Academy staff strives to ensure that all students demonstrate proficiency on LEA and State assessments. Instruction at NSAA is aligned to the Common Core State Standards and the Next Generation Science Standards. With its diverse population, meeting the needs of all learners remains its 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. In the 2014-2015 school year, NSAA implemented a learning center (Rocket Lab) under the direction and expertise of the Interventions teacher, in which four instructional aides follow her lessons, and training to address student goals set by their grade level teachers. Instruction at the "Rocket Lab" follows a 6-8 week cycle, which includes pretests, interventions, and a post-test. Rocket Lab staff and teachers meet within that cycle to collaborate and guide future instruction. Following the "Rocket Lab" schedule, teachers implement "universal access" in their classrooms to provide needed differentiation in small groups. The Rocket Lab and universal access at NSAA continues to be fine tuned during the 2015-2016 to ensure students are transferring their successes in the Rocket Lab to their academic progress in their classrooms. Due to the expressed need from teachers to concentrate in CCSS implementation and differentiation during regular school hours, the after school interventions have been discontinued during the 2015-2016 school year.

In addition to our focused development of differentiated instruction in the classroom, the Supplemental Educational Services continue to provide intensive instruction to the based who qualified based on the LEA's criteria. Parents are invited to a SES Providers Fair to select the SES Provider for their student. The criteria include receiving free and reduced lunch, being an English Learner, and working below grade level based on teacher recommendations. The areas of focus from the previous year were analyzed and refined as follows:

- Continue to provide teachers with adequate professional development for the CCSS and NGSS implementation.
- Implement the Words Their Way curriculum to support NSAA's English Learners diverse needs
- Continue to provide teachers collaboration time to engage in planning, and focused conversations based on data using the schools data system.

- Increase technology use in the classroom at all grade levels with the implementation of a computer lab. The One-to-One Laptop program in grades 4th-8th continues to be an asset and their implementation continues to be refined.
- NSAA will continue and refine the implementation of the WRITE Institute program as the schoolwide writing program. Professional development for new staff members will be necessary.
- NSAA will continue the schoolwide Implementation of Math Facts in a Flash web-based program and continued implementation of IXL to support students independent practice of grade level standards.
- Parent training will include more CCSS and NGSS implementation, as well as, CAASPP assessments, the importance of attendance, technology, parenting classes, and the importance of their involvement in the decision-making process at the school.

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. During the 2015-2016 school year NSAA began the process for adopting new ELA/ELD curriculum, and continues to use research-based strategies to ensure the needs of ELs are being met. In the meantime, 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/ac/ti/stateassesspr.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. NSAA will continue to implement an intervention plan providing differentiated instruction based on student data analysis using the organization's data system.</p> <p>2. The Interventions teacher will meet with classroom teachers to assist in flexible groups formation, strategies and monitoring tools.</p>	<p>1.-5. Principal, Vice-Principal, Interventions Teacher, Interventions Coach, School Psychologist, Counselor,</p>	<p>1. September 2015</p> <p>2. August-September 2014 December 2015 March 2016</p> <p>3-5. On-going; revised</p>	<p>1. \$22,000 licensing per year</p> <p>2. Intervention Teacher</p>	<p>1. General Fund</p> <p>2. General Fund</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-eight-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>Education Specialist and Classroom Teachers. IT Director, IT staff</p>	<p>once per trimester</p>	<p>\$28,350 salary</p> <p>5. \$38,400 salaries</p> <p>5. Title I 5. Title III</p>
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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/ac/ay/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Meet 9 of 9 AYP Criteria</p>	<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. - 3. 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 established 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 weekly teacher collaborations.</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. \$22,000 per year-licensing</p> <p>2. \$28350 Intervention Teacher Salary</p> <p>3. \$42,336 Teacher salaries</p>	<p>1. General Fund</p> <p>2. Gen. Fund</p> <p>3. General Fund</p>
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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/ta/act/ti/stateassessmentpi.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>2. Students will participate in Rocket Lab (learning center) and differentiated instruction in their classrooms.</p>	<p>1-3. Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides</p>	<p>1-4. Implementation began on 2011 and it will be on-going 2015-2016</p>	<p>1.- \$22,000 per year</p> <p>Intervention Teacher \$28,350 salary</p>	<p>1-2. General Fund</p>

<p>3. Teachers will participate in English Language Development Professional Development to implement language objectives, GLAD strategies, and Write Institute strategies.</p> <p>4. NSAA will increase student technology access and implementation for all students grades K-8th.</p>	<p>4. Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides and IT department</p>	<p>3. \$12,750 PD costs</p> <p>4. \$30,000 Licensing</p>	<p>3. Title III</p> <p>4. General Fund</p>
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

<p>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/stateassesspi.asp.)</p>	<p>Person(s) Responsible</p>	<p>Specific Timeline</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<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 and NGSS professional development, and weekly collaborations following the PLC model.</p>	<p>1-3.Principal, Vice principal, Counselor, Interventions Teacher, Interventions Coach, IT department, classroom teachers</p>	<p>1-4. October 2015; On-going on minimum days- May 2016</p>	<p>1-3. \$39,486 Fees, salaries, mileage</p>	<p>1.- 3. Title I, Title II, Title III, and General Fund</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/tac/t3/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 making adequate annual growth will increase 2% as measured by the CELDT.</p> <p>2. GOAL 2B-AMAO 2-English Proficiency • By June 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase to 2% as measured by the CELDT.</p> <p>• By June 2016 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase 2% as measured by the CELDT.</p> <p>3. GOAL 2C-AMAO 3-AYP ELA & Math Increase the percentage of students at Standard Met as</p>	<p>1.-11 Principal, Vice principal, intervention teacher, intervention coach, classroom teachers</p>	<p>1-11. Aug. 2014-June 2016</p>	<p>Illuminate Package \$22,000 software cost</p>	<p>1.- 3.General Fund</p>

<p>stipulated by the CAASP/SBA assessments by 5%. Increase student passing rates by 5% in trimester benchmarks.</p> <p>4. GOAL 2D-High Quality Professional Development 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>5. GOAL 2E- Parent and Community Participation By June 2016 the LEA will improve and increase parent outreach strategies by 5% as measured by number of parents attending parent involvement opportunities.</p> <p>6. Goal 2F: (Parental Notification) 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>			<p>4. \$50,000 (training fees, travel, and sub costs)</p> <p>5. \$1,200</p> <p>6. \$1000 document preparation mail fees</p> <p>8. \$350 duplication</p>	<p>4.- 8 General Funds, Title I, Title II, Title III</p> <p>5. General fund</p> <p>6. General Fund</p>
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<p>- identification as EL;</p> <p>-program placement options;</p> <p>-program placement notification;</p> <p>-English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;</p> <p>- academic achievement level;and</p> <p>-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 school wide 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. Continue to provide an extra support "ELD Period to provide strategic support for EL students in the Middle Grades.</p> <p>12. NSAA will begin the process of selecting new state-approved curriculum for ELA/ELD.</p>		<p>10. \$30,000 materials</p> <p>11. \$8,000 per year</p>	<p>10-11. Title III; General Fund</p> <p>12. Winter 2016</p>
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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
<ol style="list-style-type: none"> Continue the implementation of "Zero Period" classes for the middle grades students (Technology, Student Council, and Yearbook). Continue the implementation of the Sports Program for the Middle Grades 	1-6 Principal Classroom Teachers	<ol style="list-style-type: none"> Fall 2014-Spring 2016 2014-2015 school year 	<ol style="list-style-type: none"> \$25,000 salaries \$10,000 stipends 	1-2. General Fund

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
<ol style="list-style-type: none"> NSAA will continue to encourage 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: <ol style="list-style-type: none"> Parent Teacher Organization School Site Council English Learners Advisory Committee Parent-Teacher conferences Family Nights Love and Logic Parent Workshops CABE Parent Leaders Workshops Volunteer recognition Parents and Pastries Meetings Student performances NSAA uses monthly newsletters, Wednesday folders, email updates, text updates, and social media to communicate with parents (Facebook, Instagram, and Twitter) NSAA holds monthly meetings: ELAC, SSC, PTO, Parents & Pastries for parents to be active participants in the decision making processes at the school. NSAA offers classes for parents in partnership with local 	1-4 Principal, Vice Principal, Dean of Students, Interventions Teacher, Interventions Coach, Teachers, Instructional Aides	On going implementation	1-4 \$1,200 duplicating	1-4 Title I & General fund

community entities.

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 2/16/16
Printed Name of Chief Academic Officer Date


Signature of Board President Scott Johnson 16 FEB 2016
Printed Name of Board President Date


Signature of Title III English Learner Coordinator/Director James Southwick 2/16/16
Printed Name of Title III English Learner Coordinator/Director Date

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.

Elementary and Secondary Education Act

Local Educational Agency Plan Goal 2

Budget Update Sample Template

Name of LEA: NORTON SPACE & AERONAUTICS ACADEMY Fiscal Year: 2015-2016

Total Title III Allocation: LEP \$ 24,711 Immigrant: \$ N/A

LEP Administrative & Indirect Costs (2%): \$ N/A Immigrant Administrative & Indirect Costs: \$ N/A

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
<p>Goal 2A: AMAO 1- Annual progress Learning English</p> <p>By June 2016, the percentage of English learners making adequate annual growth will increase 2% as measured by the CELDT.</p>	<p>1. Implementation of Words Their Way (WTW) supplemental curriculum</p> <p>2. Continuous implementation of Write Institute strategies through a Trainer of trainers model</p>	<p>1. \$ 11,961</p> <p>2. \$12,750</p>	<p>1. \$11,961</p> <p>2. \$12,750</p>

<p>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 to 2% as measured by the CELDT. By June 2016 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase 2% as measured by the CELDT. 	<p>1. Implementation of Words Their Way (WTW) supplemental curriculum</p> <p>2. Continuous implementation of Write Institute strategies through a Trainer of trainers model</p>	<p>1. \$ 11,961</p> <p>2. \$12,750</p>	<p>1. \$11,961</p> <p>2. \$12,750</p>
<p>Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts</p> <p>Increase student passing rates by 5% in trimester benchmarks.</p>	<p>1. Implementation of Words Their Way (WTW) supplemental curriculum</p> <p>2. Continuous implementation of Write Institute strategies through a Trainer of trainers model</p>	<p>1. \$ 11,961</p> <p>2. \$12,750</p>	<p>1. \$11,961</p> <p>2. \$12,750</p>
<p>Goal 2C: AMAO 3 – AYP in Mathematics</p> <p>Increase student passing rates</p>	<p>1. Implementation of Words Their Way (WTW) supplemental curriculum</p> <p>2. Continuous implementation of Write Institute strategies</p>	<p>1. \$ 11,961</p> <p>2. \$12,750</p>	<p>1. \$11,961</p> <p>2. \$12,750</p>

<p>by 5% in trimester benchmarks.</p>	<p>through a Trainer of trainers model</p>		
<p>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>1. Implementation of Words Their Way (WTW) supplemental curriculum</p> <p>2. Continuous implementation of Write Institute strategies through a Trainer of trainers model</p>	<p>1. \$ 11,961</p> <p>2. \$12,750</p>	<p>1. \$11,961</p> <p>2. \$12,750</p>
<p>By June 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 June 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>Goal 2E: Parent and Community Participation</p> <p>By June 2016 the LEA will improve and increase parent outreach strategies by 5% as measured by number of parents attending parent involvement opportunities.</p>	N/A	N/A	N/A	N/A
<p>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>	N/A	N/A	N/A	N/A

<ul style="list-style-type: none"> - identification as EL; - program placement options; - program placement notification; - English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; - academic achievement level; and - redesignation information 				
<p>Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)</p>	N/A	N/A	N/A	N/A
<p>Goal 5A: Increase Graduation Rates</p>	N/A	N/A	N/A	N/A
<p>Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs</p>				<p>LEP \$ 24,711_</p> <p>IMM \$ _____</p>

Program Notes:

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.