

(Rev 3-07)
California Department of Education
School and District Accountability Division

(CDE use only)

Application #	
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No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

mail original* and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): **Norton Space and Aeronautics Academy**

County/District Code: **36-10363-0115808**

Dates of Plan Duration (should be five-year plan): **8-1-2009 thru 7-30-2014**

Date of Local Governing Board Approval: **6-8-2009**

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**

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Gordon Soholt

Printed or typed name of Chief Academic Officer	Date	Signature of CAO
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Jeff Lewis

Printed or typed name of Board President	Date	Signature of Board President
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Revised 2011-12

NORTON SPACE AND AERONAUTICS ACADEMY

SINGLE PLAN FOR STUDENT ACHIEVEMENT



Creating Global Citizens

**Revised for 2011-12
(April 2012)**

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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education	X	After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):	X	Art/Music Block Grant
	Other (describe):	X	School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements 2011-12	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	?	\$97,803		
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	?	\$ 3,400		
Title II, Part D, Enhancing Education Through Technology	?			
Title III, Limited English Proficient	?	\$11,000		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	?	\$ 112,203		

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	?	Included in Charter Block Grant		
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL		?		

SCHOOL MISSION STATEMENT AND VISION

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and in 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 bi-literate. Students also participate in a Chinese (Mandarin) foreign language (FLES) program. Currently, NSAA enrolls students in grades K-5 and will grow each year becoming a K-12 school by 2019.

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.

- **Bilingualism:** High levels of proficiency in English and a second language. All participants will demonstrate oral proficiency in their first and a second language.
- **Bi-literacy:** High levels of academic proficiency in English and a second language. All participants will demonstrate their ability to perform on grade level in English on the same tests and standards as all students as well as in the target language.
- **Multicultural proficiency:** Understanding of different cultures and development of high self-esteem. All participants will demonstrate their ability to appreciate the values of other cultures in our society.

Mission

The mission of the Norton Space and Aeronautics Academy (NSAA) is to provide opportunities for equal educational access to a culturally, linguistically, socially, and economically diverse population of students within a nurturing, participatory and rigorous educational environment aligned to academic standards, based on high quality, research-based teaching methods, and supported by public and private sector partnerships.

Vision and Goal

The vision and goal of the NSAA is to reach the underserved population of San Bernardino County and the residents surrounding the former Norton Air Force Base, Enrollment is based on a random public drawing (lottery) that affords equal access to all and provides a nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the California State Content Standards.

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 2011-12 academic year, NSAA serves students in grades K-5.

The Norton Space and Aeronautics Academy opened with 220 students. And currently has an enrollment of 505. The maximum class size is 24 students to one teacher in K-2 and 28 students per teacher in 3rd grade and above. The ethnic breakdown of the school is as follows: 50% Latino; 30% African-American; 15% white; 5% Asian.

NSAA actively recruits teachers with experience or teacher-training in running a dual-immersion classroom. All teachers hold the appropriate multi-subject credential with a BCLAD emphasis.

NSAA places a high importance on parent involvement, and we facilitate 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, 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.

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.

SCHOOL GOAL # 1A Eighty percent of students in grades kindergarten through fifth will attain proficiency level on English and Spanish assessments and/or classroom trimester assessments in Language Arts. (e.g. CST, STS, EDL, DRA, grade level benchmark assessments, etc.)	
Student groups and grade levels to participate in this goal: Kindergarten through fifth	Anticipated annual performance growth for each group: 80% of students will reach proficient level
Means of evaluating progress toward this goal: CST, STS, EDL, DRA, CELDT, grade level benchmark assessments, etc	Data to be collected to measure academic gains: Classroom assessments will be collected at the end of each trimester. CST/STS assessments will be collected at the end of the school year when data is released. CELDT scores will be received in the first trimester of the school year.

Planned Improvement in Student Performance in Reading

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> a. Develop grade level pacing guide b. Update and revise standards based report cards c. Compile trimester benchmark assessments per grade level d. Develop cross grade alignment of content standards in both English and Spanish e. Develop cross grade language acquisition goals in Spanish and English 	Teachers & Principal	<ul style="list-style-type: none"> a. Substitutes b. TOA c. Principal d. Duplication 	<ul style="list-style-type: none"> a. \$1500 b. \$2500 c. \$2500 d. \$250 	a. Title I

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2. Use of standards-aligned instructional materials and strategies: a. Utilize state adopted materials b. Provide instructional aide support c. Purchase supplemental materials to support adoption	Teachers, Principal & certificated staff	b. salary/benefits c. supplemental materials	b. \$24,250 (3 IAs @ 5 hrs plus 1.5 hours supplemental) c. \$15,000	b. Title I c. Title I
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Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Increased access to technology: a. Document Cameras (ELMO) and computers (for new classrooms/teachers) b. Software	Principal IT department TOAs Teachers	a. 5 @ \$1,000 = \$5,000 5 @ \$1,500 = \$7,500 b. software for classroom use	a. \$12,500 b. \$500	a. Title I b. Title I
4. Staff development and professional collaboration aligned with standards-based instructional materials: a. Teachers will receive staff development and training in instructional strategies for ELs, WRITE, as well as conferences such as CABE, Two-Way CABE,WRITE	Principal/Teachers	Conference Fees	\$7,000	Title I and Title II
5. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a. SSC b. ELAC c. Parent teachers conferences d. Family Nights e. Parent Center f. SARC	Principal, Teachers & Parents	a. – f. duplication & refreshments	a. – f. \$1000	a. – f. Block Grant/EIA
6. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): a. See extended learning time for Summer School program for incoming Kindergarten students	Principal, Teachers & Parents	CDs Folders Duplicating	\$250	Title I
7. Monitoring program effectiveness: a. assessment data	Principal, TOAs, & Teachers	a. duplicating b. duplicating	\$1000	Title I
8. Targeting services and programs to lowest-performing student groups: a. Use API/AYP to target students b. Use of instructional aides to service students c. Students attend Summer School	Principal & Teachers	See # 2 - 3		
9. Any additional services tied to student academic needs: N/A				

Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

SCHOOL GOAL # 1B Eighty percent of students in grades kindergarten through third will attain proficiency level on CST assessments and/or classroom trimester assessments in Mathematics.	
Student groups and grade levels to participate in this goal: Kindergarten through fifth	Anticipated annual performance growth for each group: 80% of students will reach proficient level
Means of evaluating progress toward this goal: CST, STS, grade level benchmark assessments, etc	Data to be collected to measure academic gains: Classroom assessments will be collected at the end of each trimester. CST/STS assessments will be collected at the end of the school year when data is released.

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: f. Develop grade level pacing guide g. Update and revise standards based report cards h. Compile trimester benchmark assessments per grade level i. Develop cross grade alignment of content standards in both English and Spanish j. Develop cross grade language acquisition goals in Spanish and English	Teachers & Principal	e. Substitutes f. TOA g. Principal h. Duplication	a. \$1500 b. \$2500 c. \$2500 d. \$250	a. Title I
2. Use of standards-aligned instructional materials and strategies: a. Utilize state adopted materials b. Provide instructional aide support c. Purchase supplemental materials to support adoption	Teachers, Principal & certificated staff	b. salary/benefits c. supplemental materials	b. \$24,250 (3 IAs @ 5 hrs plus 1.5 hours supplemental) c. \$1000	b. Title I c. Title I

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Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Increased access to technology: a. Document Cameras (ELMO) and computers (for new classrooms/teachers) b. Software	Principal IT department TOAs Teachers	a. 5 @ \$1,000 = \$5,000 5 @ \$1,500 = \$7,500 b. software for classroom use	a. \$12,500 b. \$500	a. Title I b. Title I
4. Staff development and professional collaboration aligned with standards-based instructional materials: a. Teachers will receive staff development and training in administering the CELDT, Step Up to Writing, as well as conferences such as CAFE, Two-Way CAFE	Principal/Teachers	Conference Fees	\$7,000	Title I and Title II
5. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a. SSC b. ELAC c. Parent teachers conferences d. Family Nights e. Parent Center f. SARC	Principal, Teachers & Parents	a. – f. duplication & refreshments	a. – f. \$1000	a. – f. Block Grant/EIA
6. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): a. See extended learning time for Summer School program for incoming Kindergarten students	Principal, Teachers & Parents	CDs Folders Duplicating	\$250	Title I
7. Monitoring program effectiveness: a. assessment data b. pre and post tests for Summer School	Principal, TOAs, & Teachers	a. duplicating b. duplicating	\$1000	Title I
8. Targeting services and programs to lowest-performing student groups: a. Use API/AYP to target students b. Use of instructional aides to service students c. Students attend Summer School	Principal & Teachers	See # 2 - 3		
10. Any additional services tied to student academic needs: N/A				

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

<p>SCHOOL GOAL # 2 All limited-English-proficient students will demonstrate one level growth per academic year as measured by CELDT. In addition 80% of the students will minimally score proficient as measured by CST.</p>	
<p>Grade levels to participate in this goal: Kindergarten through 5th grade</p>	<p>Anticipated annual performance growth: CELDT results will reflect growth of minimally one level per year. Eighty percent of students will score in the proficient level on CST.</p>
<p>Means of evaluating progress toward this goal: CELDT, CST & school based trimester assessments</p>	<p>Data to be collected to measure academic gains: CELDT, CST, writing benchmarks, EDL, DRA, teacher created assessments, subject benchmarks assessments</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p>a. The school will implement a Dual Immersion/English Language Development program that not only successfully incorporates the curriculum through two languages, but also enhances the development of all English Language Learners in regards to their level of fluency in English.</p> <p>b. Students will have an English Language Development specific teacher to target areas of need in order to increase level of fluency each year.</p>	Principal & Teachers	a. materials	a. \$10,000	a. Block Grant/EIA
	<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>a. This will be accomplished through the measurement of API scores, AYP, CELDT scores as well as local assessment.</p> <p>School will improve by 20 points each year with regards to API scores with the goal of reaching 800 within a reasonable time frame. Also, the school will measure growth by having each English Language Learner improve by a minimum of one level per year with regards to their CELDT score. In addition, teachers will use periodic assessments in order to gage student academic achievement on a weekly, monthly, and yearly basis.</p>	Teachers, Principal & Instructional Assistants	<p>a. Salary</p> <p>b. Duplicating</p> <p>c. Training</p>	<p>a. \$10,000</p> <p>b. \$500</p> <p>c. attend county training (Free)</p>	a. Block Grant/EIA

	<p>3. How the SSD will promote parental and community participation in LEP programs</p> <ul style="list-style-type: none"> a. SSC b. ELAC c. Parent teachers conferences d. Family Nights e. Parent Center f. SARC 	<p>Teachers & Principal</p>			
	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subjects as measured through CELDT scores as well as achievement on STAR test and overall academic mastery of all subject matter as measured on trimester report cards. 	<p>Teachers & Principal</p> <p>GLAD training</p> <p>Differentiation</p> <p>WRITE Institute</p>	<p>a. new and on-going teacher training in key areas for English Learner support</p>	<p>a. \$11,000</p>	<p>a. Title III</p>

<p>Required Activities</p>	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children Teachers will receive staff development and training in the teaching to improve quality of program. Teachers will attend annual CABE conference and/or the CABE 2Way Conference in order to receive training in the most current successful methods of raising the academic achievement/language acquisition of LEP students. b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students. Teachers will be trained on how to examine data and then use it to guide lesson planning and instruction by attending conferences and through trainings with the San Bernardino County Superintendent of Schools. c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills Teachers will be allowed to utilize the most recent data and research in order to guide instruction in the area of Language Acquisition for English Language Learners. d. long term effect will result in positive and lasting impact on teacher performance in the classroom Staff development will be examined on a yearly basis to insure that teacher performance as judged by student success and academic achievement is being adequately met. 	<p>Teachers & Principal</p>		<p>SEE STAFF DEVELOPMENT</p>	<p>Title III</p>
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	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Upgrade to program objectives and effective instructional strategies, if applicable. a. Supplement classroom readers	Teachers & Principal	Supplemental sets of classroom readers	\$1,000	Title I
	2. Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction	Instructional Aids	Salary	See Goal 1A and 1B	Title I
	3. How programs for English Learners are coordinated with other relevant programs and services				
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children				
	5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children	Parents, Teachers, Principal	Conference fees for local CAFE Regional Conference	\$750	Title III
	6. Efforts to improve the instruction of LEP children by providing for – a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs				
	7. Other activities consistent with Title III or EIA/LEP funds				

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>Required Activities</p>	<p>1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program Will be determined from Home Language Survey b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement Initial CELDT assessment as well as local assessments c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction Dual immersion is the method of instruction d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child Dual immersion is the method of instruction e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation Dual immersion is the method of instruction f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools Students scoring mid-basic or higher on CST exam, early advance or advanced on CELDT and no sub-part lower than intermediate or teacher recommendation g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child. Collaboration between regular and Spec. Ed teacher to develop appropriate IEP 	<p>Principal/TOA/ Teachers</p>	<p>Duplicating</p>	<p>No additional costs</p>	<p>General Fund</p>
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	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p style="text-align: center;">Required Activities</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD <p>In accordance to our charter, parents are choosing to enroll their child in our school and be enrolled in the dual language immersion program</p>			
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p>NSAA will send home a letter with student CELDT level results no later than 30 days after the beginning of the school year. If a students is new after the beginning of the school year, we will check to see if they have been tested at another school and ask for results to be sent to us so we can forward them on to parents.</p>				

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<p>SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs. NSAA will send home notification to all parents if the school fails to meet the annual measurable achievement objectives, no later than 30 days after such failure.</p>				
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Plans to Provide Services for Immigrants Not applicable

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.	N/A	N/A	N/A	N/A
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.	N/A	N/A	N/A	N/A
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.	N/A	N/A	N/A	N/A
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.	N/A	N/A	N/A	N/A
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.	N/A	N/A	N/A	N/A
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.	N/A	N/A	N/A	N/A
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	N/A	N/A	N/A	N/A

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

STRENGTHS	NEEDS
<p>Our staff's knowledge and skills are reflective of strong, preliminary implementation of GLAD strategies. In addition, our staff demonstrates a good understanding of the language acquisition process.</p>	<p>In order to fully implement GLAD strategies and concepts, our staff needs to continue to attend GLAD follow up meetings, and provide in-service to new members of our staff. In order to provide students with the best dual language experience, our staff must have an in-depth understanding of language acquisition and development. Further in-service is needed and will be acquired by attending the CAFE conference, Two-Way CAFE, WRITE, cooperative learning, and ELD/CELDT training. Finally, utilizing sub release days to provide teachers the opportunity to participate in peer coaching will continue to foster the peer-coaching model and provide the time necessary to establish and articulate goals for student learning.</p>

Performance Goal 3: <i>By 2008-09, all students will be taught by highly qualified teachers.</i>	
SCHOOL GOAL # 1 All teachers upon hire will have their BCLAD certificate and the appropriate certification (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> ▪ Students in all grades Kindergarten through 5th Grade 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> ▪ All teachers hired will have their BCLAD certificate
Means of evaluating progress toward this goal: Via HR department	Data to be collected to measure academic gains: Teacher credential

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Teachers will attend conferences, staff development and in-services that focus on core academic subjects and instruction in a dual language immersion setting	Principal/Teachers	Subs Consultant Fees Conference Registrations	See Performance Goals1A and 1B part 5	Title II
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: a. Teachers will receive staff development and training in administering the CELDT, WRITE and will be provided opportunities to attend core subject focused conferences such as CA Math and/or Science Council, Cooperative Learning,	Principal/Teachers	Subs Consultant Fees Conference Registrations	See Performance Goals1A and 1B part 5	Title II

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: This will be accomplished through the measurement of API scores, AYP, CELDT scores as well as local assessment</p>	Principal/Teachers			
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: Teachers will receive staff development and training in administering the CELDT, WRITE and will be provided opportunities to attend core subject focused conferences such as CA Math Council, Cooperative Learning, and science PD.</p>	Principal/Teachers			Title II, Part A
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: Teachers will receive staff development and training in administering the CELDT, WRITE and will be provided opportunities to attend core subject focused conferences such as CA Math Council, Cooperative Learning, and science PD.</p>	Principal/Teachers			Title II, Part A
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: Aeries training and training on use of emerging technologies—interwrite pads, iPads, laptops</p>	Principal/Teachers		\$2,000	Title II, Part D
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will</p>	Principal/Teachers			

<p>be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): Aeries training and training on use of emerging technologies—interwrite pads, iPads, laptops</p>				
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan: Collaboration with teachers and parents, ALT, ELAC</p>	<p>Principal Teachers Paraprofessionals Parents</p>			
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the SSD will provide training to enable teachers to: Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency Love & Logic, Quarterly Training from Director of Special Education, GLAD, Differentiation/EL training</p> <p>a. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn Establish Response to Intervention process, provide training in Love and Logic,</p> <p>b. Involve parents in their child’s education and PTO/ELAC/SSC and parent classes</p> <p>c. Understand and use data and assessments to improve classroom practice and student learning Aeries training</p>	<p>All teachers</p>	<p>N/A</p>	<p>See # 1</p>	<p>Title II</p>
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: N/A all teachers will be HQ upon hire</p>				

Not applicable at this time

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the SSD's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the SSD's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>All staff have been trained in the implementation of Love and Logic to impact student behavior and decision making.</p> <p>A school psychologist and counselor are on campus 3 times/week.</p> <p>A half time attendance clerk/office support position was instituted this school year</p> <p>Students receive awards for attendance, character, student of the month and honor roll.</p>	<p>To develop a student leadership program such as Student Peace Makers, ASB, and/or Bridging Multiple Worlds.</p> <p>To arrange for a counselor to be on site 2-3 days per week.</p> <p>To increase attendance of approx. 1-2% of the student body</p> <p>To increase cross grade student interaction and role modeling.</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the SSD will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the SSD's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

Student of the Month
Character Counts
KOSC club
Honor Roll
Love and Logic
Rocket Tickets
Perfect Attendance Monthly recognition

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the SSD's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
Not applicable at this time	

Not applicable at this time

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The SSD is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _/_/_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %
The percentage of students that have used marijuana will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th — % 11th — %</p>	<p>7th — % 9th — % 11th — %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u> 3 </u>% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u> 7 </u>%</p>	<p><u> 4 </u>%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: <u> / / </u> Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a)(1)(C)): **Not applicable at this time**

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Research-based Activities (4115 (a)(1)(C)): Not applicable at this time

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

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Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)): Not applicable at this time

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)): Not applicable at this time

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the SSD's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Use of Results and Public Reporting (4115 (a)(2)(B)): **Not applicable at this time**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the SSD's schools and students with the greatest need. (Section 4114 [d][3])

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460): **Not applicable at this time**

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.



TUPE Funded Positions (Health & Safety Code 104420(b)(3)): not applicable at this time

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent

Not applicable at this time

Performance Goal 5: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the SSD's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the SSD's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

This page does not apply to districts with no secondary students.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)					
5.2 (Dropouts)					

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

<p>Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for 	<ul style="list-style-type: none"> • NSAA has conducted a parent survey to understand parent needs. • NSAA has implemented schoolwide the research based Dual Language Immersion program model that statistically shows advanced student academic growth in meeting state standards. • NSAA has trained teachers and implemented strategies akin to Guided Language Acquisition Design (GLAD), Cooperative learning, the WRITE Institute. • NSAA offers many after school clubs to enhance students learning and participation at school • NSAA only hires BCLAD credentialed teachers and often offers opportunities for teach professional development and university level classes • NSAA offers Project INSPIRE, a parent professional development program to create parent leaders • NSAA supports a very active PTO, ELAC, and SSC

<p>teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ul style="list-style-type: none"> • NSAA partners with neighboring HeadStart program and offers presentations, workshops, and school visits for children and families • NSAA provides focused learning opportunities in small group settings to support students who are not meeting state standards.
<p>For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<ul style="list-style-type: none"> •

Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	<ul style="list-style-type: none"> •
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<ul style="list-style-type: none"> • Norton Space and Aeronautics Academy Is PI Year 1 school. It has obtained assistance from San Bernardino County Superintendent of Schools (SBCSS) in developing, revising, and implementing the school plan. It will also consider hiring a county school’s consultant to help with this process. • All students are in a 90:10 dual language immersion program where the percentage of Spanish/English instruction changes in the following manner: K—90%-10%, 1st—80%-20%, 2nd—70-30%%, 3rd—60-40%, 4th and above—50%-50%. Based on research, we know that student achievement scores on standardized testing will show strong gains in the middle school year. • To provide a systemic program for learning in English and Spanish to support students includes: cross grade alignment of key standards and skills, cross grade writing benchmarks, cross grade reading and math assessments, intervention group support, ELD support. Teachers have also been trained in GLAD, Differentiated instruction, guided reading, the 12

	<p>Power Word program and other strategies to support student learning.</p> <ul style="list-style-type: none">• The county school's Evaluation/Data dept. will provide state data analysis support. The school will collect local school data and work with county personnel to address problem areas.• The county schools curriculum and instruction personnel will be available to provide assistance in implementing proven and effective strategies. The principal will follow up through staff meetings, observations and instructional conversations with staff.• SBCSS' identified representative will provide assistance in analyzing and revising the school budget.
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Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	If NSAA is required to notify parents of PI identification, the principal will draft a letter, with the assistance of a SBCSS representative notifying parents of such status. The NSAA will submit a request/waiver to offer Supplemental Services first before Choice due to the uniqueness of the charter's program and the significant number of PI schools in the San Bernardino School District.
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	NSAA will select eligible children for school choice and supplemental services based on established criteria in the federal regulations.

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>NSAA works closely with SBCSS in coordinating resources available to children. The retaining and recruiting of highly qualified teachers and staff is not an issue for NSAA because of the nature of the program it offers. Teachers must be highly qualified with a BCLAD credential in order to provide Dual Immersion instruction.</p>
<p>Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.</p>	<p>Please see Parent and Community Involvement sections in Goal I and Goal 2.</p>

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	<p>Due to the unique structure of NSAA charter school as a dual immersion school, all programs are coordinated and educational services are integrated and some support services of SBCSS resources are received. Children who are English Learners and/or immigrant are provided support and instruction in their primary language (via the dual immersion program) making the transition to English less stressful. Homeless children will have the same opportunities as any other child and will be provided resources both material and educational to be successful. Children with disabilities will be provided all special education resources that they qualify for. All of these programs and special needs students will have the opportunity to utilize an Academic Review process which will include a Case Management Team (CMT) model used by the Diagnostic Center in Southern California, as well as the Department of Education.</p>

Part II

Assurances and Attachments

ASSURANCES

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the

Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).
- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

35. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and

- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.
39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under

this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The SSD has a plan for keeping the school safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative

personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:
 - will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational

agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

Gordon Soholt

Print Name of Chief Academic Officer

Signature of Chief Academic Officer

Date

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:
May 21, 2009.

Attested:

Janice Gustafson-Corea Principal

Typed name of school principal

Signature of school principal

Date

Vivian Llaneras

Typed name of SSC Chairperson

Signature of SSC chairperson

Date

Jeff Lewis

Typed name of NSAA Board Chair

Signature of NSAA Board Chair

Date

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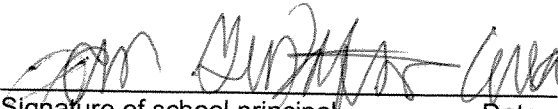
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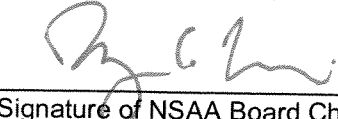
Janice Gustafson-Corea Principal
Typed name of school principal


Signature of school principal Date 5-21-09

Vivian Llaneras
Typed name of SSC Chairperson


Signature of SSC chairperson Date 5-21-09

Jeff Lewis
Typed name of NSAA Board Chair

 5-16-09
Signature of NSAA Board Chair Date 5-16-09