

# Norton Space and Aeronautics Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## Guadalupe Girard

Principal, Norton Space and Aeronautics Academy

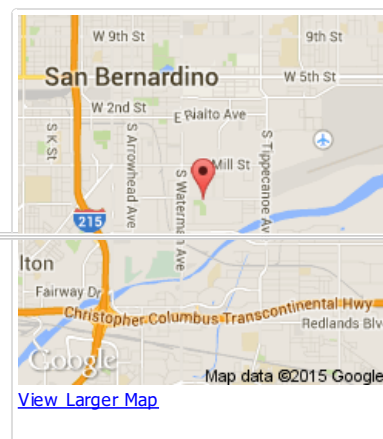
## About Our School

It is a great honor to be Norton Space and Aeronautics Academy's principal! NSAA is a dynamic, dual immersion charter school that has been in continuous growth since its establishment seven years ago. At NSAA student academic achievement, health and safety, combined with character development, and a strong sense of responsibility, are the first priorities. NSAA is an amazing school with a very rich culture of collaboration. Our academic growth was amazing this past year as its dual language program becomes stronger, and I look forward to ensuring learning for all students as we implement the Common Core State Standards. We have fantastic students, staff, and parents at NSAA!

## Contact

503 East Central Ave.  
San Bernardino, CA 92408-2313

Phone: 909-386-2300  
E-mail: [ggirard@lcer.org](mailto:ggirard@lcer.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Norton Space and Aeronautics Academy
<b>Street</b>	503 East Central Ave.
<b>City, State, Zip</b>	San Bernardino, Ca, 92408-2313
<b>Phone Number</b>	909-386-2300
<b>Principal</b>	Guadalupe Girard
<b>E-mail Address</b>	<a href="mailto:ggirard@lcer.org">ggirard@lcer.org</a>
<b>Web Site</b>	<a href="http://www.lewiscenter.org">www.lewiscenter.org</a>
<b>County-District-School (CDS) Code</b>	36103630115808

District	
<b>District Name</b>	San Bernardino County Office of Education
<b>Phone Number</b>	(909) 386-2704
<b>Web Site</b>	<a href="http://www.sbccs.k12.ca.us">http://www.sbccs.k12.ca.us</a>
<b>Superintendent First Name</b>	Ted
<b>Superintendent Last Name</b>	Alejandre
<b>E-mail Address</b>	<a href="mailto:ted_alejandre@sbccs.k12.ca.us">ted_alejandre@sbccs.k12.ca.us</a>

*Last updated: 1/29/2015*

### School Description and Mission Statement (Most Recent Year)

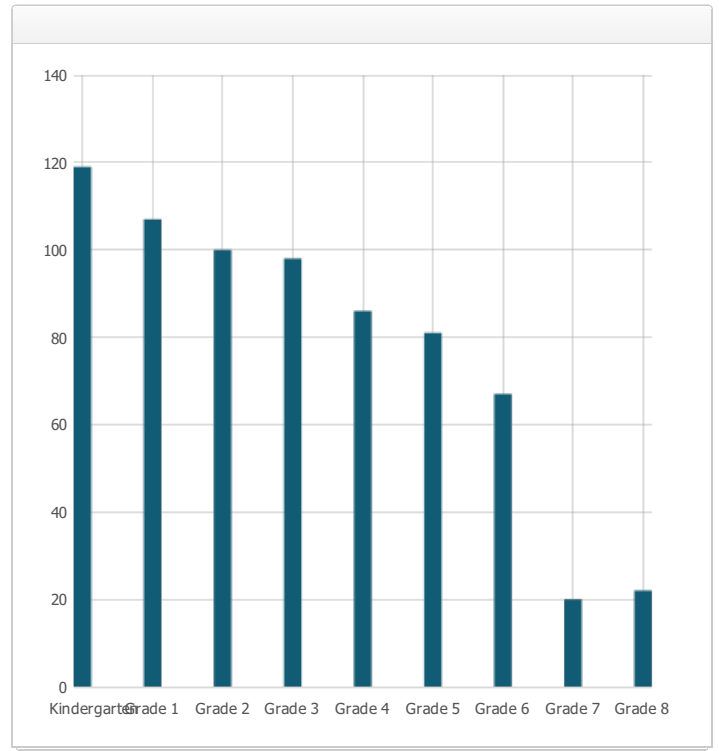
The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and 2012, as a countywide benefit charter school by the San Bernardino County Board of Education, to serve students and families within San Bernardino County, and its surrounding cities. NSAA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. Currently, NSAA enrolls students in grades K-8. 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. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, and these are used in their daily practice. Technology is another important focus at NSAA. All classrooms have a minimum of two computers, while students in Kinder to 2nd grade have access to iPod Touch devices. Third grade students have access to a laptop cart to address their technology access needs. NSAA students in grades 4th-7th participate in a One-to-One Laptop program, in which parents agree to lease-to-own Mac computers. Eighth grade students have access during school hours to a laptop cart. Currently the staff is implementing the Common Core State Standards (CCSS). Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of main focus for these standards is the idea that students will be required to attain deeper mastery of key concepts, which will allow them to apply their knowledge across curricular areas and solve real-world problems.

The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment. The vision of NSAA is for all students to be bilingual and biliterate in English and Spanish in order to attain college-readiness skills. We are additionally committed to reach the underserved population.

*Last updated: 1/29/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

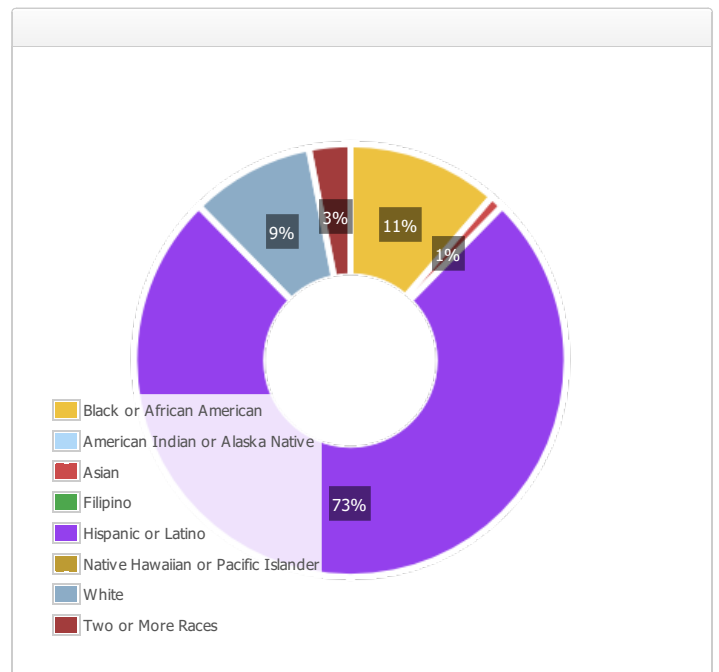
Grade Level	Number of Students
Kindergarten	119
Grade 1	107
Grade 2	100
Grade 3	98
Grade 4	86
Grade 5	81
Grade 6	67
Grade 7	20
Grade 8	22
<b>Total Enrollment</b>	<b>700</b>



Last updated: 1/29/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.3
Asian	1.9
Filipino	0.1
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.1
White	9.3
Two or More Races	3.7
Socioeconomically Disadvantaged	65.2
English Learners	34.3
Students with Disabilities	7.6



Last updated: 1/29/2015

## A. Conditions of Learning

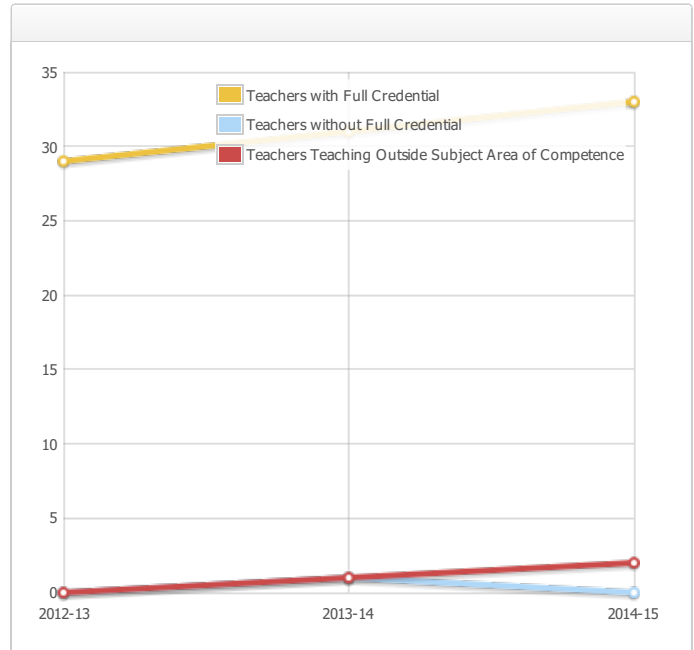
### State Priority: Basic

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

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

#### Teacher Credentials

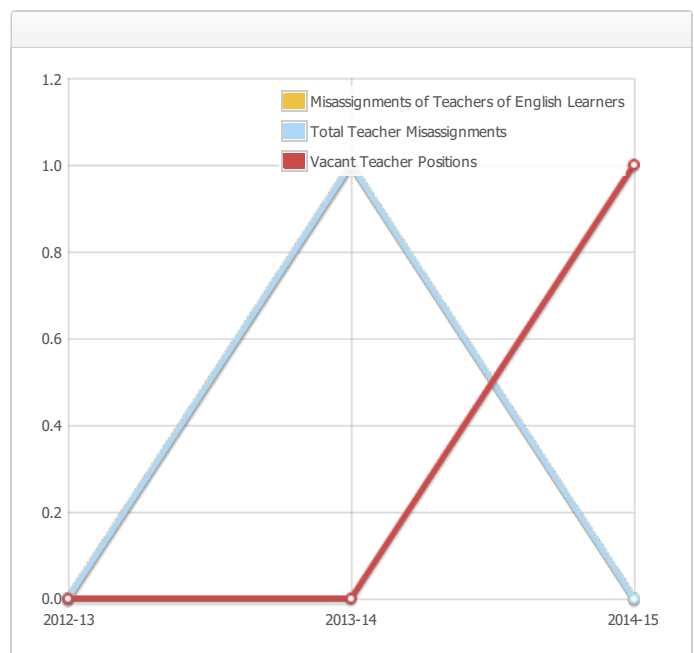
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	29	31	33	33
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	2	2



Last updated: 2/2/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/2/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	31	70
High-Poverty Schools in District	31	70
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	NSAA is currently implementing the Common Core State Standards through the development of units for language arts using leveled readers, grade appropriate novels, and Houghton Mifflin – Lectura, and Houghton Mifflin-Literature-as resources. These units are also integrated with Guided Language Acquisition Design (GLAD) Social Studies units per grade level.	Yes	0.0
Mathematics	NSAA is currently implementing the Common Core State Standards using the Engage NY mathematics modules. Students also have access to IXL Math, Khan Academy and other applications.	Yes	0.0
Science	NSAA is implementing the Next Generation Science Standards at all grade levels. For grades kinder to 6th grade, NSAA is using Guided Language Acquisition Design units with Macmillan/McGraw Hill Science supplemented by leveled readers. In grade 7th NSAA is using Life iScience curriculum from Macmillan/McGraw Hill. In 8th grade NSAA is using Physical iScience from Macmillan/McGraw Hill as well.	Yes	0.0
History-Social Science	NSAA is implementing History-Social Studies standards integrating language arts Common Core State Standards using Guided Language Acquisition Design units, leveled readers, grade appropriate novel sets, and Harcourt Social Studies textbooks (K-6th grade); and Holt World History in grade 7th and 8th.	Yes	0.0
Foreign Language	NSAA is a dual language school using materials in Spanish language arts at all grade levels, along with materials for English language arts in grades 3rd and higher. However, there are not separate Foreign Language courses.	Yes	0.0
Health	Health education is integrated through the Science and Social Studies units.	Yes	0.0
Visual and Performing Arts	Students at NSAA have weekly art, music and Fine Arts (6-8th grade) as enrichment using supplemental materials.	Yes	0.0
Science Lab Eqpmt(9-12)	N/A		0.0

Last updated: 2/2/2015

**School Facility Conditions and Planned Improvements - Most Recent Year**

The safety, cleanliness, and adequacy of the school facility are all appropriate. Cleanliness is adequate, and it is an area of continuous growth. Everyday issues are handled in a timely manner as needed, and monitoring is ensured by supervisors. Some facilities improvements during the summer of 2014 included the expansion of the campus by adding three portables, and expanding the parking lot to allow for a different dismissal configuration. Substantial work was done in the adjacent baseball/softball field including critter clean-up, lighting room clean up/reroofing, reseeding, and watering system installation. Final access points and fencing are

planned for Winter 2015 for the field. Other fields on campus will be reseeded Spring 2015. Extensive roofing repairs were done in the main offices building and cafeteria. Front glass door and windows were replaced November 2014. A changing table was installed in the main office women's bathroom.

A full-time Maintenance Department ensures grounds, buildings, and restrooms are kept clean and in good repair. Most repairs are made this department, or contracted out if needed. Maintenance and repairs are up to date for offices and classrooms.

*Last updated: 2/2/2015*

### School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Paint is maintained during breaks as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Spray for insects and traps for critters are used during breaks.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Painting of bathroom stalls paint is part of the ongoing maintenance. Water fountain in the main building will be repaired Winter 2015. Student bathroom floors were replaced.
Safety: Fire Safety, Hazardous Materials	Good	The facility is up to code. Annual County Fire inspections are done punctually.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Fields will be reseeded Spring 2015. Baseball/softball field fence will be installed Winter 2015.

### Overall Facility Rate - Most Recent Year

Overall Rating	Good
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*Last updated: 2/2/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	49	36	39	28	25	32	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

*Last updated: 2/2/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	32
All Students at the School	39
Male	38
Female	39
Black or African American	55
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	27
English Learners	14
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Last updated: 2/2/2015

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	31%	31%	30%	35%	35%	34%	54%	56%	55%
Mathematics	41%	37%	39%	31%	31%	30%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	3%	4%	3%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/2/2015

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	1	1	1
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/2/2015

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	41	25	1
Black or African American			33
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		34	-11
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	36	30	-2
English Learners		7	-1
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/2/2015



**Career Technical Education Programs (School Year 2013-14)**

Norton Space and Aeronautics Academy is a dual language charter school that is served students in K-7th grade for the 2013-2014 school year. At this point in its development, there is no Career Technical Educational Programs.

*Last updated: 2/2/2015*

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

# State Priority: Other Pupil Outcomes

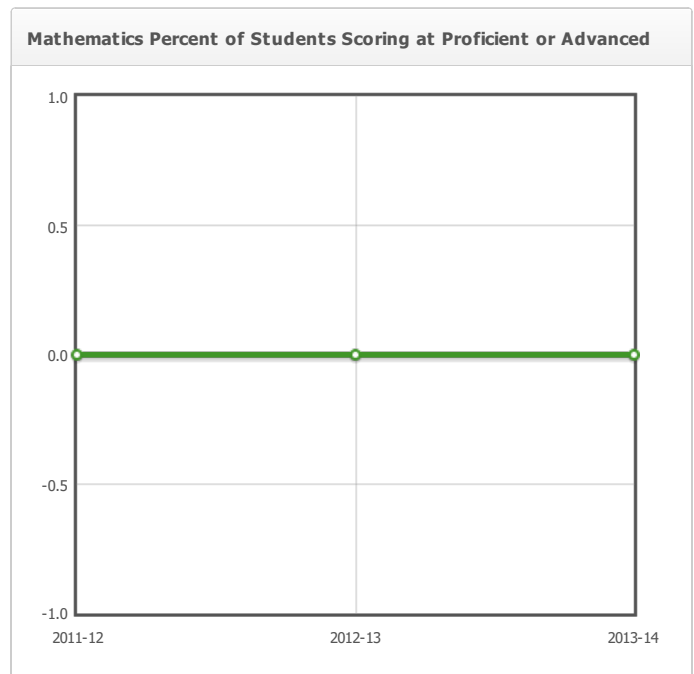
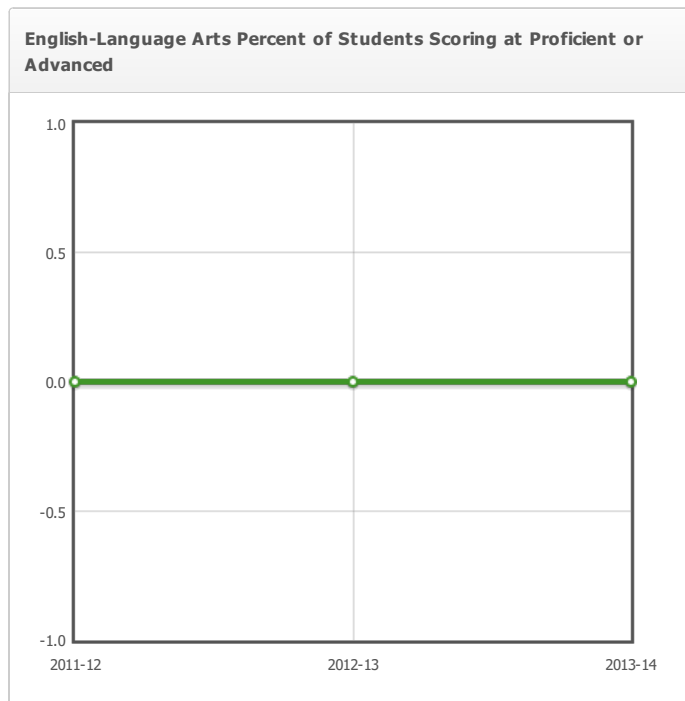
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	15%	14%	11%	56%	57%	56%
Mathematics	N/A	N/A	N/A	14%	12%	17%	58%	60%	62%

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



Last updated: 2/2/2015

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.9%	22.5%	26.8%
7	4.2%	41.7%	29.2%

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

Last updated: 2/2/2015

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

At NSAA, family involvement is a key component for the success of the school program, and parents are encouraged to volunteer about 30 volunteer hours annually per family. This could be easily accomplished through parent participation in events such as Back to School Night, Open House, and Parent-Teacher conferences. Also, parents can provide their feedback, and suggestions as they participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSAA Board meetings. Other options include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival. We encourage our parents to become members of the Parent Teacher Organization. Our PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at our school.

Important school information, including Principal's and grade levels newsletters, is systematically sent home through the use of the "Wednesday Folders." NSAA's principal also sends home weekly emails with important reminders. These emails also provide an opportunity for parents to ask questions or voice their concerns. Social media is also used to share updates to families. Finally, automated home phone calls are sent as needed.

Dawn Morris, PTO President

Diana Zarate, ELAC President

Vivian Llaneras, SSC Chair

Please email [norton@lcer.org](mailto:norton@lcer.org) for further details.

### State Priority: Pupil Engagement

*Last updated: 2/2/2015*

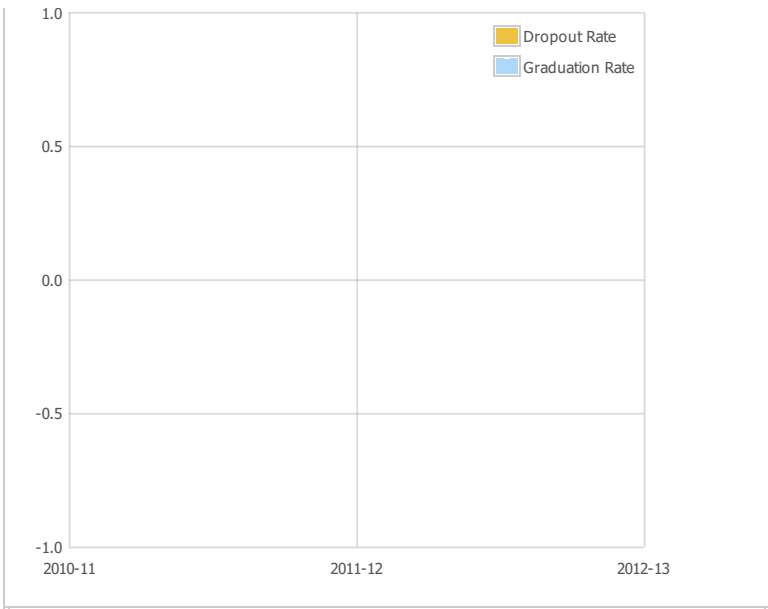
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				74.31	77.21	78.61	77.14	78.87	80.44

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



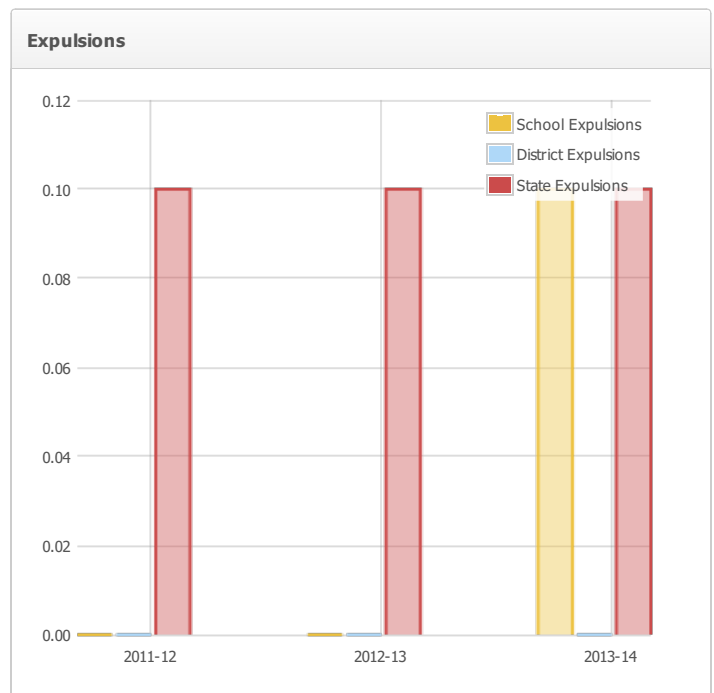
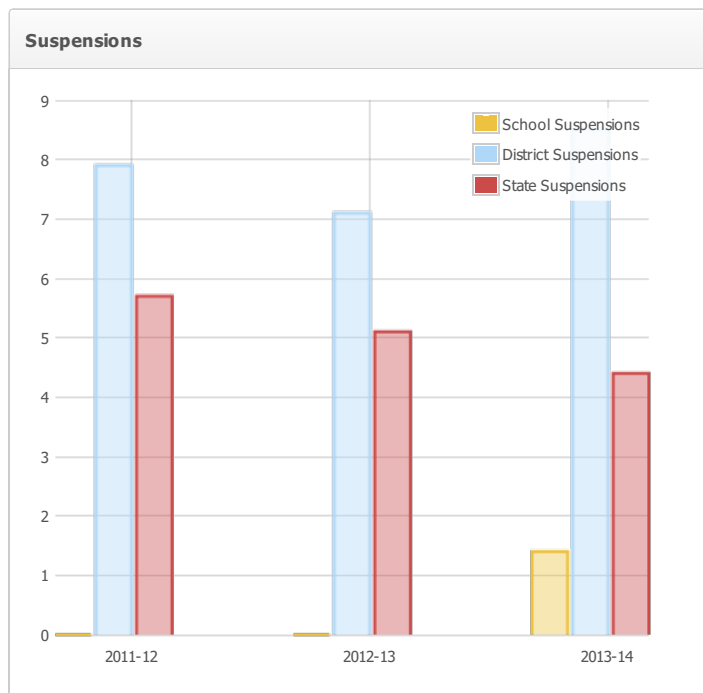
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	1.40	7.90	7.10	8.50	5.70	5.10	4.40
Expulsions	0.00	0.00	0.10	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 2/2/2015

## School Safety Plan - Most Recent Year

The Lewis Center shall have a Board Approved Safety Plan to deal with natural and manmade disasters. The Lewis Center Safety Plan acts as the umbrella, which encompasses all LCER personnel, property and actions during an emergency situation. Its purpose shall be to inform LCER personnel, students and parent/guardians, of the Lewis Center actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This Lewis Center Safety Plan shall be reviewed annually and updated as needed.

Each SCHOOL site shall have a Board Approved Safety Plan that meets the requirements established in California State Law. The principal, staff, parents and community of the school shall formulate and submit to the Board for approval, a School Safety Plan for the school. Each school plan shall include all the elements required by state law and all school site specific details necessary to ensure the safety of the students, faculty, staff and parents of the school. The plan shall be reviewed at least annually and be kept current. NSAA's safety plan was reviewed in the 2012-2013 school year, and will be revised again in the Winter of 2015.

Last updated: 2/2/2015

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate - English-Language Arts	N/A	
Met Participation Rate - Mathematics	YMA	
Met Percent Proficient - English-Language Arts	N/A	
Met Percent Proficient - Mathematics	N/A	
Met Graduation Rate	N/A	

*Last updated: 2/2/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement *	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 2/2/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.4	0	5	0	24.0	5	0	0	24.0	0	5	0
1	24.8	0	5	0	20.0	5	0	0	20.0	5	0	0
2	24.2	0	5	0	20.0	5	0	0	22.0	0	5	0
3	29.0	0	3	0	24.0	0	4	0	26.0	0	4	0
4	29.0	0	2	0	26.0	0	3	0	27.0	0	3	0
5	21.5	2	0	0	30.0	0	1	0	27.0	0	3	0
6	0.0				34.0	0	0	1	30.0	0	1	0
Other	0.0						0	0	26.0	0	1	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/31/2015*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									27.0	0	1	0
Mathematics									27.0	0	1	0
Science									27.0	0	1	0
Social Science									27.0	0	1	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/31/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/31/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7,501	\$1,294	\$6,207	\$44,800
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	32.00%	-35.00%

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

*Last updated: 2/4/2015*



**Types of Services Funded (Fiscal Year 2013-14)**

Norton Space and Aeronautics Academy offers small group instruction by trained instructional aides in grades K-2. The two Special Needs classrooms also have an instructional aide. There is a total of 5 instructional aides at NSAA. These instructional aides provide targeted instruction for groups of 4-5 students depending on their need. These groups also include students who need an extra challenge.

As a dual immersion school, the support instruction for students with Individualized Educational Plans, and Speech and Language services at NSAA are provided by bilingual education specialists. Other supports include the bilingual socio/emotional counselor and the school psychologist.

In the school year 2013-2014 Norton Space and Aeronautics Academy continued an after school interventions program. The students are selected by their teachers to receive specific interventions depending on their specific needs. The teachers for this program are NSAA's teachers, who teach on Tuesdays and Thursdays after school. The after school intervention was held during the first and second trimester for 6 week-sessions. An average of 60 students participated in the program for both trimesters. This school year NSAA Interventions Coach has continued to provide professional development and coaching for teachers on campus.

Also, based on NSAA's PI requirements for Year 3, 20% of Title I funds were allocated to provide supplemental educational services. An SES provider fair was held in December, and students are schedule to begin their SES services in February.

*Last updated: 1/31/2015*

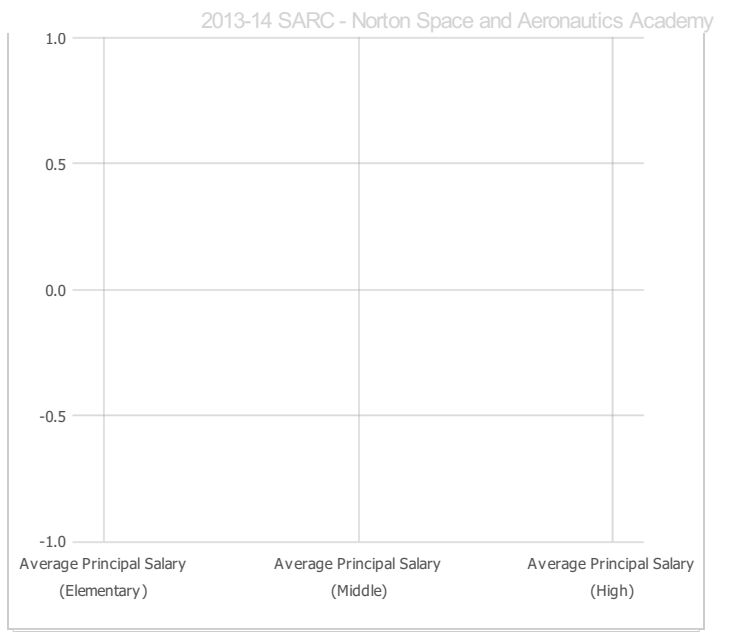
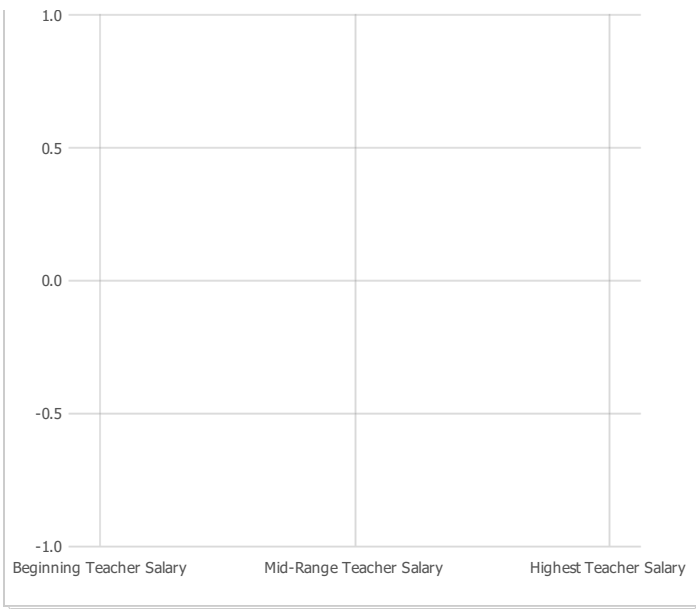
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	\$41,318
Mid-Range Teacher Salary	N/A	\$65,615
Highest Teacher Salary	N/A	\$84,981
Average Principal Salary (Elementary)	N/A	\$107,624
Average Principal Salary (Middle)	N/A	\$112,817
Average Principal Salary (High)	N/A	\$121,455
Superintendent Salary	N/A	\$206,292
Percent of Budget for Teacher Salaries	%	40.0%
Percent of Budget for Administrative Salaries	%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 2/2/2015*

## Professional Development – Most Recent Three Years

The focus for staff development and continuous professional growth in the most recent three years, include training teachers in GLAD strategies (Guided Language Acquisition Design); English Language Development; Writing; and Common Core State Standards implementation. These areas of focus were developed through the collaborative efforts of the school administration and teachers who evaluated the school's CST scores. NSAA continues to participate in CCSS Professional Development to ensure implementation of these standards to all Depth of Knowledge levels.

On Wednesdays students at NSAA have early release days that are used alternatively in a 4 week rotation, to provide staff/professional development; grade level meetings, and teacher work days. There are also two days during the school year that are established for professional development, as students do not come to school. At the end of the year, teachers per grade level participate in planning days to prepare for the following school year. Substitute teachers are requested to allow them to participate.

In the 2012-2013 school year, there were also two Saturdays in which teachers participated in professional development opportunities. Also, teachers participated in a two-day summer session of math and ELA CCSS implementation. During the 2013-2014 school year, grade level representatives participated in CCSS Professional Development provided by the San Bernardino County Department of Education for math and language arts. Curriculum consultants from the county have also participated in walkthroughs and professional development sessions.

Other opportunities for professional development included attending conferences, and workshops provided by the county and other presenters, such as CAFE, and No Excuses University, Love and Logic, and Capturing Kids Hearts.

NSAA also offers Induction providers who assist new teachers. Coaching is provided through walkthrough feedback and one-on-one meetings with the principal, vice principal, intervention teacher, and school psychologist, with the use of a feedback application.

*Last updated: 2/4/2015*