

District Name: Norton Space and
Aeronautics Academy (NSAA)

CDS Code: 36-10363-0115808

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

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

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

Introduction

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and 2012 as a countywide benefit charter school by the San Bernardino County Board of Education to serve students and families within San Bernardino County. NSAA is a dynamic school that focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Currently, NSAA enrolls students in grades K-8, serving following a traditional middle grades period schedule for students in grades 6th through 8th. The classes included in the period schedule include instruction in English for Math, Science, Physical Education, and English Language Arts classes. It also includes instruction in Spanish for the Social Studies and Spanish Language Arts classes. Students will also have elective classes including exposure to the Chinese (Mandarin) language and culture, music, art, technology, yearbook, and sports. Students in Kinder through 5th grade receive enrichment classes in music, art, Chinese, and physical education for half and hour per week. A sports program has also been instituted for students in the Middle Grades as well, which includes three seasons for volleyball, flag-football, softball, baseball, and soccer and track.

NSAA continues to prioritize Guided Language Acquisition Design (GLAD) strategies, and ensures training for all teachers. Currently, all teachers are trained in GLAD and the strategies are used systematically in their daily practice. NSAA began the implementation of Professional Learning Communities in the 2013-2014 school year. Currently, teacher in K-8th grade have 1-2 hour weekly collaborations. The PLCs have been used to develop pacing guides, benchmarks, standards-based report cards, and more recently data analysis with the use of NSAA's data system, Illuminate.

NSAA's goal is for all students to be able to speak, read, and write in English and Spanish in all academic areas after

continued attendance in the program for at least five (5) years. Norton Space & Aeronautics Academy has been identified in Program Improvement Year 3. The No Child Left Behind (NCLB) Act of 2001 Section 116 (c) (7) (A) requires that LEAs identified for PI develop and revise an LEA Plan, in consultation with parents, school staff, and others. This plan has been developed utilizing information gathered from the organization and school's Leadership Team, and parent leadership committees such as the English Learners Advisory Committee, the School Site Council, and NSAA's Parent-Teacher Organization. The tools used to gather preliminary information have been the ELAC Needs Assessment, the District Assistance Survey (DAS), the Academic Program Survey (APS), the school's English Learner Subgroup Self Assessments (ELSSA), the Inventory of Services and Supports for Students with Disabilities (ISS), results from CST, CMA, CELDT and results of multiple measures, interviews and committee discussions. An annual survey is sent to parents and students regarding the state priorities specified on the LCAP. Revisions of the LEA Plan and the Local Control Accountability Plan were conducted throughout the year with all stakeholders. Other documents reviewed included the WASC Action Plan, and Charter documents All of these resources took input from Board Members, Administrators, teachers (general Ed. and Special Needs), parents and students.

Mission

Our NSAA mission is to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.

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. In the 2016-2017 academic year, NSAA will serve about 800 students in grades K-8th.

The Norton Space and Aeronautics Academy opened with 220 students. NSAA currently has an enrollment of 727. The maximum class size is 24 students per teacher in K-2 and 28 students per teacher in 3rd grade and above. The ethnic breakdown of the school is as follows: 78% Latino; 8% African-American; 9% white; 2% Asian, and 2% students with two or more races. The English Learners population is at 28%, and about 74% of the students are Socioeconomically Disadvantaged. The students with disabilities comprise 6% of the school population.

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

Teachers in K-5th grade hold the appropriate multiple-subject credential with a BCLAD emphasis, as well as, the Spanish Language Arts, and Social Studies in Spanish teachers for the middle grades. For middle school, the Math, PE, English

Language Arts, and Science teachers hold Single Subject Credentials. There are nine Character Development Officers (proctors) who supervise students during recesses, at lunch, and at drop off and dismissal, and guide them through conflict resolution. There will be nine Instructional aides at NSAA. Six instructional aides support the general education community, and three support the Special Education classes. NSAA has a full time librarian assistant.

NSAA places a high importance on parent involvement, and it facilitates many opportunities for parents to become active participants in their child's education. Some opportunities are: Parent Teacher Organization, English Learners Advisory Committee, School Site Council meetings, Parents and Pastries meetings, as well as parent conferences, field trips, room parents, school work days, special events and regular parent information meetings. In addition, all parents are encouraged to complete 30 volunteer hours per year to ensure that they are actively involved in the educational success of their child. This year their input and participation in the development of this plan and the school's LCAP was encouraged in several meetings and surveys throughout the year.

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest. Following Assembly Bill (AB) 484 (California Ed. Code 52052(e)(2)(F) and 52052(e)(4)), NSAA is using most recent API calculations from 2012-2013 school year. For the past three years NSAA has met the participation criteria schoolwide for all subgroups. NSAA Program Improvement Status: Year 3.

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

Academic Performance Index (API) School Report by Subgroups

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

NSAA 2014-2015 CAASPP RESULTS with San Bernardino County Comparison

ELA by Grade	NSAA	SBCO
3rd	23	31
4th	20	32
5th	24	38
6th	20	36
7th	10	36
8th	23	38
11th	NA	52
All	21	37

MATH by Grade	NSAA	SBCO
3rd	23	31
4th	9	25
5th	8	21
6th	10	24
7th	5	24
8th	10	25
11th	NA	23
All	12	25

The Plan Addendum should:

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

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

MATH:

Baseline CAASPP Data and preliminary 2016-2017 (not yet available for public disclosure) indicates there is a need to provide intensive strategic support for math. Providing staff with further professional development on the Mathematical Practices, and providing students with math fact fluency practice with assist on addressing this need.

ENGLISH LANGUAGE ARTS:

Baseline CAASPP Data and preliminary 2016-2017 (not yet available for public disclosure) indicates there is a need to provide intensive strategic support for English Learners. This need will be addressed with the implementation of the new language arts curriculum.

Norton Space and Aeronautics Academy staff strives to ensure that all students demonstrate proficiency on LEA and State assessments. Instruction at NSAA is aligned to the Common Core State Standards and the Next Generation Science Standards. With its diverse population, meeting the needs of all learners remains its foremost goal. Teachers will continue to develop strategies to use in flexible groups as a means for differentiating instruction while building activities into all lessons that require students to demonstrate depth of understanding. In the 2014-2015 school year, NSAA implemented a learning center (Rocket Lab) under the direction and expertise of the Interventions teacher, in which four instructional aides follow her lessons, and training to address student goals set by their grade level teachers. Instruction at the "Rocket Lab" follows a 6-8 week cycle, which includes pretests, interventions, and a post-test. Rocket Lab staff and teachers meet within that cycle to collaborate and guide future instruction. Following the "Rocket Lab" schedule, teachers implement "universal access" in their classrooms to provide needed differentiation in small groups. The Rocket Lab and universal access at NSAA continues to be fine tuned during the 2015-2016 to ensure students are transferring their successes in the Rocket Lab to their academic progress in their classrooms. Due to the expressed need from teachers to concentrate in CCSS implementation and differentiation during regular school hours, the after school interventions have been discontinued during the 2015-2016 school year. Support Talks were implemented in the Spring of 2016 to allow a discussion based on student data and further focus supports for students in need of strategic support. In addition to our focused development of differentiated instruction in the classroom, the Supplemental Educational Services continue to provide intensive instruction to the based who qualified based on the LEA's criteria. Parents are invited to a SES Providers Fair to select the SES Provider for their student. The criteria include receiving free and reduced lunch, being an English Learner, and working below grade level based on teacher recommendations.

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

- Continue to provide teachers with adequate professional development for the CCSS and NGSS implementation.
- Implement the Benchmark curriculum to support NSAA's English Learners diverse needs
- Continue to provide teachers collaboration time to engage in planning, and focused conversations based on data using the schools data system.
- Increase technology use in the classroom at all grade levels with the implementation of a computer lab. The One-to-One Laptop program in grades 4th-8th continues to be an asset and their implementation continues to be refined.
- NSAA will continue and refine the implementation of the WRITE Institute program as the schoolwide writing program. Professional development for new staff members will be necessary.
- NSAA will continue the schoolwide Implementation of Math Facts in a Flash web-based program and continued implementation of IXL to support students independent practice of grade level standards.
- Parent training will include more CCSS and NGSS implementation, as well as, CAASPP assessments, the importance of attendance, technology, parenting classes, and the importance of their involvement in the decision-making process at the school.

NSAA continues to find ways to refine the supports provided for English Learners. Teachers continue to group and instruct ELs based on their language proficiency levels, based on their analysis of CELDT (California English Language Development Test) data, and to identify trends in each proficiency level to see if there is a common area that needs improvement. NSAA continues to use adopted curriculum and materials from the state-approved list. During the 2015-2016 year a process to select a ELA/SLA/ELD curriculum culminated with the decision to adopt Benchmark, and the first professional opportunity was provided to teachers during the May In-Service day. During the school year, the ELD program ILit was piloted in the Rocket Lab for 4th, 5th, and Middle Grade students. Given the results, the curriculum will not continue to be implemented in the 4th-5th grade, but will be continued to be pursued in the middle grades. NSAA will also pursue the adoption of new English Language Development Progress Reports to monitor student progress throughout the school year using the new ELD standards.

This addendum reflects improvements needed identified through student data analysis specifically in the area of intensive instruction during after school interventions, English Language Development, and Math.

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/tacl/tacl/stateassess.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
1. NSAA will continue to implement an intervention plan providing differentiated instruction based on student data analysis using the organization's data system.	1.-5. Principal, Vice-Principal, Instructional Coach, Support	1-3. September 2016-May 2017-On-going; revised once per trimester	1-3. \$22,000 licenses + Salaries-None beyond	1.General Fund

<p>2. NSAA will continue to refine the intensive interventions with coaching and monitoring from the interventions teacher.</p> <p>3. Six-eight-week sessions of intensive interventions will be provided to targeted students, and will be paired with a process of constant progress monitoring and regrouping</p>	<p>Teacher, School Psychologist, Counselor, Education Specialist and Classroom Teachers, IT Director, IT staff</p>		<p>the base</p>	
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/tacl/tacl/ayr/reports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Meet 9 of 9 AYP Criteria</p>	<p>1. - 4. Principal, Vice-Principal, Support Teacher, Instructional Coach, School Psychologist, Education Specialist, Classroom Teachers, students, parents</p>	<p>1. On-going - Summer 2017</p>	<p>\$1,500</p>	<p>1. - 3. General fund</p>

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

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. NSAA will continue to refine the established intervention plan to provide differentiated instruction based on student data analysis using the organization's new data system.</p>	<p>1-3. Principal, Vice-Principal, Support Teacher,</p>	<p>1&3. Implementing continuously on</p>	<p>1.\$179,336 per year-licensing</p>	<p>1. General Fund</p>

<p>2. NSAA will implement the use of technology (Illuminate, Renaissance, IXL, Typing Ace, Microsoft Office, Brain Pop, Discovery Education, Newsela, etc.) to support the mastery of math facts at all grade levels</p> <p>3. NSAA teachers will continue weekly collaborations to analyze data and share effective strategies following the PLC model. Enrichment teachers (art, music, PE, and Chinese) will be hired to facilitate weekly teacher collaborations.</p>	<p>Instructional Coach, School Psychologist, Education Specialist and Classroom Teachers</p> <p>2. Principal, Vice-Principal, Support Teacher, Instructional Coach, School Psychologist, Education Specialist, Classroom Teachers, and IT staff</p>	<p>six week sessions starting Oct. 2012-May 2017</p> <p>2. August 2013-renewed yearly</p>		<p>2. Gen. Fund</p> <p>3. General Fund</p>
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey (APS) and the District Assistance Survey (DAS) on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/act/st/taeassesssp1.asp>.)

	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Teachers will monitor student assessment data continuously, and will assign flexible student groups according to their areas of need in Language Arts, Math, and English Language Development.</p>	<p>1-3. Principal, Vice Principal, Support Teacher, Teachers, Instructional Aides</p>	<p>1-4. Implementation began on 2011 and it will be ongoing 2016-2017</p>	<p>1.- \$22,000 per year Intervention Teacher \$29,768 salary</p>	<p>1-2. General Fund</p>
<p>2. Students will participate in Rocket Lab (learning center) and differentiated instruction in their classrooms.</p>				
<p>3. Teachers will participate in English Language Development Professional Development to implement language objectives, GLAD strategies, and Write Institute strategies.</p>	<p>4. Principal, Vice Principal, Support Teacher,</p>		<p>3. \$25,000 PD costs</p>	<p>3. Title III</p>

4. NSAA will increase student technology access and implementation for all students grades K-8 th .	Teachers, Instructional Aides and IT department		4. Stipulated in Goal 3 Licensing	4. General Fund
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/taact/stat/assessspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Teachers will continue to receive professional development and training in instructional strategies for English Learners (language objectives, GLAD), and WRITE Institute.</p> <p>2. Teachers will participate in on-going professional development for data analysis system; STAR Reading, STAR Math, Math Facts in a Flash; IXL; iPod Touch devices; iPads; and MyMentor.</p> <p>3. Teachers will participate in Common Core State Standards and NGSS professional development, and weekly collaborations following the PLC model.</p>	1-3. Principal, Vice principal, Counselor, Interventions Teacher, Interventions Coach, IT department, classroom teachers	1-4. October 2015; On-going on minimum days- May 2016	1-3. \$39,486 Fees, salaries, mileage	1.-3. Title I, Title II, Title III, and General Fund; One time teacher quality funds-LCAP

6. English Learners

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

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

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

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

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. GOAL 2A-AMAO 1-Annual Progress By June 2017, the percentage of English learners making adequate annual growth will increase 3% as measured by the CELDT.</p> <p>2. GOAL 2B-AMAO 2-English Proficiency • By June 2017, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase to 3% as measured by the CELDT.</p> <p>• By June 2017 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase 3% as measured by the CELDT.</p> <p>3. GOAL 2C-AMAO 3-AYP ELA & Math Increase the percentage of students at Standard Met as stipulated by the CAASPP/SBA assessments by 5%. Increase student passing rates by 5% in trimester</p>	<p>1.-11 Principal, Vice principal, intervention teacher, Intervention coach, classroom teachers</p>	<p>1-11. Aug. 2014-June 2017</p>	<p>Illuminate Package \$22,000 software cost</p>	<p>1.-8.General Fund</p>

<p>benchmarks.</p> <p>4. GOAL 2D-High Quality Professional Development By June 2017 100% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.</p> <p>By 2017 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.</p> <p>By June 2017 100% of teachers of English Language Development will be authorized to teach ELD.</p> <p>By 2017 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.</p> <p>5. GOAL 2E- Parent and Community Participation By June 2017 the LEA will improve and increase parent outreach strategies by 5% as measured by number of parents attending parent involvement opportunities.</p> <p>6. Goal 2F: (Parental Notification) By June 2017 the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:</p> <ul style="list-style-type: none"> - identification as EL; - program placement options; - program placement notification; 			<p>4. \$50,000 (training fees, travel, and sub costs)</p> <p>5. \$1,200</p> <p>6. \$1000 document preparation mail fees</p> <p>8. \$350 duplication</p> <p>9. Title III; General Fund</p>
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<p>-English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; - academic achievement level; and -redesignation information;</p> <p>7. Teacher assessments and CELDT data will continue to be analyzed to group students for ELD instruction according to their proficiency levels.</p> <p>8. English Language Development Progress Reports will continue to be implemented school wide and will follow students from grade to grade. These reports are updated as needed, but at least once a trimester.</p> <p>9. NSAA will continue to use adopted curriculum and materials from state-approved list for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through the use of walkthroughs and teacher interviews.</p>			<p>9. \$300,000 materials</p>	
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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Continue the implementation of the Sports Program for the Middle Grades</p>	<p>1-6 Principal Classroom Teachers</p>	<p>2. 2014-2015 school year</p>	<p>2. \$10,000 stipends</p>	<p>1-2. General Fund</p>

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

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. NSAA will continue to encourage 30 volunteer hours to ensure that parents are actively involved in their children's education. To fulfill such requirement parents can participate in the following:</p> <ol style="list-style-type: none"> 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CABE Parent Leaders Workshops 8. Volunteer recognition 9. Parents and Pastries Meetings 10. Student performances <p>2. NSAA uses monthly newsletters, Wednesday folders, email updates, text updates, and social media to communicate with parents (Facebook, Instagram, and Twitter)</p> <p>3. NSAA holds monthly meetings: ELAC, SSC, PTO, Parents & Pastries for parents to be active participants in the decision making processes at the school.</p> <p>4. NSAA offers classes for parents in partnership with local community entities.</p>	<p>1-4 Principal, Vice Principal, Dean of Students, Interventions Teacher, Interventions Coach, Teachers, Instructional Aides</p>	<p>On going implementation</p>	<p>1-4 \$1,200 duplicating</p>	<p>1-4 Title I & General fund</p>

Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update Sample Template

Name of LEA: NORTON SPACE & AERONAUTICS ACADEMY Fiscal Year: 2016-2017

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

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

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

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
<p>Goal 2A: AMAO 1- Annual progress Learning English</p> <p>By June 2017, the percentage of English learners making adequate annual growth will increase 3% as measured by the CELDT.</p>	<p>1. Implementation of Benchmark ELA/ELD curriculum supplemental materials</p> <p>2. Continuous implementation of Write Institute strategies through a Trainer of trainers model</p>	<p>1. \$ 11,961</p> <p>2. \$12,750</p>	<p>1. \$11,961</p> <p>2. \$12,750</p>

<p>Goal 2B: AMAO 2 - English Proficiency</p> <ul style="list-style-type: none"> By June 2017, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase to 3% as measured by the CELDT. 	<ol style="list-style-type: none"> 1. Implementation of Benchmark ELA/ELD curriculum supplemental materials 2. Continuous implementation of Write Institute strategies through a Trainer of trainers model 	<ol style="list-style-type: none"> 1. \$ 11,961 2. \$12,750 	<ol style="list-style-type: none"> 1. \$11,961 2. \$12,750
<ul style="list-style-type: none"> By June 2017 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase 3% as measured by the CELDT. 	<ol style="list-style-type: none"> 1. Implementation of Benchmark ELA/ELD curriculum supplemental materials 2. Continuous implementation of Write Institute strategies through a Trainer of trainers model 	<ol style="list-style-type: none"> 1. \$ 11,961 2. \$12,750 	<ol style="list-style-type: none"> 1. \$11,961 2. \$12,750
<p>Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts</p> <p>Increase student passing rates by 5% in trimester benchmarks.</p>	<ol style="list-style-type: none"> 1. Implementation of Benchmark ELA/ELD curriculum supplemental materials 2. Continuous implementation of Write Institute strategies 	<ol style="list-style-type: none"> 1. \$ 11,961 2. \$12,750 	<ol style="list-style-type: none"> 1. \$11,961 2. \$12,750
<p>Goal 2C: AMAO 3 – AYP in Mathematics</p> <p>Increase student passing rates</p>	<ol style="list-style-type: none"> 1. Implementation of Benchmark ELA/ELD curriculum supplemental materials 2. Continuous implementation of Write Institute strategies 	<ol style="list-style-type: none"> 1. \$ 11,961 2. \$12,750 	<ol style="list-style-type: none"> 1. \$11,961 2. \$12,750

<p>by 5% in trimester benchmarks.</p>	<p>through a Trainer of trainers model</p>		
<p>Goal 2D: High Quality Professional Development</p> <p>By June 2017 100% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.</p> <p>By June 2017 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.</p>	<p>1. Implementation of Benchmark ELA/ELD curriculum supplemental materials</p> <p>2. Continuous implementation of Write Institute strategies through a Trainer of trainers model</p>	<p>1. \$ 11,961</p> <p>2. \$12,750</p>	<p>1. \$11,961</p> <p>2. \$12,750</p>

<p>By June 2017 100% of teachers of English Language Development will be authorized to teach ELD.</p> <p>By June 2017 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.</p>			
<p>Goal 2E: Parent and Community Participation</p> <p>By June 2017 the LEA will improve and increase parent outreach strategies by 5% as measured by number of parents attending parent involvement opportunities.</p>	N/A	N/A	N/A
<p>Goal 2F: Parental Notification</p> <p>By June 2017 the LEA will provide 100% of parents of ELS with the following information regarding their children, in a language parents can understand:</p>	N/A	N/A	N/A

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

Program Notes:

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

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Norton Space & Aeronautics Academy

County District Code: 36-10363-0115808

Date of Local Governing Board Approval: 06-13-2016

District Superintendent: Lisa Lamb, Interim Chief Executive Officer

Address: 17500 Mana Road

City: Apple Valley

Zip Code: 92307

Phone: 760-946-5414 ext. 243


FAX: 760-946-9193

E-mail: llamb@lcer.og

Signatures:

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


Signature of Chief Executive Officer Lisa Lamb 6/13/16
Printed Name of Chief Executive Officer Date


Signature of NSAA Board Chair Scott Johnson 6/13/16
Printed Name of NSAA Board Chair Date


Signature of Title III English Learner Coordinator/Director Veronica Calderon 6/13/16
Printed Name of Title III English Learner Coordinator/Director Date

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

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

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