

District Name: Norton Space and
Aeronautics Academy (NSAA)

CD Code: 36-10363-0115808

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

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

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

Introduction

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 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 biliterate. Students also participate in a Chinese (Mandarin) language and culture program. Currently, NSAA enrolls students in grades K-6 and will grow each year becoming a K-12 school by 2018. 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 are used in their daily practice.

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 2. 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 addendum has been developed utilizing information gathered from the organization and school's Leadership Team, and the School Site Council. The tools used to gather information were the District Assistance Survey (DAS), the 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.

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.

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 2012-1013 academic year, NSAA serves students in grades K-6th.

The Norton Space and Aeronautics Academy opened with 220 students. NSAA currently has an enrollment of 582. 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: 69% Latino; 15% African-American; 10% white; .02%Asian. There are 213 English Learners at the school, 30% of the school population second grade and higher, and about 74% of the students in second grade and higher are Socioeconomically Disadvantaged. The students with disabilities comprise 6% of the school population, second grade and higher.

To address the growing needs of NSAA students the school now has a principal, a vice-principal, funded partially through Title I funds, and a full time school psychologist on campus. 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. Currently there are fifteen teachers with a Clear Multiple Subject Credential, ten teachers with a Preliminary Multiple Subject Credential, one Bilingual Speech therapist who holds a Clear Clinical Rehabilitation Services Credential, one Level 1 Education Specialist, and one Preliminary Level 1 Education Specialist. Also, there are four Instructional Aides, three who service students K-2 and one who assists students in 6th grade, who are funded through Title I funds. There are six Character Development Officers who supervise students during recesses, at lunch, and at drop off and dismissal. NSAA has a full time librarian assistant.

NSAA places a high importance on parent involvement, and 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.

Academic Performance Index (API) School Report

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

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

2011 API Base	2012 API Growth	Growth in API from 2011-2012
650	675	+25 points

Academic Performance Index (API) School Report by Subgroups

	2011	2012	GROWTH
SCHOOLWIDE	650	675	25
African American	596	640	44
Hispanic	630	664	34
White	796	796	0
Socioeconomically Disadvantaged	599	629	30
English Learners	562	569	7
Students with Disabilities	401	443	42

School 2012 STAR Results

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

	English-Language Arts		Mathematics		Science (5 TH)		History/SS (8 th)	
	2011	2012	2011	2012	2011 N/A	2012	2011 N/A	2012 N/A
Grade 2	32	28	39	35	--		--	--
Grade 3	10	29	40	48	--		--	--
Grade 4	46	40	46	52	--		--	--
Grade 5	--	53	--	21	49		--	--

**2012 Accountability Progress Report (APR—No Child left Behind AYP Report)
Adequate Yearly Progress (AYP)**

Made Schoolwide AYP 2011-2012? <u>NO</u>						
Met Participation Criteria Schoolwide and All subgroups? <u>YES</u>						
Program Improvement Status: <u>YEAR 2</u>						
	ELA Proficiency Rates 2011	ELA Proficiency Rates 2012	Met AYP Criteria English Language Arts 2012	MATH Proficiency Rates 2011	MATH Proficiency Rates 2012	Met AYP Criteria Mathematics 2012
Schoolwide	30.4	32.4	NO	40.2	37.7	NO
African-American	30.3	26	NO	33.3	21.6	NO
Hispanic	23.5	28.7	YES	35.9	38.8	YES
White	52.9	60	--	64.7	60	--
Socio-economically Disadvantaged	22.3	23.8	NO	29.2	33.2	YES
English Learners	13.7	15	NO	19.2	28.8	YES
Student with Disabilities	6.7	4	--	13.3	6.5	--

In language arts the percentage of students who scored proficient or above at NSAA in the 2011-2012 CSTs is 32.4%, an increase of 2 points from the previous school year. Relevant subgroups growth is described as follows: the African-American subgroup decreased by 4.3 points; the Hispanic subgroup increased by 5.2 points; the English-Learner subgroup increased by 1.3 points, while the Socio-economically Disadvantaged increased by 1.5 points.

In Math the percentage of students who scored proficient or above at NSAA in the 2011-2012 CST is 37.7%, a decrease of 2.5 points from the previous school year. Relevant subgroups growth is described as follows; the African-American subgroup decreased by 11.7 points; the Hispanic subgroup increased by 2.9 points; the English-Learner subgroup increased by 9.6 points, while the Socio-economically Disadvantaged increased by 4 points.

The following table shows the number of English Learners by grade at Norton Space and Aeronautics Academy in the year 2012-2013

NUMBER OF ENGLISH LEARNERS BY GRADE 2012-2013

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
42	40	36	42	28	13	12	--	--	--	--	--	--	213

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:

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

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

Through analysis of NSAA 2012 STAR results, data indicate some specific areas of need. The 2012 STAR Language Arts and Math scores for Norton Space and Aeronautics Academy students in grades 2-5 highlighted the need of improvement in the following areas:

LANGUAGE ARTS:

- Student achievement data from the CST revealed an area of need in 2nd grade in Reading Comprehension (51%) and Writing Strategies (44%)
- Although 3rd grade demonstrated growth in all areas of CST, NSAA students' performance is still below the state average. Student achievement data from the CST revealed an area of need in 3rd grade in Written Conventions (53%) and Literary Response (56%).
- Student achievement data from the CST revealed an area of need in 4th grade in the areas of Literary Response and Analysis (44%) and Writing Strategies (49%)
- Student achievement data from the CST revealed an area of specific need in 5th grade in Literary Response and Analysis (58%) and Written Conventions (58%);

MATH:

- Student achievement data from the CST revealed an area of need in 2nd grade in Place Value, Addition, and Subtraction (58%)
- Student achievement data from the CST revealed an area of need in 3rd grade for Addition, Subtraction, Multiplication, Division (64%)
- Student achievement data from the CST revealed an area of need in 4th grade in the areas of Measurement and Geometry (64%)
- Student achievement data from the CST revealed an area of specific need in 5th grade in Measurement and Geometry (42%)

Norton Space and Aeronautics Academy staff strives to ensure that all students demonstrate proficiency on LEA and State assessments. Students are exposed to a curriculum that meets the State Content Standards. NSAA's focus continues to be on providing a standards-based curriculum, refining the use of instructional strategies that follow best practices to the needs of NSAA students. With our diverse population, meeting the needs of all learners remains our foremost goal. Teachers will continue to develop strategies to use in flexible groups as a means for differentiating instruction while building activities into all lessons that require students to demonstrate depth of understanding. An after school intervention has been developed this school year for those students not functioning at grade level. Teachers at each grade level have analyzed classroom, and state assessment data and targeted students for outside-of-class intervention based on the results. Our classroom teachers have been hired to work as intervention teachers to provide extra support after school to small groups identified by their teachers using assessment data. These groups continue to evolve, based on the content being taught and the needs of the grade level students. Also, an intervention teacher has been hired part time to help in the implementation of the after school interventions plan. This teacher coordinates the interventions, assists classroom teachers in data analysis, and provides intensive instruction to students as revealed by the data analysis.

In addition to our focused development of differentiated instruction in the classroom and in the after school intervention, the following strategies are being utilized with our students:

- Staff development to implement newly acquired technology: Interwrite Mobi tablets in every classroom; implementation of iPod Touch devices in grades K-2; iPads for Instructional Aides; Instant Response Systems for 3rd grade; the One-to-One Laptop program in grades 4th and 5th; and laptop mobile lab for 6th grade.
- Implementation of WRITE Institute program as the schoolwide writing program
- Schoolwide Implementation of Math Facts in a Flash web-based program
- Project Inspire Parent Workshops

This school year particular emphasis has been placed on our English Language Development Program. The data revealed the need to address the needs of the English Learners as a subgroup that did not meet their Annual Measurable Objectives in the school year of 2011-2012. Norton Space and Aeronautics Academy staff focuses in the analysis of CELDT (California English Language Development Test) data to group students by proficiency level, identifies trends in each proficiency level to see if there is a common area that needs improvement, and groups students by proficiency level for ELD instruction. NSAA has adopted curriculum and materials from the state-approved list. The school adopted an ongoing English Language Development Progress Report to monitor student progress throughout the school year. Teachers receive training on the newly adopted ELD curriculum and materials, and in ELD instruction, Map of the ELD Standards; Side-by-Side, by the San Diego County Department of Education; and non-transferable skills. Finally, to implement the ELD program in a more informed manner as soon as school starts, Norton Space and Aeronautics Academy will begin to provide CELDT testing during the month of July, starting on July 2013.

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

NSAA will establish an interventions plan to provide differentiated instruction based on student data analysis using the organization's data system, Data Director.

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. NSAA will establish an intervention plan to provide differentiated instruction based on student data analysis using the organization's data system, Data Director.</p> <p>2. NSAA will hire a teacher to coordinate intervention groups, guide teachers with using data analysis, and coach staff in appropriate instructional techniques for intervention groups</p> <p>3. Interventions teacher will meet with classroom teachers to assist in flexible groups formation, strategies and monitoring tools.</p> <p>4. NSAA will provide intensive interventions with coaching and monitoring.</p> <p>5. Flexible groups will be formed based on data be analysis and progress monitoring, and strategies will be established</p> <p>6. Six-week sessions of intensive interventions will be provided to targeted students, and will be paired with a process of constant progress monitoring and regrouping</p>	<p>1.-6. Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist and Classroom Teachers</p>	<p>1. August-September 2012</p> <p>2-3. Starting October 2012</p> <p>4-6. On-going</p>	<p>2. \$27,850 salary</p> <p>6. \$38,400 salaries</p>	<p>2. General Fund</p> <p>6. Title I</p>

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

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. NSAA students will increase their proficiency rate by 10% or above in all subject areas as measured by CSTs</p> <p>2. NSAA will meet AYP participation criteria schoolwide and in all subgroups.</p> <p>3. Students will progress one proficiency level as measured in the CELDT.</p>	<p>1. Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist, Classroom Teachers, students, parents</p>	<p>1. Spring 2013</p>	<p>\$500 testing materials</p>	<p>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 establish an intervention plan to provide differentiated instruction based on student data analysis using the organization's data system, Data Director.</p> <p>2. NSAA will implement the use of technology (Math Facts in a Flash) to support the mastery of math facts at all grade levels</p> <p>3. NSAA will implement the use of fluency scores to provide multiple measures for student achievement.</p> <p>4. NSAA teachers will continue with collaborations to analyze data and share effective strategies</p>	<p>Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist and Classroom Teachers</p> <p>2. Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist, Classroom Teachers, and IT staff</p>	<p>1. Implementing 2012-2013</p> <p>2. Dec. 2012</p> <p>3. Jan. 2013</p> <p>4. 2012-2013</p>	<p>2. \$1,800 Licensing</p>	<p>2. Title I</p>

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

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Teachers will monitor student assessment data continuously, and will assign flexible student groups according to their areas of need in Language Arts, Math, and English Language Development.</p> <p>2. Students will also participate in after school flexible groups for targeted interventions determined by student assessments data analysis.</p> <p>3. Teachers will participate in English Language Development Professional Development</p> <p>4. NSAA will increase student access to technology for all students grades K-6th</p>	<p>1-3. Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides</p> <p>4. Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides and IT</p>	<p>1-3. Implementation began on October 2012 and it will be on-going</p> <p>4. Implementation began September 2011, on going 2012-2013</p>	<p>3. \$3,250 Salaries</p> <p>4. \$1,800 Licensing</p>	<p>1-2. General Fund</p> <p>3. Title III</p> <p>4. General Fund</p>

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

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Teachers will receive professional development and training in instructional strategies for English Learners, WRITE Institute, and conferences for Kagan Strategies, California Association for Bilingual Education, No Excuses University, and Math.</p> <p>2. Teachers will participate in on-going professional development for data analysis system, Data Director; STAR Reading, STAR Math, Math Facts in a Flash; iXcel; Interwrite Mobi tablets; iPod Touch devices; iPads; and MyMentor.</p> <p>3. Teachers will participate in Common Core State Standards professional development</p>	1-4.Principal, Vice principal, IT department, classroom teachers	1-4. 2012-2013	1-3. \$12,100 Fees, salaries, mileage	1.- 4. Title I

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/t3/index.asp>).

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

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Teacher assessments and CELDT data will be analyzed to group students for ELD instruction according to their proficiency levels.</p> <p>2. Instruction schedules will clearly specify ELD block at each grade level</p> <p>3. English Language Development Progress Reports will be implemented schoolwide and will follow students from grade to grade</p> <p>4. All teachers will be trained on how to implement the ELD Progress Reports</p> <p>5. Teachers will be provided ELD staff development and they will receive an ELD Toolkit with ELD Map of the standards, and Side by Side Booklet and curriculum and materials training.</p> <p>6. Curriculum and materials from state-approved list will be adopted for ELD instruction (Intensive English)</p> <p>7. All teachers will be trained on new materials to be used for ELD by publisher representatives.</p>	<p>1. Principal, Vice principal, classroom teachers</p>	<p>1. Aug. 2012</p> <p>2. Aug./Sept. 2012</p> <p>3. Nov. 2012</p> <p>4. Nov. 2012</p>	<p>3. \$1,600 printing</p> <p>6. \$26,783 curriculum & materials</p> <p>7. \$3,250 salaries</p>	<p>3.- 7 Title III</p> <p>6. General Fund</p> <p>7. Title III</p>

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

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. After school interventions will take place at each grade level for students targeted to receive intensive instruction by student data analysis using the organization's data system, Data Director.</p> <p>2. NSAA will hire an intervention teacher to coordinate, guide with data analysis, and coach</p> <p>3. Interventions teacher will meet with classroom teachers to assist in flexible groups formation, strategies and monitoring tools.</p> <p>4. NSAA will provide intensive interventions with coaching, and monitoring.</p> <p>5. Flexible groups will be formed based on data be analysis and progress monitoring, and strategies will be established</p> <p>6. Six-week sessions of intensive interventions will be provided to targeted students, and will be paired with a process of constant progress monitoring and regrouping</p>	<p>1-6 Principal, Vice-Principal, Interventions Teacher, and Classroom Teachers</p>	<p>1. August-September 2012</p> <p>2. October 2012</p> <p>3. On-going</p> <p>4. On-going</p> <p>5. On-going</p> <p>6. Implementation started Oct. 2012 and will be on-going</p>	<p>2. \$27, 850 salary</p> <p>6. \$36,000 salaries</p>	<p>2. General Fund</p> <p>6. Title I</p>

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

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>NSAA will continue to require 30 volunteer hours to ensure that parents are actively involved in their children's education. To fulfill such requirement parents can participate in the following:</p> <ol style="list-style-type: none"> 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Project Inspire parent sessions 	<p>1-6 Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides</p>	<p>On going implementation 2012-2013</p>	<p>1-3 \$500 duplicating</p> <p>6. \$400 Fees</p>	<p>1-6 Title I</p>

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Norton Space & Aeronautics Academy

County District Code: 36-10363-0115808

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

District Superintendent: Gordon Soholt, Chief Academic Officer

Address: 17500 Mana Road

City: Apple Valley

Zip Code: 92307

Phone: 760-946-5414 ext. 215

FAX: 760-946-9193

E-mail: gsoholt@lcer.org

Signatures:

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

Gordon Soholt

Signature of Chief Academic Officer	Printed Name of Chief Academic Officer	Date
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Jeff Lewis

Signature of Board President	Printed Name of Board President	Date
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Cheryl Dale

Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date
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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.*