

# Executive Summary School Accountability Report Card, 2011–12

## For Norton Space and Aeronautics Academy

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

**Phone:**

**Principal:** Guadalupe Girard, Principal

**Grade Span:**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 in 2012 as a countywide benefit charter school by the State Board of Education to serve students and families within San Bernardino County. NSAA is a dynamic school that focuses on the instruction of academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting students to be bilingual and biliterate. Students also participate in a Chinese (Mandarin) language and culture program. Currently, NSAA enrolls students in grades K-2 and is planning to become a K-12 school by 2018. In order to provide a program with high academic rigor it is important that we maintain high standards achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Language Acquisition Design (GLAD) strategies and are used in their daily practice. NSAA's goal is for all students to be able to communicate in Spanish in all academic areas after continued attendance in the program for at least five (5) years.

### 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 and the Kindergarten through twelfth grade population is achieved. Currently, in the 2012-2013 academic year, NSAA serves students in grades K-2.

The Norton Space and Aeronautics Academy opened with 220 students. NSAA currently has an enrollment of 582. The maximum number of students per teacher is 28 in K-2 and 28 students per teacher in 3<sup>rd</sup> grade and above. The ethnic breakdown of the school is as follows: 69% Latino; 15% African American; .02% Asian. There are 213 English Learners at the school, 30% of the school population second grade and higher, and about 74% of students in grades K-2 are Socioeconomically Disadvantaged. The students with disabilities comprise 6% of the school population, second grade and above. To address the growing needs of NSAA students the school now has a principal, a vice-principal, funded partially through Title I funds, a school psychologist on campus. NSAA actively recruits teachers with experience or teacher-training in running a dual-immersion classroom. Currently there are fifteen teachers with a Clear Multiple Subject Credential, ten teachers with a Clear Single Subject Credential, one Bilingual Speech therapist who holds a Clear Clinical Rehabilitation Services Credential, one Level 1 Preliminary Level 1 Education Specialist. Also, there are four Instructional Aides, three who service students K-2 and one who services students in grades 3-5, all funded through Title I funds. There are six Character Development Officers who supervise students during recesses, at lunch, and during transitions. NSAA also 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. Opportunities are: Parent Teacher Organization, English Learners Advisory Committee, School Site Council meetings, as well as parent-teacher conferences, parents, school work days, special events and regular parent information meetings. In addition, all parents are required to complete a parent survey to ensure that they are actively involved in the educational success of their child.

## Student Enrollment

Number of students	52
Black or African American	14
American Indian or Alaska Native	0.0
Asian	2.1
Filipino	0.2
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	0.2
White	10
Two or More Races	2.5
Socioeconomically Disadvantaged	74
English Learners	29
Students with Disabilities	5.0

## Teachers

Teachers with full credential
Teachers without full credential
Teachers Teaching Outside Subject Area of Competence

## Misassignments of Teachers of English Learners

### Total Teacher Misassignments

## Student Performance

Subject	Students Proficient and Above on STAR* Program
English-Language Arts	31%
Mathematics	37%
Science	49%
History-Social Science	0%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

### Indicator

2012 Growth API Score (from 2012 Growth API Report)

Statewide Rank (from 2011 Base API Report)

Met All 2012 AYP Requirements

Number of AYP Criteria Met Out of the Total Number of Criteria Possible

2012–13 Program Improvement Status (PI Year)

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

### School Facility Conditions and Planned Improvements (School Year 2012–13)

- Shade Needed
- Several windows broken due to vandalism
- Roof in K2 leaking
- Parking Lot needed updating

### School Facility Good Repair Status (School Year 2012–13)

- Getting bids for shade structures
- Replaced windows
- Leak repaired in K2
- Had parking lot resealed and striped

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Ins
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,809

District

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State

\$5,455

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

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.

- 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/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Norton Space and Aeronautics Academy	<b>District Name</b>	San Bernardino County
<b>Street</b>	503 East Central Ave.	<b>Phone Number</b>	(909) 888-3228
<b>City, State, Zip</b>	San Bernardino, CA, 92408-2313	<b>Web Site</b>	<a href="http://www.sbcss.k12.ca.us">www.sbcss.k12.ca.us</a>
<b>Phone Number</b>	(909) 386-2300	<b>Superintendent</b>	Gary Thomas
<b>Principal</b>	Guadalupe Girard, Principal	<b>E-mail Address</b>	<a href="mailto:gary_thomas@sbcss.k12.ca.us">gary_thomas@sbcss.k12.ca.us</a>
<b>E-mail Address</b>	ggirard@lcer.org	<b>CDS Code</b>	36103630115808

### School Description and Mission Statement (School Year 2011–12)

#### School Description

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and in 2012 as a countywide benefit charter school of Education to serve students and families within San Bernardino County. NSAA is a dynamic school that focuses on the instilling of academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting students to become biliterate. Students also participate in a Chinese (Mandarin) language and culture program. Currently, NSAA enrolls students in kindergarten through second grade with the goal of becoming a K-12 school by 2018. In order to provide a program with high academic rigor it is important that we maintain a focus on best practices and assessment data analysis to guide instruction. Teaching strategies such as Guided Language Acquisition Design (GLAD) strategies are used in their daily practice. NSAA's goal is for all students to be able to speak, read, and write in both languages in all academic areas after continued attendance in the program for at least five (5) years.

#### Mission Statement

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

### Opportunities for Parental Involvement (School Year 2011–12)

#### Parent Involvement

Parents are strongly encouraged to contribute a minimum of 30 hours per family, per academic year to the NSAA. The Principal provides volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home as a parent teacher conferences; attendance at meetings of the School Board Committee (as member or observer), or any applicable parent planning of, or attendance at, fundraising or academic/arts events; or, other activities.

Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians including seeking their opinion and consultation during the reclassification process.

**Parent Advisory Committees**

Parents have formed a Parent Teacher Organization to be responsible for parent involvement in school activities, and advising the school to the strengthening of the NSAA community. Subcommittees of the PTO include: Membership, Fundraising, Safety, Family Activities, Library, and Multicultural. PTO bylaws are in place and officers are elected on a two-year cycle. In addition, the school has an established ELAC Committee (ELAC) and School Site council (SSC).

**Student Enrollment by Grade Level (School Year 2011–12)**

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	117	Grade 8	0
Grade 1	124	Ungraded Elementary	0
Grade 2	121	Grade 9	0
Grade 3	87	Grade 10	0
Grade 4	30	Grade 11	0
Grade 5	43	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	522

**Student Enrollment by Student Group (School Year 2011-12)**

Group	Percent of Total Enrollment
Black or African American	14.8%
American Indian or Alaska Native	0.0%





**Other**

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

### III. School Climate

#### School Safety Plan (School Year 2011–12)

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

Each SCHOOL site shall have a Board Approved Safety Plan that meets the requirements established in California State Law. The community of the school shall formulate and submit to the Board for approval, a School Safety Plan for the school. Each school shall be 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 at least annually and be kept current.

#### Suspensions and Expulsions

	Rate*	School 2009–10	School 2010–11	School 2011–12
Suspensions	0		15	
Expulsions	0		1	

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012–13)

- Shade Needed
- Several windows broken due to vandalism
- Roof in K2 leaking
- Parking Lot needed updating

#### School Facility Good Repair Status (School Year 2012–13)

- Getting bids for shade structures
- Replaced windows
- Leak repaired in K2

- Had parking lot resealed and striped

### School Facility Good Repair Status (School Year 2012–13)

System Inspected	Rating
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good
<b>Interior:</b> Interior Surfaces	Good
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good
<b>Electrical:</b> Electrical	Good
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good
<b>Safety:</b> Fire Safety, Hazardous Materials	Good
<b>Structural:</b> Structural Damage, Roofs	Fair
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good
<b>Overall Rating</b>	<b>Good</b>

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 1
With Full Credential		4
Without Full Credential		11
Teaching Outside Subject Area of Competence (with full credential)		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments*	0
Vacant Teacher Positions	0

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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers
This School	100%	

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of S
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	

<b>Library Media Services Staff (paraprofessional)</b>	1
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: December 2012\_\_\_\_\_**

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>From most recent adoption?</b>
<b>Reading/Language Arts</b>	2008	YES
<b>Mathematics</b>	2008	YES
<b>Science</b>	2006	YES
<b>History-Social Science</b>	2005	YES

## VIII. School Finances

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Unrestricted)
School Site	\$6,320		N/A
State			\$5,455

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Types of Services Funded (Fiscal Year 2011–12)

As a charter school, NSAA is the recipient of state block funding and does not receive specific categorical funding. However, we do receive school-wide Title I funds that allows us the opportunity to have instructional aides on staff and additional resources (e.g. ELMOs, netbook labs, etc). We also receive Title II and III funds and use those funds to provide professional development and support for English Learners with additional resources and instructional support.

## Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In
Beginning Teacher Salary	\$36,761	\$40,786
Mid-Range Teacher Salary	\$54,960	\$65,726
Highest Teacher Salary	\$74,427	\$85,230
Average Principal Salary (Elementary)	\$89,228	\$106,548
Superintendent Salary	\$118,914	\$191,155

Percent of Budget for Teacher Salaries	40.23	40.6
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Percent of Budget for Administrative Salaries	5.98	5.3
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Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding)

Subject

School

District

	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10
<b>English-Language Arts</b>	22%	31%	31%	29%	35%	35%	52%
<b>Mathematics</b>	35%	41%	37%	25%	31%	31%	48%
<b>Science</b>	0%	0%	49%	5%	7%	13%	54%
<b>History-Social Science</b>	0%	0%	0%	2%	3%	4%	44%

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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient		
	English- Language Arts	Mathematics	Science
<b>All Students in the LEA</b>	35%	31%	13%
<b>All Students at the School</b>	31%	37%	49%
<b>Male</b>	30%	35%	48%
<b>Female</b>	33%	40%	50%
<b>Black or African American</b>	25%	22%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%
<b>Asian</b>	0%	0%	0%
<b>Filipino</b>	0%	0%	0%
<b>Hispanic or Latino</b>	28%	38%	50%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%

<b>White</b>	60%	60%	0%
<b>Two or More Races</b>	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	23%	33%	43%
<b>English Learners</b>	14%	29%	14%
<b>Students with Disabilities</b>	4%	4%	0%

**Students Receiving Migrant Education Services**

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.

**California Physical Fitness Test Results (School Year 2011–12)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	
<b>5</b>	24.40%	24.40%	24.40%
<b>7</b>	0.00%	0.00%	0.00%
<b>9</b>	0.00%	0.00%	0.00%

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.

## **X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to



1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

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

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	API Rank	2009	2010
Statewide		1	1
Similar Schools			

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

Group	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-59	41
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White		

**Two or More Races**

**Socioeconomically Disadvantaged**

36

**English Learners**

**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.

**Academic Performance Index Growth by Student Group – 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	Number of Students	2012 Growth API		
		School	Number of Students	LEA
All Students at the School	268	675	277	495
Black or African American	51	640	62	465
American Indian or Alaska Native	1		2	
Asian	9		1	
Filipino	1		3	
Hispanic or Latino	178	664	157	496
Native Hawaiian or Pacific Islander	1		0	
White	25	796	45	506
Two or More Races	2		5	

<b>Socioeconomically Disadvantaged</b>	187	629	242	493
<b>English Learners</b>	104	569	53	477
<b>Students with Disabilities</b>	31	443	77	470

### **Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### **Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)**

#### **AYP Criteria**

**Made AYP Overall**

**Met Participation Rate - English-Language Arts**

**Met Participation Rate - Mathematics**

**Met Percent Proficient - English-Language Arts**

**Met Percent Proficient - Mathematics**

**Met API Criteria**

**Met Graduation Rate**

### **Federal Intervention Program (School Year 2012–13)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

**Indicator**

**Program Improvement Status**

In PI

**First Year of Program Improvement**

2011-

**Year in Program Improvement**

Year 2

**Number of Schools Currently in Program Improvement**

**Percent of Schools Currently in Program Improvement**

Note: Cells shaded in black do not require data.

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The County of San Bernardino, Superintendent of Schools Office is a leader in providing professional development opportunities and education for post-service training for teachers and administrators throughout the County, and is recognized statewide for its leadership. As a Laboratory School, our first campus, the Academy for Academic Excellence, partners with the Desert Mountain SELPA as a clinical site for developing and testing new and innovative educational programs. The Norton Space and Aeronautics Academy is our second Laboratory School in conjunction with our partners at the University of California, Riverside (UCR). By creating a laboratory school with a broad and diverse student population, the school becomes an excellent clinical and professional training site for eastern San Bernardino County School Districts. Meeting the challenges of a diverse, economically disadvantaged, EL population that the SBCSS service area provides will continue to add new knowledge to how UCR offer academic success to these children. Professional Development is provided to teachers and staff on an on-going basis throughout the year. Five staff development days are scheduled throughout the school year. This year, PD is being focused on English Language Development, data analysis, writing, and Common Core alignment. Every Wednesday is a minimum day due to the banking of time throughout the school week and this time is allotted as

follows:

1<sup>st</sup> Wednesday of the month- Staff meeting/Professional development

2<sup>nd</sup> Wednesday –Grade level team meetings/collaboration

3<sup>rd</sup> Wednesday-Professional development

4<sup>th</sup> Wednesday-Grade level and individualized planning

**Norton Space and Aeronautics  
Academy**

San Bernardino County Office of Education

**School Accountability Report Card, 2011-  
2012**

***Provided by the Ed-Data Partnership***

*For more information visit [www.ed-data.org](http://www.ed-data.org)*