

Norton Space & Aeronautics Academy

San Bernardino, California

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Chapter I

Student/Community Profile

Norton Space & Aeronautics Academy (NSAA) is a Dual Immersion school in Spanish. All teachers have certification in Bilingual, Crosscultural, Language and Academic Development (BCLAD) that specifically qualifies them to teach in a dual immersion setting. The school adheres to the 90/10 immersion model that is comprised of structuring the target language of Spanish as the language of instruction 90% of the time and 10% of the time in English. The percentage of instructional language in Spanish decreases by 10% each successive year, while simultaneously the percentage instruction in English is increased by 10% each year until 5th grade. In grades 5-12, students receive their instruction 50% in English and 50% in Spanish.

To ensure that students are able to access grade level content and master grade level content, the majority of NSAA teachers have been trained in Guided Language Acquisition Development (GLAD) strategies. This program allows teachers to provide academically rigorous content across curricular areas to all students. Teachers provide Total Physical Response (TPS), Specially Designed Academic Instruction in English (SDAIE), technology, and music/poems/chants to increase student learning.

Norton Space & Aeronautics Academy began in August 2008 with a charter granted by the San Bernardino County Office of Education. The charter was renewed for an additional 5 years on February 6, 2012. NSAA started with Kindergarten through grade 2 in 2008 and had over 580 students enrolled in Kindergarten through sixth grade for the 2012-2013 school year. The school has a goal of becoming a K–12 school by the year 2018. Currently there is a waiting list of over 125 applicants with a lottery system used to fill openings.

NSAA has a dual immersion program operating as a California Public Charter school under the High Desert “Partnership in Academic Excellence” Foundation, Inc., a 501© 3 non-profit educational foundation. This foundation operates the Lewis Center for Educational Research (LCER) that oversees two independently operating charter schools Norton Space & Aeronautics Academy and the Academy of Academic Excellence (AAE), a K-12 charter school in Apple Valley. The LCER has been in existence for over 20 years and the AAE for over 10 years.

NSAA believes that learning occurs best when active partnerships are in place. One of these partnerships is with University of California at Riverside (UCR) who works directly with LCER. Part of the LCER partnership includes participation in the Goldstone Apple Valley Telescope (GAVRT). Another key element in the partnerships are the parents. Parents are involved in a variety of activities including fund raising as well as school and classroom support. The parents have formed a Parent Advisory Council comprised of the School Site Council (SSC), Parent Teacher Organization (PTO), and English

Learner Advisory Committee (ELAC). Other beneficial partnerships include NASA, Jet Propulsion Laboratories (JPL), and California State University, San Bernardino (CSUSB). The LCER, in conjunction with NASA and JPL, operates three radio telescopes in the Goldstone Deep Space Network located just outside of Barstow, California. Through an internet interface, students at NSAA are able to interact with Mission Control operators at LCER and run one of the telescopes allowing them to collect real-time data used by NASA/JPL scientists.

Additional valuable partnerships established by the school are with the City of San Bernardino Mayor's Office, Northrop Grumman, Kelly Air Force, California Association of Bilingual Education (CABE), Two Way Immersion Network (TWIN), San Bernardino County Schools Office of Education, the UCLA Confucius Institute, and the Meet the Masters Art Program. Through the partnership with the Confucius Institute through UCLA, the California School Board Association of Chinese Teachers and Principal Shadowing Program, students have begun being exposed to Mandarin Chinese during the 2011-2012 school year.

The vision and goal of NSAA is for all students to be bilingual and biliterate in English and Spanish in all academic areas after continued attendance in the program for five years. An additional goal is to reach the underserved population of residents surrounding the former Norton Air Force Base. The mission of NSAA is to provide opportunities for equal educational access to a culturally, linguistically, socially, and economically diverse population of students within a nurturing, participatory educational environment aligned to academic standards, based on high quality, research-based teaching methods, and supported by public and private sector partnerships.

The Community

The Norton Space and Aeronautics Academy is an independent charter school located in an industrial area of San Bernardino about a mile and a half from the former Norton Air Force Base on the site of the former Mill Street Elementary School. The city of San Bernardino has a population of approximately 213,012 (U.S. Census, 2011) with 60% of the population Hispanic with 46% speaking Spanish as their primary language at home. The median household income is \$39,895 which is approximately 35% lower than the state average of \$60,883. Fifty-one point nine percent of the residents own their own home. Of the residents older than 25, 4.1% have less than a high school education, 77.5% graduated from high school, and 18.4% have earned a bachelor's degree or higher.

The local school district, San Bernardino City Unified School District (SBCUSD) operates 44 elementary schools, 10 middle schools, 8 high schools, 3 special education schools, and 1 adult school. There are 68 private schools in San Bernardino. A variety of colleges are close by including California State University, San Bernardino, University of California, Riverside, Loma Linda University, University of Redlands, and San Bernardino Community College.

The Students

NSAA began in the 2008-2009 school year with a student population of 191 students enrolled in Kindergarten through 2nd grade. Each year an additional grade has been added. Currently the school covers Kindergarten through 6th grade. As the school grows to a K-12 program, it is estimated that each grade will have approximately 125 students with an average ratio of 24 students to 1 teacher in grades K-3 and 28 students to one in grades 3-12. Part of the philosophy of NSAA is that smaller class sizes contribute to more successful student academic gains.

Several languages are represented among the student population including English, Spanish, Tagalog, Khmer, and Mandarin. As of the 2012-2013 school year out of a total of 579 enrolled on September 25, 2012, 59% spoke English and 40% spoke Spanish as their first languages. The remaining languages were less than 1%.

Enrollment

Group	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Enrollment	191	339	452	522	585
African American	28%	22%	20%	19%	14%
American Indian/ Alaskan Native	1%	1%	1%	1%	1%
Asian	5%	5%	3%	2%	3%
Filipino	1%	0%	0%	0%	0%
Hispanic/Latino	50%	55%	66%	54%	70%
Pacific Islander / Native Hawaiian	1%	0%	0%	1%	1%
White	15%	14%	10%	19%	9%
Two or More Races	0%	0%	2%	0%	3%
Socioeconomically Disadvantaged (Title I)	70%	75%	68%	73%	74%
English Learners	22%	30%	26%	39%	36%
Students with Disabilities (2 nd grade and higher)	Not available	Not available	5%	6%	7%

Several ethnicities are represented in the student body at NSAA. The school focuses on recruiting students from diverse ethnic, linguistic, and experiential backgrounds.

Parent Education

2012-2013 Parent Education Level	Number of Respondents	Percentage
Decline to state/unknown	22	4%
Not High School Graduate	54	10%
High School Graduate	156	28%
Some College	168	30%
College Graduate	107	19%
Graduate School	51	9%
Total Number of Respondents	558	100%

AYP

Because NSAA did not meet AYP for three consecutive years since the 2008-2009 school, it has been designated a Program Improvement Year 2 School. However, because of gains in API the school currently falls under the Safe Harbor (SH) designation.

An anomaly in calculations did not indicate a true representation of students' scores and was not discovered until the 2010-2011 school year. Since it was not possible to retroactively correct the error, the 2009-2010 STAR scores became the baseline representation of student achievement. Although students have not met the ELA and Mathematics targets, in 2011-2012 the AYP scores showed improvement in progressing towards being at or above proficient.

In the last two years, the number of students testing has increased and the school has had time to compare data. Two subgroups, Latino and African American minority students and the Socioeconomically Disadvantaged, showed lower increases in performance based on scores. The school sees the need to address this achievement gap and is beginning to provide strategies for intervention, especially in the area of mathematics.

Title I

NSAA was designated as a Title I program school during the 2009-2010 school year. The Title I funds have primarily been used to hire instructional aides to provide English Language Learner (ELL) students with small group instruction, to pay the salary of an intervention teacher, and to establish a biweekly after school intervention program for at risk students. Some of the funds have also been used to supplement classroom supplies, to purchase an English Language Development (ELD) curriculum (Santillana's Intensive English), and to provide professional development opportunities in ELD instructional techniques for staff.

Special Needs

NSAA provides two programs for Special Needs students. Staff for these students includes two Resource Specialist Teachers (RSP), a Speech/Language Pathologist, and a full-time School Psychologist. The Special Needs Department services close to 7% of the student population. Students are enrolled in general education classes with services provided by Special Needs staff in the students' home language. The Education Specialists/Resource teachers and regular education teachers meet on an ongoing basis to discuss the needs of students with IEPs, including discussing classroom modifications that can help with student success in the regular classroom.

Other data

Academic Intervention

The Response to Intervention (RtI) program has been implemented to identify students who are struggling academically, but are not receiving RSP or private tutoring services. This intervention is done in a small group setting both during the school day and after school focusing in the areas of Language Arts and Mathematics.

Language Proficiency

The percentage of English Language Learners reaching Fluent English Proficient (FEP) at NSAA is low. This can be attributed to the fact that NSAA is a dual immersion school with language instruction primarily in Spanish during the early school years. Another variable is the absence of a systemic process for the monitoring, tracking, and instruction of English Language Learners for English Language Development (ELD) until the 2012-2013 school year. Analysis of student achievement data on the annual CELDT exam over the last three years shows significant increases on the percentages of students being designated as Intermediate, Early Advanced, and Advanced English learners.

Students who are not progressing in their ELD receive pull-out instruction in small groups to target reading decoding, comprehension, oral language, vocabulary and writing.

Attendance

Since NSAA is a county charter school, families from all over San Bernardino County may enroll their children at the school.

To track attendance teachers record daily attendance electronically using the student database system, AERIES. Currently, attendance records are monitored and managed by the Office staff with the assistance of the LCER. An increase in the enrollment in 2011-2012 resulted in the hiring of a part-time attendance clerk to assist in monitoring

and tracking attendance, tardies, and enrollment. The part-time attendance clerk contacts parents on a regular basis to verify absences.

Discipline

Each discipline referral is handled by the Principal or Vice Principal. During NSAA's first two years, the number of student referrals, suspensions, and expulsions was not tracked through the student records database. As of 2010-2011, with a change in administration, discipline records have been kept via SASI and then AERIES databases.

To help reduce the number of on- and off-campus suspensions, the school has implemented the Love and Logic discipline philosophy. The school has adopted a common set of beliefs based on the Love & Logic Principles. These core beliefs are adhered to when dealing with behavior issues and concerns. The core beliefs guide each attempt to individualize disciplinary procedures and to help students see reasonable connections between their behavior and their resulting consequences.

Socioeconomic Status

Since NSAA started in 2008, an average of 72% of families have qualified for Free & Reduced Lunch status.

Co-Curricular Activities

During the current 2012-2013 school year, NSAA is offering the following clubs/extracurricular activities: the Running Club, Spanish Club, Lango Chinese Club, Fun (Crafts) Club, Yearbook Club, and Remote Control Club. Other opportunities include the One to One Laptop program for grades 4-6, Meet the Masters Art Program, Intensive Afterschool Intervention Classes, Physical Education, Science Fair, Book Fairs, Family Reading Night, Library, Talent Show and multicultural assemblies.

Staff

To address the growing needs of the students, NSAA has a principal and a vice-principal, partially funded through Title I funds, as well as a full-time school psychologist on campus. NSAA actively recruits teachers with experience or with teacher-training in running a dual-immersion classroom. All teachers hold the appropriate multi-subject credential with a BCLAD emphasis. Currently there are 14 teachers with a Clear Multiple Subject Credential, 10 teachers with a Preliminary Multiple Subject Credential, 1 Bilingual Speech therapist who holds a Clear Clinical Rehabilitation Services Credential, one Level 1 Education Specialist, and one Preliminary Level 1 Education Specialist. In grades K-2 the student-teacher ratio is 24 to 1 and in grades 3-5, the ratio is 28 to 1. The paraprofessional support staff includes three instructional assistants, as well as two student teachers from the University of California, Riverside, and a full-time librarian assistant.

All of NSAA's certificated staff/teachers' experience within the school district ranges from 1-4 years. Eight certificated staff members are participating in the Beginning Teacher Support and Assessment (BTSA) teacher induction program. Eleven certificated staff members have 4 years of instructional experience in the district since they have been at NSAA since it opened. In terms of total years of experience in education as certified teachers, 20 have 1-5 years, 3 have 6-10 years, and one has over 10 years of experience.

Chapter II

Progress Report

Because this is Norton Space and Aeronautics Academy's first Self Study, there is no prior Action Plan in place. However, there were areas to be addressed as a result of the initial visit. These critical areas for follow-up and their current progress are stated below.

Organization A-1 – Vision and Purpose: Parents felt that the vision should reflect academic rigor in mathematics and science. In addition, the learning results had not been clearly defined with accompanying assessments.

This has been addressed and is reflected in the school's vision and mission statements "students learn in a 'participatory educational environment aligned to academic standards, based on high quality, research-based teaching methods'," the NSAA Charter "the NSAA is a charter school which places a special emphasis in science and technology," as well as in the School-wide Learner Outcomes (SLOs).

A-3 Leadership and Staff Criterion: Student outcomes are not clearly defined and reflected in an action plan form. In addition, parents expressed that more emphasis on rigor in the academic program was desired.

This has been addressed. Although the expected learning results are not stated in an action plan format, they are stated in the SLOs in an outcome format as well as being incorporated within NSAA's rigorous academic instruction.

A-6 Resources Criterion: Considerations over the school's expansion will be necessary as the school adds more grade levels. The Visiting Committee recommends that a strategic master plan be developed and implemented to ensure the existence of necessary resources for all aspects of the school program.

This is being addressed and is in progress. On going dialog regarding future expansion of the school has been taking place between the Principal, management of the Lewis Center, and the NSAA Board of Directors. At this time a strategic master plan has not been developed; however, a plan is in place for how to allocate the financial and physical resources that would be required as the school expands to a K-12 facility.

D-1 Data Collection and Analysis: A new school with grades K-3 has a challenge with data analysis. Students are assessed through the appropriate state tests, classroom data and running records.

This is being addressed. The staff at NSAA continues to develop systemic processes in collecting and analyzing student data to drive and tailor instruction. Students are

assessed each trimester on state standards, reading and comprehension development is evaluated in Spanish and English (grades 3 and above), as well as Writing. Annual CELDT scores are monitored and CST data is analyzed. Running records are kept, information is compiled and results are input to a database and academic goals are set.

There is a continued need to develop a systemic approach as to when and how to analyze this data on a consistent basis in order to target intervention and instruction more efficiently.

D-3 Review of the Student Progress Criterion: The Committee acknowledged that although there is a system for monitoring student progress in place at the NSAA, there is still work to be done in connecting that process with student learning outcomes.

This is being addressed and is reflected in D-1 above.

E-2 Culture Criterion: Although parents acknowledge that they have access to information, the leadership of the school needs to make progress in disseminating information in a timely and effective manner.

This has been addressed. Various methods have been developed over the past two years so that parents can receive information in a timely manner. These include the Wednesday Folder which contains the Monthly Bulletin from the Principal, Grade level newsletters, and Committee events and flyers, an email link to access the Wednesday folder information online, the school's website which includes information on Committee Meeting Minutes, an online calendar listing coming events, and links to other important information. On campus, two white board marquees are updated daily and information and announcements are posted in the front office foyer display area. Finally, parents are able to view their child's progress through the AERIES grading system as well as through emails, notes, letters, phone calls, progress reports and report cards.

Critical Areas for Follow-up suggested by the WASC Committee

- 1. As identified by the school, the staff needs to increase the number of students scoring in the Proficient and Advanced quintiles on the STAR tests in English Language Arts and Mathematics.**

This has been addressed and continues to be addressed. Although the school is showing improvement in its testing results, NSAA has identified the need for strategic intervention and instruction in mathematics and English Language Development.

2. The administration and teaching staff need to develop benchmark assessments in ELA and mathematics for all grade levels.

This has been addressed. Benchmark assessments have been developed by each grade level across a variety of genres including ELA, mathematics, and writing.

3. The administration and teaching staff need to improve the rigor of instruction for all academic areas creating a strong science/aeronautical component with integrated technology.

This is being addressed. Staff has been trained on a variety of teaching strategies. Also, NSAA has begun incorporating technology into the curriculum through the use of computers and projectors.

4. The staff needs to define, clarify and be able to assess student learning outcomes in collaboration with all stakeholders.

This has been addressed. Student learning outcomes are clearly defined and expressed in the SLOs, the standards-based report cards, and trimester letters to parents.

5. The Board & staff need to provide communication to all stakeholders in a timely & effective manner.

This has been addressed. This has been further addressed above in section E-2 Culture Criterion.

6. The Board and staff need to develop a strategic plan for long range planning & development in order to provide rigor, guidance & consistency to the total school program.

This has not been fully addressed. Outcomes have been reviewed by all stakeholders and rewritten to reflect both the quantitative and qualitative goals that NSAA students are expected to exhibit, but there is no strategic plan in place.

7. The staff needs to collect and analyze data to determine measurable goals and subsequent action steps for improved student achievement.

This has been addressed. This was also addressed above in section D-1 Data Collection and Analysis.

Chapter III
Self-Study Process

Expected Student Learner Outcomes (SLOs)

Norton Space & Aeronautics Academy Rockets will become “Global Citizens” by demonstrating their ability to show D.I.S.C. Students will:

Discovery (Intellectual and Self)

- demonstrate problem-solving skills and critical thinking by logically evaluating, synthesizing, and applying new information to real-world applications.
- articulate ideas, opinions, and information clearly through verbal, written and creative expressions with the use of technology.

Integrity

- demonstrate an internalized set of character values that govern one’s everyday actions and employ respect, honesty, trustworthiness, responsibility, perseverance, citizenship, fairness and compassion.
- exhibit an awareness and respect for responsible stewardship for the Earth and the community.

Service

- use acquired skills and talents to enrich and empower the school, local, and global community.
- adopt a service-oriented nature by contributing their efforts to support various causes.

Camaraderie

- use Love and Logic problem-solving skills to find creative solutions to interpersonal situations while demonstrating respect and empathy.
- develop individual and collaborative working skills while learning to appreciate and respect different cultures and ethnic diversity.

Mission

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

Vision and Goal

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

1. The involvement and collaboration of all to support of student achievement.

The Self Study report was compiled and written through the primary involvement of teachers with the help of administration, members from the Lewis Center, as well as input from parents. Home Groups were formed and data was gathered. This information was put online so it would be available to the other stakeholders. Focus Groups used this information to begin compiling the report. Through PTO, ELAC, School Board and School Site Council meetings as well as through classroom teachers, parents were invited to be a part of the Self Study Process. Parent input was received and students were interviewed to provide further information for the self study.

2. Clarification and measurement of what students should know, understand, and be able to do with respect to SLOs and academic standards.

Performance goals have been established that address student achievement in all academic areas. NSAA continues to collect data through classroom tests, standardized assessments, and teacher evaluations. This information is used to provide intervention and to guide classroom teaching and develop effective instructional strategies where applicable.

3. Gathering and analyzing of data about students and achievement.

The Leadership Team gathered and looked at data, including benchmark assessments along with CST and CELDT data, to determine the school's areas of need.

4. Assessment of school program and impact on learning in relation to SLOs, academic standards, and WASC/CDE criteria.

Although components of the Self Study were addressed, assessment of the entire program needs to be revisited and addressed more thoroughly.

5. Alignment of a long-range action plan to need. Development and implementation of an accountability system for monitoring and accomplishment of the plan.

Findings and recommendations from data, teachers, and input from parents drove the development and implementation of the Action Plan. When working on the self study, the school identified areas of need to be addressed and discussed what needed to be done to provide growth in those areas. The Action Plan was developed and a system was put in place to implement and monitor the plan.

Chapter IV

Quality of the School's Program

Part A: What Currently Exists

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Norton Space and Aeronautics Academy (NSAA) has established a vision and purpose for the school and communicated this to the broad group of stakeholders. NSAA is part of a larger umbrella organization the Lewis Center for Educational Research (LCER). The collaboration and support of being part of this larger organization has supported NSAA in its vision and purpose as well as providing policies and procedures in the area of leadership, governance, and human resources. NSAA has established SLOs that are aligned to their guiding principles of discovery, integrity, service, and camaraderie.

NSAA has established a clear governance structure. There is a balance between the LCER and the school. NSAA has a Board that is a sub-committee of the larger foundation Board, The NSAA Board manage all of the fiduciary responsibilities for the school. The Board meets monthly and adheres to Brown Act requirements.

A1. Organization Criterion

NSAA has a clearly stated vision and purpose. The school has put in place a data management system to monitor student progress. It is clear that there is a commitment to high standards for all students. The school has been challenged by the change in the principal position over the inception of the school in 2008.

The school shares the SLO's with the stakeholders and provides opportunities for feedback. The parents want to be sure that the standards are rigorous. The school has developed defined roles and responsibilities for all stakeholders. They communicate these to parents through the parent handbook.

A2. Governance Criterion

The governing authority is shared with the LCER which is the umbrella organization for NSAA. The LCER Board has established clear policy and procedures. The NSAA Board is a sub-committee of the LCER Board and meets monthly to handle all fiduciary business of the school. All Board members are volunteers. The NSAA Board approves P1 and P2 reports and the annual budget for the school. The relationship between the mission and the purpose of NSAA School to the umbrella organization as it relates to the development of policies and procedures is not clearly evident.

The principal communicates Board actions and the results of the meetings to the school community. The Board reviews the schools mission and purpose on a regular basis. The CEO and the Chief Academic officer of the LCER make regular reports to the LCER Board on all matters relating to NSSA School. The NSAA Board reviews student achievement data on a regular basis. They review all documents that are part of the evaluation and monitoring that is required of a Board.

A3. Leadership and Staff Criterion

The school has put in place a regular monitoring program for analyzing student achievement data. All faculty and administration are involved in this process. The school at this point is using standardized test data to evaluate student achievement. Decisions have been made on program improvement through the use of data. For example an instructional aide was hired to support intervention in math after reviewing the CST data. The data were also used to plan professional development activities for the faculty in the area of ELD instruction.

The school's Single Plan for Student Achievement is aligned to the needs of the student population. There is a focus on ELD instruction as well as intervention plans for math. Faculty meets regularly to discuss student learning needs. They meet both as an entire faculty as well as in grade level meetings.

There is a clear alignment between resources and student learning needs. Each grade level has a budget allocation to support student learning.

The school has a broad based and collaborative approach to address student learning needs. The school has identified critical learning areas for students which include ELD and mathematics. Each teacher has access to student achievement data in math and language arts.

A4. Leadership and Staff Criterion

NSAA School has a principal, a vice-principal, funded partially through Title I funds, and a full-time school psychologist on campus. The NSAA actively recruits teachers with experience or with teacher-training in running a dual-immersion classroom. All teachers hold the appropriate multi-subject credential with a BCLAD emphasis. Currently there are 14 teachers with a Clear Multiple Subject Credential, 10 teachers with a Preliminary Multiple Subject Credential, 1 Bilingual Speech therapist who holds a Clear Clinical Rehabilitation Services Credential, 1 Level 1 Education Specialist, and 1 Preliminary Level 1 Education Specialist. There is also a full-time school psychologist on staff. The NSAA is staffed with a student to teacher ratio of 28 to 1 in grades 3-5. In grades K-2, the student teacher ratio is 24 to 1. In addition, the paraprofessional support staff includes three instructional assistants, as well 2 student teachers from the University of California, Riverside.

Staff	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Certificated NSAA Teachers	9	15	22	21	22
Other	8	5	4	7	7
Classified NSAA Support/Clerical	1	2	1	10	10
Paraprofessionals	1	5	5	4	4

Source/Comments: Data retrieved from CDE, EdSource, FCMAT. Classified NSAA support includes Administration Support Staff, Character Development Officers (CDOs) and Instructional Assistants.

Teachers by Ethnicity

Staff	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
TOTAL	12	15	22	21	26
African-American	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian	0	1	1	0	0
Filipino	0	0	0	0	0
Hispanic/Latino	10	12	20	20	25
Pacific Islander	0	0	0	0	0
White (Not Hispanic)	2	2	1	1	1
Multiple or No Responses	0	0	0	0	0

Source/Comments: Data retrieved from CDE, EdSource, FCMAT.

NSAA has procedures in place for collaborative work and to allow input from faculty into decision making processes. There is a regular schedule of faculty and grade level meetings. There is an Academic Leadership team comprised of Grade level representatives and the administrators. The LCER has policies and procedures in place for conflict resolution.

The LCER has developed an Employee Handbook. The handbook includes responsibilities, operational practice, decision making processes and relationships between leadership and staff. All employees attend an annual meeting that addresses all important issues that need to be covered with employees.

The faculty has been involved opportunities to participate in demonstration lessons on focused areas of concern for student achievement. The new principal has implement 5 minute walk through as part of the evaluation system. Through this process there is a focus on improving student achievement.

A5. Leadership and Staff Criterion

NSAA faculty has participated in professional development. The professional development has not be planned in a long term method, but more what is available to the school. Funding has been an issue in planning professional development. The faculty has participated in ELD training, guided reading and differentiated instruction. The faculty has also participated in WRITE and GLAD Training.

An evaluation program is in place that requires an annually evaluation of all employees. The principal and vice principal complete the evaluations. There are 26 certificated employees and 13 classified employees.

The school has begun work on linking the effect of professional development on student achievement.

A6. Resources Criterion

There is a clear budgeting process which solicits input from faculty. There is an expectation of good stewardship of all the resources. Grade levels have a discretionary budget. There are policies and procedures for expenditure of funds. Each year the budget is audited by an independent auditing firm.

NSAA has adequate facilities which are well maintained. The school is growing and utilizes all of its current space. The school has adequate instructional materials. They are currently piloting a one-to-one laptop project. The school has the use of technology in its classrooms. Teachers have ELMOS and Mobi pad.

There are clear policies and procedures in place to hire well qualified staff. The school has processes in place for planning. At this point the planning is year to year rather than a long range plan of strategic issues to address over the next 3 to 5 years.

A7. Resources Criterion [Charter Schools only]

The LCER Board and the NSAA Board have policies and procedures in place to monitor resources and fiscal solvency. The NSAA Board maintains a 5% reserve. The LCER Board has a 12% in liquid reserve and 40.9% in assets.

The Boards have a calendar for budget planning and involve all stakeholders in the process. The fiscal crisis in the state has affected compensation for employees. The compensation is about between 8 to 10 percent lower than the average of the high desert districts.

LCER has a marketing plan for the school. The LCER also supports fund raising for the school. In addition, the PTO raises \$25,000 each year for the school.

A8. Resources Criterion [Charter Schools only]

NSAA has clear policies and procedures to manage its fiscal resources. There are internal controls in place to manage expenditures in the school. There is an external audit each year. The NSAA Board approves the school budget and monitors P1 and P2 reports.

The school has clear policies and procedures as to who is authorized agents for signing checks and releasing funds for payment of bills. The CEO signs all contracts above \$75,000.

Areas of Strength

Teachers are of a high quality with each holding a BCLAD credential.

There is a data management system in place. Standardized tests scores are reviewed and used to make curricular decisions.

The school and the Lewis Center have clear policies and procedures in place to maintain strong fiscal responsibility.

Parents are actively involved in the school spending many hours as volunteers, participating in meetings, and involved in fund raising

There are multiple forms of communication with stakeholders, including Wednesday Folders, AERIES Student Information System, the school's website and principal emails.

Areas of Needed Growth

Economic times have resulted in difficult financial decisions that have greatly impacted students and employees. Bringing the staff compensation package in line with local districts, having enough resources to staff instructional support positions for more instructional aides in the classroom, as well as instructional materials and resources in both English and Spanish given NSAA's dual immersion program are important goals as the economy improves.

A long-term professional development plan is needed that is tied to student learning outcomes.

Develop a strategic plan that provides the school the ability to plan for the future.

B. Standards-based Student Learning: Curriculum

The school has implemented many opportunities for students to demonstrate the real world application of their learning. Further, interdisciplinary GLAD units allow students to experience the interconnectivity of the curriculum. Partnerships with local universities allow students to experience college life as an extension of their elementary school education.

NSAA uses CDE-approved textbooks and instructional materials in its classrooms. The school notes that it is standards-based (assessments, report cards, assignments).

In response to teacher recommendation, the school has implemented a systematic data collection and analysis process. Through this process, teachers collaboratively identified the need for a writing curriculum as well as more support for English Learners through analysis of CST data. In turn, Curriculum was purchased to support these endeavors.

Areas of Strength

The school uses Guided Language Acquisition Design (GLAD) curriculum to support its dual immersion model. GLAD units incorporate oral language, writing, reading, science, and math standards.

NSAA has recently begun using DataDirector to assist with data disaggregation and analysis.

The school has a number of partnerships with local universities including UCLA, UCR, and others that provide NSAA students with real world opportunities to apply their classroom learning.

Areas of Needed Growth

Professional development needs and dedicated time apart from the instructional day must be considered when new curriculum is adopted so that teachers and staff have the opportunity to analyze achievement data and share best practices, as well as have the knowledge to best educate NSAA's students.

Alignment of curriculum to the Common Core State Standards in the next two years will require staff training and extensive refining of instructional depth of knowledge, trimester benchmarks, rubrics, and assessments.

Determine benchmarks for ELD.

Develop a system-wide process for examining student work and using this to make curricular decisions.

Through analysis of CST results, NSAA is aware that it must adopt writing curriculum.

C. Standards-based Student Learning: Instruction

NSAA students are involved in learning experiences to achieve the academic standards and the schoolwide SLOs. Students use a variety of tools to articulate ideas and opinions, such as thinking-maps and graphic organizers. Teachers design thematic units and explicitly make connections between the content standards and the real world. In addition, teachers coach students annually on goal setting for the CST. In addition, NSAA students are provided with a plethora of enrichment opportunities.

After three years of a high level of leadership turnover, over the past year, the new principal has brought a significant focus to the NSAA and instruction. The school is now utilizing data driven instruction to continuously improve its educational program and is rapidly building the instructional capacity of its staff. Teachers are utilizing a variety of strategies and resources, particularly technology, to engage students and individualize instruction to meet student needs. Teachers are given a variety of professional development opportunities particularly in the area of dual immersion instruction. Important to the program is the use of BCLAD, GLAD, and SDAIE teacher certification. Teachers utilize a wide variety of instructional strategies that give students with different learning styles ample opportunity to succeed in learning the material. The school provides parents and the greater community numerous opportunities to participate in the school's educational program to the benefit of all students.

Students and parents at the NSAA are well informed about the academic content areas that students are expected to master through students' participation in learning activities, as well as through the consistent communication with parents via emails, newsletters, progress reports and parent-teacher conferences. Teachers have a repertoire of tools that can be used for differentiation such as flexible small groups, previewing material, checking for students' progress and participation through think-pair-share activities. Additionally, at NSAA there is a plethora of activities that help support the SLOs via the instructional opportunities in the classroom. Some of these activities include Love and Logic, Character Counts, Meet the Arts Masters, various recycling opportunities throughout the school year, and Chinese language lessons. Teachers are up-to-date on current educational pedagogy by attending professional development opportunities such as CABE, GLAD, English Language Development training, and Common Core training.

The student work being collected at the NSAA demonstrates that students are applying, synthesizing, and organizing the knowledge they are learning. NSAA students demonstrate on a daily basis their ability to apply their problem-solving skills through word problems, GLAD Team Task, projects, models, oral presentations, writing

samples, and cooperative paragraphs. NSAA has implemented a one-to-one laptop program in grades 4 – 6, which has increased students' access and use of technology. In addition, teachers provide students with real world experience through field trips, guest speakers, and take-home projects which enhance student learning. The incorporation of technology into instruction and student learning is definitely an area of strength at the NSAA. There is a variety of technological tools available to NSAA students such as laptops, netbooks, ELMOs, MobiView, Interwrite pads, and classroom computers to name a few. These technological tools help all students access the curriculum and make the standards-based instruction engaging, dynamic and comprehensible. Furthermore, they reflect the NSAA's commitment to the SLO of Discovery.

Additionally, student work samples and grade level lesson plans demonstrate how NSAA's students are able to make connections between their learning and real-life applications of the content through field trips, presentations, art lessons, and guest speakers. Moreover, the NSAA offers students a variety of extracurricular and educational experiences that affords them the opportunity to use real-world experiences that enriches the curriculum taught.

Areas of Needed Growth

Data needs to be used to systematically analyze, evaluate and change instructional practices in English language arts reading comprehension, math and writing strategies so more students can be proficient.

Targeted and refined ELD instruction needs to be implemented consistently and monitored closely to maximize English language learners' development school-wide.

D. Standards-based Student Learning: Assessment and Accountability

NSAA teachers use a variety of formal and informal assessments throughout the school year to evaluate student learning. This data is used to inform instruction, especially in the area of flexible grouping and to determine students in need of intervention. Parents are kept updated of student performance through standards-based report cards and through the online Aries system for students in grades 3 – 6. Students are assessed in Spanish and English reading comprehension each trimester using the EDL and DRA.

NSAA is using Data Director to assist with data collection and analysis. Teachers are currently being trained on how to optimize use of the database. The school has been responsive to data – implementing a writing curriculum to improve student writing outcomes and the creation of a formal ELD period to drive EL student outcomes.

The school uses multiple methods to report individual student data, including an electronic grade book, PLP progress evaluation, and Wednesday Folders that contain weekly assessments.

Student achievement data is communicated to all stakeholders, including students, parents, administration and the board through presentations, Wednesday folders, and online student information system. Allocation of resources including hiring decisions, professional development, and curriculum choices are driven by student assessment data.

Areas of Strength

The school uses an electronic grade book that contains information on multiple data points and is available remotely.

The school has implemented the “Wednesday Folder” to communicate with parents on individual student progress.

The school has hired a Data Analyst to assist with the staff identified need for a more systematic data collection/analysis process.

Areas of Needed Growth

Writing conventions and Math assessments need to be assessed systematically and analyzed across grade levels in order to refine instruction as a whole school to maximize student achievement.

There is a need to establishing a systemic process to help English language learners progress with their English proficiency.

There is a need to implement a strong Common Core professional development training program so that the school will be able to address the concern regarding the student capacity in the areas of higher-order thinking skills and independent problem-solving skills.

E. School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

As a school, the Norton Space & Aeronautics Academy firmly believes parents, teachers and students should work together as active partners in the educational process. All parents pledge to volunteer a minimum of 30 hours per year to enrich the

learning of all children at the school. The NSAA is fortunate to have a high level of parent involvement to support events that directly enrich the teaching and learning process. These events are often sponsored through Parent Teacher Organization (PTO), and include the coordinating and designing of an educationally-themed end of the year carnival, designing an annual physical fitness fundraiser called Rocket Races, collecting and assembling food baskets for needy NSAA families through the Thanksgiving Food Drive, staffing and planning the biannual Book Fair, organizing environmental awareness events, organizing multicultural assemblies, and coordinating Family Skate Night and Family Reading Night, among others. In addition, parents are regularly involved in the teaching and learning process of the students through volunteering in the classroom, at the school, at home, and/or on field trips.

Another manner in which parents and the community are directly involved at the NSAA is through participating in the English Learner Advisory Committee (ELAC) that discusses how the school can best support English language learners, as well as provides workshops for parents to become better informed about important topics in education through Project Inspire (a community-based organization). Furthermore, in past years, groups of parents have been invited alongside NSAA staff to attend the annual California Association for Bilingual Education (CABE) Conference in order to develop parent education about Dual Immersion programs and student achievement, as well as to foster parent leadership. In addition, NSAA's administration has effectively established a culture based on parent partnership by consistently holding "coffee with the Principal" meetings, parent volunteer recognition days, and having parent and community representation and feedback be an important component of the NSAA Board of Directors, School Site Council and ELAC. Since the school is a Spanish/English dual immersion program, Spanish (non-English speaking) parents are active in volunteering to read in Spanish with students, working with them directly in centers and small groups to enrich Spanish vocabulary, and helping them develop their overall oral and written abilities. In addition, the Chinese families present in our student populations also directly support Chinese cultural events and Mandarin classes via cultural presentation across grade levels and provide support for student learning.

The NSAA's Room Parent Committee is another poignant example of parent's direct involvement in supporting students' learning. Each classroom has Room Parents who help coordinate volunteers from the school and surrounding community for weekly bilingual readers to read with students to improve their fluency, parent speakers for various thematic units such as community helpers, classroom project preparation, and for coordinating cultural and holiday celebrations. Another way that parents are actively involved in student learning is through co-chairing after school enrichment clubs, such as the Guitar Club, Creativity and Fun Club, or Spanish Club.

The school also strives to keep parents informed and involved about NSAA's academic and community events through disseminating information through weekly Wednesday Folders, an online calendar, as well as monthly bulletins from grade levels and the principal. These grade level newsletters delineate for parents what their child is learning in each specific content area, gives suggestions of activities that parents can

use to apply those concepts at home, and asks parents to help their students create a monthly family project that is based on a content area in order to reinforce learning. In addition, parents partner with NSAA teachers to maximize their child's learning through accessing educational resources that are used in the classroom remotely at home – such as IxL.com and Math Facts. For parents of students in 3rd – 6th grade, an online grading system is also available so that parents can be informed about their child's achievement. Students who are struggling to meet grade level standards also receive progress reports every trimester that communicate to parents the strategies the teachers are using to scaffold for student learning, as well as a suggested action plan for parents to partner with NSAA staff in their child's learning at home. Finally, parents are invited to participate in many events that inform them of their child's learning including Open House, Back to School Night, Meet the Masters Gallery Walk and Parent Conferences. Parent Conferences are held at a minimum of twice a year in order to discuss student achievement, plan out tailored instructional goals for each child, and discuss ways that parents can support their child's learning at home. The high percentage of parent attendance at the conferences attests to the high level of parent involvement and support in students' learning.

Use of Community Resources

The NSAA uses many community resources to support and enrich the educational experience of students at our school. These include: community partnerships with the University of California, Riverside (UCR), the local public library, local fire and police departments, and local businesses. They support cultural events such as Hispanic Heritage Month, African American History Month, and Earth Day. The NSAA has partnered with UCLA and the Confucius Institute to provide Chinese teachers to teach Mandarin Chinese enrichment and language classes to students. Some of the NSAA's students have been introduced to Mission Control for the Goldstone Apple Valley Radio Telescope (GAVRT). A partnership between the National Aeronautics and Space Administration (NASA), Jet Propulsion Laboratory (JPL), and the Lewis Center for Educational Research (LCER) pairs students with scientists to conduct research.

Parent/Community and Student Achievement

The NSAA's parents and the community understand students' achievement of the academic standards and learning results through various means such as the school's online website, bulletins, newsletters and flyers that go out in the Wednesday Folders, and through Aeries print outs (a web-based grading system) and progress reports. The NSAA's parents and community get a snapshot of NSAA's demographic makeup, students' academic progress and achievement on state standardized testing through the School Accountability Report Card that is posted online.

Informing and discussing with parents student achievement data from the standards-based report cards, as well as the CST/CELDT score reports, establishes a partnership between the NSAA staff and families to help maximize all students' achievement. The NSAA's administration and staff has revised processes and has adopted new resources

in order to carefully address and closely monitor the 4 critical areas of academic need: data collection and analysis, a writing program, English Language Development instruction, and improving Math Reasoning skills. Data collection and analysis via DataDirector is effectively being utilized to identify students to participate in After School Intensive Intervention, to receive additional support from small groups with an instructional aide or teacher, and to establish targeted flexible small groups by the classroom teacher. In addition, teachers in grades 3 – 6 utilize AERIES as a data collection system for tracking students' academic performance that parents are able to view and monitor student achievement online.

Furthermore, NSAA has restructured ELD instruction according to students' ELD level, has adopted an ELD Progress Report/Portfolio system to monitor students' English language development progress, and has adopted Santillana's Intensive English (SIE) program in order to maximize language development for all ELLs. Finally, NSAA has purchased licensing for both IxL.com and RenLearn.com (Math Facts in a Flash and STAR Math) for each student in order to provide supplemental resources for practicing math facts and concepts across content areas at every grade level.

E2. School Culture and Student Support Criterion

The school has a well developed School Safety Plan, regular earthquake and fire drills, and strict compliance with fire regulation codes that are accompanied by yearly inspections and follow-up visits by the Fire Marshall. A student-led leadership group called KOSC (Keep Our School Clean) educates students about campus beautification efforts, litter removal, and showing NSAA Rocket Pride. The Recycling Committee coordinates a cafeteria recycling program with designated bins for milk carton recycling, terracycling of juice pouches, and trash collection that educates students on being good stewards of the Earth.

At NSAA, student safety is of paramount importance. Policies to ensure a safe, clean and orderly learning environment are in place. The NSAA has a closed campus policy where all visitors must sign in at the Front Office. In addition, all gates leading into the campus are locked to prevent any trespassing. Any adult volunteer or chaperone must be finger printed through the Department of Justice (DOJ).

High Expectations/Concern for Students

The NSAA demonstrate caring, concern and high expectations for all students in an environment that honors individual differences and is conducive to learning by adhering to the established safety procedures and by following the Love and Logic discipline philosophy. Every classroom is governed by three core standards of behavior: a) show respect, b) solve you problems without causing someone else a problem, and c) make wise decisions. The Love and Logic design places staff in the role of facilitators in helping students to solve problems, mentors in having students learn the consequences of their decisions, and helping students develop skills for making wise decisions

independently. The school staff, in conjunction with the Parent Teacher Organization, designs multicultural assemblies that introduce and celebrate various cultures. Educators at NSAA engage students in a character development program that teaches the meaning and daily application of respect, perseverance, responsibility, integrity, honesty, compassion, self-discipline, citizenship and fairness. The staff at NSAA is dedicated to establishing a college-bound culture. During the 2012-2013 school year, each classroom adopted a university. Teachers have each designed a college wall in each classroom, have created presentations and learning activities to teach students about what going to the university is like, and have discussed with students possible career paths in order to instill a desire for higher education.

Atmosphere of Trust, Respect and Professionalism

The administration, teachers, staff, and parents of NSAA have created an atmosphere of trust, respect and professionalism. The expected code of behavior for staff, students and families is delineated in the Parent-Student Handbook and the Employee Handbook. NSAA teachers undergo an annual evaluation which is based on the California Standards of the Teaching Profession (CSTP). This process allows teachers to reflect on their teaching practices, evaluate themselves, and select areas for continued professional growth.

E3. School Culture and E4. Student Support

Teachers develop short term and long term goals for all students in order to ensure academic success. The short term goals are tied to the California Content Standards and are connected to trimester benchmarks which become a component of students' long term goals. The NSAA has in place many academic supports and interventions: differentiated instruction via small groups or individualized instruction with the teacher; support from an instructional aide, or kindergarten support teacher; participation in afterschool intensive intervention program; support services through the school's Learning Center. The RtI process monitors students' learning needs, identifies which students need continued interventions through an SST (Student Support Team) process, and who qualifies for special services under an Individualized Education Plan.

Adequate Personalized Support

Students at NSAA are also eligible to receive a variety of personal support services including screening/testing from the school psychologist, counseling services, speech and articulation services, occupational therapy, as well as health screenings and education through the school nurse. In addition, the Desert Mountain SELPA coordinates with NSAA to provide eligible students with specialized counseling and behavior support services available. A registered and licensed nurse is onsite daily to provide administration of medication, vision, hearing and scoliosis screenings, and attend to any referrals for illness or injury. The nurse routinely educates students about oral and personal hygiene, and acts as a resource for health-related needs.

The NSAA also has a variety of support services available for its students in the areas of mental and behavioral health. The NSAA has a full-time school psychologist onsite to support students with emotional hardships, behavioral and learning needs, as well as to provide psychological testing and screening for learning disabilities. Students that are eligible for specialized services such as occupational therapy and/or speech therapy as specified in their IEPs meet with therapists who are onsite a minimum of twice a week. Students who are eligible to receive specialized services through the Desert Mountain SELPA receive counseling and other behavioral support services. The NSAA has established an RtI process to identify and service students who require different levels of academic support and interventions.

Strategies Used for Student Growth/Development

Teacher observations are also utilized in conjunction with the data collected, and evaluated in order to create the whole academic picture for each student. Once data and observations are collected and evaluated by the teacher, strategic intervention groups (flexible groups) are formed that focus on a particular subject area or key academic content standard/skill. Teachers monitor each student's progress in these groups and exit students from the group when they have mastered the ability. Educators at NSAA keep progress monitoring logs to document student growth in order to exit them out of the intervention group or provide further intensive support.

Support Services and Learning

Support services at NSAA are designed and structured to foster student learning by consistently analyzing student achievement data and creating opportunities to provide instructional intervention or enrichment in order to have students reach their potential. The school leadership and staff strive to ensure that students are involved in their learning while participating in support service programs by clearly identifying, discussing, and reevaluating achievement of learning goals with the students.

In the Fall of 2012, after an analysis of the previous year's California Standardized Tests (CST) and CELDT data for the ELL subgroup, it was determined that restructuring ELD instruction across grade levels was needed so that each grade level provided 30 minutes of small group intensive and targeted ELD instruction daily. Groups were reorganized by ELD level so that discreet ELD standards could be targeted. This restructuring was made in conjunction with the purchase of a specifically designed curriculum for ELD instruction.

A variety of technological resources are provided to students, both for use at home and at school, that foster student learning tailored to students' individual learning abilities. These include the use of technology in the classroom by students through the One to One laptop program, class iPod Touches, netbooks and students computers to enrich learning of the academic content across content areas, as well as subscribing to

instructional web sites such as BrainPop, IxL, and Renaissance Learning which includes Math Facts in a Flash, Star Math and Star Reading.

Students who are eligible to receive Special Education services have academic learning goals specified on their IEPs or 504 plans that are tailored to their learning abilities. These goals are concretely designed to help students progress from their current academic achievement level to meet grade level standards.

Co-Curricular Activities

School leadership and staff strive to strongly link curricular and co-curricular activities to the academic standards and the learning results (ESLR) of “Discovery”, “Integrity”, “Service”, and “Camaraderie”. For example, in order to participate in curricular/co-curricular activities, students must be in good academic/behavioral standing, which correlates with the expected learning result of “Integrity”. Students who participate in after school clubs explore topics more in-depth and learn how to work in teams cooperatively, which correlates to the learning results of “Discovery” and “Camaraderie”.

Student Involvement in Curricular/Co-Curricular Activities

The NSAA is effective in its process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services by logs and rosters. The NSAA’s Vice Principal compiles student interest forms for co-curricular clubs and activities and then verifies student eligibility based on good academic/behavior standing. The Vice Principal maintains a master roster of all students participating in these activities.

The NSAA’s leadership team and administration monitor student use of support services by monitoring growth through tri-annual/annual IEP meetings for students with special needs as reported by the Learning Center’s Resource Specialists. The school psychologist and the speech pathologist also maintain student files with work samples and/or assessments that help track students’ progress and involvement in these support services. Additional monitoring logs are used on a regular basis to evaluate the need for academic support and interventions for students who participate in flexible small groups in the classroom.

Areas of Strength

NSAA has strong connections that it fosters with students’ families and with the local community to work diligently in making the school’s vision a reality.

A strong home-school connection between NSAA staff and parents has been established through consistent communication. Parents and staff work as a collaborative team to ensure students’ success by encouraging parent involvement in the teaching and learning process.

Areas of Needed Growth

Finding a permanent site that provides sufficient space for the NSAA's growing number of students as a K-8 school is a very critical priority over the next two years.

NSAA staff and administration need to continue their efforts in targeting strengthening students' proficiency in English language arts, mathematics and writing through careful data analysis to drive and refine instruction.

A critical area of concern is the need for the expansion of the physical campus of NSAA in the next two years so that Kindergarten through 8th grade students can be housed in a plant that can accommodate their needs for instructional space, as well as for ancillary services such as cafeteria, auditorium/gym, play areas, library, special education department, administrative offices, etc.

Chapter IV

Quality of the School's Program

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. The careful safeguarding and conservative use of the school's resources, making it possible to continue centering financial decisions on what strategies, including professional development, will best support student learning. (Organization - NSAA)
2. A strong, dedicated faculty who hold BCLAD, GLAD, and SDAIE teacher certifications is to be commended who continue to maintain high quality instruction under challenging circumstances. (Organization, Instruction, School Culture)
3. A strong home-school connection between NSAA staff and parents has been established through consistent communication and an active Parent Teacher Organization (PTO) that supports the teaching staff through volunteering and resource building. (Organization, School Culture - NSAA and VC Team)
4. NSAA has made a concerted effort to provide equity of access to technology in a lower socioeconomic area through the One to One Laptop program in grades 4-6. (Curriculum, Instruction - NSAA)
5. The school is to be commended for the establishment of the after school intervention program to help support students who are struggling to achieve grade level standards. (Curriculum)
6. The school uses Guided Language Acquisition Design (GLAD) curriculum, a program which incorporates oral language, writing, reading, science, and math standards, to support its dual immersion model. (Curriculum)
7. The Lewis Center is to be commended for the dual immersion language program so that NSAA students will be prepared to meet the future strategic needs of the U.S.

8. The school has multiple opportunities for parents to understand individual student performance including the use of an electronic grade book, available remotely, and the “Wednesday Folder” which communicates individual student progress. (Assessment and Accountability)
9. There is a data management system in place. Assessment scores are reviewed and analyzed for alignment with actual student proficiency and used to make curricular decisions in grade level teams. (Assessment and Accountability, Organization)
10. The school has begun to implement professional development to assist teachers with “new ways to input, disaggregate, and analyze data through the use of Data Director and AERIES gradebook.” (Assessment and Accountability)

Schoolwide Critical Areas for Follow-up

1. Find the resources to bring the staff salaries and compensation package in line with local school districts to maintain the quality of staff and instruction. (Organization - NSAA)
2. Develop a strategic long-range professional growth plan that will anticipate and accommodate student needs and will provide the school the ability to plan for the future. (Organization - NSAA)
3. Use the data management system to monitor benchmark data and to use that to make curricular decisions. (Assessment and Accountability, Organization)
Action Plan – Goal #1
4. Develop a schoolwide process for data collection and analysis in order to provide and implement curriculum that will maximize student learning. (Curriculum - NSAA) Action Plan – Goal #1
5. Secure external expertise for strategic and data driven professional development for teachers and administrators especially in the area of the Common Core State Standards, including rigor, assessment, and differentiation. (Curriculum)
6. Develop a more structured program for ELD support by implementing and closely monitoring ELD instruction to maximize student learning. (Curriculum, Instruction)
Action Plan – Goal #3
7. Use data to systematically analyze, evaluate and change instructional practices in English/Spanish language arts, English language development, math, and writing strategies to increase proficiency rates. (Instruction - NSAA) Action Plan – Goal #3, Goal #4
8. Continue to evaluate and use data to differentiate instruction for enrichment and remediation and to plan and implement professional development in the support of student learning and success. (Assessment and Accountability - NSAA)
Action Plan – Goal #1
9. Utilize standardized assessments to measure student progress and help drive instruction. (Assessment and Accountability – VC Team) Action Plan – Goal #2
10. Identify a permanent site in the next year to accommodate the Kindergarten through 8th grade program and initiate facility development for the school's intended expansion. (School Culture – NSAA, VC Team)

Chapter V

Ongoing School Improvement

NSAA's Action Plan focuses on adding rigor and quality to standards-based instruction, curriculum, and assessment to improve literacy in the areas of Language Arts, Mathematics, Science, and Writing so that the school can improve student achievement, increase test scores in local and state standardized tests, exit program improvement status, and increase each student's ability to complete in the market place as independent critical thinkers.

Four Improvement Goals have been written to address the areas of improvement in the Action Plan. These are:

- Improvement Goal #1: Maximize student learning through data collection and analysis in order to increase the percentage of students scoring at or above proficient on trimester benchmark assessments. (Organization, Curriculum, Assessment)
- Improvement Goal #2: NSAA plans to maximize standards-based instruction, curriculum, and assessment in order to improve student achievement and increase percent of students scoring at proficiency or better on the CST STAR Exam in the areas of Language Arts, Math, and Science. (Instruction)
- Improvement Goal #3: Maximize English Language Development for English Language Learners using standards-based instruction, curriculum, and assessment, so that English Language Learners will achieve one proficiency level per academic year as measured by the CELDT exam. (Organization, Instruction)
- Improvement Goal #4: Maximize standards-based instruction, curriculum, and assessment in writing across different genres to meet all national, state and school site achievement targets. (Instruction)

Adequacy of action plan in addressing the identified critical areas for follow-up

- Do the action plan sections address critical areas?

The Action Plan sections address the critical areas for improvement as indicated by the school's Self Study and the Visiting Committee.

- Will steps enhance student learning?

If followed, the steps indicated in the Action Plan will improve and enhance student learning.

- Is plan user friendly?

The Action Plan appears to be doable and user friendly.

- Has plan integrated all major school initiatives i.e. technology, staff development, etc.?

The plan appears to have integrated technology, necessary staff development, as well as staff and resources to carry out the Action Plan.

- Is plan feasible within existing resources?

There may be some resources that are not available and may need to be requested to achieve certain goals. This would include the cost to secure additional standardized assessments in order to efficiently utilize data.

- Is there sufficient commitment to plan?

All components in the Action Plan will support school improvement. Teachers, staff, and partnerships are also in place and will continue to support student growth and success.

- Existing factors that will support school improvement

Strong partnerships with administration, teachers, staff, parents, and community partnerships working together in the best interest of the student are existing factors that will support student achievement.

- Impediments to improvement that the school will need to overcome

Because NSAA is a dual immersion program, impediments to improve may be present in low CST scores in the area of English Language Arts because during the first years of school are primarily taught in Spanish and the CST is given in English. As the data becomes available and the school continues its interventions, the Action Plan goals toward student achievement and improvement in test scores should be accomplished.

- Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the action plan.

NSAA has established a measurable approach to address all components of the Action Plan designating who will be responsible, expected completion timelines, and utilization of available resources.