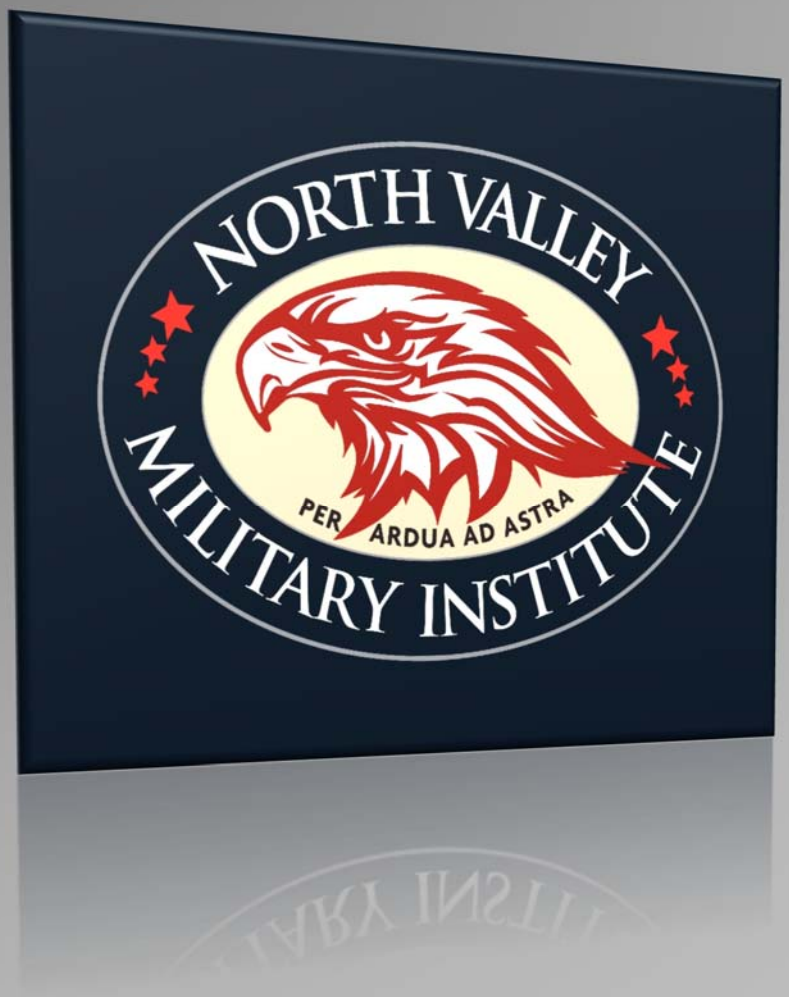


# WASC Self-Study Report

12105 Allegheny Street
Sun Valley, CA 91352
Colocated on the Campus of
Sun Valley High School

January 24-27, 2016

ACS WASC/CDE Focus on Learning Accreditation Manual, 2015 Edition

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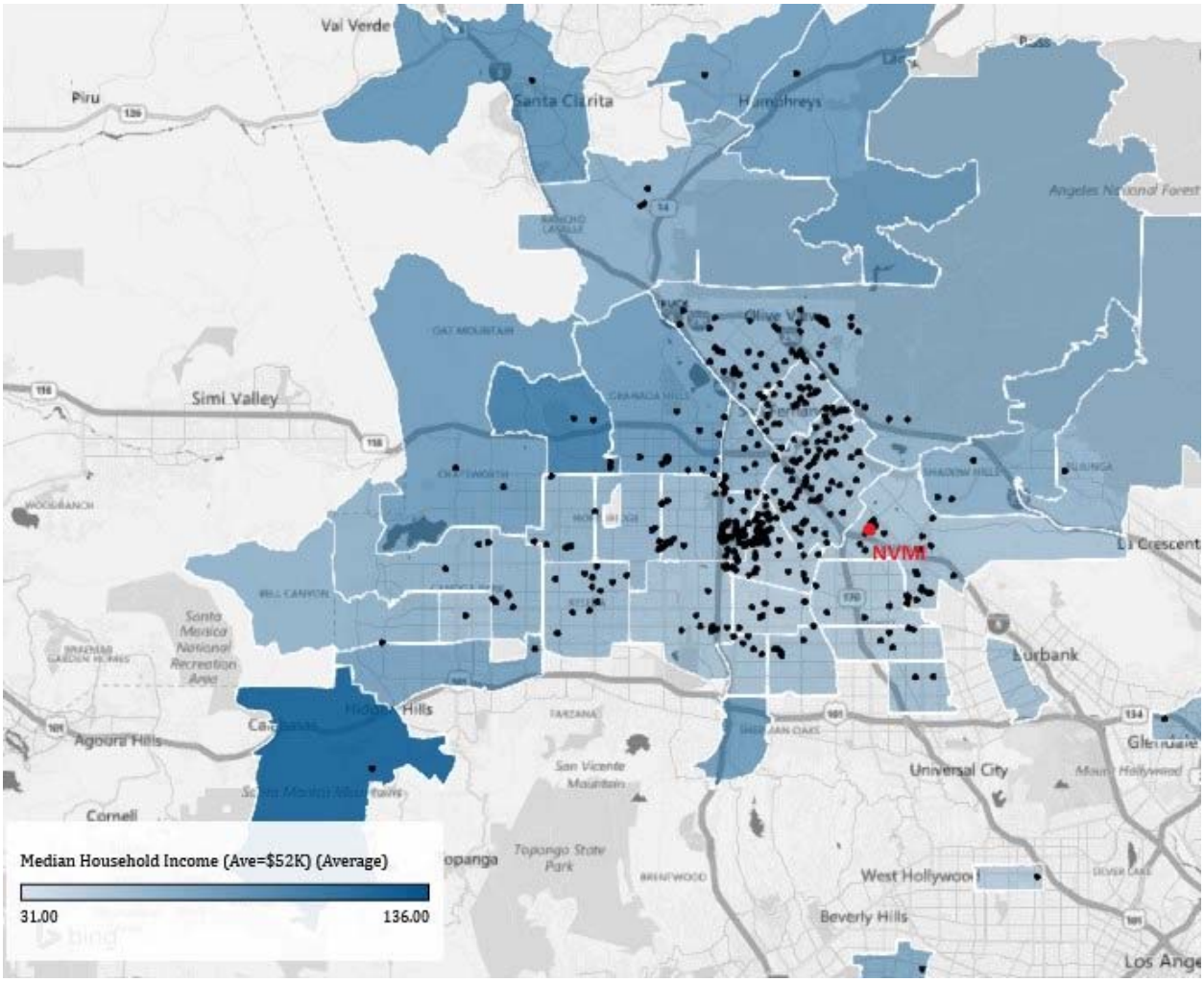
# Chapter I STUDENT/COMMUNITY PROFILE

## A. General Background and History

### *Community*

1. Brief description of the community served by the school

North Valley Military Institute (formerly North Valley Charter Academy, NOVA) is currently co-located on the Sun Valley Senior High School campus in Sun Valley, having moved in July 2015 from its previous location of 10 years in Granada Hills.




The school continues to draw students from essentially the same neighborhoods throughout the San Fernando Valley with approximately 90% of the student population residing within six miles of the current Sun Valley campus, concentrated in the communities of Pacoima, Sylmar, and San Fernando to the north, Granada Hills, and Mission Hills to the northwest; Panorama City, Van Nuys, Northridge, and North Hills to the west, and Reseda and North Hollywood to the southwest and south. *(Dots on the above map represent currently enrolled students.)*

2. Family and community trends

NVMI's student demographics reflect the population of these communities with 92.6% of NVMI's Fall enrollment self-identifying as Hispanic, 2.8% African-American, 3.6% White, and 1% representing other ethnicities. 39% of NVMI's parents report having attended some post-secondary education. More than half of area residents are foreign born and fewer than 50% speak English in the home. Additionally, although the median household income for the area is $52,000, more than 80% of NVMI's students qualify for free or reduced price lunch. Considered to be suburban neighborhoods, these communities nevertheless are plagued by many of the same problems afflicting the inner city: high unemployment, gang activity, active drug dealing, significant numbers of single parent households, lack of affordable housing, and abandoned businesses. (http://www.towncharts.com/California/Demographics/91352-Zipcode-CA-Demographics-data.html)

3. State/federal program mandates

NVMI is in Year 3 of Program Improvement having entered PI in 2009. NVMI does not participate in the GATE program, but does offer Honors and AP course options. NVMI supports students with special needs in a full inclusion program with "push-in" services and one Special Day Class. NVMI participates in the federal Free and Reduced Price Lunch program and is a recipient of Title I and Title II funds. NVMI does not currently opt to receive Title III funds.

4. Parent/community organizations

NVMI's parent organizations include a Parent Advisory Committee (PAC) and the School Site Council (SSC) that meet monthly during the school year. Both groups meet monthly and serve as an essential communication bridge between families and the school. The PAC promotes and oversees the parent volunteer program which is an optional program that recognizes parents who go "above and beyond" to serve the school community in a wide variety of ways, including planning and implementing fund raisers such as Loteria Nights, Spaghetti Dinners, Casino Nights, and raffles, community-building events such as family picnics, and community carnivals. The Schoolsite Council consists of staff, parents, and students and advises the school administration on matters of importance to the constituents as well as on such topics as the school budget, the Local Control Accountability Plan, plans for English Learners and Special Needs students, and the schoolwide WASC action plan.

5. Community programs and school/business relationships

NVMI works closely with many community organizations and businesses. As a military academy, NVMI's most significant community affiliation is with the California Cadet Corps, an entity of the California National Guard. The school has supported Cadet Corps adult "Commandant Academy" training of nineteen staff members and has twice been honored by the California Cadet Corps with the Unit Community Service award for having the most community service hours of any school in the program statewide. School uniforms are provided in small part by the California National Guard and in large part through the school's LCFF funding. The school has an MOU partnership with the United States Coast Guard through its Parents in Education (PIE) program that has resulted in a youth mentoring program and enrichment activities, including opportunities to earn recognition and military awards. Marinello School of Beauty has partnered with the school to provide free monthly barber services to cadets. The PAC has established relationships with the Los Angeles City Council, State Assembly, State Senate, various Neighborhood Councils, and Congressman Tony Cardenas. The school has also been honored numerous times for its active

involvement in the community and service in supporting opportunities for youth. Throughout the school's ten years in Granada Hills, the school maintained a productive and mutually supportive relationship with the Episcopal Church of Saint Andrew and Saint Charles. NVMI was also recently honored as a "Let's Move" School by the White House for exceptional wellness instruction and programs.

## *Staff Description*

**Administrative, Teaching, and Support Staff Fall 2015**

| | | | |
|---|---|---|---|
| **Staff Type** | | **Full or Part Time** | |
| Administrative Staff | 5 | Full time | 49 |
| Certificated Teaching Staff | 23 | Part time | 4 |
| Counselors, PPS/MFT | 2 | **Gender** | |
| Classified Office/ Clerical Staff | 3 | Female | 33 |
| Classified Paraprofessional | 13 | Male | 20 |
| Admissions | 1 | **Ethnicity** | |
| Safety team | 5 | White not Hispanic | 21 |
| Technology Coordinator | 1 | Hispanic or Latino | 18 |
| **Staff Credentials** | | Asian | 3 |
| Preliminary | 10 | African American/Black | 5 |
| Clear | 21 | Other | 6 |
| Single Subject | 18 | | |
| Multiple Subjects | 4 | | |
| Administrative | 4 | | |
| Designated Subjects | 6 | | |
| Provisional Intern Permit | 0 | | |
| Short Term Staff Permit | 1 | | |
| Certificate of Clearance | 3 | | |
| BTSA | 4 | | |
| CLAD | 20 | | |
| **Teaching Assignment** | | **Outside teaching area** | |
| 6th grade | 3 | No | 23 |
| MS English | 2 | Yes | 0 |
| MS History | 1 | **Years of Service** | |
| MS Math | 2 | 1-2 | 15 |
| MS Science | 1 | 3-5 | 9 |
| MS/HS Military Science/PE | 9 | 6-10 | 14 |
| MS/HS Music | 1 | 11-25 | 10 |
| MS/HS Special Education | 7 | >25 | 5 |
| Health | 0.2 | **Years at NVMI** | |
| HS English | 2 | 1-2 | 31 |
| HS History | 1 | 3-5 | 14 |
| HS Math | 2 | 6-10 | 5 |
| HS Science | 1 | >10 | 4 |
| HS Spanish | 1 | **Beginning Teacher** | |
| ELD | 1 | Second Year | 2 |
| Online/substitute/librarian | 1 | First Year | 6 |
| **Education** | | | |
| Doctorate | 1 | Baccalaureate Degree | 20 |
| Master's Degree | 13 | Some college | 2 |
| 1yr to Master's | 1 | Associate Degree | 5 |
| 2 teaching credentials | 2 | High School Diploma | 10 |

## *School Purpose: Mission, Philosophy, and Expected Schoolwide Learner Outcomes*

**NVMI Mission Statement**

The North Valley Military Institute College Preparatory Academy (NVMI) develops leaders of character by providing a rigorous seven-year college preparatory program to promote excellence in the four pillars of academics, leadership, citizenship, and athletics.

**Philosophy Statement**

NVMI's four pillars are ACADEMICS, LEADERSHIP, CITIZENSHIP, and ATHLETICS. Using a military framework, the goal of NVMI is to graduate cadets who are capable of meeting the admissions requirements for any college in the nation and who are prepared for their roles as future leaders of character.

The demanding ACADEMIC program consists of language arts, math, science and history, as well as world languages, fine arts, leadership, and physical fitness training. NVMI supports students who have ambition and wish to take responsibility for their own learning. NVMI also offers honors, advanced placement, and college level courses. Cadets who enter NVMI performing below grade level are required to accelerate learning through before school, after school, Saturday, and summer academic support programs. NVMI's robust Special Education program supports students with disabilities to achieve the same academic standards as all NVMI cadets. Through hard work, determination, and a positive attitude all students are expected to do whatever it takes to meet NVMI's rigorous academic standards and achieve proficiency on the Common Core State Standards. NVMI partners with parents, maintaining an open communication regarding student progress and helping all students succeed to the best of their abilities. Parents have a set of duties to fulfill their role as the primary educators of their children.

The military framework of the school develops LEADERSHIP and promotes a sense of pride and community as it requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes patriotic exercises. All cadets participate as members of the California Cadet Corps, and are assigned to units within a military chain of command (squads, platoons, companies, and battalions, within the Regimental Corps of NVMI Cadets). Cadets assume increased responsibility through various positions of leadership during their tenure at NVMI. Each academic classroom uses military protocols and cadet leadership structures to promote good order and discipline. Cadets also learn military customs and courtesies and achieve promotions and awards for their accomplishments. The military dimension of the school promotes patriotic spirit and respect for the democratic ideals of our society.

Cadets learn what is expected of them at the Entrance Camp prior to their enrollment at NVMI, a camp which thoroughly introduces new students to the CITIZENSHIP expectations of the school. The disciplinary system, patterned after the military model, is fair, consistent, and predictable. It uses a merit and demerit system that provides both positive and negative consequences. All cadets share a common set of duties they are expected to fulfill as well as a code of honor requiring absolute integrity. Cadets also participate in a variety of school and community service activities that attempt to make our school and world a better place. Cadets who do not meet the expectations for conduct, integrity, or who do not fulfill their duties forfeit their opportunity to attend NVMI.

ATHLETICS is an integral part of the total NVMI educational experience, and the school strives to promote all of the dimensions of personal fitness and wellness. NVMI cadets are provided frequent opportunities to participate in interscholastic and intramural team athletic development activities and competition. In addition to fulfilling physical fitness goals, being involved in athletics provides cadets with opportunities to develop leadership skills and to learn the ideals of fair play and ethical behavior necessary for competition and cooperation in our society. It also provides unique opportunities for self-discipline and self-sacrifice, as well as loyalty to the community, the school, and the team.

Through the four pillars of ACADEMICS, LEADERSHIP, CITIZENSHIP, AND ATHLETICS, NVMI prepares students for successful admission to college, completion of college, and entry into the adult world as leaders of character who make the world a better place, do the right thing, and treat others the way they want to be treated.

**NVMI Cadet Code of Honor**

At North Valley Military Institute, cadets learn and behave by a code of conduct that will serve them well during their time at the academy and long after they have graduated. It is simple, and should govern everything cadets do both on and off campus. Violating the cadet code will lead to disciplinary action and disciplinary consequences which may include suspension or expulsion from the North Valley Military Institute.

*"A CADET IS RESPECTFUL AND WILL NOT LIE, CHEAT, STEAL, OR TOLERATE THOSE WHO DO"*

*To be respectful* is to honor the fundamental infinite dignity and worth of each individual. It means to treat oneself, others, and the property of others the way we would like to be treated. Respect is at the heart of the golden rule, "Do unto others as you would have done unto you." Cadets do not engage in physical, verbal, or emotional abuse of others. This includes peers, school staff, and members of the community. They do not bully, harass, or intimidate others. They keep their environment clean and free from vandalism.

*To lie* is to make an untrue statement, intending to deceive or produce a false impression. The statement can be oral, written or implied by action. Making a statement that is only half-true, or attempting to give a false impression by leaving out pertinent information is lying.

*To cheat* is to attempt or to aid in an attempt to gain unfair advantage over others. For instance, using the work of another person as one's own is cheating. Likewise, allowing someone else to claim one's work as theirs is another form of cheating.

*To steal* is to knowingly take a property or service, temporarily or permanently, without consent. Taking or borrowing without permission is stealing.

*To tolerate* is to ignore the dishonorable actions of other cadets. A cadet who knows that another cadet violated the Honor Code has an obligation to report it. A cadet who sees another cadet be disrespectful, lie, cheat, or steal and does not report the incident has also violated the honor code.

**NVMI Cadet Creed**

- ★ I am a North Valley Military Institute Cadet. I will always conduct myself to bring credit to my family, country, academy, and corps of cadets.
- ★ I am loyal and patriotic.
- ★ I am the future of the United States of America.
- ★ I do not lie, cheat, or steal and will always be accountable for my actions and deeds.
- ★ I will work hard to improve my mind and strengthen my body.
- ★ I will seek the mantle of leadership and stand prepared to uphold the Constitution of the United States of America.

**Duties of an NVMI Cadet**

1. Learn and strive for academic excellence
2. Set goals and work hard to achieve them
3. Respect oneself and others
4. Demonstrate integrity and good character
5. Accept responsibility and the mantle of leadership
6. Follow instructions
7. Wear the uniform properly and with pride
8. Use military courtesy
9. Care for the NVMI campus
10. Work well as a member of teams
11. Serve the school and community
12. Prepare for success in college
13. Celebrate and take pride in success
14. Be physically fit and active
15. Get involved in school activities

**Duties of an NVMI Parent**

1. Ensure your child wears the correct and complete uniform daily and complies with all grooming and appearance standards.
2. Require your child to adhere to the cadet code of honor at all times.
3. Promote daily, proper use of the school planner and check homework daily for completeness.
4. Read the entire planner and act upon the weekly parent bulletin. Refer to the school calendar and website often in order to be up-to-date on important NVMI events.
5. Be aware of the status of your child's demerits, attendance, and grades by regularly checking the online parent portal and the planner page with permanent demerit entries.
6. Ensure your child attends school every day on time and only misses class for very serious reasons.
7. Participate in Parent Advisory Council activities and complete voluntary parent service hours, including attending student led conferences, general parent meetings, and other activities.
8. Praise your child's achievements and celebrate triumphs.
9. Communicate with teachers when you have questions and respond to contacts from the school.
10. Encourage your child to do always the right thing, treat others with respect, and make NVMI a better place.

11. Ensure your child attends and participates fully in academic support classes when assigned and takes those classes seriously.
12. Help your child believe that attending a four-year college/university and postsecondary education is desirable and achievable.
13. Communicate through your child's TAC team any concerns or questions you may have.
14. Ensure your child participates in athletics and other extra-curricular programs, and attend events your child is involved in (athletics, etc).
15. Ensure your child eats the healthy meals/snacks from the school's food service provider or has healthy food when at school.

**Expected Schoolwide Learner Outcomes (SLOs)**

North Valley Military Institute Cadets Will

*Academics*

1. think critically and creatively
    a. by solving complex mathematical problems
    b. by designing experiments to answer specific questions and engage in scientific inquiry
    c. by understanding complex patterns and symbolism in literature and art
    d. by applying knowledge to solve real world problems
2. demonstrate effective oral communication skills
    a. by serving as a cadet leader
    b. by employing academic language in effective oral communication
    c. by learning a world language other than English
3. write coherent, organized, and grammatically correct compositions
    a. by writing effectively in a variety of genres
    b. by writing effectively for a variety of audiences
    c. by writing effectively for a variety of purposes
4. read, analyze, and comprehend a wide variety of written materials
    a. by acquiring reading proficiency in discipline-centered texts, literature genres, and media genres
    b. by developing the academic language demanded by each discipline
    c. by evaluating and synthesizing information from a variety of texts
5. investigate and solve problems through a variety of logical means
    a. by using mathematical algorithms effectively
    b. by using research and data
    c. by using logical argumentation, inference, and deduction to solve problems
    d. by utilizing scientific methods and inquiry to solve theoretical and real-world problems
6. possess sufficient content knowledge to succeed in post-secondary education
    a. by achieving content knowledge needed for State of California "high school exit exam" or equivalent
    b. by acquiring vocabulary and other content knowledge necessary for College entrance exams
    c. by meeting the University of California A-G requirements

7. use a variety of technology resources successfully in academic and real-world settings
    a. by acquiring fundamental knowledge and skills of computer software and hardware
    b. by evaluating and analyzing internet information

*Leadership*

1. work successfully for a greater purpose as a member or leader of a team
    a. by sacrificing self-interest for the overall success of the team when needed
    b. by ensuring the individual success of each team member
    c. by practicing organizational, planning, and leadership skills at the squad, platoon, company, battalion, and regimental levels
2. envision and set goals
    a. by organizing and prioritizing tasks to achieve goals
    b. by setting interim objectives
    c. by adjusting goals and objectives as appropriate
3. display confidence and poise
    a. by speaking effectively in front of peers and adults
    b. by accepting leadership roles within school
    c. by reacting responsibly in times of challenge or stress
    d. by demonstrating military courtesy

*Citizenship*

1. be an honorable person
    a. by examining one's values
    b. by having the courage to live by those values
    c. by making and keeping commitments
    d. by fulfilling the fifteen duties of an NVMI cadet
2. respect oneself and others
    a. by being courteous to others
    b. by using the appropriate language for school, social, and work environments
    c. by recognizing others' physical and personal space
    d. by ensuring your own lifelong physical well-being, health, and fitness.
3. believe in the core values of justice, moderation, wisdom, patriotism, democracy, and compassion
    a. by obeying the cadet creed
    b. by encouraging others to live by these values
    c. by being a role model for others
    d. by valuing the views and cultural backgrounds of others
4. support the local and greater community of humankind
    a. by participating in community service projects
    b. by taking action for positive change in the school or local community
    c. by developing awareness of the needs of a global society
5. respect the environment in which we all live
    a. by maintaining a safe and clean school campus
    b. by participating in various environmentally sound practices such as recycling
    c. by participating in environmentally helpful service projects

*Athletics*

1. pursue victory with C.L.A.S.S.
   C = Character
   L = Leadership
   A = Attitude
   S = Scholarship
   S = Service
2. work successfully for a greater purpose as a member of an NVMI interscholastic and intramural sports team
   a. by competing fairly with the highest standards
   b. by striving to achieve your personal best
   c. by setting individual and team fitness goals
   d. by representing NVMI in a positive fashion at all times
   e. by developing the characteristics of poise, confidence, initiative, self-control, loyalty, sacrifice, cooperation, and hard work

## *ACS WASC accreditation history for school*

After an initial visit in December 2006, NVMI (formerly North Valley Charter Academy, NOVA) was granted candidacy status for three years. NOVA applied for full accreditation in 2010 and was granted a term of six years with a mid-term review.

NOVA's ongoing self-study and mid-term progress report identified five interrelated critical needs impeding student achievement and led to the consideration of a variety of programs consistent with NOVA's mission and vision that could be implemented to address those challenges. It was essential that any program under consideration be successful with a demographically similar population and provide opportunities unique to the area while meeting the needs of a wider population. NOVA's leadership and governing board identified the military academy structure as exemplified by the Oakland Military Institute (www.oakmil.org) as an appropriate model.

While replicating the military model was initially considered as a means to formalize and operationalize the **Democratic Leadership** component of NOVA's vision, it immediately became evident that in doing so the **Academic Excellence** and **Personal Growth** components would be more effectively realized as well. The model accords well with NOVA's founding vision, orienting personal growth to honorable citizenship and formalizing a structure by which young men and women become responsible leaders. All students participate as cadets of the California Cadet Corps, assuming increased responsibility through various positions of leadership and achieving promotions and awards for accomplishments. The overall success of the military framework is in fostering and supporting achievement of the academic, leadership, and physical fitness goals of cadets at the Institute. This framework is characterized by the expectation that students observe military customs and courtesies, wear California Cadet Corps uniforms, maintain military standards of dress and hair, and adhere to a disciplinary system, patterned after the military model, which is fair and predictable and consistent with applicable public school laws and rights afforded to students. It is a framework well-suited to supporting the development, the independence, self-reliance, confidence, and perseverance required of life-long learners and democratic leaders.

The mid-term review coincided with NOVA's charter renewal and NOVA formally became the North Valley Military Institute College Preparatory Academy on July 1, 2013.

## *Program improvement status of school*

As the WASC Committee undoubtedly knows, the Program Improvement system in California has undergone major shifts since the inception of the new statewide accountability system. In 2009, North Valley Charter Academy was initially assigned to the first year of Program Improvement because it did not make AYP in all of its subgroups, specifically Special Education and low SES Students. NOVA automatically advanced to PI Year 2 in 2010-2011 even though it met its API and AYP goals, because the PI system at the time automatically advanced schools from year 1 to 2 regardless of meeting API and/or AYP. In 2011-2012, NOVA did not meet AYP in all of its subgroups despite meeting API targets, and was advanced to PI Year 3. In 2012-2013, NOVA met all API and AYP targets, so stayed in PI 3. When the state assessment system went into upheaval in 2013, and the school transitioned to NVMI, it stayed in PI year 3 and remains there today.

NVMI has undergone significant changes since it first entered PI, including dramatic growth in enrollment, demographic shifts, an increase in the Special Needs population, and the adoption of the military school model. One important step in these changes has been the inception of a School Site Council, which has assumed responsibility for the school's ongoing improvement planning and monitoring. The SSC has unified the Local Control Accountability Plan, Single Plan for Student Achievement, WASC Action Plan, Title 1 Plan, EL plan, and SPED Plans into a single schoolwide action plan rooted in careful analysis of the critical learner needs of the NVMI population. The SSC strongly believes that rather than having multiple plans, a unified plan (under the auspices of the LCAP) achieves the desired results of all plans subsumed under the LCAP and makes it easier for the school community to focus its attention on what will best result in improved teaching and learning for ALL students, and what will ensure accomplishment of the school's mission.

As such, the focus of the SSC for the past two years has not been the PI status of the school, but rather the broader LCAP and the need to create a targeted focus on the critical learner needs, goals that stem from those critical learner needs, and action steps to achieve those goals and the broader school mission.

As reported in December 2015, NVMI met AYP targets during the 2014-2015 school year.

## *LCAP Identified Needs and Description of Goals*

### Development of the LCAP: Stakeholder Involvement Process

2013-2014

STEP 1: The state's priorities were reviewed by faculty and administration in several administration and faculty meetings and draft NVMI priorities were created, along with draft action steps to address the priorities along with prioritized budget plans to bring those action steps to reality. Data, including student achievement data, college going and college performance data, discipline and attendance data, and other data requested by stakeholders was reviewed extensively. This became the initial document that was shared with parents and students and further discussed by the staff.

STEP 2: A draft LCAP was presented to the Governing Board for input and discussed in an open meeting. The LCAP was further refined with board member input, including refinement of the priorities and action steps, along with budget considerations.

STEP 3: The draft LCAP was presented at a community fair at which the entire school community of parents and students was present. The LCAP contents were made into large posters and students and parents were asked to provide comments and input on those large sheets. It was also made available on the NVMI website and at the school office. It was also sent in the weekly parent bulletin. The LCAP was significantly revised to include the input from parents and students.

STEP 4: A final version of the LCAP, incorporating all input from stakeholders was presented to the NVMI governing board and discussed in a public meeting. The board made minor adjustments to the plan, discussed the budget implications extensively, and approved the LCAP along with the preliminary budget for the 2014-2015 school year.

2014-2015

STEP 5: The School Site Council met and discussed the LCAP extensively at both its March 2015 and April 2015 meetings. The "annual update" section was completed collaboratively, extensive discussions took place regarding the metrics and NVMI performance on those metrics. The "what will be different" sections were updated collaboratively as well. Identified needs and metrics were adjusted based on SSC input.

STEP 6: The faculty at its March meeting discussed the LCAP extensively and the Curriculum Committee met in April to discuss LCAP. Changes were made to the annual update section, identified needs, and metrics sections based on faculty input.

STEP 7: Cadet Battalion staff discussed LCAP at March and April meetings. Some changes were made to the annual update section and slight changes to the metrics section.

STEP 8: The Governing Board went through the LCAP draft at both the March and April 2015 board meetings after the SSC did its work. The Board asked questions about the various sections and gave input on both the goals and metrics to be used. The "annual update" section and "what will be different" sections were modified based on board input. Identified needs and metrics were adjusted based on board input.

STEP 9: At the May, 2015 SSC meeting, a final discussion took place regarding the LCAP and all members had a final opportunity to suggest any changes. Slight modifications were made based on SSC input.

STEP 10: At the June, 2015 Board meeting, the board voted on the final version of the LCAP as drafted and modified by the SSC (and board) at the previous monthly meetings and gave final approval of LCAP for 2015-2016.

2015-2016

STEP 11: Beginning at the August and September SSC meetings, the school community reviewed the SBAC CAASPP data and each of the previously identified needs, metrics and goals and made adjustments to them based on the CAASPP data. In the September SSC meeting, consensus was reached about modifications to the identified needs, metrics, and goals, and those were adopted by the NVMI Governing Board at its September meeting.

STEP 12: Throughout the months of October 2015 through June 2016, both the SSC and NVMI Governing Board will review internal and external assessment data and other data points to determine necessary adjustments in the action plan for the LCAP, and the SSC will adopt a final 2016-2017 version of the LCAP at its May meeting prior to the adoption of the proposed plan by the Governing Board at its June 2016 meeting.

## Identified Needs, Metrics, and Description of Goals

1. All teachers will have full credentials
   Metric: Number of fully credentialed teachers
   Description of Goal: All teachers have clear credentials
2. No teachers assigned to teach a course for which they do not possess a proper credential
   Metric: Number of courses taught by properly credentialed teachers
   Description of Goal: 100% of courses will be taught by teachers with proper credentials
3. All students need CCSS aligned curricular materials
   Metric: Number of courses using CCSS aligned materials
   Description of Goal: 100% of A-G courses have CCSS aligned textbooks and instructional materials
4. School facility maintained in excellent condition; repairs ASAP
   Metric: Maintenance log
   Description of Goal: School facility maintained in excellent condition; repairs ASAP
5. Special Ed credentials needed for general education teachers so they are dually credentialed
   Metric: Number of dually credentialed teachers
   Description of Goal: At least 50% of NVMI teachers are dually credentialed in Multiple Subjects/Single Subjects AND mild/moderate RSP WITH AUT certificate
6. Curriculum maps needed for all courses aligned with CCSS
   Metric: Number of courses mapped
   Description of Goal: CCSS Aligned curriculum maps created for all NVMI courses
7. PD for teachers on CCSS implementation
   Metric: Hours of PD and evaluations of those professional development events
   Description of Goal: Professional Development in Common Core State Standards for all teachers specific to their disciplines (differentiated by teacher)

8. Implementation of technology-based intervention and assessment tools
   Metric: Student achievement data
   Description of Goal: Students receive technology based pre-assessments, interventions, and post-assessments of performance in math and ELA/ELD
9. Computer-based resources to help identify student academic need
   Metric: Increases in student achievement based on computer data
   Description of Goal: NVMI will implement computer-based assessments of student achievement levels aligned with SBAC Assessments
10. Technology based observation tool
    Metric: Observation tool implemented and data used to evaluate program and teacher effectiveness
    Description of Goal: NVMI will implement a technology-based tool for classroom walk-throughs and observations by administrators and peers
11. English Learner strategies implemented schoolwide
    Metric: Classroom observation data shows strategies fully implemented in all classrooms
    Description of Goal: Specific EL strategies will be implemented in all NVMI classrooms across all academic disciplines
12. Greater parental involvement
    Metric: Number of parents at PAC meetings, SSC meetings, parent orientation, back to school night, student led conferences, and parent volunteer opportunities
    Description of Goal: 100% of new parents participate in new parent orientation; 100% of platoons are represented at PAC meetings; 100% of parents attend Back to School Night and Student Led Conferences; 100% of parents complete service hours
13. Quarterly interim assessments in all classes
    Metric: Analysis of data from interim assessments
    Description of Goal: More than 70% of students in all subgroups proficient in all subjects and show statistically significant growth on internal interim assessments
14. Intensive Academic Support
    Metric: Number of students receiving support and their academic performance relative to the goals
    Description of Goal: All students requiring academic support will receive the necessary support to ensure proficiency in all subjects
15. *CAHSEE Passage (Requirement suspended during review)*
    *Metric: Percent of students passing both parts of CAHSEE on first attempt and before graduation*
    *Description of Goal: At least 80% of students pass both parts of CAHSEE on first attempt; 100% before graduation*
16. Interim assessment and data warehousing system
    Metric: Use of an interim assessment system/data warehouse; extent to which teachers feel the system promotes student proficiency
    Description of Goal: An interim assessment system and data warehouse will be purchased and implemented fully
17. College Courses on the NVMI campus
    Metric: Number of students successfully completing college courses on the NVMI campus
    Description of Goal: More than 50% of seniors have taken and passed an AP exam or community college course; 25% of seniors have taken and passed two AP exams and/or community college courses

18. SAT/ACT Prep Courses
    Metric: SAT and ACT scores and college acceptances to 2- and 4-year colleges
    Description of Goal: More than 85% of students meet UC A-G requirements; 85% of senior class accepted to 2/4 year colleges
19. Full time academic counselor
    Metric: Presence of a full time academic counselor
    Description of Goal: Connected to goals as noted above for Priority 4
20. Academic Support for SPED students
    Metric: Number of SPED students achieving proficiency and receiving academic support
    Description of Goal: 100% of SPED students needing academic support will receive it; Proficiency levels of SPED students will be equivalent to that of the schoolwide population
21. College and Alumni outreach plan for the school
    Metric: Success of college going and graduation
    Description of Goal: 95% of students participate in EAP; More than 50% of students ready and 75% "ready or conditionally ready" for college English and math as noted in EAP
22. School library
    Metric: Number of Lexile leveled books available in a searchable online system with check in/out system
    Description of Goal: A school library that meets California Department of Ed minimum recommended standards; a minimum of 4000 books
23. Accelerated Reader and STAR Renaissance Programs fully implemented
    Metric: AR points and average Lexile level growth during school years
    Description of Goal: 100% of students will participate to minimum English-department established standard for AR program and all students will be reading at grade level
24. School Technology Plan update
    Metric: Successful involvement of all stakeholders in refining an approved technology plan
    Description of Goal: NVMI will have an approved Technology plan that meets both State of California and E-rate requirements
25. Excellent school attendance, low chronic absenteeism, no dropouts, and 100% graduation
    Metric: Attendance and graduation rates
    Description of Goal: 95% or greater ADA; Less than 5 % of students with 3> unexcused absences in a semester; Zero dropouts; 100% graduation rate
26. Attendance incentives
    Metric: Attendance rates
    Description of Goal: ADA of 95% or greater
27. Effective SART/SARB protocols
    Metric: Attendance rates
    Description of Goal: ADA of 95% or greater
28. Dropout prevention and recovery efforts along with graduation persistence efforts
    Metric: Dropout and graduation rates
    Description of Goal: Zero dropouts and 100% graduation rate
29. Full time personal counselor
    Metric: Presence of personal counselor
    Description of Goal: 100% of students requiring support from a counselor receive that support
30. Personal Learning Plans for all students including parental involvement in the development and adoption of the plans
    Metric: Number of students having Personal Learning Plans with parent sign-off
    Description of Goal: 100% of students will have a PLP that their parents have signed off on

31. Effective Academic Warning Alert system
    Metric: System implemented to identify students failing courses and not on track to graduate
    Description of Goal: Less than 5% of students will fail courses each semester and graduation rates will be 100%
32. All students identify an adult with whom they have a positive rapport
    Metric: Student identification of those adults
    Description of Goal: 100% of students will have an adult with whom they have a positive rapport and can seek support
33. Vibrant Hawk Exchange
    Metric: Number of merits exchanged at the HX for supplies or services
    Description of Goal: 100% of students will report satisfaction with the Hawk Exchange and its inherent structure
34. Engaging after school enrichment program and outdoor education program
    Metric: After school program attendance and participation rates
    Description of Goal: 100% of students will have the opportunity to participate in after school and outdoor education
35. College going culture
    Metric: College going and completion rates; student/ parent satisfaction rates
    Description of Goal: Same as noted above re: college going and completion
36. Mentoring program for at-risk students
    Metric: Parent and student satisfaction levels; student retention rates
    Description of Goal: 100% of students who need a mentoring program are able to participate
37. Enhanced entrance camp strategies to help students learn school culture
    Metric: Camp pass rates, student satisfaction rates, and student retention rates
    Description of Goal: 80% or more of students who start NVMI as 6th graders will culminate in 8th grade; 65% or more of students who start NVMI as 6th graders will culminate 12th grade at NVMI; 90% or more of students who start NVMI as 9th graders will graduate from 12th grade at NVMI
38. Alternatives to suspension and expulsion
    Metric: Suspension and expulsion rates
    Description of Goal: Suspension and expulsion rates will be lower than LAUSD
39. Master Facilities Plan
    Metric: Permanent School Site
    Description of Goal: Permanent School site to accommodate long term enrollment projections
40. Revamped school emergency plan
    Metric: Assessment of Emergency Plan drills
    Description of Goal: Robust school emergency plan with necessary supports to implement
41. Expanded course offerings (Precalculus, Calculus, Chemistry, Physics, advanced lab science, Spanish 3, Spanish 4, Spanish 5, AP courses, band program, art, expanded PE program)
    Metric: Number of available courses that are A-G compliant; parent and student satisfaction levels
    Description of Goal: All students are exposed to a robust academic program in all domains
42. Revamped LOC and PE Curricula
    Metric: Student learning in LOC and PE, CACC promotion test pass rates; student satisfaction levels
    Description of Goal: LOC and PE curricula will be revamped

43. Robust leadership development through the CACC
    Metric: AGI scores; Athletic participation rates and successes, parent/student satisfaction levels
    Description of Goal: Full implementation of the CACC model
44. Expanded intramurals and interscholastic athletics
    Metric: Number of intramural and interscholastic sports offered and participation rates; parent and student satisfaction levels
    Description of Goal: NVMIs interscholastic and intramurals athletics programs will be expansive and in line with similar military academies nationwide
45. Expanded school and community service opportunities
    Metric: Community service hour totals
    Description of Goal: 100% of cadets will complete at least 20 hours of school service per year and 20 hours of community service per year
46. Automation of citizenship tracking systems
    Metric: Successful operation of an automated system; parent and student satisfaction levels
    Description of Goal: By the 2016-2017 SY a fully integrated and automated citizenship tracking system for merits and demerits will be deployed
47. Fitnessgram scores increase
    Metric: Fitnessgram scores
    Description of Goal: All students will be in the Healthy Fitness Zone in at least 5 of the 6 categories on the Fitnessgram test
48. Schoolwide Athletic Challenges
    Metric: Percent of students who successfully complete challenges annually and end up with their names on the perpetual plaque
    Description of Goal: All students will complete their annual fitness challenge; all new students will "catch up" to complete challenges offered prior to their enrollment
49. Fiscal soundness
    Metric: Balanced budgets, economic reserve, fund raising amounts, school enrollment levels
    Description of Goal: Balanced budget, economic reserve of at least $1,000,000 and full school enrollments
50. Revised board bylaws and enhanced board membership
    Metric: Board membership levels and approved revised bylaws
    Description of Goal: There will be 12 members on the board and revamped board bylaws by the end of the charter term
51. Revamped school website
    Metric: Revamped school website that parents, students, and outside visitors report as usable and meets needs
    Description of Goal: Revamped school website that is user friendly and contains all necessary information (Calendar, Schedule, Hawk Weekly, etc.)

# B. School Program Data

## *Regular program of study that all students experience*

The middle school students experience double periods of English and double periods of math to enable them to focus for at least 90 minutes a day on these two critical subjects. The English courses use the Engage New York Common-Core aligned curriculum, and the math courses use the Core Connections College Preparatory Mathematics (CPM) curriculum. In addition, middle schoolers take a social studies course aligned with the CA History/Social Science standards, and a science course aligned with the Next Generation Science Standards. Finally, all middle schoolers take a Leaders of Character and Physical Education (LOC/PE) course taught by credentialed military science faculty. Students have the option of participating in an honors program for all or some of their academic courses. Sixth graders take a music elective, and all 7th and 8th graders have the option of enrolling in the beginning band in lieu of their LOC/PE course. All middle school courses have the goal of preparing students for the rigors of the CSU/UC A-G courses they will take in high school.

High school students take math (Algebra – a double block course because of its foundational importance for later math study, Geometry, Algebra 2, Precalculus, or Calculus or honors versions of each of those courses), English (9 (double block), 10 (double block), 11 or 12 or honors versions of those courses), Spanish (1,2,3, AP4-Language or AP5-Literature), Science (one semester of health generally in freshman year, Biology, Chemistry or Physics or honors versions of those courses), History/Social Science (one semester of World Geography generally as freshmen, World History generally in sophomore year, US History generally in junior year, and Government/Economics in senior year), and each year take an LOC/PE course. In addition, students have access to the catalog of APEX online courses, including the various Advanced Placement offerings therein, and can take courses in either theatre or music theory as their Visual or Performing Arts elective. Students in high school also have the option of enrolling in advanced band in lieu of their LOC/PE course. All courses eligible for CSU/UC "A-G" approval are thusly approved, with the exception of a small number of recently added honors courses which are presently under consideration by the UC Office of the President.

The LOC/PE program is fully aligned with the standards of the California Cadet Corps for military science and the California Physical Education Content Standards/Framework for PE. Those courses teach a wide variety of basic leadership, formal citizenship skills, military history, academic executive function skills, military drill and ceremonies, map reading, first aid/CPR/emergency response, and patriotic activities and knowledge. In addition, each year a student is enrolled at NVMI, their PE program contains a unique set of lessons, activities, and experiences that promote fitness and wellness and address each of the five broad areas of the state PE content standards.

## *Intervention Programs*

NVMI offers an extensive array of interventions for all students, including English learners, Special Education students, homeless and foster youth, socioeconomically disadvantaged youth, and students performing below grade level. Those interventions include:

- Before school homework help each day of the school year from 6:45-7:45 in all academic subjects
- The availability of our library before school each day to check out and return books
- Push-in special education services by credentialed teachers or certified paraprofessionals in all middle school non-honors academic courses and most high school non-honors academic courses
- After school homework help from 3:30-6:30 daily with college tutors
- Academic support classes for students failing courses or for students requesting help
- Academic support classes specifically for special education students, particularly focused on Executive Function skills
- Saturday school for students with missing assignments in any academic course
- Zero period before school credit recovery courses for students who failed a first semester course at any grade level in any subject
- Summer credit recovery for students who failed one or more courses during the school year at any grade level (middle school included)

NVMI feels strongly that students who need academic support should have that support available nearly twelve hours a day, six days a week, and throughout the summer. As such, NVMI commits significant resources to help all students achieve. NVMI continues to struggle with student motivation to take advantage of these extensive opportunities, and despite "requiring" many of the interventions, an unacceptably large number of students continue to fail courses and require remediation.

In addition, NVMI recently began a partnership with Mission College to offer college courses on the NVMI campus after school, on weekends, and during the summer session to allow students to earn both HS and college credits. Some students who are particularly aggressive with their course-taking pattern for the college courses will be able to earn an Associate's Degree and transfer to a four-year college immediately upon HS graduation from NVMI.

## *Online Instruction*

NVMI does not use online instruction as a primary curriculum delivery method. APEX Learning System (www.apexlearning.com) courses are used for remediation, credit recovery, and additional elective courses not offered in the regular program. Students' APEX courses are scheduled as on-site courses during either regular school hours as part of the 7-course schedule, academic support periods (Zero Period and Period IX), or Summer School. Courses are asynchronous, although students are expected to complete courses with a prescribed time period, e.g. semester, summer school session. All required hardware and software, computers, internet connection, and access to a printer are provided, however students may also choose to access their online course(s) from

offsite connections as well. While the online classroom of students taking a variety of APEX courses is monitored by a single certificated teacher or support staff member, students also have access to teachers who hold teaching credentials for the course subject area and who oversee the grading of the online course material. Assessment in the typical APEX course is based upon a combination of student performance on online quizzes and online portions of unit tests and the final exam and on-site teacher-graded written assignments including short answers, essay, mathematics problems, diagrams, charts, etc. and written responses to unit test and final exam questions.

## *Focused Programs: Preparing students for postsecondary college and careers*

NVMI's singular purpose is to prepare students for college. While some students may choose other paths after NVMI, our philosophy is rooted in the belief that all students should have the opportunity to enroll in any California State University of their choice at a minimum. We also want students to have the option to go to University of California or other state/private universities (both within and outside California) of their choice upon graduation. To that end, we require all students to take a "UC/CSU A-G" course taking pattern while at NVMI. We do not allow "D" grades since the universities do not accept those grades. We strive consistently to help all students complete the "A-G" required courses so they can be eligible for admission to at least a Cal State upon graduation.

We have a wonderful agreement with Cal State Northridge under which any NVMI student who successfully completes all the "A-G" courses and has a 3.0 or higher cumulative GPA is automatically eligible for admission and enrollment at CSUN (with the exception of a very few impacted programs like Cinema and Finance). We also have an arrangement with the ROTC program at CSUN to help all students who meet the CSUN/NVMI partnership requirements also be eligible for full scholarships to CSUN assuming they are willing to make the commitment to five years of military service after college graduation.

Our goal is that 100% of our students get admitted to a Cal State or other 4-year university. Last year was the first graduating class with which we began a concerted effort to achieve that goal. Half of the students in that class were accepted to a four year college or university and have subsequently enrolled in a four year institution of higher education. The other half enrolled in community colleges.

This year's class of 2016 appears on track for about two thirds to qualify for admission to a four year college or university, and the class of 2017 appears on track for about 75% to qualify for admission to a four year college or university.

We have an experienced college counselor who helps all students with academic questions and needs. She helps all seniors apply for college and helps them navigate through the financial aid process, offering a Cash for College event on the NVMI campus annually. She also does presentations in both middle and high school classes about the college going process and offers free parent classes on college admissions and financial aid. In addition, she serves as an advisor to NVMI graduates to assist them throughout their college years to increase the likelihood that they graduate with a bachelor's degree within at least six years after NVMI graduation.

The college counselor also coordinates the partnership with Mission College to encourage high school students taking community college courses on the NVMI campus.

NVMI unsuccessfully applied for a highly competitive Career Pathways Grant from the state and plans to reapply in the next round. That pathway was in the area of emergency medical services and health as well as first responder programs through Crafton Hills College.

NVMI is a member of the Association of Military Colleges and Schools of the United States (AMCSUS) and has established partnerships with the United States Military Academy at West Point, United State Naval Academy at Annapolis, and United States Coast Guard Academy to help prepare cadets for admission to those institutions and/or their preparatory schools.

# C. Demographic Data:

## *Socioeconomic status of the school according to the district data collections*

1. Parent education level

| | Graduate Degree | College Graduate | Some College or Associates Degree | High School Graduate | Not a High School Graduate | Declined to State |
|---|---|---|---|---|---|---|
| 2013-2014 | 5.40% | 6.70% | 29.90% | 22.80% | 26.80% | 8.50% |
| 2014-2015 | 5.50% | 11.00% | 26.80% | 26.80% | 23.30% | 6.60% |
| 2015-2016 | 4.90% | 11.60% | 22.30% | 30.20% | 25.70% | 5.40% |

2. Percent of eligible Free and Reduced Lunch students

| | % of enrollment |
|---|---|
| **2008-2009** | 71% |
| **2009-2010** | 72% |
| **2010-2011** | 71% |
| **2011-2012** | 76% |
| **2012-2013** | 77% |
| **2013-2014** | 84% |
| **2014-2015** | 86% |
| **2015-2016** | 80% |

## *Student Enrollment*

1. Grade level

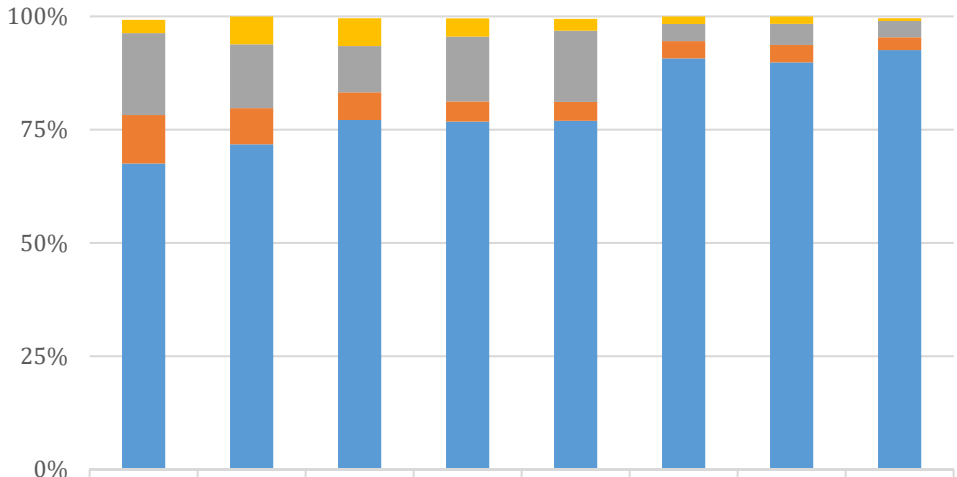
**Number of Students Enrolled by Grade 2008-2015**

| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|
| **2008-2009** | 29 | 30 | 53 | 50 | 52 | 30 | 27 | 271 |
| **2009-2010** | 17 | 30 | 28 | 57 | 45 | 36 | 16 | 229 |
| **2010-2011** | 22 | 26 | 30 | 41 | 52 | 43 | 31 | 245 |
| **2011-2012** | 29 | 27 | 30 | 28 | 35 | 38 | 37 | 224 |
| **2012-2013** | 24 | 25 | 29 | 28 | 29 | 24 | 33 | 192 |
| **2013-2014** | 54 | 42 | 49 | 46 | 23 | 24 | 17 | 255 |
| **2014-2015** | 73 | 75 | 68 | 84 | 28 | 26 | 11 | 365 |
| **1 DEC 2015** | 105 | 111 | 100 | 108 | 52 | 21 | 23 | 520 |

2. Gender

| | Female | Male |
|---|---|---|
| **2008-2009** | 44% | 56% |
| **2009-2010** | 47% | 53% |
| **2010-2011** | 48% | 52% |
| **2011-2012** | 50% | 50% |
| **2012-2013** | 47% | 53% |
| **2013-2014** | 34% | 66% |
| **2014-2015** | 37% | 63% |
| **Fall 2015** | 37% | 63% |

3. Ethnicity 2008-2015




| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Fall 2015 |
|---|---|---|---|---|---|---|---|---|
| Other | 3% | 6% | 6% | 4% | 3% | 2% | 2% | 1% |
| White | 18% | 14% | 10% | 14% | 16% | 4% | 5% | 4% |
| Black or African American | 11% | 8% | 6% | 4% | 4% | 4% | 4% | 3% |
| Hispanic or Latino | 68% | 72% | 77% | 77% | 77% | 91% | 90% | 93% |

4. Predominant primary languages other than English (e.g., Spanish, Hmong)

**Percent of Students Enrolled by Primary Language 2008-2013**

| | English | Spanish | Filipino | Arabic | Other |
|---|---|---|---|---|---|
| **2008-2009** | 53% | 45% | 1% | 1% | 0% |
| **2009-2010** | 47% | 50% | 1% | 1% | 1% |
| **2010-2011** | 48% | 50% | 1% | 1% | 0% |
| **2011-2012** | 46% | 50% | 0% | 1% | 3% |
| **2012-2013** | 50% | 46% | 1% | 2% | 1% |
| **2013-2014** | 45% | 54% | 0% | 0% | 0% |
| **2014-2015** | 44% | 56% | 0% | 0% | 0% |
| **Fall 2015** | 37% | 63% | 0% | 0% | 0% |

5. Special needs and other focused programs (e.g., online instruction, college and career readiness, IB, AP, Honors, AVID, GATE).

**Students Enrolled in Special Education Programs (IEPs and 504s) 2008-2015**

| | Total SpEd Enrollment | Total School Enrollment | % Enrollment |
|---|---|---|---|
| **2008-2009** | 39 | 271 | 14% |
| **2009-2010** | 33 | 229 | 14% |
| **2010-2011** | 41 | 245 | 17% |
| **2011-2012** | 38 | 224 | 17% |
| **2012-2013** | 42 | 192 | 22% |
| **2013-2014** | 67 | 255 | 26% |
| **2014-2015** | 99 | 365 | 27% |
| **15 SEP 15** | 106 | 493 | 22% |

## *Language Proficiency Numbers:*

**Language Proficiency 2008-2015**

| | Enrollment | #EL | %EL | #FEP | %FEP | # Redesig. FEP | % Redesig. FEP |
|---|---|---|---|---|---|---|---|
| **2008-2009** | 271 | 58 | 21.4% | 54 | 19.9% | 9 | 18.0% |
| **2009-2010** | 229 | 48 | 21.0% | 69 | 30.1% | 16 | 27.6% |
| **2010-2011** | 245 | 41 | 16.7% | 90 | 36.7% | 0 | 0.0% |
| **2011-2012** | 224 | 37 | 16.5% | 80 | 35.7% | 2 | 4.9% |
| **2012-2013** | 192 | 27 | 14.1% | 66 | 34.4% | 2 | 5.4% |
| **2013-2014** | 255 | 39 | 15.3% | 101 | 39.6% | 6 | 27.3% |
| **2014-2015** | 365 | 63 | 17.3% | 141 | 38.6% | 1 | 2.6% |
| **15-Sep-15** | 493 | 103 | 20.9% | | | | |

# D. Data on Addressing the Eight State Priorities:

## *Conditions of Learning*

1. *The degree to which teachers are appropriately assigned pursuant to Education Code and fully credentialed in the subject areas and for the pupils they are teaching. The percent of teachers who have met the highly qualified teachers' requirements of the Elementary and Secondary Education Act [State Priority 1]*

   All but two of the current teaching staff meet the definition of "highly qualified teacher" according to ESEA. Those two are both in progress toward fulfilling those requirements. There are no "mis-assigned" teachers at present.

2. *Additional qualifications for staff to include: [Local Priority 1]*
   - NVMI is beginning a program to encourage teachers to complete National Board Certification and will support that process with funding and release time.
   - Three teachers are on short term staff permits.
   - Half of the staff hold advanced degrees.
   - NVMI's teaching staff has a solid mix of very experienced teachers with newer teachers to the profession.
   - All teachers meet the CLAD requirements.
   - Three teachers are currently enrolled in BTSA programs supported by the school.
   - NVMI offers a week of professional development for all teachers prior to the start of each school year, and offers quarterly professional development focused on teacher-identified topics. In addition, NVMI has, for the past two years, approved 100% of professional development requests submitted by faculty for individual professional development experiences.
   - NVMI has a nice mix of age and cultural diversity in its staff, though additional Hispanic staff would be helpful to match the demographic of students we are serving.
   - Teacher and staff attendance rates are exceptional.
   - There are a significant number of paraprofessionals who meet the requirements of the Elementary and Secondary Education Act (ESEA), all of whom support push-in special education services.

3. *Pupils have access to standards-aligned instructional materials [State Priority 1]*

   In 2014-2015, NVMI adopted the College Preparatory Mathematics (CPM) curriculum for all math classes as well as the Engage New York Common Core Curriculum for middle school and for select components of the high school curriculum. NVMI developed curriculum maps for all courses beginning in 2014-2015 and has made minor modifications for the 2015-2016 school year. The science and history texts are aligned with the CA content standards, but those materials are much older and need replacement. We are reticent to replace those materials until we have higher quality materials available to consider, especially materials aligned with the Next Generation Science Standards. We are participating the California State Board of Education Curriculum Materials fair in Spring of 2016 to consider materials for adoption, especially in History/Social Science and Science.

4. *School facilities are maintained in good repair — description of the safety conditions, cleanliness, and adequacy of school facilities [Priority 1]; include information regarding science facilities meeting the UC a–g course requirements for laboratory time, chemical storage, and facilities*

   NVMI is now located on the campus of Sun Valley HS and the campus fully meets the requirements of a safe, clean, adequate campus. The only challenges experienced thus far this year have to do with air conditioning units, all of which have been addressed by the district in a relatively timely fashion. The science facilities are adequate and allow for storage of chemicals and laboratory activities that meet the UC requirements.

5. *The degree to which the school has implemented academic, content, and performance standards [State Priority 2]*

   NVMI has fully embraced the CCSS math and English/language arts standards and all other California content standards, including the history/social science, physical education, and health standards, as well as the Next Generation Science Standards and the standards of the California Cadet Corps.

6. *Pupil access and enrollment in a broad course of study that includes subject areas described in Education Code [State Priority 7]*

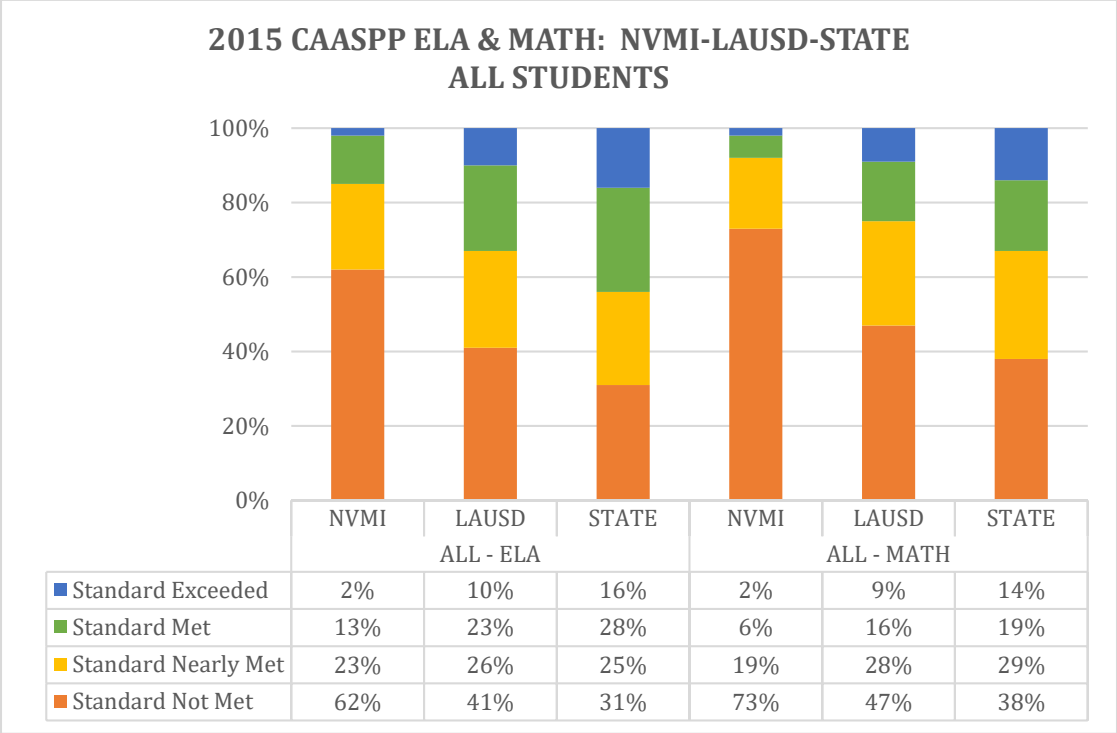
   - *Identify the person responsible for maintaining course approval.*
     The Curriculum Committee chairperson is in charge of seeking UC A-G course approval. All courses in the high school that could be approved (excepting courses like PE, health, etc. and newly created high school honors courses) are approved. One hundred percent of students take those courses, with about two-thirds successfully completing all of the A-G requirements. This remains an area of focus to improve the passing rate to 100%.
   - *Number of students taking Algebra by grade level (at least three years of data); specifically track the percentage of 9th graders taking a course below the level of Algebra*
     No ninth graders take a course below algebra. NVMI just began the new CCSS-aligned CPM course taking pattern, including the option for advanced study by middle school students in grades 7 and 8 to complete algebra prior to high school enrollment. There are about 60 students currently in grades 7 and 8 on track for early completion of algebra. Currently ninth grade is the only grade taking algebra. There are a handful of students in grade 10 remediating algebra from ninth grade.
   - *Student participation in co-curricular activities and extra-curricular programs*.
     One hundred percent of NVMI students participate in intramural athletics as a requirement of their PE classes. Those sessions take place during lunch two days a week. Currently, about 50 students are in the school's band program, and about 80 participate regularly in the high school ASSETs grant program after school activities. During the 2014-2015 school year, 92 middle school students and 44 high school students participated in interscholastic athletics programs, and during the 2015-2016 school year, those numbers appear to be on track to at least double. About 75% of the cadets participate in at least one extracurricular cadet activity (camping trips, leadership schools, CACC Summer camp, etc.). While NVMI, because of its size, does not have extensive club offerings, there are robust co- and extracurricular offerings which the vast majority of students participate in during their tenure at NVMI.

7. *District policies/school financial support [Local Priorities 1, 2, and 7]*

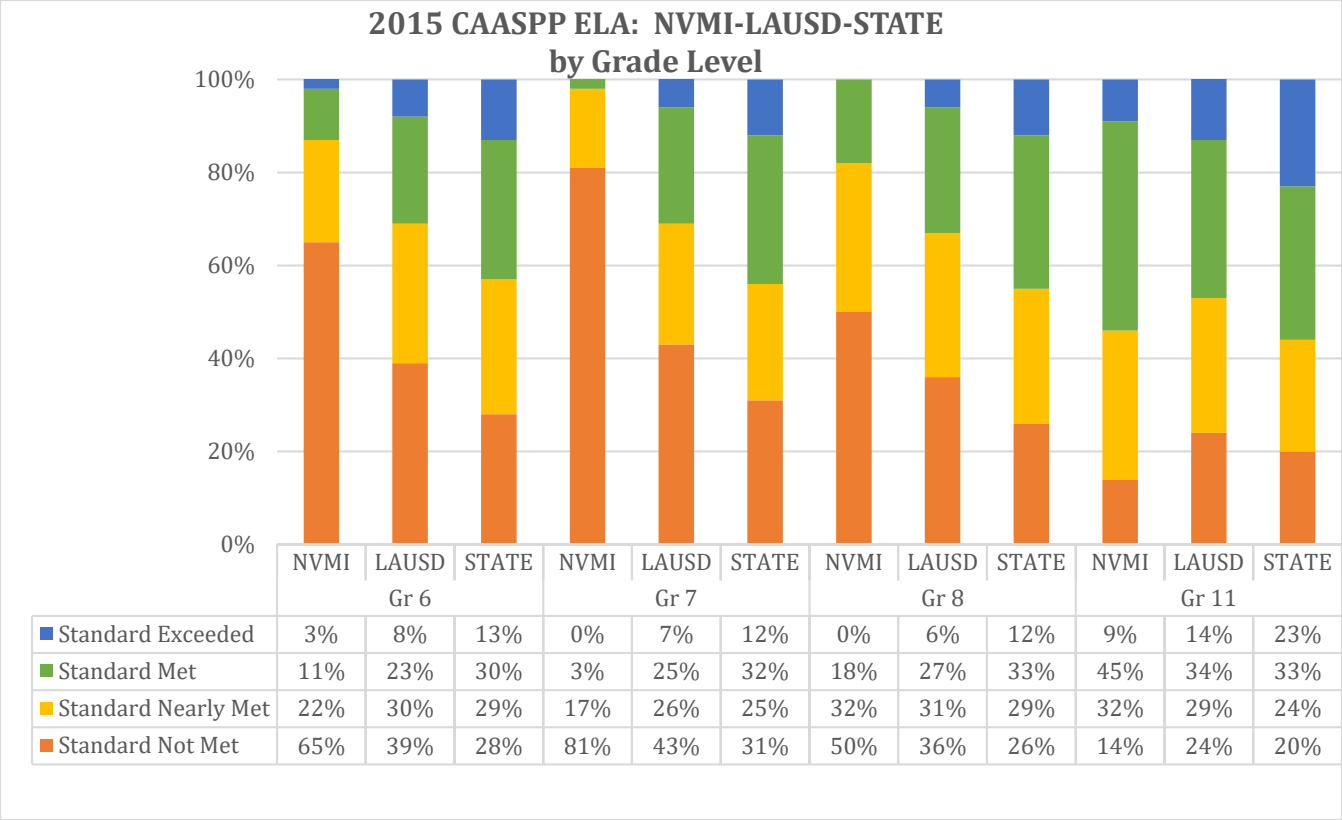
   Expenditures per pupil for the 2015-2016 were $10,790.

## *Pupil Achievement Outcomes*

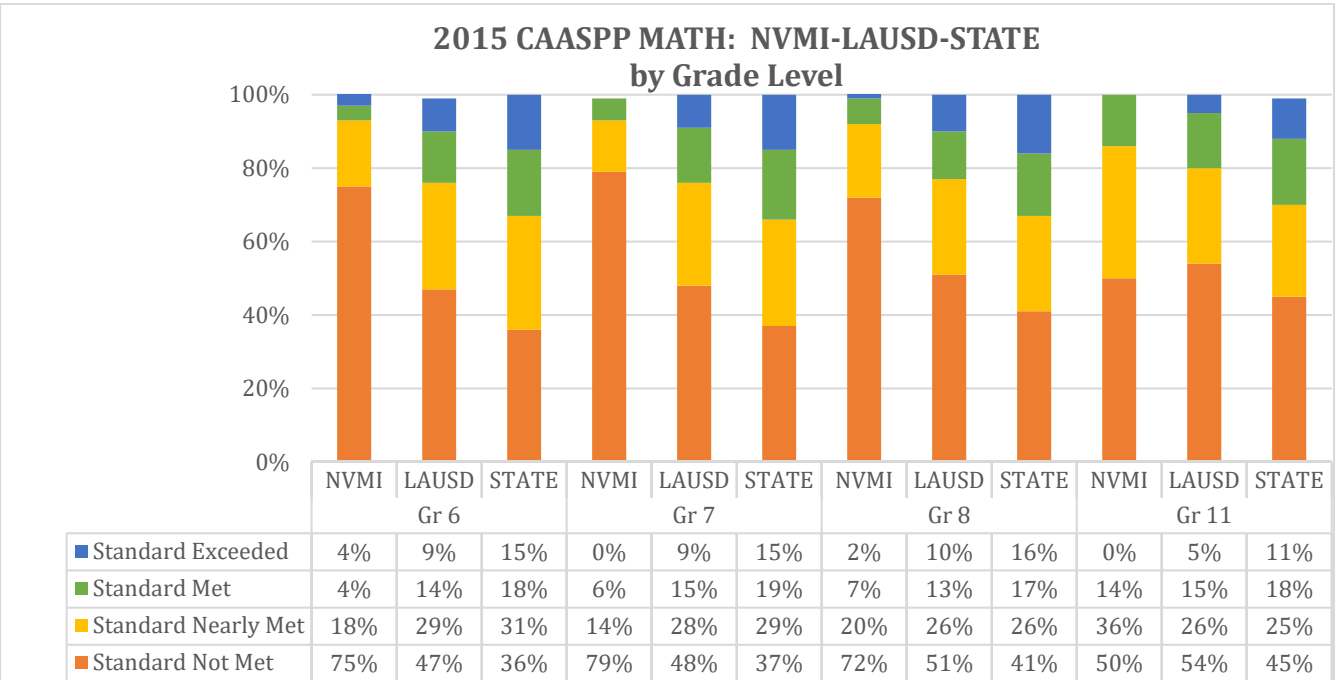
1. Performance on standardized tests. [State Priority 4]
   - 2015 California Assessment of Student Performance and Progress (CAASPP)



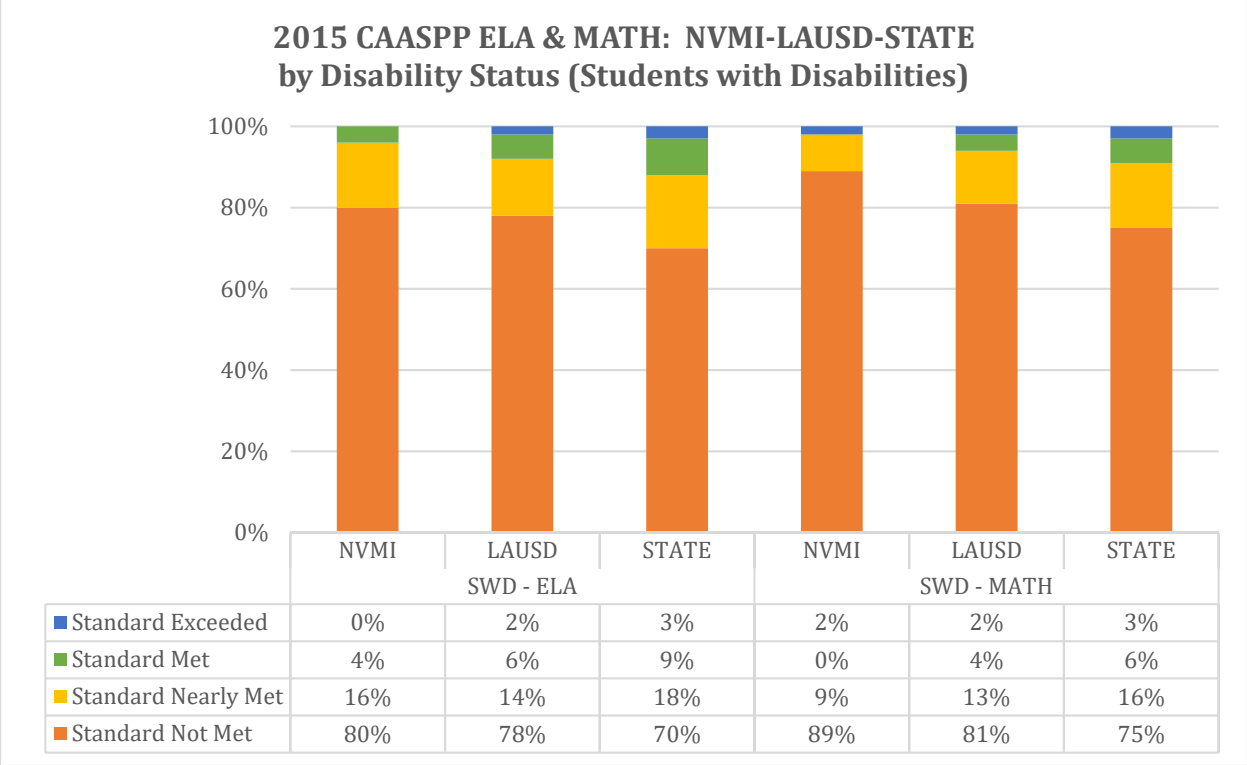

| | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE |
|---|---|---|---|---|---|---|
| | ALL - ELA | | | ALL - MATH | | |
| Standard Exceeded | 2% | 10% | 16% | 2% | 9% | 14% |
| Standard Met | 13% | 23% | 28% | 6% | 16% | 19% |
| Standard Nearly Met | 23% | 26% | 25% | 19% | 28% | 29% |
| Standard Not Met | 62% | 41% | 31% | 73% | 47% | 38% |



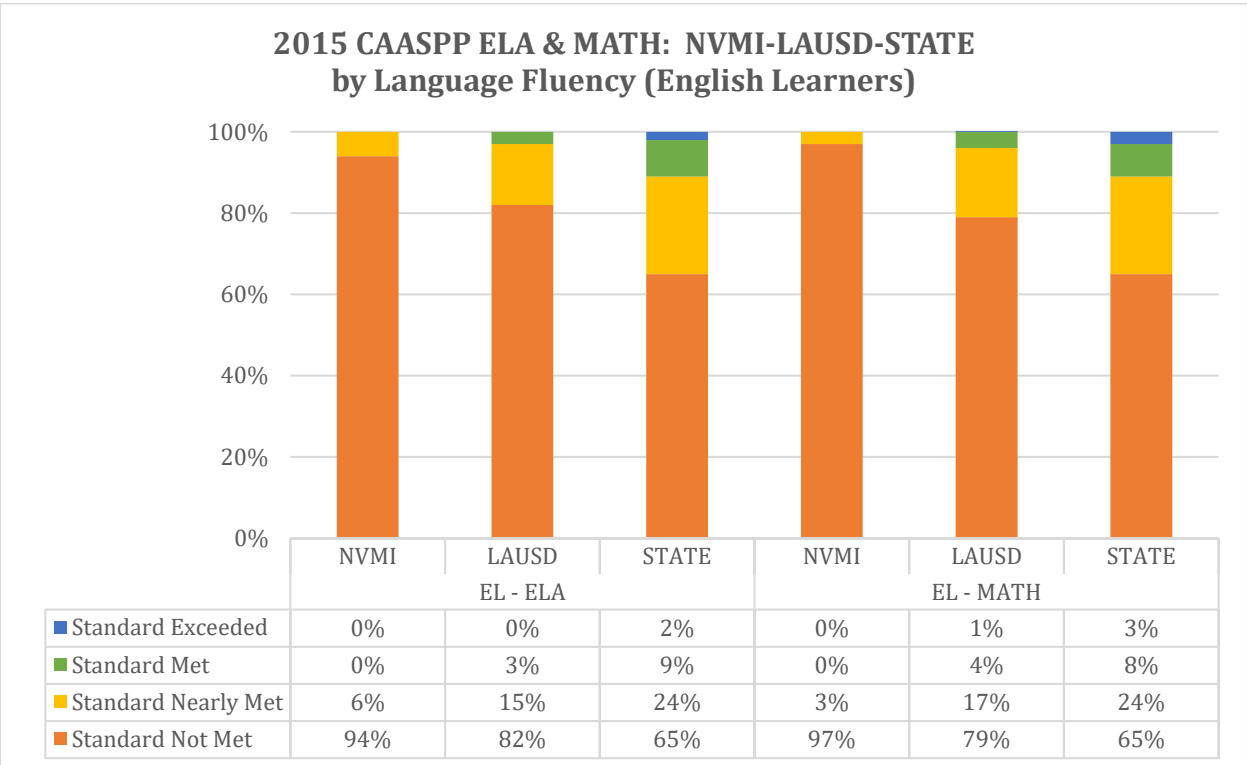

| | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gr 6 | | | Gr 7 | | | Gr 8 | | | Gr 11 | | |
| Standard Exceeded | 3% | 8% | 13% | 0% | 7% | 12% | 0% | 6% | 12% | 9% | 14% | 23% |
| Standard Met | 11% | 23% | 30% | 3% | 25% | 32% | 18% | 27% | 33% | 45% | 34% | 33% |
| Standard Nearly Met | 22% | 30% | 29% | 17% | 26% | 25% | 32% | 31% | 29% | 32% | 29% | 24% |
| Standard Not Met | 65% | 39% | 28% | 81% | 43% | 31% | 50% | 36% | 26% | 14% | 24% | 20% |




| | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gr 6 | | | Gr 7 | | | Gr 8 | | | Gr 11 | | |
| Standard Exceeded | 4% | 9% | 15% | 0% | 9% | 15% | 2% | 10% | 16% | 0% | 5% | 11% |
| Standard Met | 4% | 14% | 18% | 6% | 15% | 19% | 7% | 13% | 17% | 14% | 15% | 18% |
| Standard Nearly Met | 18% | 29% | 31% | 14% | 28% | 29% | 20% | 26% | 26% | 36% | 26% | 25% |
| Standard Not Met | 75% | 47% | 36% | 79% | 48% | 37% | 72% | 51% | 41% | 50% | 54% | 45% |

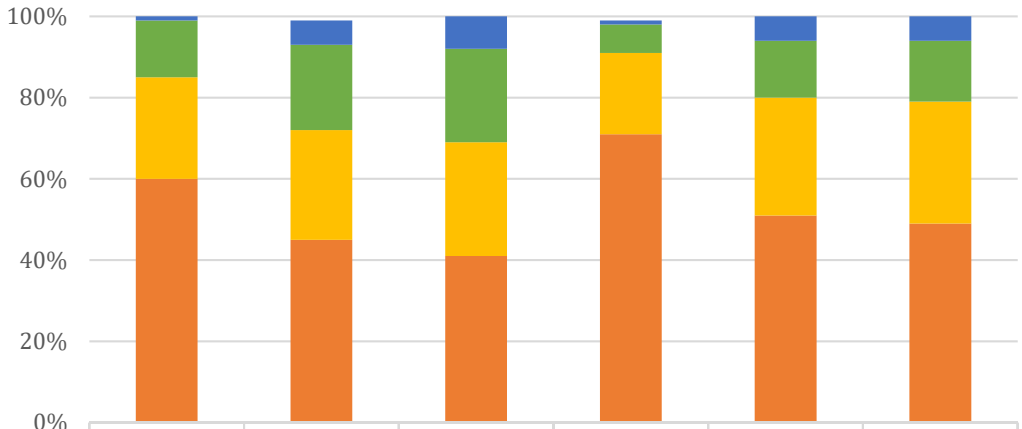



| | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE |
|---|---|---|---|---|---|---|
| | SWD - ELA | | | SWD - MATH | | |
| Standard Exceeded | 0% | 2% | 3% | 2% | 2% | 3% |
| Standard Met | 4% | 6% | 9% | 0% | 4% | 6% |
| Standard Nearly Met | 16% | 14% | 18% | 9% | 13% | 16% |
| Standard Not Met | 80% | 78% | 70% | 89% | 81% | 75% |



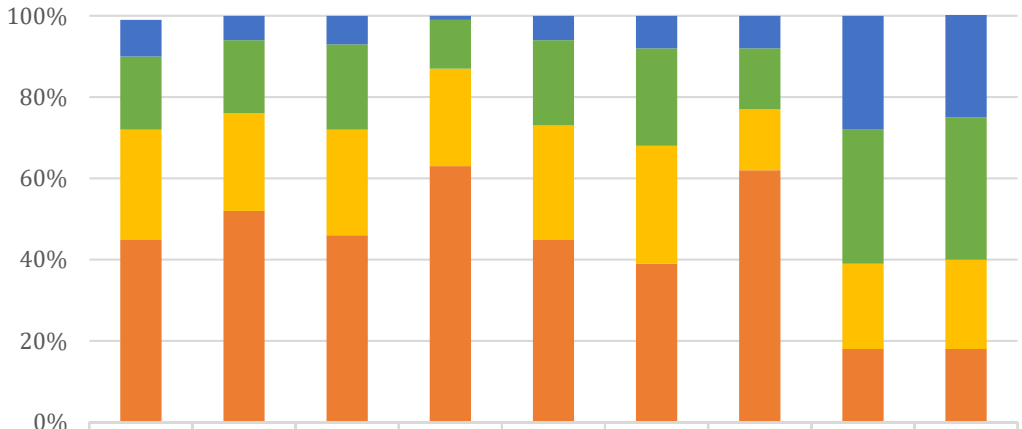

| | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE |
|---|---|---|---|---|---|---|
| | EL - ELA | | | EL - MATH | | |
| Standard Exceeded | 0% | 0% | 2% | 0% | 1% | 3% |
| Standard Met | 0% | 3% | 9% | 0% | 4% | 8% |
| Standard Nearly Met | 6% | 15% | 24% | 3% | 17% | 24% |
| Standard Not Met | 94% | 82% | 65% | 97% | 79% | 65% |

## 2015 CAASPP ELA & MATH: NVMI-LAUSD-STATE by Economic Status (Socioeconomic Disadvantaged)

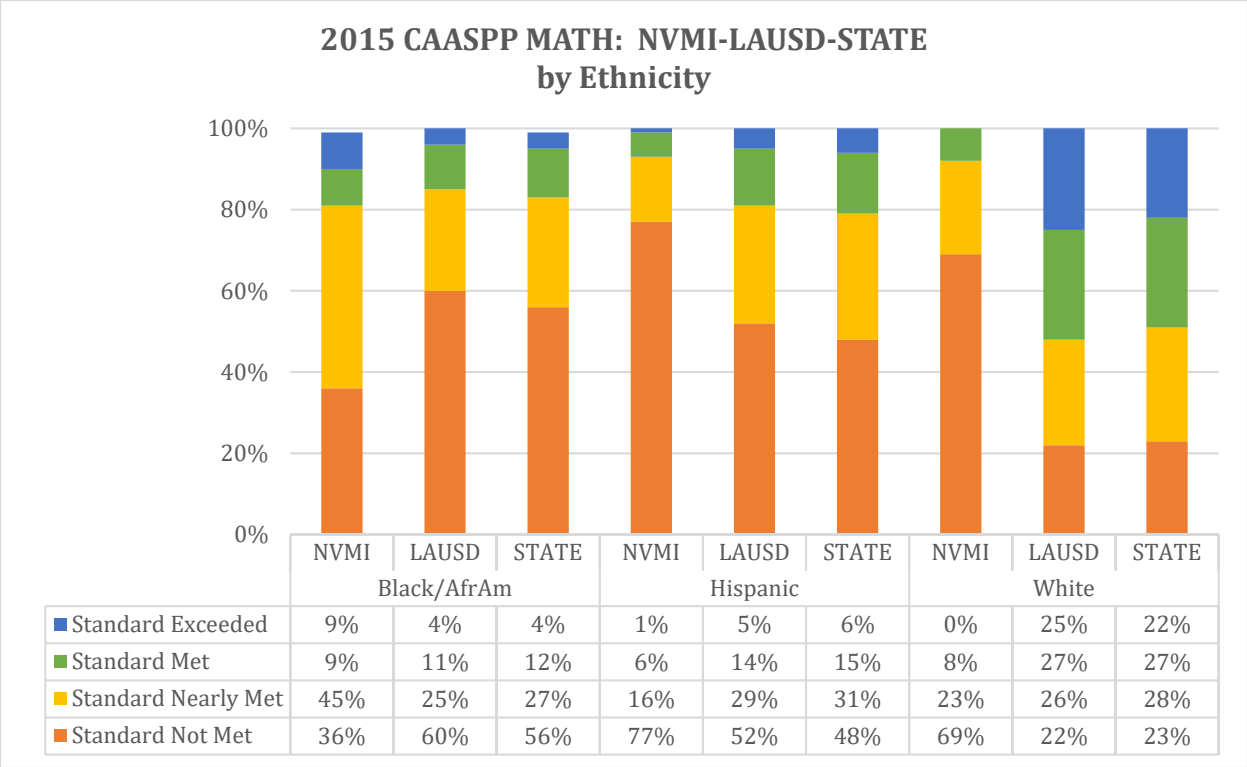



| | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE |
|---|---|---|---|---|---|---|
| | SED - ELA | | | SED - MATH | | |
| Standard Exceeded | 1% | 6% | 8% | 1% | 6% | 6% |
| Standard Met | 14% | 21% | 23% | 7% | 14% | 15% |
| Standard Nearly Met | 25% | 27% | 28% | 20% | 29% | 30% |
| Standard Not Met | 60% | 45% | 41% | 71% | 51% | 49% |

## 2015 CAASPP ELA: NVMI-LAUSD-STATE by Ethnicity



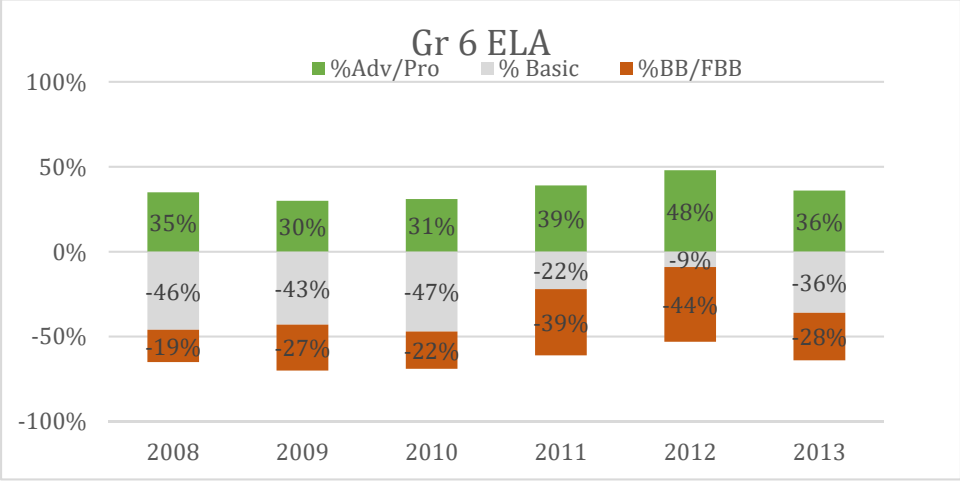

| | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE |
|---|---|---|---|---|---|---|---|---|---|
| | Black/AfrAm | | | Hispanic | | | White | | |
| Standard Exceeded | 9% | 6% | 7% | 1% | 6% | 8% | 8% | 28% | 26% |
| Standard Met | 18% | 18% | 21% | 12% | 21% | 24% | 15% | 33% | 35% |
| Standard Nearly Met | 27% | 24% | 26% | 24% | 28% | 29% | 15% | 21% | 22% |
| Standard Not Met | 45% | 52% | 46% | 63% | 45% | 39% | 62% | 18% | 18% |

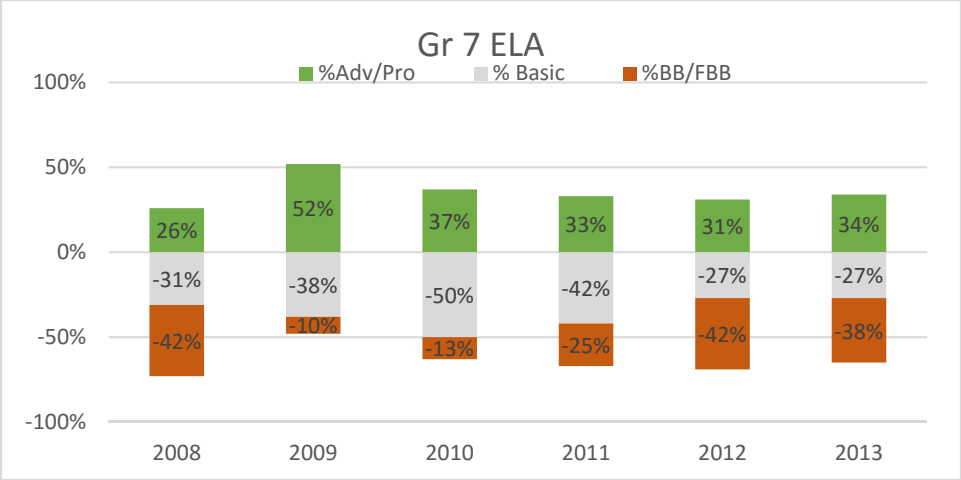



| | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE | NVMI | LAUSD | STATE |
|---|---|---|---|---|---|---|---|---|---|
| | Black/AfrAm | | | Hispanic | | | White | | |
| Standard Exceeded | 9% | 4% | 4% | 1% | 5% | 6% | 0% | 25% | 22% |
| Standard Met | 9% | 11% | 12% | 6% | 14% | 15% | 8% | 27% | 27% |
| Standard Nearly Met | 45% | 25% | 27% | 16% | 29% | 31% | 23% | 26% | 28% |
| Standard Not Met | 36% | 60% | 56% | 77% | 52% | 48% | 69% | 22% | 23% |

- California Standards Test 2008-2013 and Science 2008-2015

English Language Arts

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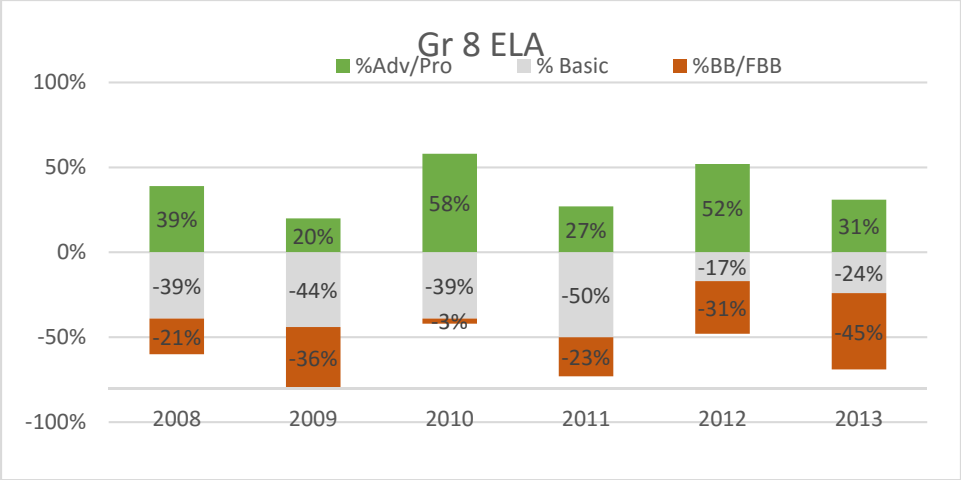
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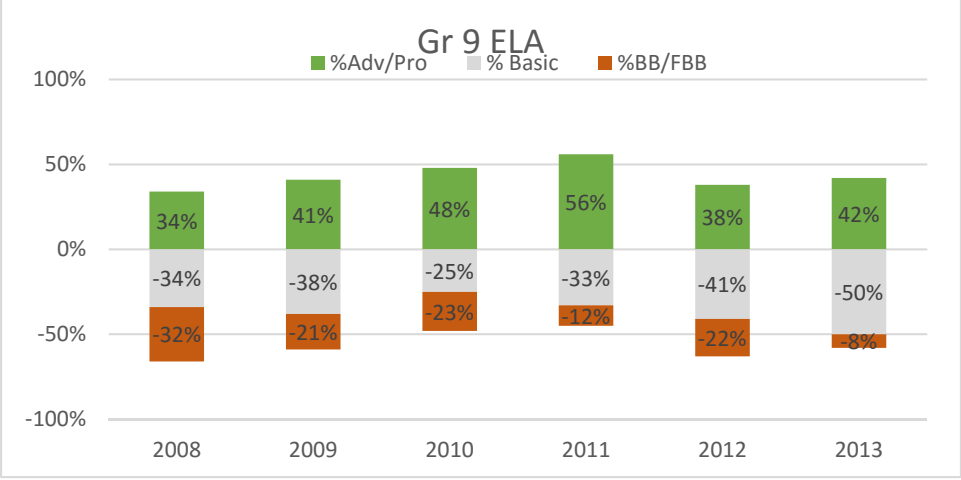
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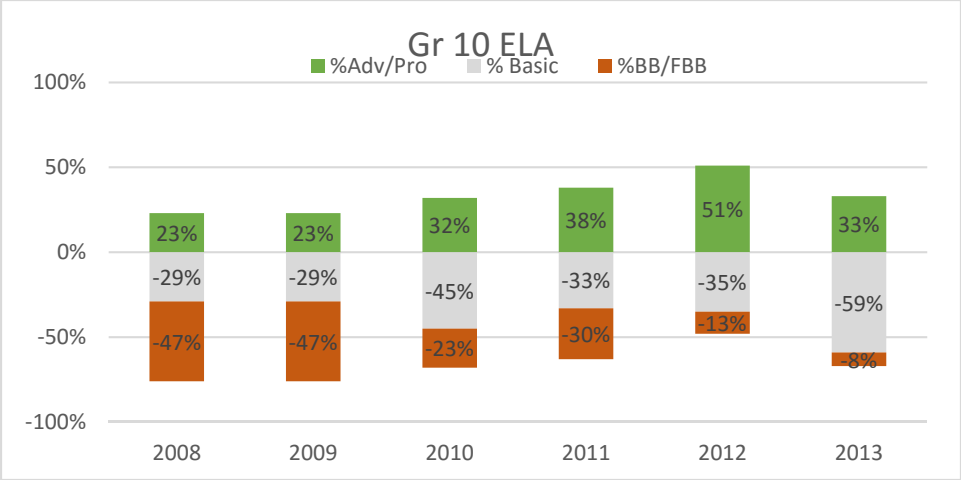
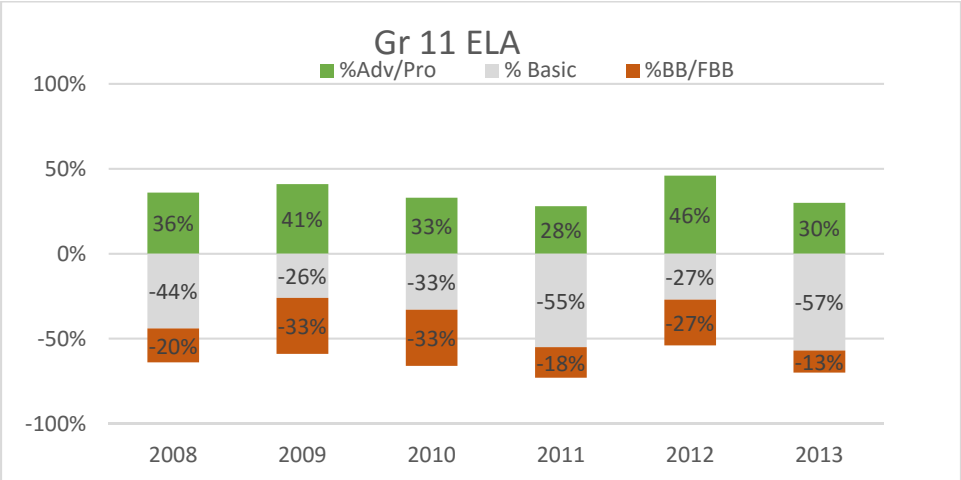
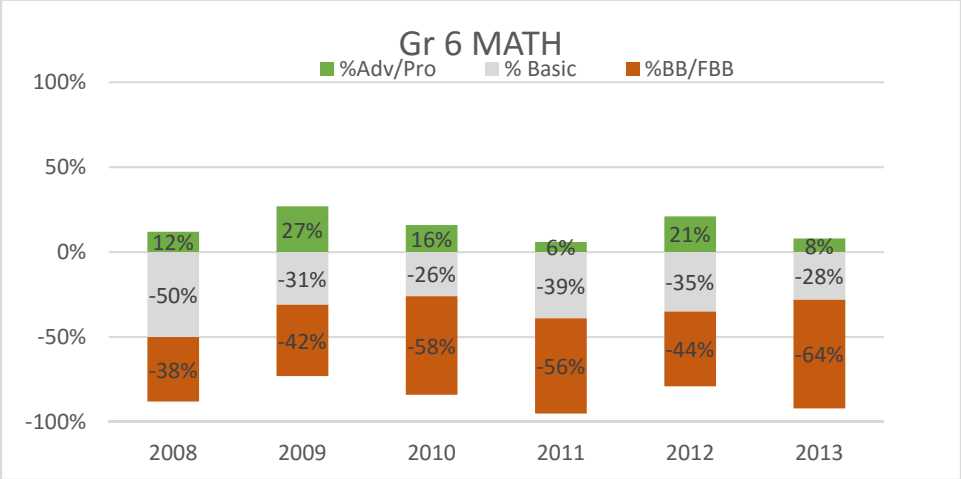
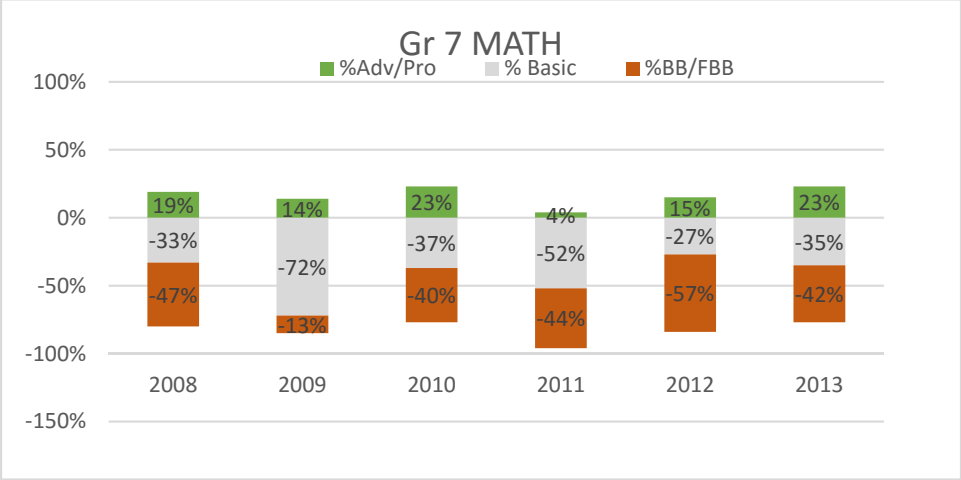



Mathematics

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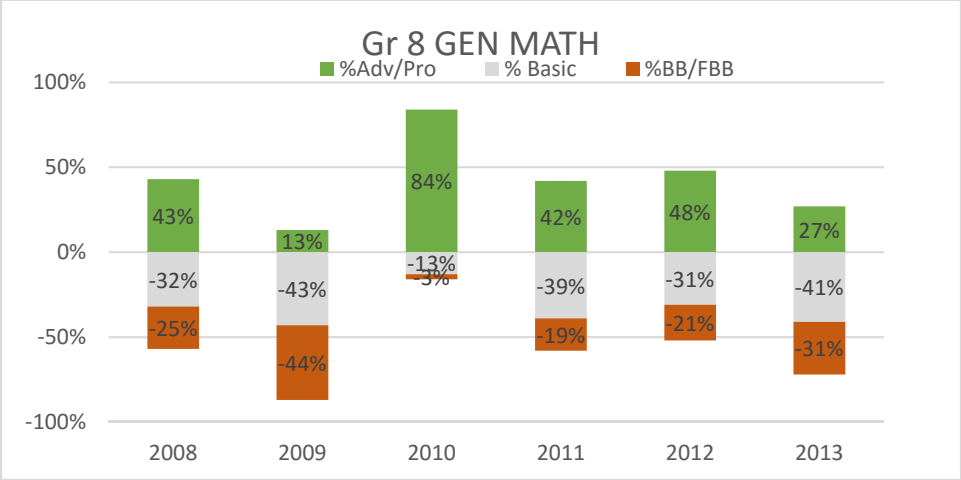
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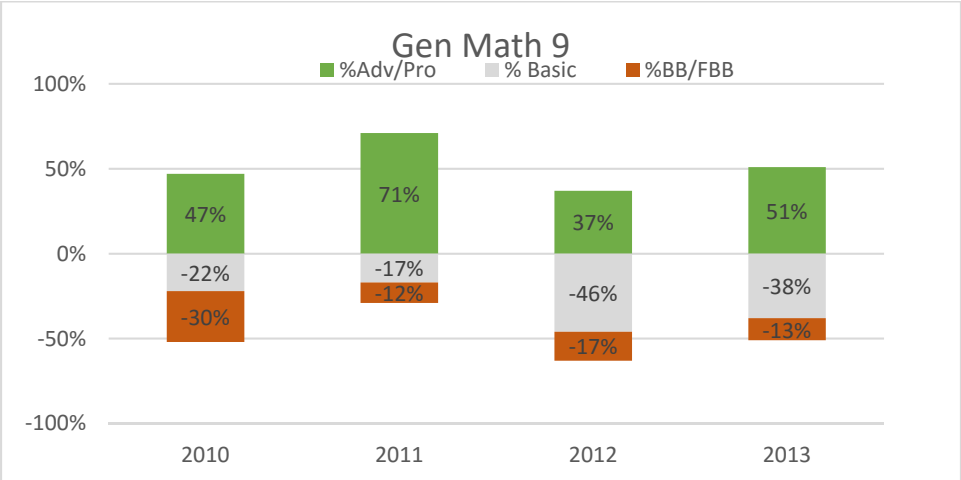
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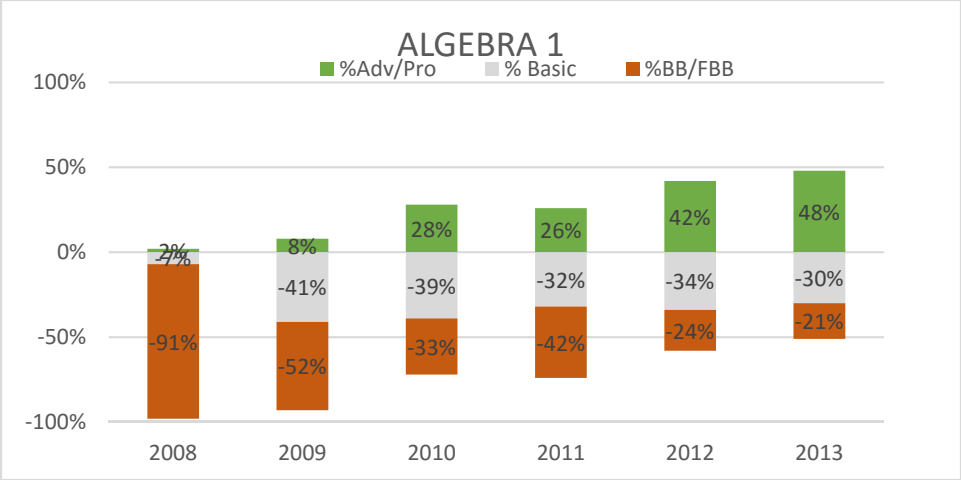
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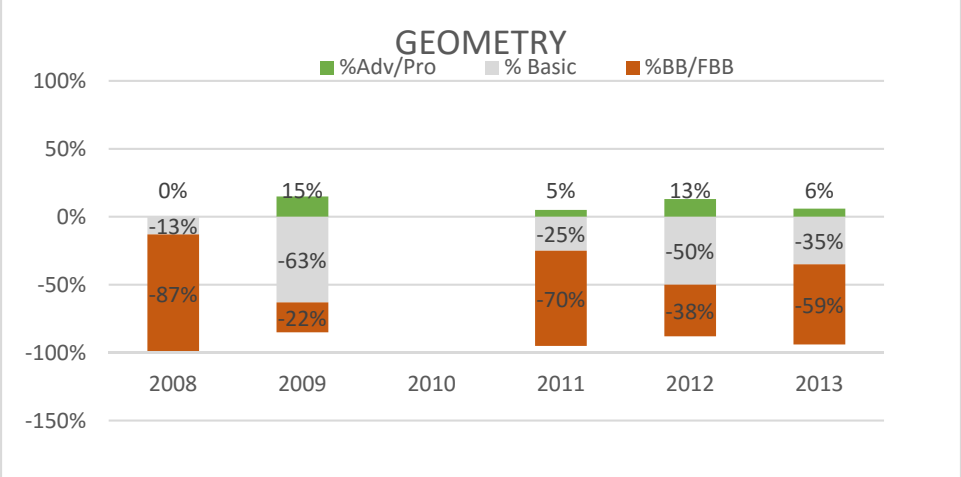
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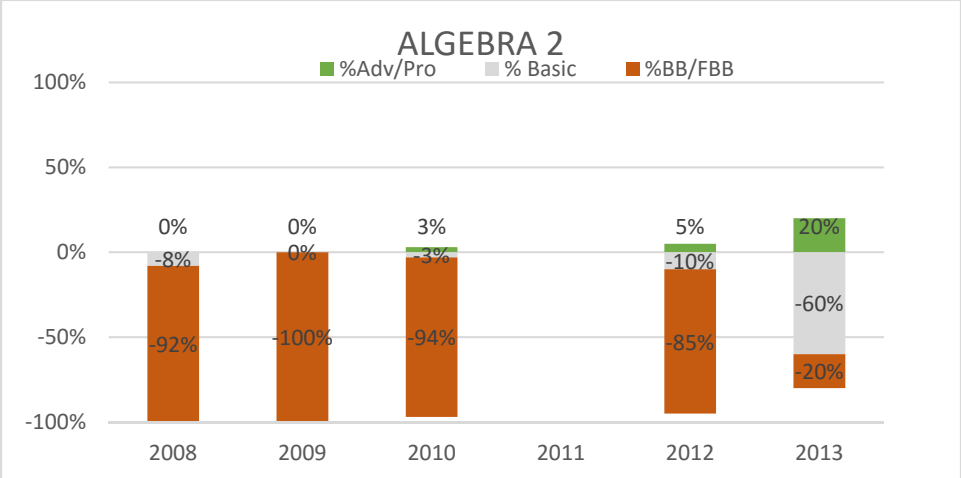
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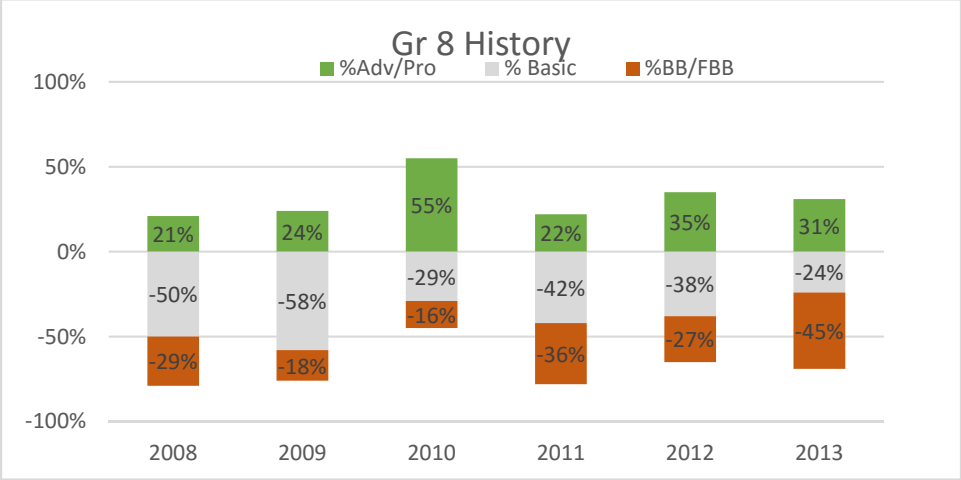
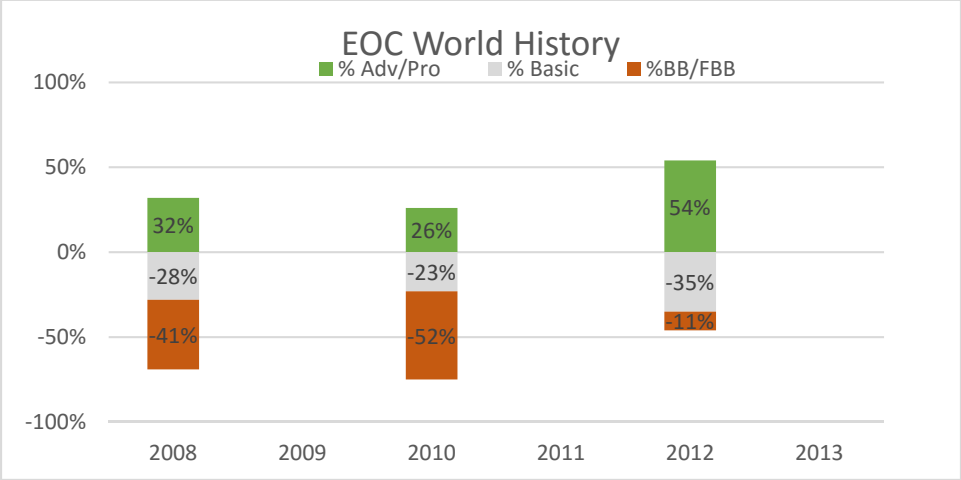
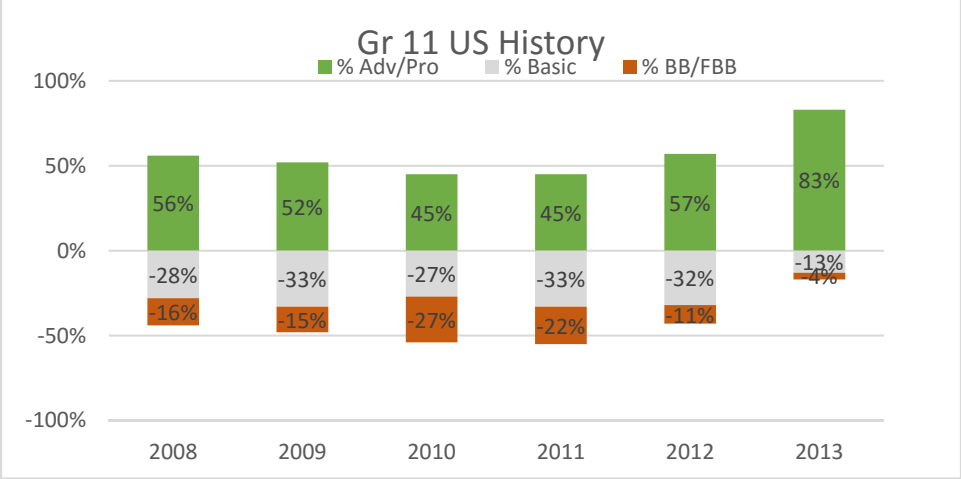
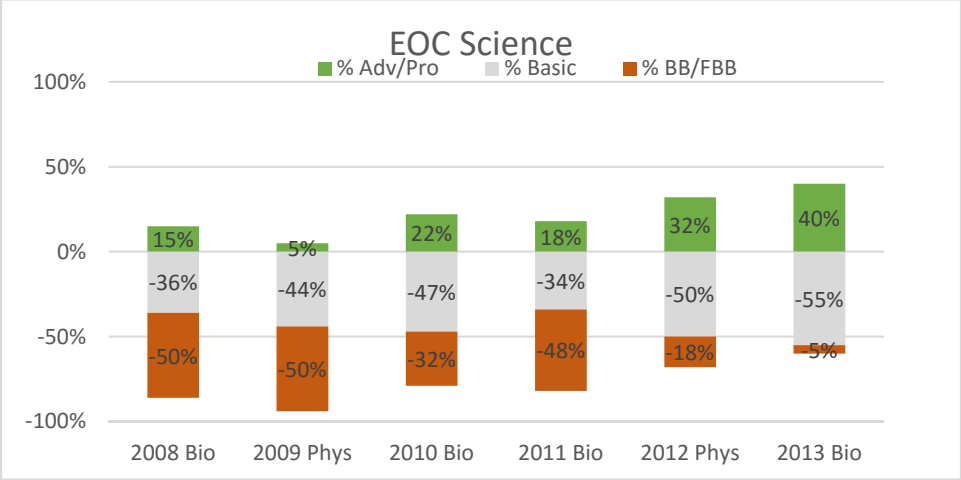
History/Social Science



Science


EOC Science
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2011 Bio
2012 Phys
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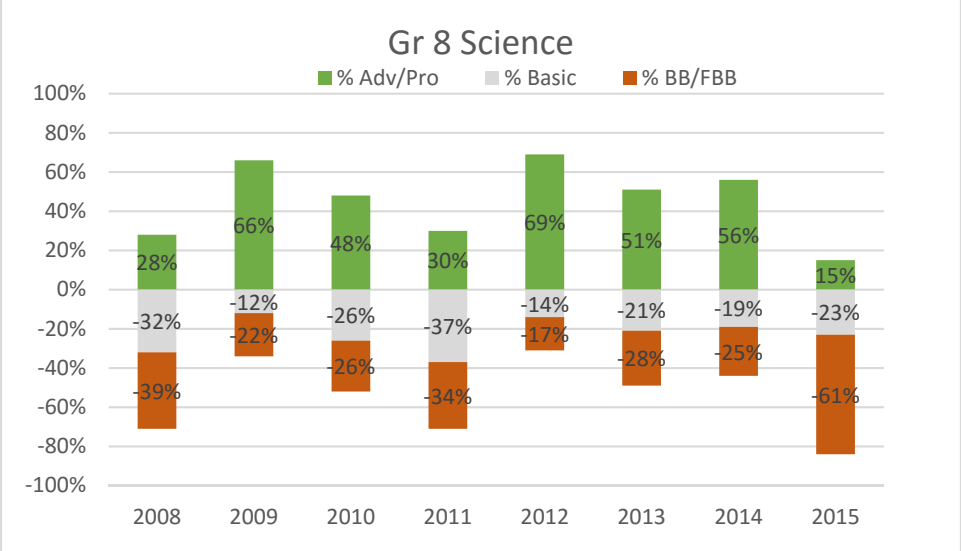
Gr 8 Science
% Adv/Pro
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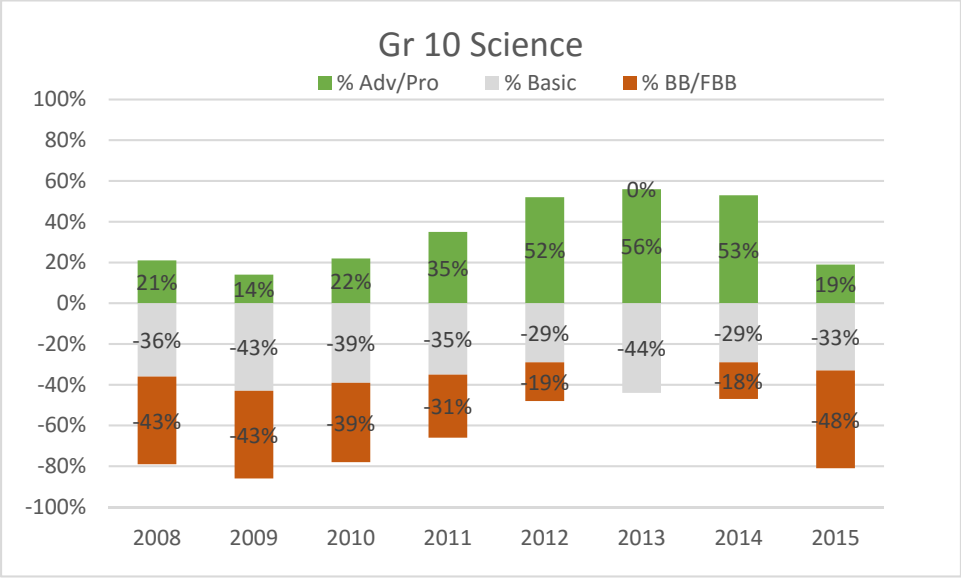
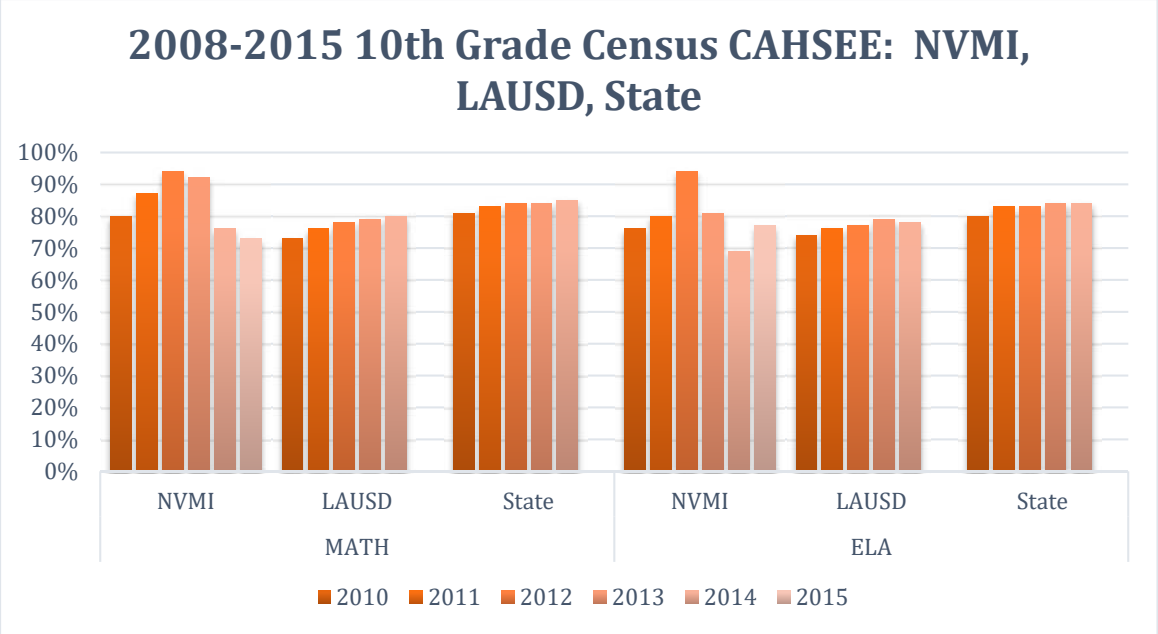
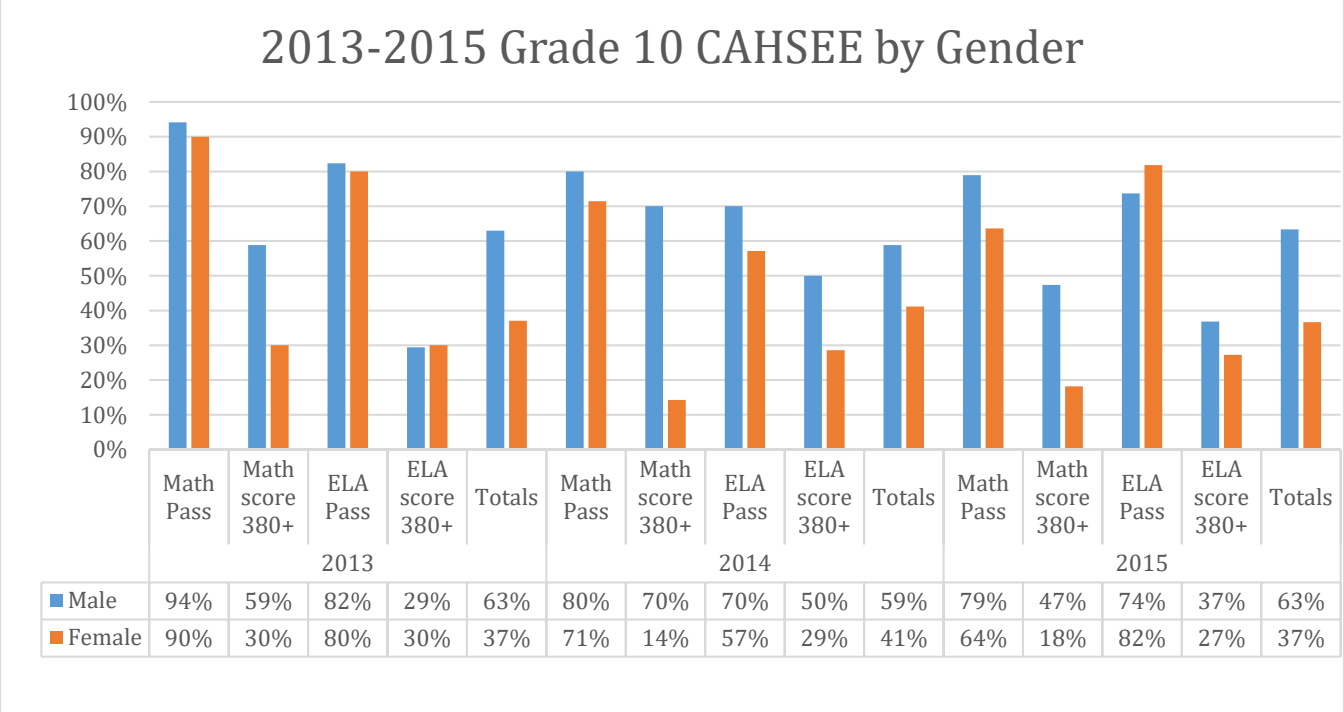
2008
2009
2010
2011
2012
2013
2014
2015


Gr 10 Science
% Adv/Pro
% Basic
% BB/FBB
100%
80%
60%
40%
20%
0%
-20%
-40%
-60%
-80%
-100%
21%
-36%
-43%
14%
-43%
-43%
22%
-39%
-39%
35%
-35%
-31%
52%
-29%
-19%
0%
56%
-44%
53%
-29%
-18%
19%
-33%
-48%
2008
2009
2010
2011
2012
2013
2014
2015

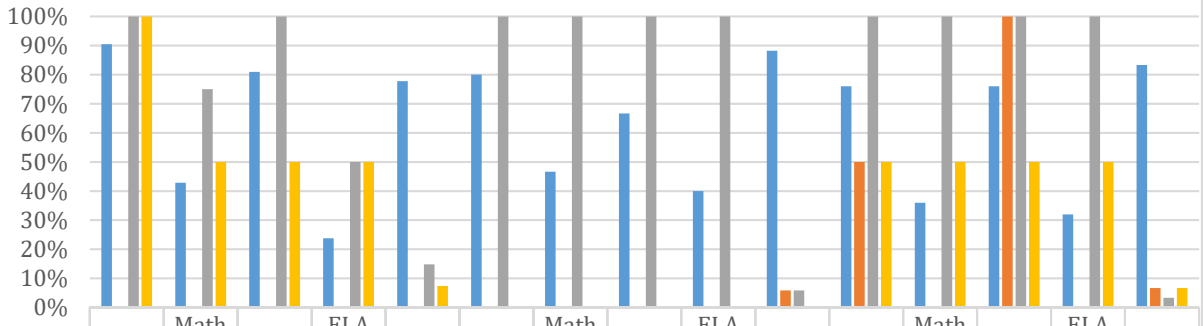
- California High School Exit Exam:



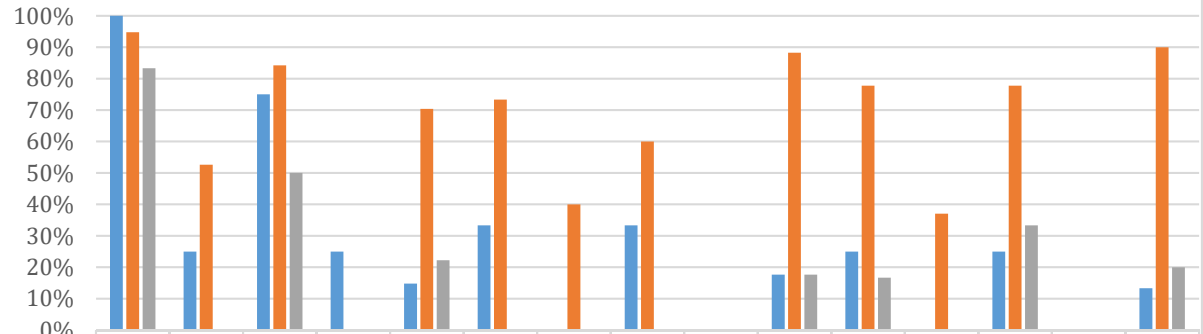

| | 2013 | | | | | 2014 | | | | | 2015 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals |
| Male | 94% | 59% | 82% | 29% | 63% | 80% | 70% | 70% | 50% | 59% | 79% | 47% | 74% | 37% | 63% |
| Female | 90% | 30% | 80% | 30% | 37% | 71% | 14% | 57% | 29% | 41% | 64% | 18% | 82% | 27% | 37% |

## 2013-2015 Grade 10 CAHSEE by Ethnicity




| | 2013 | | | | | 2014 | | | | | 2015 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals |
| Hispanic/Latino | 90% | 43% | 81% | 24% | 78% | 80% | 47% | 67% | 40% | 88% | 76% | 36% | 76% | 32% | 83% |
| Afr-Amer/Black | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 6% | 50% | 0% | 100% | 0% | 7% |
| White | 100% | 75% | 100% | 50% | 15% | 100% | 100% | 100% | 100% | 6% | 100% | 100% | 100% | 100% | 3% |
| Other | 100% | 50% | 50% | 50% | 7% | 0% | 0% | 0% | 0% | 0% | 50% | 50% | 50% | 50% | 7% |

## 2013-2015 Grade 10 CAHSEE by EL, SED, and SWD



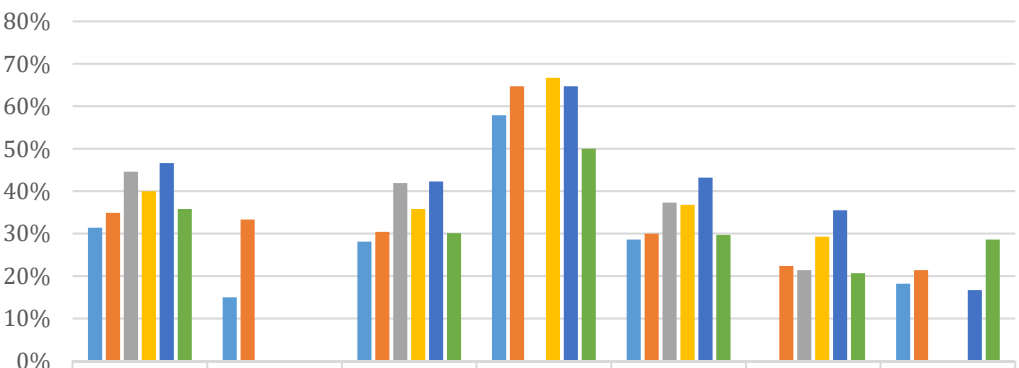

| | 2013 | | | | | 2014 | | | | | 2015 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals | Math Pass | Math score 380+ | ELA Pass | ELA score 380+ | Totals |
| English Learners | 100% | 25% | 75% | 25% | 15% | 33% | 0% | 33% | 0% | 18% | 25% | 0% | 25% | 0% | 13% |
| SED | 95% | 53% | 84% | 0% | 70% | 73% | 40% | 60% | 0% | 88% | 78% | 37% | 78% | 0% | 90% |
| SWD | 83% | 0% | 50% | 0% | 22% | 0% | 0% | 0% | 0% | 18% | 17% | 0% | 33% | 0% | 20% |

| CAHSEE Gr 11-12 Total and SWD Subgroup | | | |
|---|---|---|---|
| **Gr 11-12** | **2013** | **2014** | **2015** |
| Total # Tested Math | 5 | 4 | 6 |
| Total # Passed Math | 3 | 2 | 3 |
| # SWD Tested in Math | 4 | 1 | 1 |
| # SWD Passed Math | 2 | 1 | 0 |
| # Not SWD Tested in Math | 1 | 3 | 5 |
| # Not SWD Passed Math | 1 | 1 | 3 |
| | | | |
| Total # Tested ELA | 6 | 8 | 7 |
| Total # Passed ELA | 2 | 8 | 2 |
| # SWD Tested in ELA | 4 | 2 | 1 |
| # SWD Passed ELA | 1 | 2 | 0 |
| # Not SWD Tested in ELA | 2 | 6 | 6 |
| # Not SWD Passed ELA | 1 | 6 | 2 |

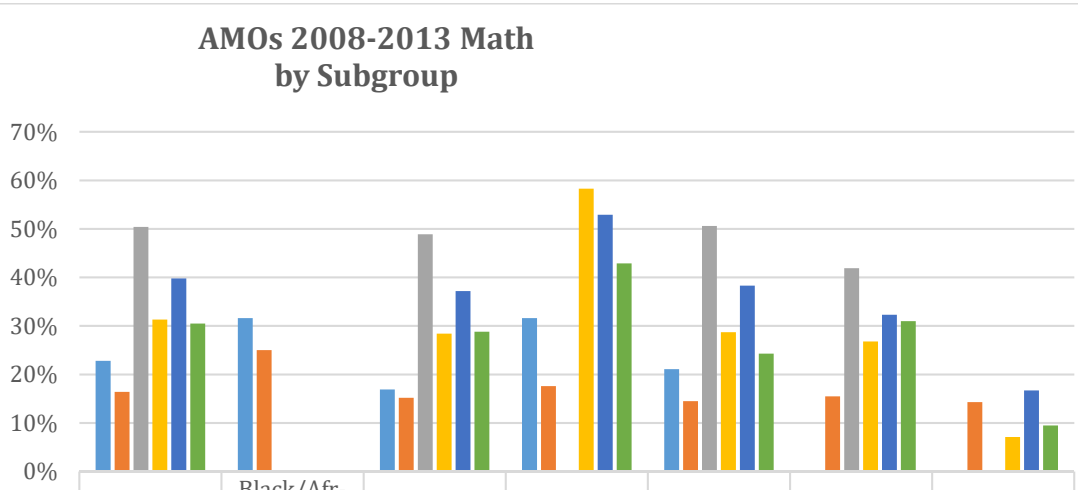
- Adequate Yearly Progress (AYP):

  Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013–14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report. Since only high schools and high school LEAs received a 2014 AYP Report, the California Department of Education identified schools and LEAs that had at least 90 percent of their students enrolled in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013. These criteria did not apply to NVMI and the school was therefore exempt.

NVMI did meet all AYP requirements during the 2014-2015 under the state's waiver granted by tge US Department of Education.




| | Schoolwide | Black/Afr-Amer | Hisp/Latino | White | SED | EL | SWD |
|---|---|---|---|---|---|---|---|
| ELA 2008 Target 33.4 % | 31% | 15% | 28% | 58% | 29% | 0% | 18% |
| ELA 2009 Target 44.5 % | 35% | 33% | 30% | 65% | 30% | 22% | 21% |
| ELA 2010 Target 55.6 % | 45% | 0% | 42% | 0% | 37% | 21% | 0% |
| ELA 2011 Target 66.7% | 40% | 0% | 36% | 67% | 37% | 29% | 0% |
| ELA 2012 Target 77.8% | 47% | 0% | 42% | 65% | 43% | 36% | 17% |
| ELA 2013 Target 88.9% | 36% | 0% | 30% | 50% | 30% | 21% | 29% |




| | Schoolwide | Black/Afr-Amer | Hisp/Latino | White | SED | EL | SWD |
|---|---|---|---|---|---|---|---|
| 2008 Target 32.2 % | 23% | 32% | 17% | 32% | 21% | 0% | 0% |
| 2009 Target 43.5 % | 16% | 25% | 15% | 18% | 15% | 16% | 14% |
| 2010 Target 54.8 % | 50% | 0% | 49% | 0% | 51% | 42% | 0% |
| 2011 Target 66.1 % | 31% | 0% | 28% | 58% | 29% | 27% | 7% |
| 2012 Target 77.4% | 40% | 0% | 37% | 53% | 38% | 32% | 17% |
| 2013 Target 88.7% | 31% | 0% | 29% | 43% | 24% | 31% | 10% |

**AYP Criteria 2008-2015**

| | AYP Criteria Met | Participation Rate ELA/Math | % Proficient ELA/Math | API | Grad Rate | AYP | PI |
|---|---|---|---|---|---|---|---|
| **2008** | 13/14 | Y/Y | Y/N | Y | Y | N | N |
| **2009** | 11/18 | Y/Y | N/N | Y | Y | N | PI-1 |
| **2010** | 13/13 | Y/Y | Y/Y | Y | NA/U50 | Y | PI-1 |
| **2011** | 6/13 | Y/Y | N/N | N | NA/U50 | N | PI-2 |
| **2012** | 13/13 | Y/Y | Y/Y | Y | NA/U50 | Y | PI-2 |
| **2013** | 6/9 | Y/Y | N/N | N | NA/U50 | N | PI-3 |
| **2014** | | Y/Y | | | | | |
| **2015** | 9/9 | Y/Y | NA | NA | NA/U50 | Y | PI-3 |

- College Scholastic Assessment Test (SAT), ACT, and California State University (CSU) Early Assessment Program (EAP) results.

**SAT Results 2010-2015**

| Grad Yr | # Grads | # Taking SAT | % Taking SAT | Ave Score SAT-Critical Reading | Ave Score SAT-Math | Ave Score SAT-Writing Skills | Ave Score SAT-Multiple Choice | Ave Score SAT-Essay |
|---|---|---|---|---|---|---|---|---|
| **2010** | 15 | 10 | 67% | 381 | 348 | 391 | 38 | 6.8 |
| **2011** | 31 | 9 | 29% | 482 | 452 | 474 | 48 | 7.2 |
| **2012** | 36 | 11 | 31% | 429 | 437 | 425 | 42 | 7.3 |
| **2013** | 34 | 7 | 21% | 466 | 431 | 417 | 42 | 6.6 |
| **2014** | 13 | 8 | 62% | 461 | 395 | 459 | 44 | 7.8 |
| **2015** | 15 | 6 | 40% | 425 | 400 | 442 | 43 | 7.7 |

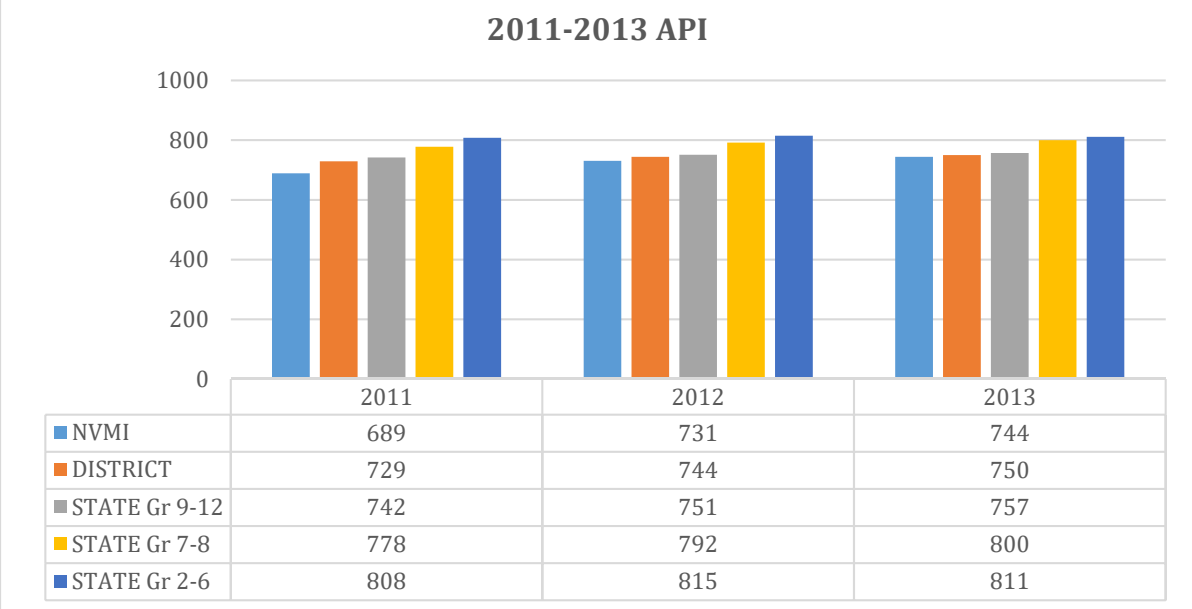
**ACT Results 2010-2015**

| Grad Yr | # Grads | # Taking ACT | % Taking ACT | Ave Score ACT-Composite |
|---|---|---|---|---|
| **2010** | 15 | 1 | 7% | 23.0 |
| **2011** | 31 | 5 | 16% | 16.8 |
| **2012** | 36 | 2 | 6% | 12.5 |
| **2013** | 34 | 8 | 24% | 17.9 |
| **2014** | 13 | 6 | 46% | 15.0 |
| **2015** | 15 | | | |

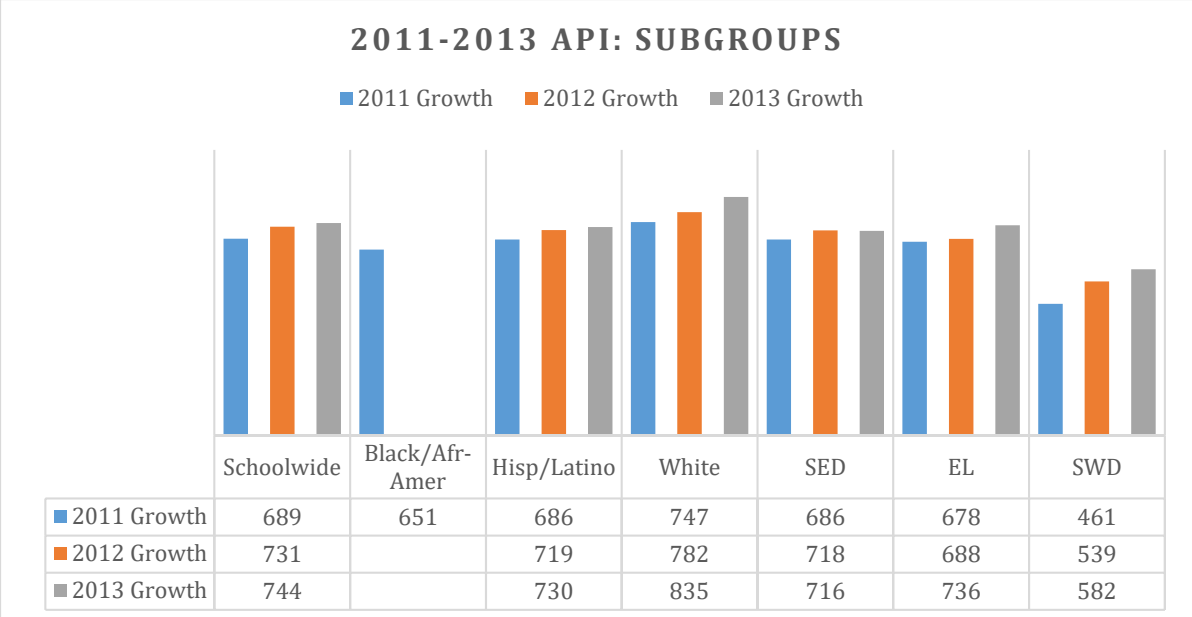
**CSU Early Assessment Program 2011-2013**

| | | # Tested | Exempt | Exempt-Cond. | Non Exempt |
|---|---|---|---|---|---|
| **2011** | **ELA** | 40 | 4 | 0 | 36 |
| | **Math** | 2 | 0 | 0 | 0 |
| **2012** | **ELA** | 37 | 3 | 6 | 28 |
| | **Math** | 7 | 0 | 5 | 28 |
| **2013** | **ELA** | 22 | 5 | 3 | 14 |
| | **Math** | 1 | 0 | 0 | 0 |

2. Academic Performance Index
Latest 3 years of available API performance, including significant subpopulations. Has the school met the growth target? Have all students met targets? [State Priority 4]

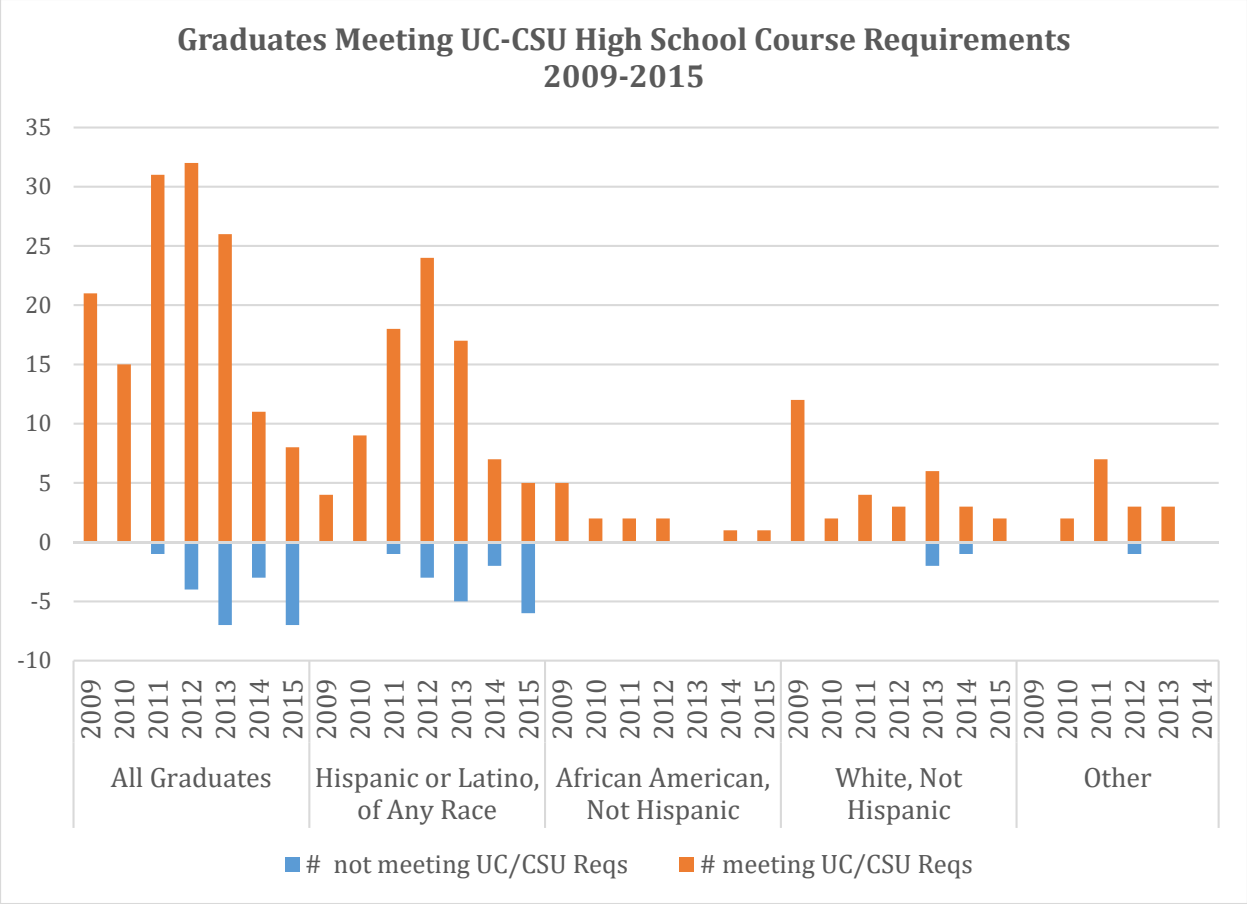



| | 2011 | 2012 | 2013 |
|---|---|---|---|
| NVMI | 689 | 731 | 744 |
| DISTRICT | 729 | 744 | 750 |
| STATE Gr 9-12 | 742 | 751 | 757 |
| STATE Gr 7-8 | 778 | 792 | 800 |
| STATE Gr 2-6 | 808 | 815 | 811 |




| | Schoolwide | Black/Afr-Amer | Hisp/Latino | White | SED | EL | SWD |
|---|---|---|---|---|---|---|---|
| 2011 Growth | 689 | 651 | 686 | 747 | 686 | 678 | 461 |
| 2012 Growth | 731 | | 719 | 782 | 718 | 688 | 539 |
| 2013 Growth | 744 | | 730 | 835 | 716 | 736 | 582 |

3. Share of pupils who are college and career ready [State Priority 4]

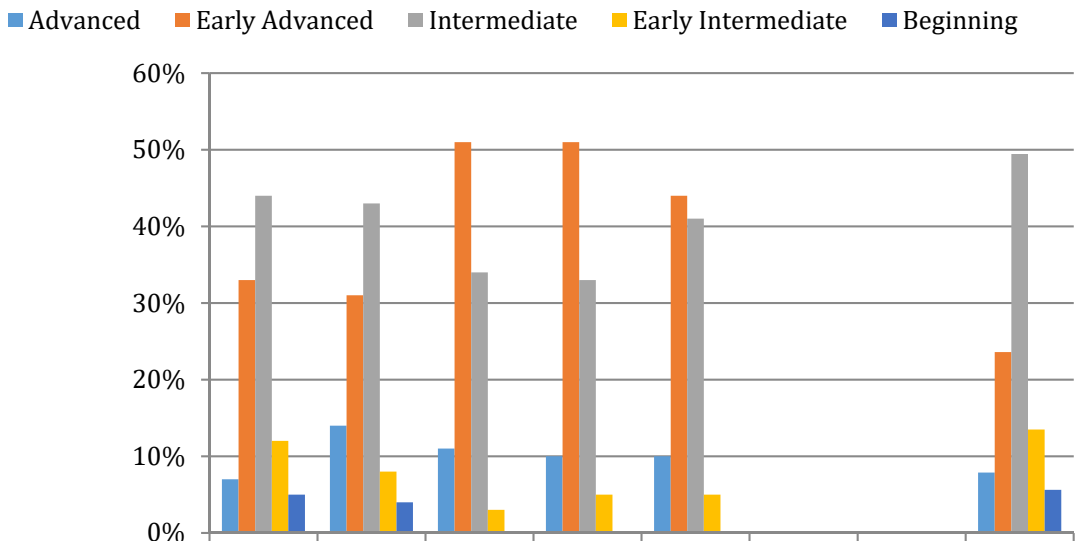



**Post-Graduation Information 2007-2015 (91% responding)**

| Grad Year | #Grads | 4-yr U | CC/Voc | Mil | Work | No info | Multiple Responses |
|---|---|---|---|---|---|---|---|
| **2007** | 4 | 2 | 2 | 0 | 0 | 0 | 0 |
| **2008** | 9 | 1 | 6 | 0 | 0 | 2 | 0 |
| **2009** | 23 | 7 | 10 | 0 | 1 | 5 | 0 |
| **2010** | 17 | 4 | 6 | 1 | 5 | 2 | 1 |
| **2011** | 32 | 7 | 15 | 1 | 8 | 3 | 2 |
| **2012** | 37 | 5 | 17 | 5 | 8 | 5 | 3 |
| **2013** | 33 | 18 | 13 | 2 | 7 | 0 | 7 |
| **2014** | 14 | 7 | 10 | 0 | 2 | 0 | 4 |
| **2015** | 15 | 5 | 10 | 0 | 0 | 0 | 0 |
| **Total** | 184 | 56 | 89 | 9 | 31 | 17 | 17 |
| **Percent of Respondents** | | 34% | 53% | 5% | 19% | 10% | CC/Work (7)<br>Mil/Work (3)<br>4yr/CC (4)<br>4yr/Work (2)<br>4yr/CC/Work (1) |

4. California English Language Development Test (CELDT) assessment results [State Priority 4]. ☞Please note that CELDT data from 2013 and 2014 are not available. NVMI submitted data to the testing agency, and the agency acknowledges receipt, but for unknown reasons, the data have not been published.

**2008-2012 NOVA CELDT Annual Assessments**




| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|---|---|
| Advanced | 7% | 14% | 11% | 10% | 10% | | | 8% |
| Early Advanced | 33% | 31% | 51% | 51% | 44% | | | 24% |
| Intermediate | 44% | 43% | 34% | 33% | 41% | | | 49% |
| Early Intermediate | 12% | 8% | 3% | 5% | 5% | | | 13% |
| Beginning | 5% | 4% | 0% | 0% | 0% | | | 6% |

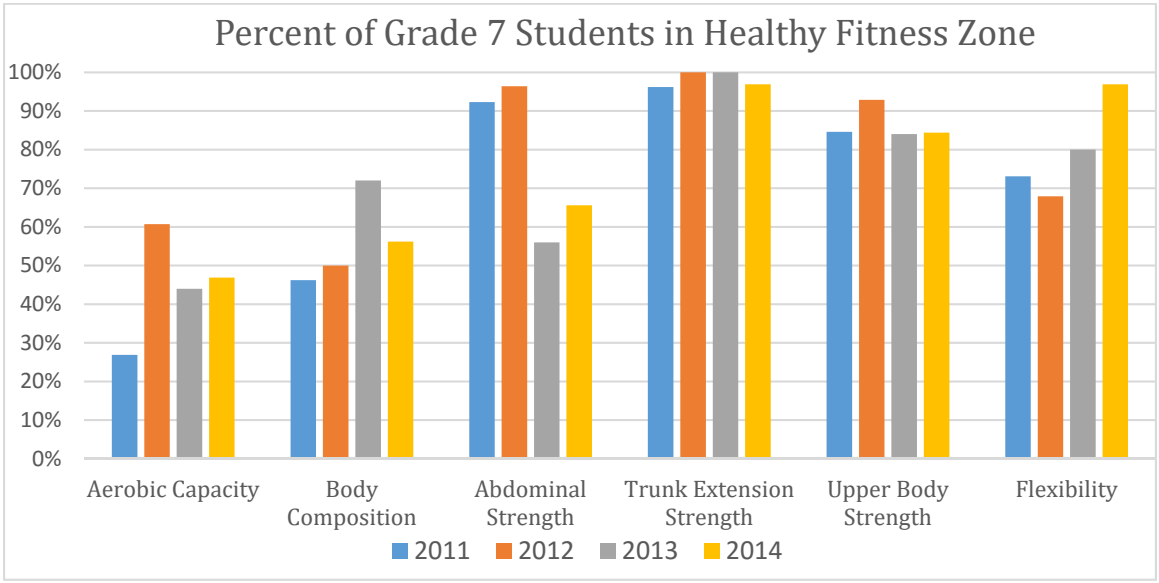
5. English learner reclassification rate: [State Priority 4] See Section C p. 28

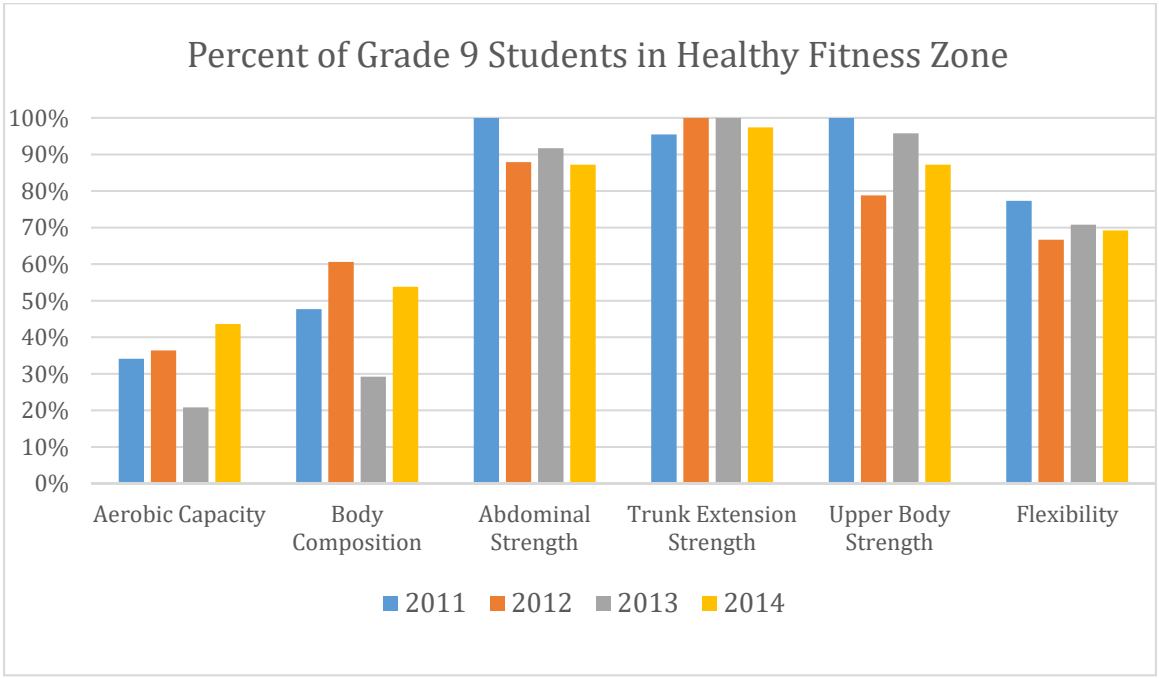
**Language Proficiency 2008-2015**

| | %FEP | % Redesig. FEP |
|---|---|---|
| **2008-2009** | 19.9% | 18.0% |
| **2009-2010** | 30.1% | 27.6% |
| **2010-2011** | 36.7% | 0.0% |
| **2011-2012** | 35.7% | 4.9% |
| **2012-2013** | 34.4% | 5.4% |
| **2013-2014** | 39.6% | 27.3% |
| **2014-2015** | 38.6% | 2.6% |

6. Share of students determined prepared for college by the Early Assessment Program [State Priority 4]
   *(See College Scholastic Assessment Test (SAT), ACT, and California State University (CSU) Early Assessment Program (EAP) results above p. 46)*

7. Other pupil outcomes as described in Education Code or by local districts [Local Priority 8]
   a. Fitnessgram

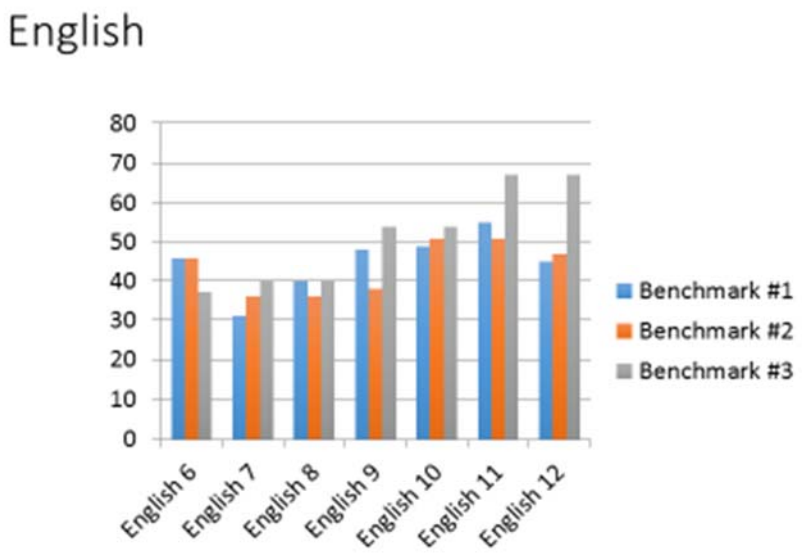


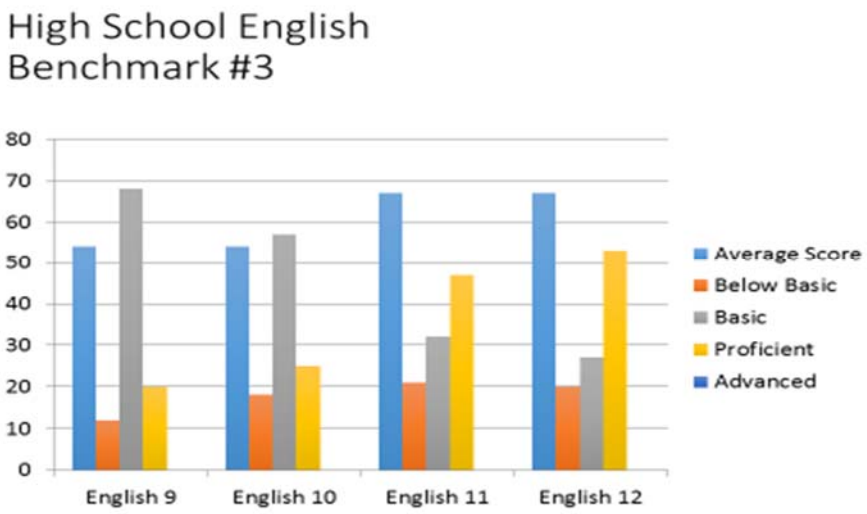



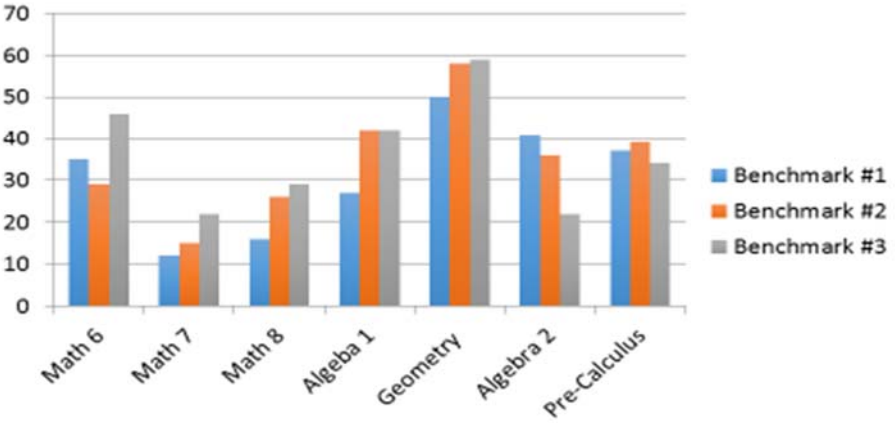
b. California Cadet Corps Online Promotion Test Data

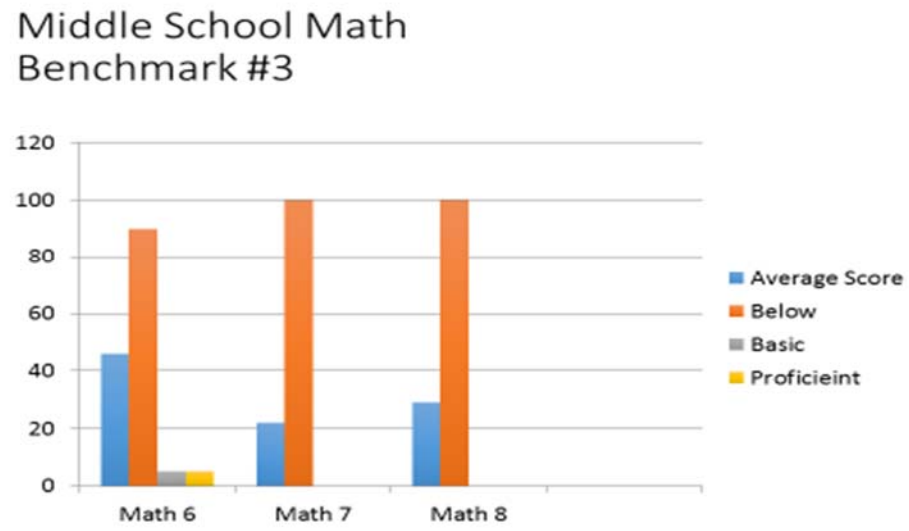
| | 2013-2014 | | 2014-2015 | |
|---|---|---|---|---|
| | # Students successfully passing | Ave Score | # Students successfully passing | Ave Score |
| CADET | 192 | 61% | 241 | 67% |
| CFC | 21 | 76% | 43 | 79% |
| C/CPL | 16 | 82% | 17 | 84% |
| C/SGT | 14 | 88% | 11 | 87% |
| C/SSG | 6 | 92% | 7 | 90% |
| 1st attempt pass rate | 37% | | 44% | |

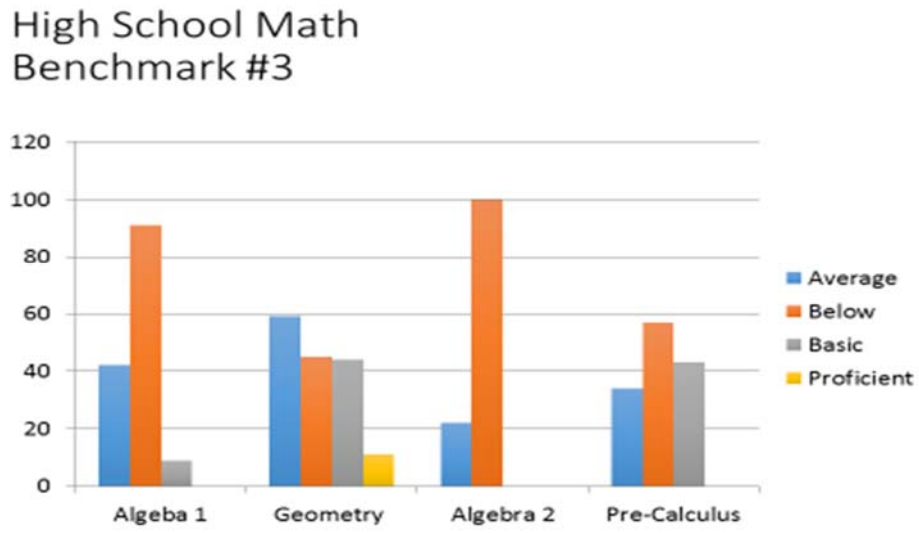
c. OARS Benchmark Assessments 2014-2015

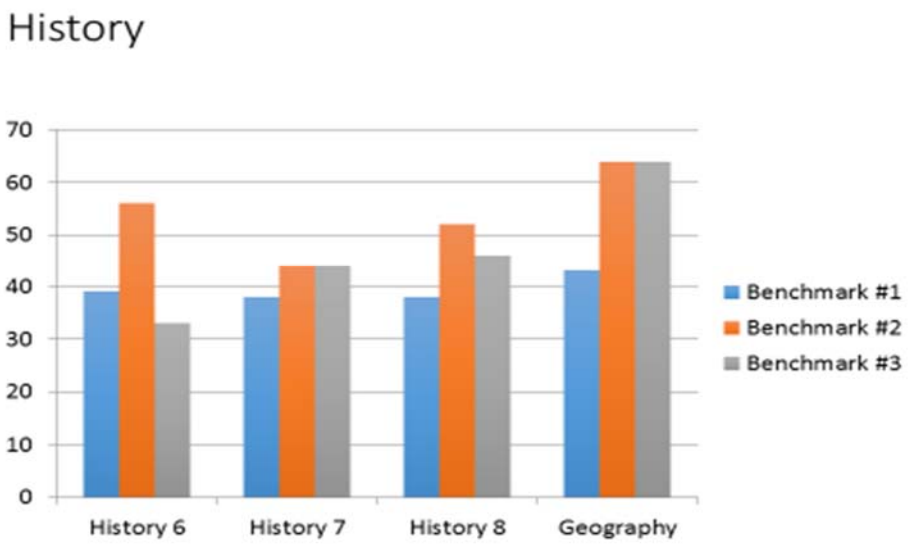


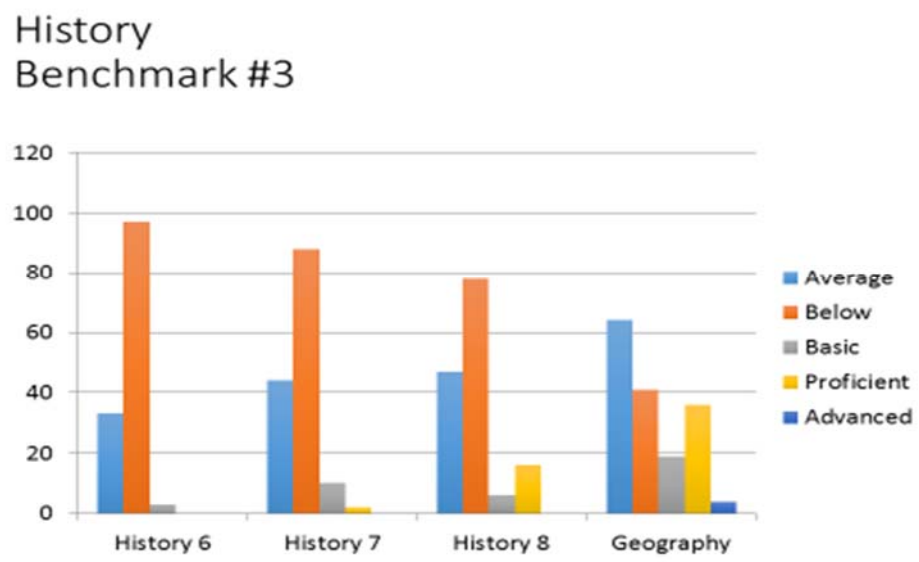

High School English
Benchmark #3
80
70
60
50
40
30
20
10
0
English 9
English 10
English 11
English 12
Average Score
Below Basic
Basic
Proficient
Advanced


Math
70
60
50
40
30
20
10
0
Math 6
Math 7
Math 8
Algeba 1
Geometry
Algebra 2
Pre-Calculus
Benchmark #1
Benchmark #2
Benchmark #3

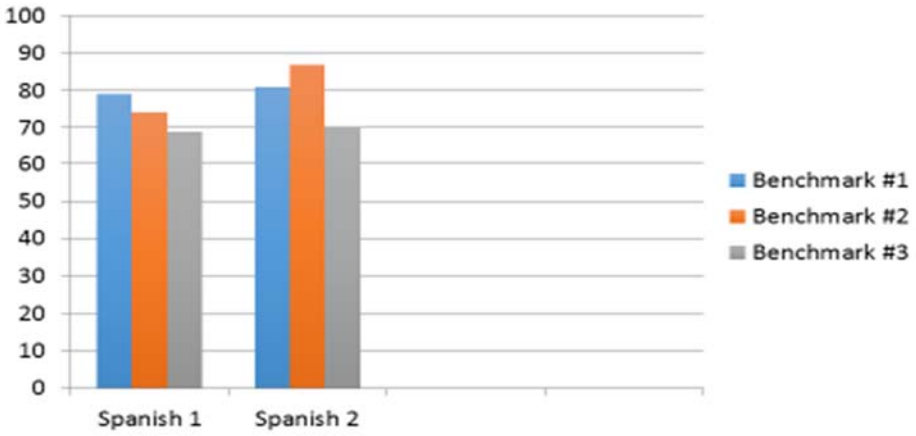

Middle School Math
Benchmark #3
120
100
80
60
40
20
0
Math 6
Math 7
Math 8
Average Score
Below
Basic
Proficieint


High School Math
Benchmark #3
120
100
80
60
40
20
0
Algeba 1
Geometry
Algebra 2
Pre-Calculus
Average
Below
Basic
Proficient

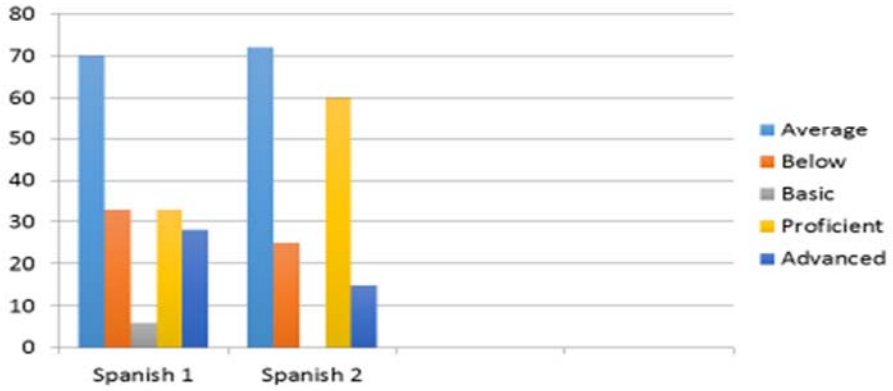

History
70
60
50
40
30
20
10
0
History 6
History 7
History 8
Geography
Benchmark #1
Benchmark #2
Benchmark #3

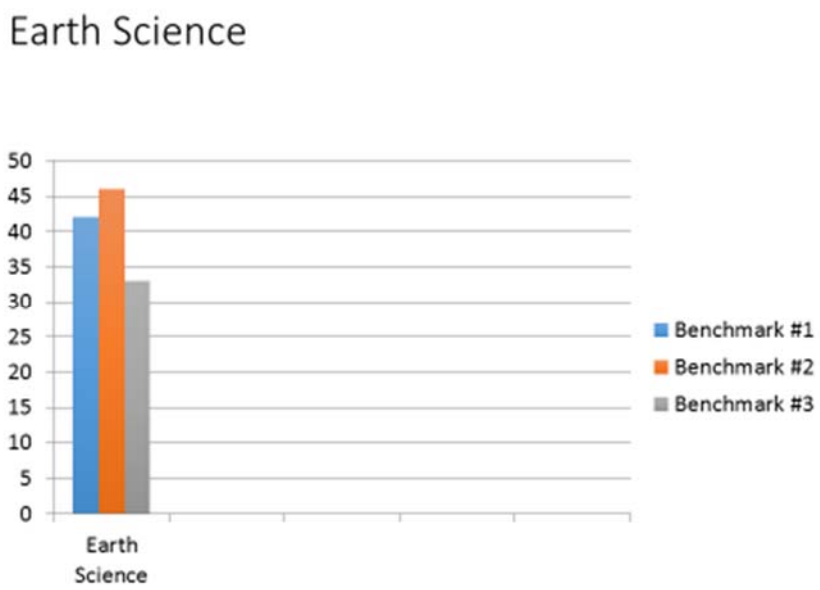

History
Benchmark #3
120
100
80
60
40
20
0
History 6
History 7
History 8
Geography
Average
Below
Basic
Proficient
Advanced

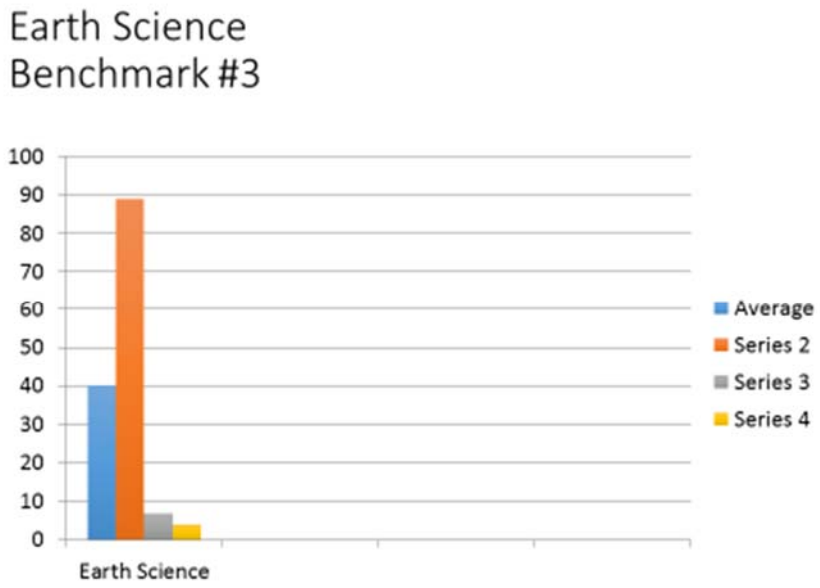
Spanish



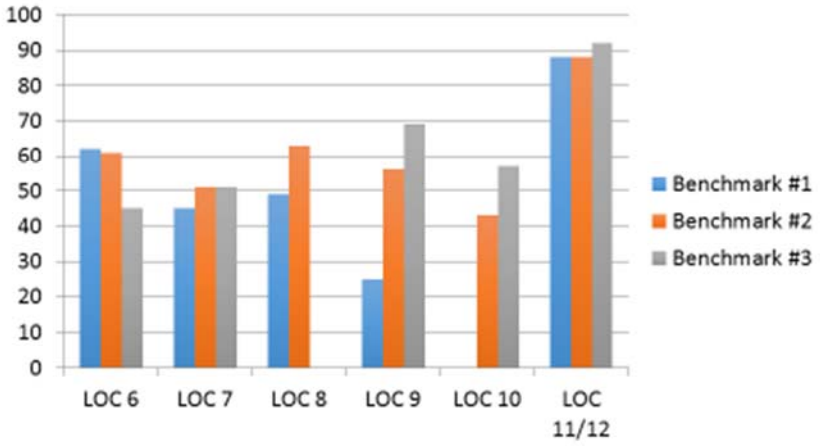

Spanish
Benchmark #3



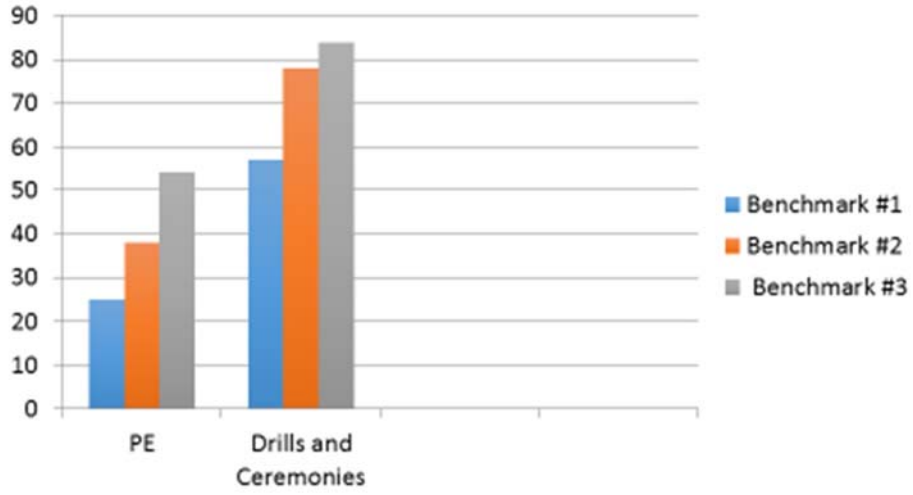

Earth Science
50
45
40
35
30
25
20
15
10
5
0
Earth Science
Benchmark #1
Benchmark #2
Benchmark #3

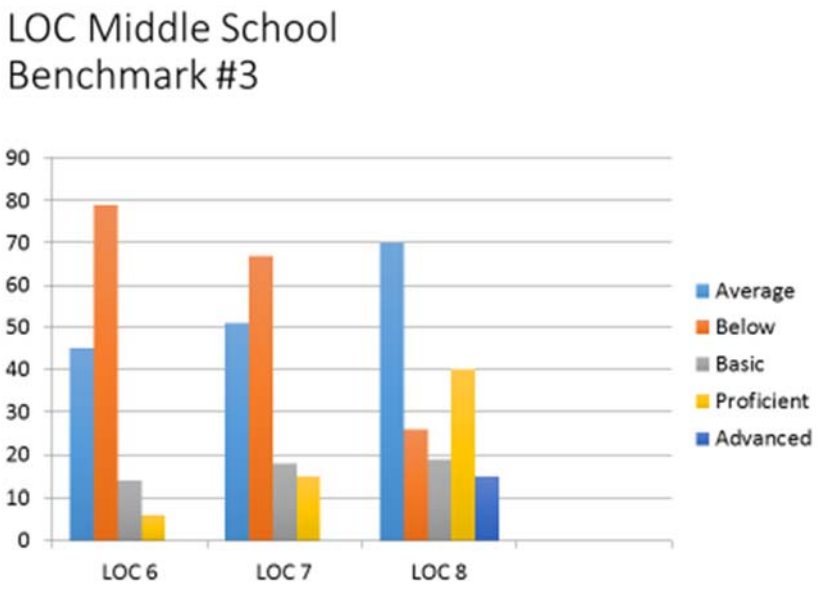

Earth Science Benchmark #3
100
90
80
70
60
50
40
30
20
10
0
Earth Science
Average
Series 2
Series 3
Series 4

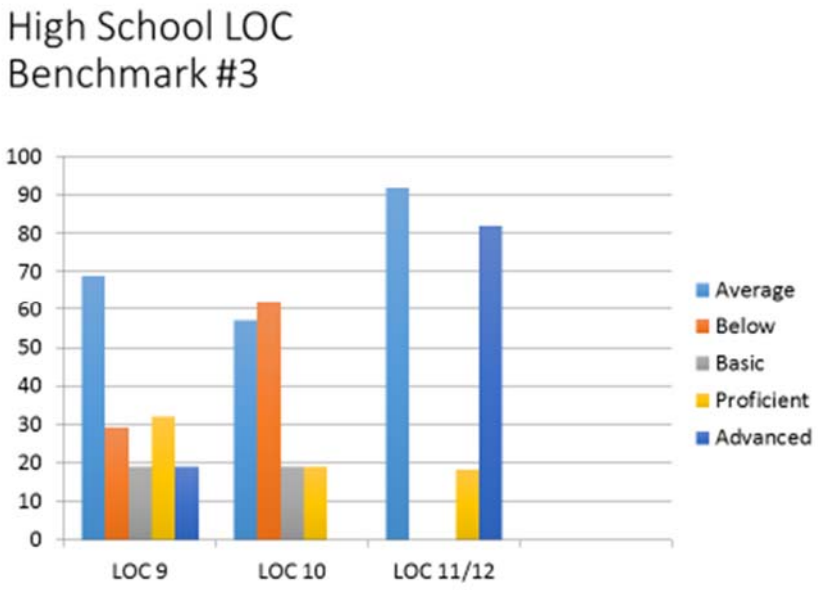
LOC



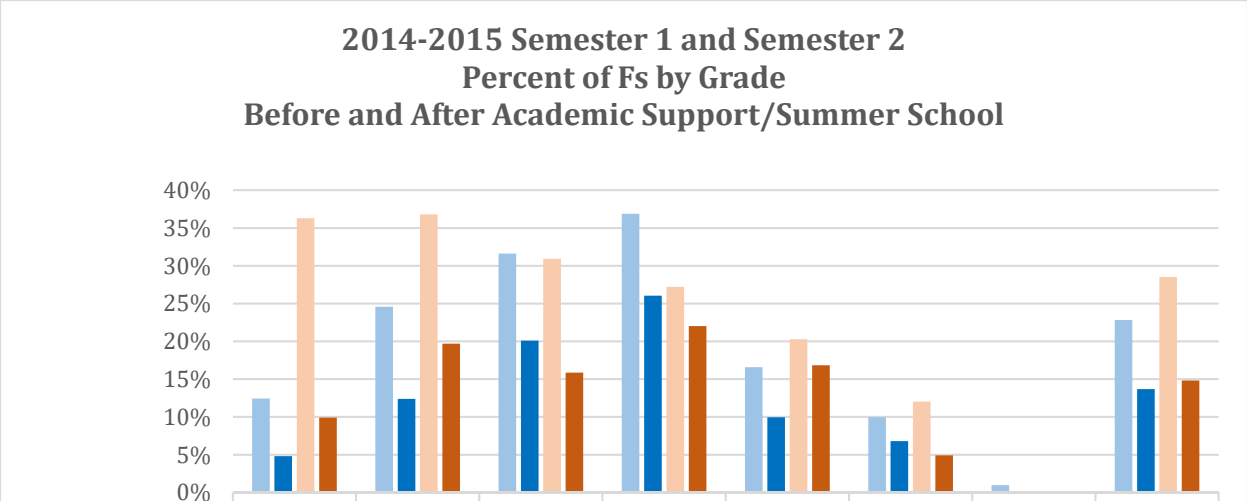

LOC continued






2015-2016 S1 September and December Assessments will be available after 12/18/15.




| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|
| %S1Fs | 12% | 25% | 32% | 37% | 17% | 10% | 1% | 23% |
| %S1Fs Post AS | 5% | 12% | 20% | 26% | 10% | 7% | 0% | 14% |
| %S2 Fs | 36% | 37% | 31% | 27% | 20% | 12% | 0% | 29% |
| %S2 Fs Post SS | 10% | 20% | 16% | 22% | 17% | 5% | 0% | 15% |

2015-2016 S1 Fs will be available after 12/18/15

## *Engagement Indicators (Parents and Students)*

1. *Efforts to seek parent input in decision-making [State Priority 3]*
   NVMI parents, beginning in the 2013-2014 school year, were asked to join the School Site Council and a newly formed Parent Advisory Council. Parental engagement has increased dramatically, and the parent satisfaction rates have likewise increased. Parents now are active members of the SSC and help make decisions and recommendations to the administration and governing board regarding school policies. Parents are also actively involved in the PAC activities, with more than 85% of parents completing at least 15 hours of service each of the least two years. There is also a parent on the NVMI governing board.
2. *Promotion of parent participation in programs for socioeconomic disadvantaged, English Learners, Foster Youth, and special needs sub groups [State Priority 3]*
   Because the vast majority of NVMI students fit into one or more of these categories, the existing SSC, PAC and Governing board parent involvement strategies address these subgroups of students and parents.
3. *Dropout rate for middle or high schools [State Priority 5]*
   There is some controversy about the published dropout rate for NVMI on state websites (varying between 1-9% depending on the site being viewed). NVMI knows of two students in the last 3 years who dropped out, and both of those students are being supported by NVMI to attain a HS diploma.
4. *Average daily rate of attendance [State Priority 5*]

| Year | ADA |
|---|---|
| **2008-2009** | 94% |
| **2009-2010** | 95% |
| **2010-2011** | 95% |
| **2011-2012** | 94% |
| **2012-2013** | 95% |
| **2013-2014** | 94% |
| **2014-2015** | 95% |

While the attendance rate at NVMI is high, we continue to find ways to encourage an even greater attendance rate and address chronically absent students who account for an unacceptably large proportion of the 5-6% absentees. Both a positive reinforcement system (recognizing perfect attendance and near-perfect attendance) and a follow up system (SART and SARB processes) with chronic offenders have been put into place.

5. *Chronic absentee rate [State Priority 5]*

| **Chronic Absentee Rate** | |
|---|---|
| ***Defined as>15 Absences/Semester*** | |
| 2013-2014 S1 | 2.2% |
| 2013-2014 S2 | 3.9% |
| 2014-2015 S1 | 3.4% |
| 2014-2015 S2 | 3.7% |
| 2015-2016 S1 | Available 12/18/15 |

6. *Tardiness rate [Local Priority 5]*

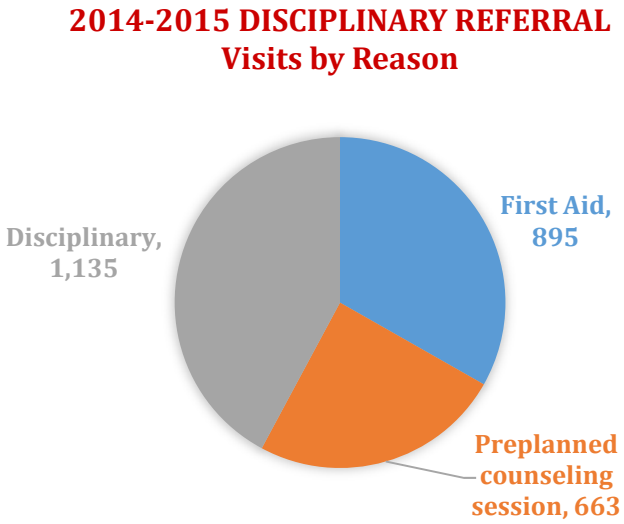
| Tardiness Rate | |
|---|---|
| *Defined as #p1 Tardies/(#days*ADM)* | |
| 2013-2014 S1 | 2.4% |
| 2013-2014 S2 | 2.4% |
| 2014-2015 S1 | 0.6% |
| 2014-2015 S2 | 0.4% |
| 2015-2016 S1 | Available 12/18/15 |

7. *High school graduation rate (State Priority 5]*

| Grad Year | Grad Rate |
|---|---|
| 2010 | 77.3% |
| 2011 | 81.6% |
| 2012 | 85.7% |
| 2013 | 96.9% |
| 2014 | 77.8% |

8. *Discipline Referrals [Local Priority 6]*
*Suspension rates [State Priority 6]/Expulsion Rates [State Priority 6], and other local measures: Surveys of pupils, parents and teachers on the sense of safety and school connectedness [Local Priorities 3, 5, and 6]* *(See Section F p. 66 in addition to data below.)*

| Disciplinary Referrals 2014-2015 by Grade | | | |
|---|---|---|---|
| Grade | # Students Referred | # Students Enrolled | % Referrals vs. % Enrollment |
| 6 | 193 | 77 | -5% |
| 7 | 295 | 78 | 4% |
| 8 | 386 | 65 | 16% |
| 9 | 159 | 73 | -6% |
| 10 | 56 | 29 | -3% |
| 11 | 23 | 23 | -4% |
| 12 | 23 | 15 | -2% |




**Disciplinary Referrals by Reason**

| Reason | % of Referrals |
|---|---|
| Minor disciplinary infraction requiring counseling, mentoring, or behavior modification | 85% |
| Refusal to work | 46% |
| Talking incessantly | 26% |
| Talking back to teacher | 14% |
| Refusal to line up or follow class protocols | 13% |
| Moderate disciplinary problem worthy of a 5 point demerit/parent conference | 11% |
| Serious disciplinary problem worthy of a 10 point demerit/suspension | 4% |
| Serious disrespect to another student | 4% |
| Inappropriate physical contact with another student or an aggressive nature | 3% |
| Serious disrespect to the teacher | 2% |
| Minor cheating | 2% |
| Suspected alcohol use/under the influence | 1% |
| Honor code violation | 1% |
| Abject defiance | 1% |
| Fighting | 0.5% |
| Suspected drug use/under the influence | 0.5% |

Noteworthy-of the 1135, disciplinary referrals, it was a total of 113 students who earned ALL of them (i.e. multiple from the same child), and of the 113 students, 36 of them represented 756 of the referrals -- in other words, 36 students were 67% of the disciplinary problems.

**Number and Percent of Suspensions, Expulsions, and Crimes 2009-2015**

| | # of Suspensions | Suspensions % enrollment | # of Expulsions | Expulsions % enrollment | Crimes |
|---|---|---|---|---|---|
| **2009-2010** | 5 | 2% | 1 | <1% | 1 |
| **2010-2011** | 5 | 2% | 0 | - | 0 |
| **2011-2012** | 7 | 3% | 0 | - | 1 |
| **2012-2013** | 6 | 3% | 0 | - | 1 |
| **2013-2014** | 9 | 3% | 0 | - | 0 |
| **2014-2015** | CDE Data not available at time of report | | | | |

**Number of Suspensions Shown by Reason for Suspension, 2008-2015**

| Type of Suspension | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|
| Sexual Harassment | - | - | 2 | 2 | 1 | CDE |
| Knife /Explosive/Dangerous Object | - | - | - | - | - | data |
| Willful Use of Force/Violence | 2 | 3 | - | - | - | not |
| Stole /Attempted to Steal Property | - | - | - | - | - | available |
| Damaged Property | - | - | - | - | - | at time |
| Disruption/Willful Violence | - | - | 2 | 1 | - | of report |
| Aiding and abetting physical injury to student | - | - | - | - | - | |
| Harassed/Threatened/Intimidated | - | - | - | 1 | - | |
| Harassed/Threatened/Intimidated Pupil | - | 1 | - | - | - | |
| Obscenity/Profanity/Vulgarity | - | - | 1 | 1 | 1 | |
| Threat/Cause/Attempt Injury | 2 | - | 2 | 1 | 3 | |
| Committed an act of Hate Violence | - | - | - | - | 1 | |
| Sold Controlled substance | 1 | - | - | - | 1 | |
| Tobacco | - | 1 | - | - | - | |
| Less than 1 oz Marijuana | - | 1 | 1 | 1 | - | |
| Possession of Controlled Substance | - | - | - | 1 | 3 | |
| **Totals** | **5** | **6** | **8** | **8** | **10** | **0** |

# E. SCHOOLWIDE LEARNER OUTCOMES

## *Schoolwide Learner Outcomes (selected) Comments*

NVMI's four pillars are the basis for our SLOs – ACADEMICS, LEADERSHIP, CITIZENSHIP, and ATHLETICS.

ACADEMICS – Academically, perhaps the best summary statement of progress is that we are helping some of our students achieve academic success, but far too many are not mastering the Common Core State Standards and not enough are gaining admission to a four year college immediately upon graduation. We are working diligently to improve those realities and we have a hard working teaching staff, solid intervention plan, and supportive parent community. We need to determine better ways to motivate reluctant learners. Because so many of our students come to us having been unsuccessful in other schools, they have become accustomed to failure. The majority of our students are unaccustomed to the culture of achievement that NVMI is attempting instill.

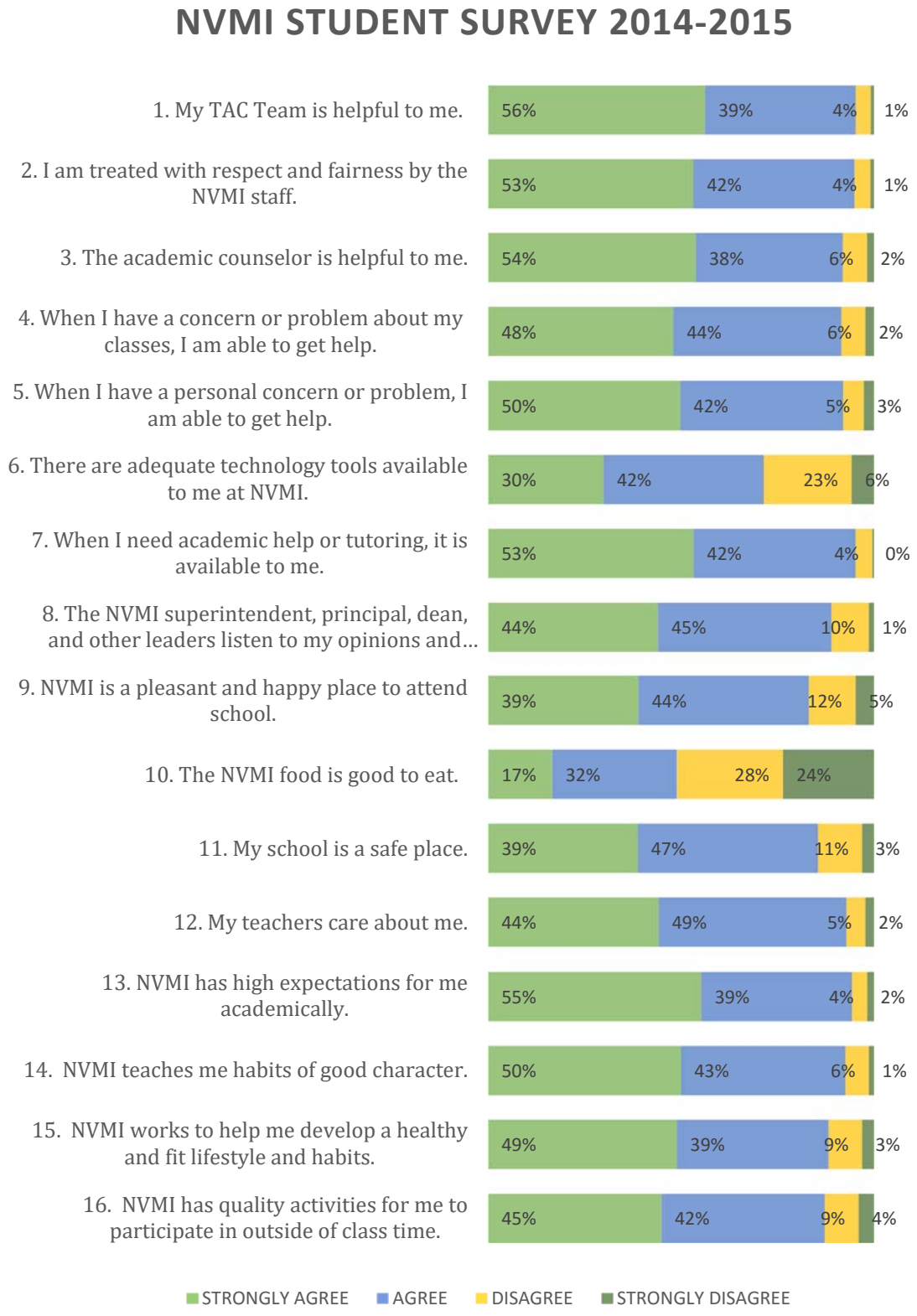
LEADERSHIP – NVMI has done a remarkable job of developing the leadership capacity of many of our students. We continue to strive to identify how best to get ALL students to become leaders. The California Cadet Corps leadership development model we use is highly effective at helping young adults learn both the theory and application of leadership as they progress through our program.

CITIZENSHIP – Our citizenship program is predicated on the principles of teaching cadets to adhere to our honor code and to treat others with respect, do the right thing, and make our world a better place. While measuring these qualities quantitatively is next to impossible, we have much qualitative evidence that we are succeeding with most students in making a positive impact on their citizenship skills.

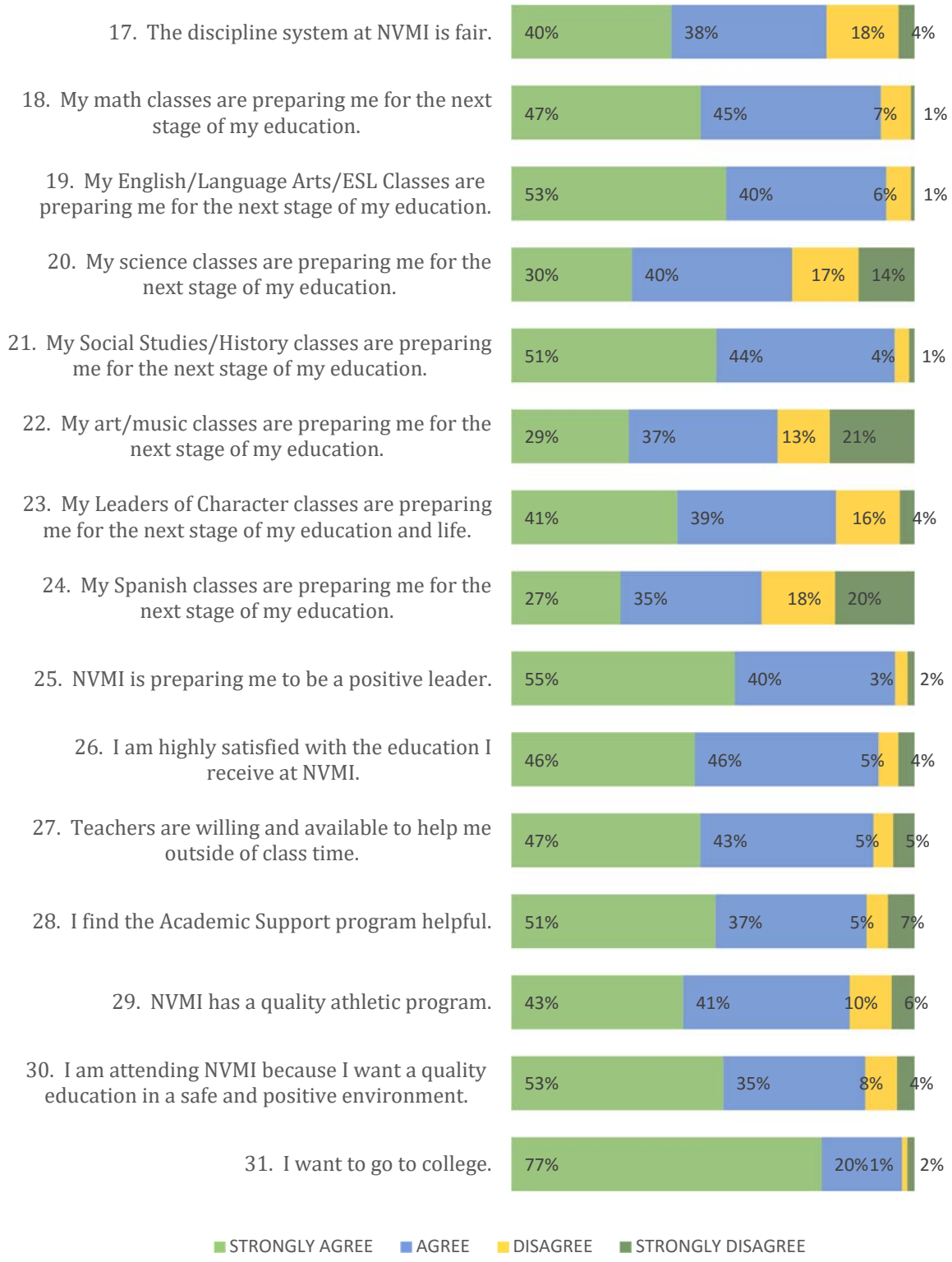
ATHLETICS – Our athletic program has seen dramatic growth the last two years, and student involvement is impressive. All students are exposed to a rigorous wellness program designed to promote fitness, health, and personal wellness in multiple dimensions. While this remains an area for growth, we feel very positive about the trends in participation and success we have seen the last two years.

# F. Perception Data

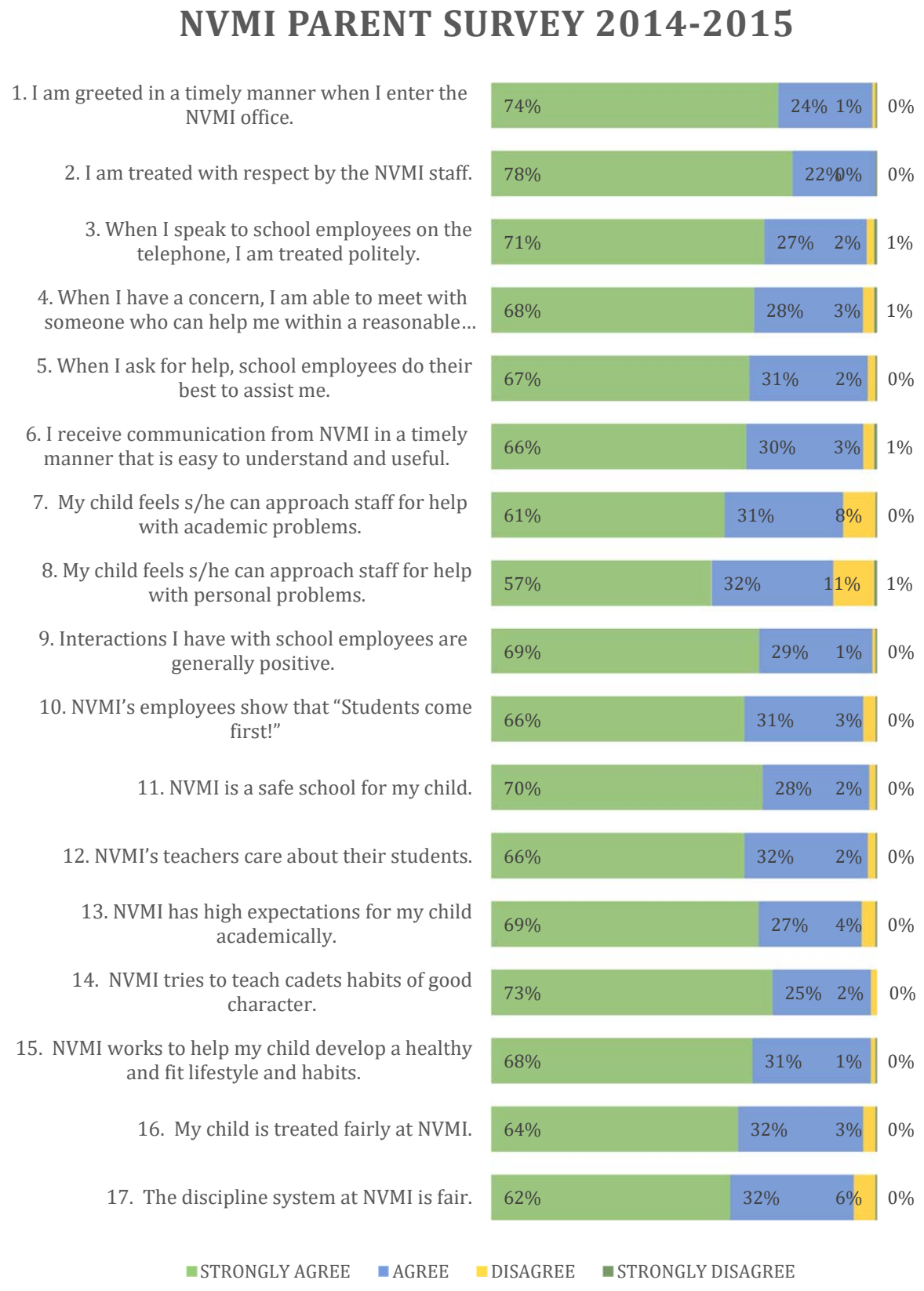
*Student Survey*



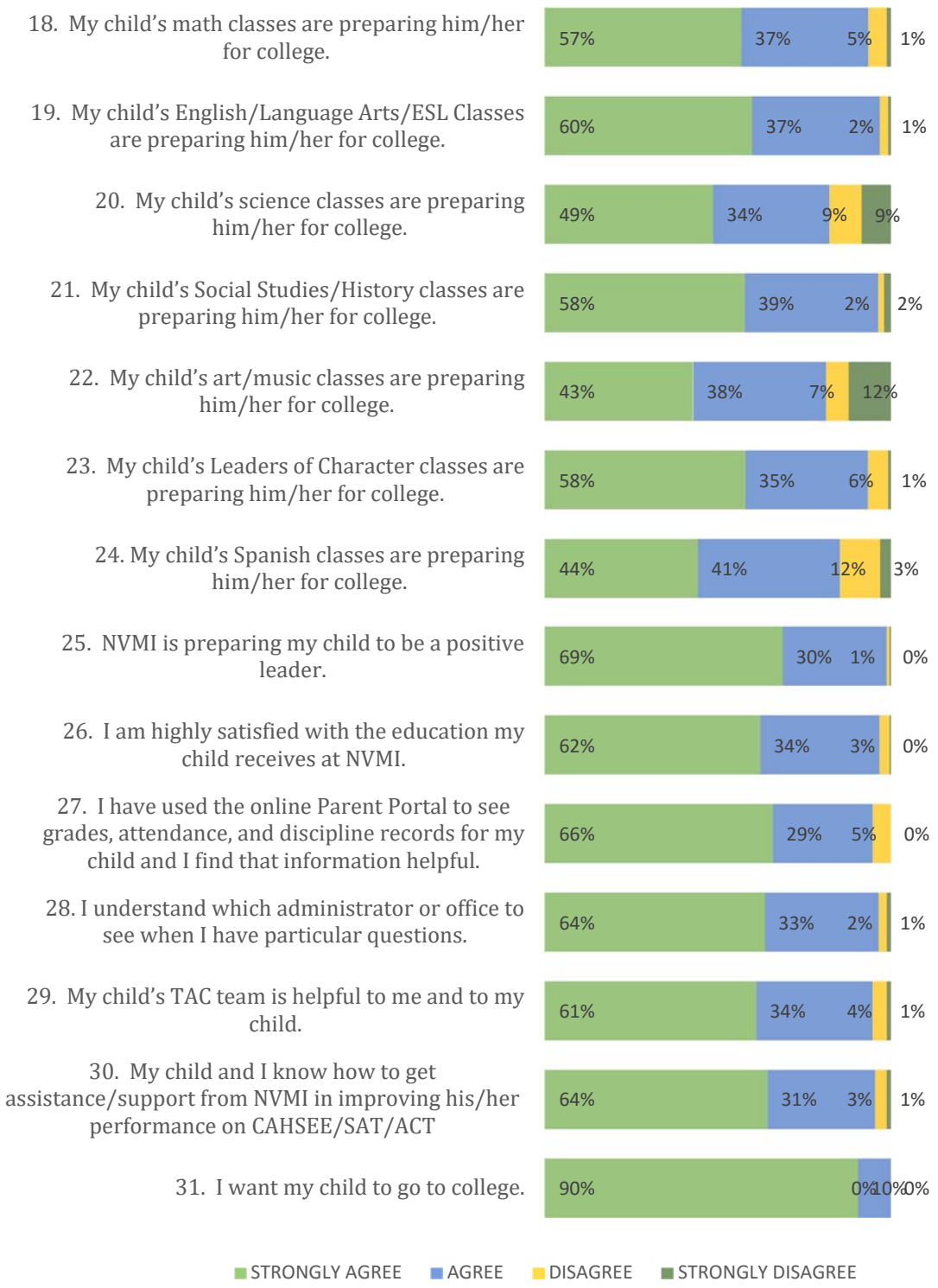
# NVMI STUDENT SURVEY 2014-2015 (CONT.)



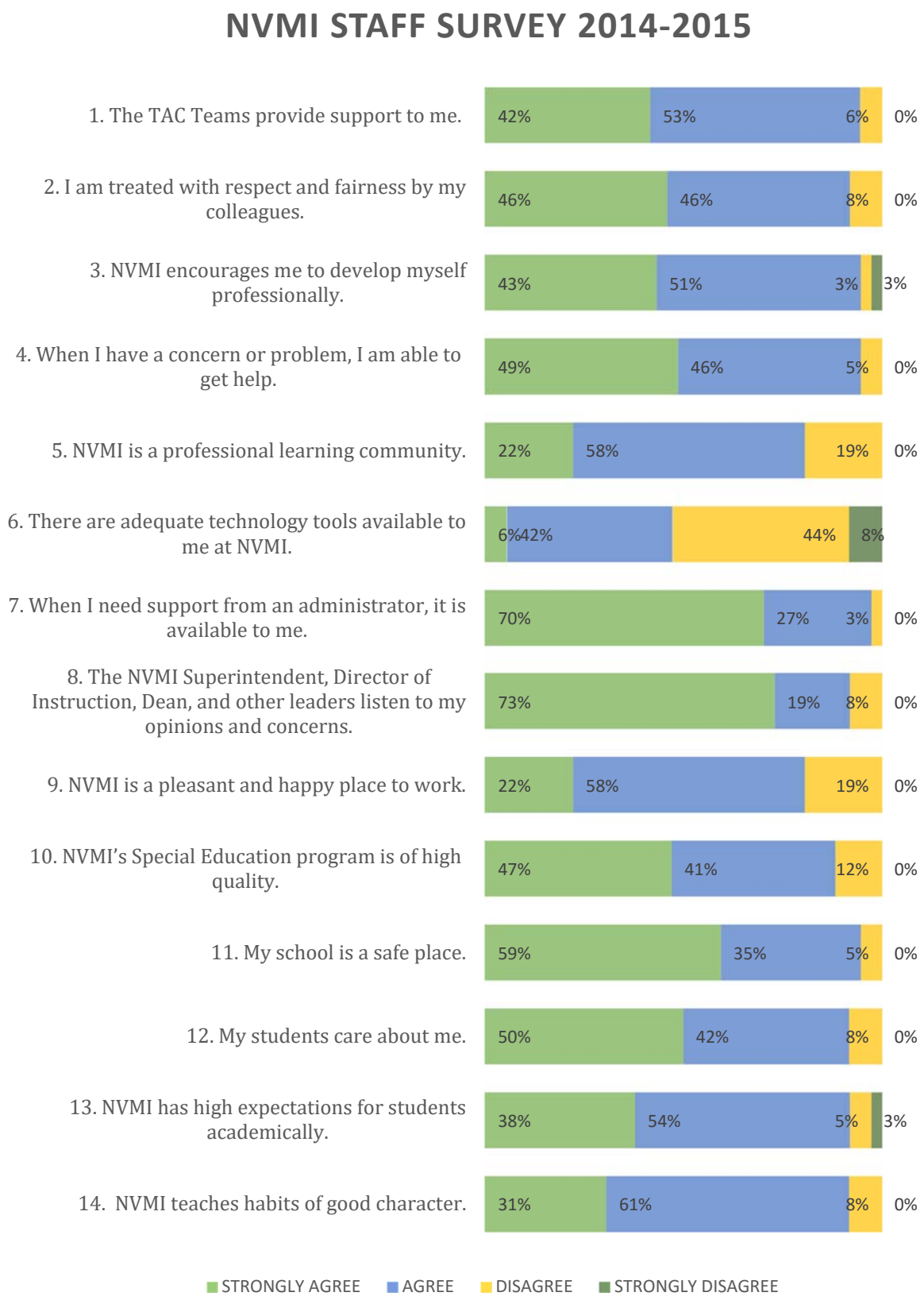
*Parent Survey*



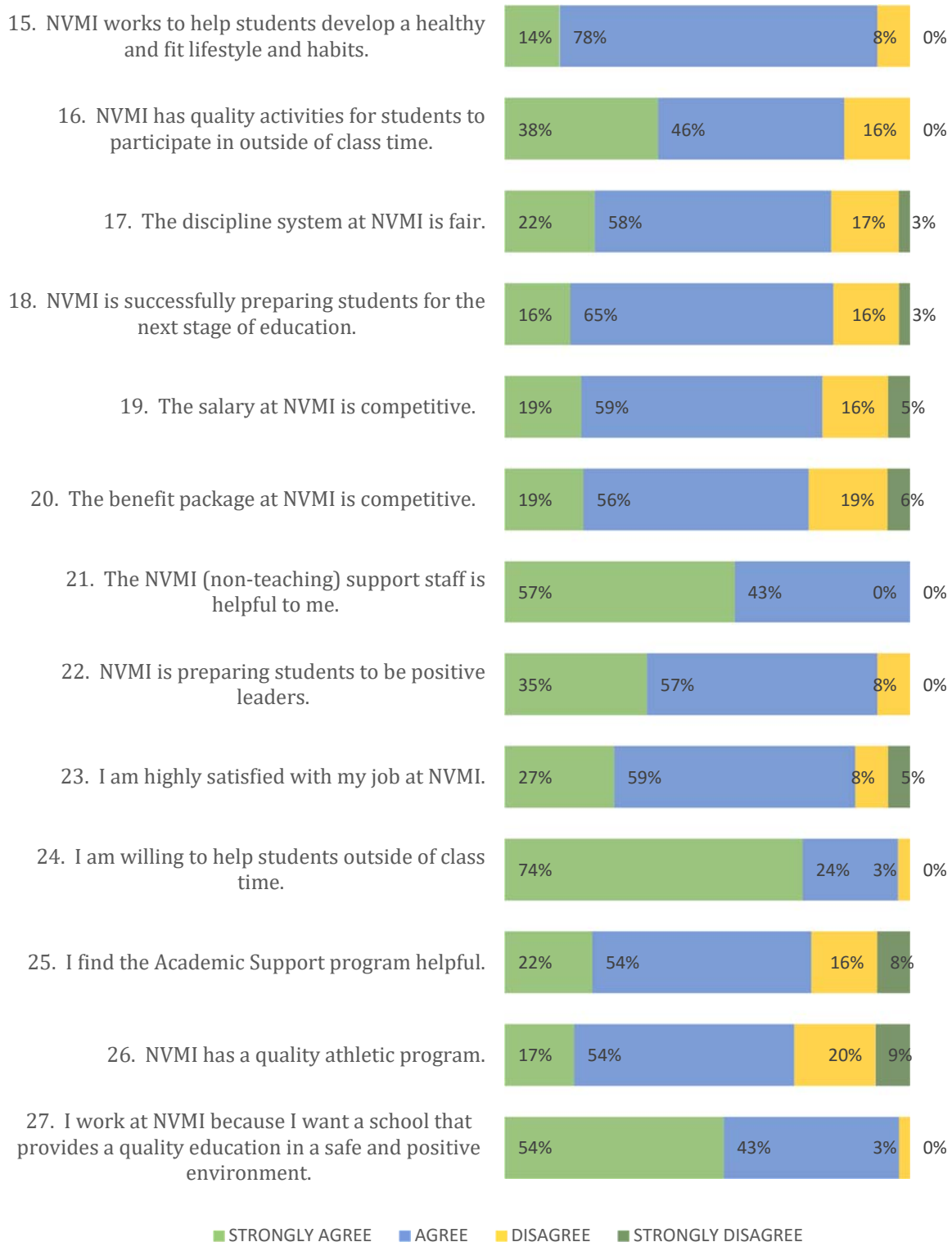
# NVMI PARENT SURVEY 2014-2015 (CONT.)



*Staff Survey*



# NVMI STAFF SURVEY 2014-2015 (CONT.)



## *Community*

### Facebook.com

NVMI-North Valley Military Institute
https://www.facebook.com/NorthValleyCharterAcademy?fref=ts:

1,250 people like this
935 people have been here

4.5 of 5 stars
196 reviews
5 star 152
4 star 24
3 star  3
2 star  2
1 star 15

*5 star* An amazing learning environment!!
*5 star* The best school with the best military program and the best staff ever!!!!!!!!##!!
*5 star* Love the school very impressed with it.
*4 star* Best school ever.
*4 star* My 3 Grandkids love it. That is good enough for me.

### US News and World Report

The North Valley Military Institute (formerly the North Valley Charter Academy), was named a 2015 Bronze Medalist as one of the America's Best High Schools.

# Chapter II: PROGRESS REPORT

## A. INTRODUCTION

North Valley Military Institute, formerly North Valley Charter Academy (NOVA), completed its last full visit in April of 2010. At that time, we received a full six-year term of accreditation. Since that time, in order to continue to meet the needs of the students and the community, we have made dramatic changes to our program.

At the time of the visit, NOVA identified the following goals as part of its School Wide Action Plan:

1. Expand NOVA's Board of Trustees and extend the knowledge of the board members.
2. Expand NOVA's curriculum to support at-risk students by focusing on college and career preparation.
3. Improve student achievement in all curricular areas with particular attention to Math and Science and to meet the needs of students with Special Needs.
4. Increase availability of, access to, and use of comprehensive student achievement data.
5. Enhance student engagement and school culture by increasing emphasis on college and career readiness.

The Visiting Committee found five Critical Areas for Growth:

1. Pursue additional core classes and electives through a variety of delivery methods.
2. Pursue ways to support and maintain staffing stability.
3. Continue to pursue the recruitment of additional Board members.
4. Continue improving student achievement with particular emphasis on raising math and science scores.
5. Pursue additional funding opportunities such as grants of all kinds and community donations.

At that time, the visiting committee also made the following recommendations. These recommendations are discussed as part of the school goals and the Critical Areas for Growth.

- Increase training and involvement of the Board. (Goal #1, Critical Area for Growth #3)
- Increase means for student involvement in decisions. (Goal #5, Critical Area for Growth #4)
- Increase parent and community involvement. (Critical Area for Growth #4)
- Strengthen the correlation between the CST Math/Science scores to students passing NOVA's curriculum in these subjects. (Goal # 3, Critical Area for Growth #4)
- Formalize preparation for the CAHSEE, and pursue both standard and non-standard opportunities to expand elective options to include AP courses, career, technical, and vocational options, and SAT preparation. (Goal #5, Critical Area for Growth #1, 4)
- Greater formalized and individual follow-up on professional development topics. (Critical Area for Growth #2)
- Identify ELL students at the earliest opportunity in order to provide bilingual support from instructional aide and incorporate SDAIE teaching strategies into regular classroom instruction. Instructional coaching and modeling. (Goal #4, Critical Area for Growth #4)

- Continue to revise and improve benchmark tests, including creating benchmarks in non-core areas (Goal #4, Critical Area for Growth #4)
- Continue to explore the capabilities of Data Director in order to provide information to refine instruction. (Goal #4, Critical Area for Growth #4)
- Increase student leadership opportunities. (Goal #5, Critical Area for Growth #4)
- Increase variety of extra-curricular activities. (Goal #5, Critical Area for Growth #4)

At the time of the mid-term review, the WASC Committee had no further recommendations. The committee wanted the school to focus on its plan for replicating the program of the Oakland Military Institute, (OMI), described in detail below. At that time, the committee determined that the school would need to continue addressing the goals outlined in the 2010 report.

In order to achieve the goals and to better meet the needs of the students, the school made major changes. After several meetings regarding the School Wide Action Plan and long-term financial viability, in the spring of 2012, the NOVA Board of Directors approved the plan to implement and replicate the program at the Oakland Military Institute, as outlined in our Mid-term report. This was done to address several deficits we found in our program, particularly in the areas of student leadership and participation.

The process began in 2012-2013 with a pilot program in the middle school, with high school student leadership. During the summer of 2012, all teaching and support staff were informed of the decision to replicate the OMI program. 100% of staff expressed support for the change and were enthusiastic in implementing the pilot program during 2012-2013. In November 2012, the transition from NOVA to NVMI was officially announced to students and families. At that time approximately 60% of families indicated that they were supportive of the new program. More than 85% of students in grades 6-11 enrolled at NVMI for the 2013-2014 academic year, a return rate higher than any other year in NOVA's history. One hundred thirteen students attended the transition camp at Camp Pendleton Marine base in May of 2013. Our Enrollment for 2013-14 increased to 255 with 81 % returning for 2014-2015. In 2014-15, our enrollment increased to 365, and our enrollment for 2015-16 now approximately 520.

The school is based on the four pillars of Academics, Leadership, Citizenship, and Athletics. Using a military framework, the goal of NVMI is to graduate cadets who are capable of meeting the admissions requirements for any college in the nation and who are prepared for their roles as future leaders of character.

NVMI implements it military program through the framework of the California Cadet Corps. This statewide program, supervised by the National Guard, has been in existence for more than 100 years. The school uses the Cadet Corps Curriculum, which was developed by NVMI Superintendent, Dr. Mark Ryan, in its Leaders of Character, (LOC) classes. It also follows the rank and ribbon structure delineated in Cadet Corps regulations.

All students at NVMI participate as cadets of the California Cadet Corps, assuming increased responsibility through various positions of leadership and achieving promotions and awards for accomplishments. The overall success of the military framework at NVMI is in fostering and supporting achievement of the academic, leadership, and physical fitness goals of cadets at the Institute. This framework is characterized by the expectation that students observe military customs and courtesies, wear California Cadet Corps uniforms, maintain military standards of dress and hair, and adhere to a disciplinary system, patterned after the military model, which is fair,

predictable and consistent with applicable public school laws and rights afforded to students. It is a framework well suited to supporting the development the independence, self-reliance, confidence, and perseverance required of life-long learners and democratic leaders.

In the spring of 2014, the school had another significant change when Dr. Mark Ryan came to NVMI from OMI to be the school Superintendent. In September of 2014, the school completed a major reorganization of the administration. Diane French, formerly the school principal, became the Director of Administrative Systems.

The other major change since our last WASC visit was the transition to a new location at the Sun Valley High School campus in the summer of 2015. In order to continue to serve our current population, we have added three bus lines and one van line.

# B. Addressing the Action Plan Goals

When analyzing how the school moved forward during the period of accreditation, it is useful to look at how the school addressed the issues in the action plan before and after the transition to NVMI. The following are the goals the school set in 2010, at the time of the last full WASC visit.

## *Goal #1: Expand NOVA's Board of trustees and extend the knowledge and skill base of the board members.*

This school-created goal also paralleled two of the five Critical Areas for Growth as recommended by the visiting committee. (WASC Critical Area for Follow Up #3, 5). To meet this goal listed in the previous self-study, the school performed the following tasks:

**Pre-transition to NVMI (2010-2013)**

| Tasks | Progress Towards Goal<br>Pre-transition (2010 – 2013) |
|---|---|
| Recruit new board members.<br>(WASC Critical Area for Growth #3) | During the pre-transition period, the numbers of members on the board increased to seven. New members included former LAUSD administrators, a former Commandant of Cadets at a LAUSD Middle School, and other business professionals, entrepreneurs, and parents. |
| Board Member Training. Both the school and the visiting committee determined that the school should work on training with the Board of Directors. | During the pre-transition period, board members received training in governance, strategic planning, and finance. The 2013 committee determined that the school was making progress toward this goal. |
| Research and apply for additional sources of income as part of the plan to expand the effectiveness of the board of directors.<br>(WASC Critical Area for Growth #3, 5) | The board supported the application for the 21st Century Learning Center grant. Although NOVA was awarded the grant, it was not funded.<br><br>When deciding to make the transition to the military model, the Board felt that the new program would be more appealing over the long-term for fund raising purposes. It began to research a new fundraising strategy based on this transition. |

**Post-transition to NVMI (2013-Present)**

| Tasks | Progress Towards Goal<br>Post-transition (2013 – Present) |
|---|---|
| Recruit new board members.<br>(WASC Critical Area for Follow-Up #3) | In 2013 -2014, some members of the Board left during the school year, so the number on the Board fell back to five. However, the remaining members were very committed and involved in the NVMI community. |
| Recruit new board members. (WASC Critical Area for Follow-Up #3) | In 2014-2015, the number of Board members remained at five and NVMI struggled to add additional board members. However, as detailed below, board members were involved in many school activities. |
| Recruit new board members. (WASC Critical Area for Follow-Up #3). | In 2015-2016, NVMI staff and board members are working with a professional fundraising consultant to strategically plan how to increase the membership on the board, as well as the creation of advisory boards in areas such as strategic planning and fundraising. We anticipate having at least nine board members by the end of the 2015 calendar year, including alumni from military service academies, representatives from government offices, and business leaders. |
| Increase Board involvement in school activities. | During 2013-2014, in order to achieve the school's first goal, Board member participation in school events was encouraged. Board members attended graduations, culminations, Pass-in-Reviews, and various fundraisers. This made them more invested in the programing as well as more knowledgeable about the day-to-day running of the school.<br><br>In 2014-2015, in order to improve the Board's knowledge base and to increase its involvement in various aspects of the program, NVMI increased reporting at monthly meetings, as staff members gave reports on status of special education, discipline, military activities, athletics, academics, citizenship, admissions. This is an on-going practice.<br><br>Board members reviewed data from each of the Benchmark assessments. This is an on-going practice.<br><br>Many board members were actively involved in fundraisers such as the Chocolate Sale, Spaghetti Dinner, and Game Night. One board member is the head of Parent Advisory Council (PAC). She reports the workings of this organization to the Board.<br>In 2015-2016, NVMI continues an on-going, conscious effort to make the board aware of happenings within all four pillars of the NVMI program.<br><br>At each board meeting, presentations are made by school staff members who engage in Q/A sessions with board members. By completing all of these tasks, NVMI is working towards achieving its first goal if increasing Board member involvement in school activities and their knowledge and skill base about the school. |

## *Goal #2: Expand NOVA's Curriculum to support at-risk students by focusing on College and Career Preparation.*

In order to meet its second goal, the NOVA, later NVMI, staff did the following:

**Pre-Transition to NVMI (2010-2013)**

| Task | Progress Towards Goal<br>Pre-transition(2010 – 2013) |
|---|---|
| Develop Career Choices as a means to motivate students. | This program was selected specifically to motivate students towards selecting a career path, encouraging them to relate their educational goals with long-term plans. The program consisted of a specific course taught primarily to 9th graders, with additional components being taught in subsequent years. It also had community service and outreach components, namely Practical Life, a life-skills course.<br><br>Through a relationship with Operation Gratitude, NOVA expanded its interaction with the community. This program provided volunteer opportunities as well as the chance to interact with working professionals.<br><br>Although outreach to the Chamber of Commerce and other organizations had been expanded, more effort needed to be directed towards bringing outside community members to the school to make presentations on their careers.<br><br>After implementation of the program, the school felt that the Career Choices course alone, as implemented, was insufficient to serve as a motivator for student academic engagement. The school needed to do more to motivate its students. This was one of the reasons the school transitioned to NVMI. The school determined that the military model would better serve to motivate and inspire students over the long-term. |
| Increased course offerings. (WASC Critical Learning Need #1) By allowing students access to a wider variety of curriculum, students would become more engaged in learning. This task would also make students more competitive when applying to colleges. | Elective options were substantially increased in the form of both traditional and innovative classroom-based courses, such as Psychology, Filmmaking, POV in Modern Media, American Social Issues, and Urban Agriculture.<br><br>Students also had access to the full catalog of APEX online courses, from which they chose Multicultural Studies, Art Appreciation, Health, Honors Geometry, and Pre-Calculus.<br><br>Beginning in 2012-2013, online courses were included in the master schedule with staff assigned to assist and monitor student progress. |

| Task | Progress Towards Goal<br>Pre-transition(2010 – 2013) |
|---|---|
| | |
| Credit recovery. This task was designed to increase the number of students graduating from high school and being eligible to attend higher educational institutions. | Teachers provided Individual Credit Recovery (ICR) plans as a means to make up credits for students who failed courses. These plans were standards-based and targeted only those standards that the student did not master during the scheduled class. Students were supported in the completion of ICR plans in Saturday School and Power Hour.<br><br>Online credit recovery options included APEX courses and the SAS Curriculum Pathways Algebra 1 program. |
| Create opportunities for student involvement for student action in decision-making. This expands students' knowledge base as well as prepares them for a variety of career options. | Student government was established in 2010-2011 and remained active until the transition to NVMI. The function of this body became part of the student Chain of Command at NVMI.<br><br>In 2012-2013, the addition of the California Cadet Corps program, implemented as a mandatory component of the middle school curriculum and as an elective volunteer opportunity in the high school greatly increased student leadership opportunities. For further information, see ***Increased Student Leadership and Involvement*** p. 101. |
| Create singular curriculum guide for all course offerings. | By 2013, a single curriculum guide of all course offerings was completed. It was updated annually. This continues to be an NVMI practice.<br><br>All UC-approved course descriptions were updated. New courses are now added as necessary and approved through the UC Pathways system.<br><br>All courses were aligned to Common Core State Standards, California State Content Standards, or, for in-house courses, teacher-defined content standards. This continues to be an NVMI practice. |

**Post-transition to NVMI (2013-Present)**

| Task | Progress towards Goal:<br>Post-Transition (2013 – Present) |
|---|---|
| Develop Career Choices as a means to motivate students. | In 2013-2014, Career Choices was taught as a stand-alone class. Special Education used Career Ladder as part of students' annual IEPs. This continues to be a school practice for Special Education students.<br><br>During 2014-2015, Career Choices was no longer offered as an independent course. Instead it is used as part of the Leader of Character (LOC) curriculum for the eleventh and twelfth grades. The LOC courses are designed to work in concert with other |

| Task | Progress towards Goal:<br>Post-Transition (2013 – Present) |
|---|---|
| | elements of the military program to encourage long-term motivation and create a college-going culture at NVMI. |
| Increase Course offerings. (WASC Critical Learning Need #1) | Beginning in 2013-2014, with the transition to NVMI, all students take Leaders of Character (LOC) in conjunction with their Physical Education class.<br><br>In grades 6-10, all students now take double periods of English and Math. While this limits some elective offerings in these grades, it also gives students better background in these academic subjects to tackle more difficult subjects later on.<br><br>Students may also take courses through the APEX online catalog.<br><br>Beginning in 2015-2016 students may take honors level courses in grades 6-10. Also offered are Pre-Calculus, Calculus, Spanish 3, AP Spanish Language, Instruments, and Marching Band.<br><br>Students in 6th grade take music (rock band and traditional); other students may take band in place of LOC.<br><br>In 2016–2017, planned increases in course options for students, include an art program for middle and high school, as well as additional honors and AP classes. |
| Create opportunities for student involvement in decision-making. | The cadet leadership structure of the California Cadet Corps empowers cadets with a variety of opportunities for decision-making. Cadets manage squads, platoons, companies, and the regimental Corps of Cadets. They serve on the Honor Council and the Cadet Activity Board to plan social activities. Cadet leaders also serve on the School Site Council. |
| Create singular curriculum guide for all course offerings. | NVMI created a Course Catalogue during the summer of 2014 which was supplemented in the summer of 2015. The school also created Curriculum Maps for all courses as well new Benchmarks for all courses which were likewise supplemented as courses were added in the summer of 2015.<br><br>Instead of Data Director, the school now uses the Online Assessment Reporting System (OARS), a test generation and data evaluation program. |

| Task | Progress towards Goal:<br>Post-Transition (2013 – Present) |
|---|---|
| | In January of 2015, a day long professional development was held on revamping the Curriculum maps to reflect classroom instruction as well as Common Core State Standards. Additional benchmark exams were developed. Results of benchmarks were reviewed in Curriculum, Department, and Staff meetings as well as by the Board of Directors. This is to ensure that NVMI offers a rigorous, standards-aligned curriculum that prepares students for the demands of college and a career. |
| College Tours/ Field trips to colleges. | In order to create a college-going culture at NVMI, in 2014 – 2015, students went on tours of CSUN, UCSB, and USC. During the 2015-2016 school year, students will hopefully visit the three east coast Service Academies (USMA, USNA, and USCGA).<br><br>In addition, Mission College begins a course-offering plan on the NVMI campus in Winter session 2015. That plan includes one course during Winter 2016 (Psychology 101), two courses in Spring 2016 (Art 103 – Art Appreciation and Earth Science 101 – Introduction to Earth Science), two courses in Summer 2016 (Computer Science 403 – Introduction to Computer Science Applications amd Biology 101 – Introduction to Laboratory Biology). |
| Academic Counseling | In 2014-2015, NVMI hired an Academic Counselor who develops individual graduation plans and supports all students in the college application and financial aid process.<br><br>In 2015-2016, the Academic Counselor expanded meetings with students and offers parenting classes. |
| Parent Workshops | In 2014 -2015 and 2015-16, in order to create a college-going culture for the whole family, NVMI held parent workshops on topics such as “Supporting Your Child Academically,” “Avoiding the Lure of Gangs and Drugs,” “Teenage Sexuality,” “Bullying Prevention and Response,” and “Parenting 101.” |
| Service Learning | In 2014-2015, NVMI supported the Special Olympics Los Angeles Games with over 1500-person hours of service.<br><br>NVMI supported the 2015 Special Olympics World Games by providing over 3000 person-hours of logistical support and manpower for critical components of the games.<br><br>Additionally, cadets participated in a number of community service programs and activities, including community cleanups, campaigns to collect food, baby blankets, school supplies for families in need, toiletries for incarcerated youth and donations to an annual blood drive. Through these projects, students gain practical work experience, become further engaged in their community, and focused on future opportunities. |

## *Goal #3 Improve student achievement in all curricular areas with particular attention to math and science and to meeting the needs of students with special needs (also WASC Critical Area for Follow-up #4).*

This goal is in-line with Critical Area for Follow-up #4. In order to achieve this goal, NVMI did the following:[1]

**Pre-Transition (2010 – 2013)**

| Task | Progress Toward Goal<br>Pre-transition (2010 – 2013) |
|---|---|
| Align instructional practices with particular attention to Math and Science Standards | One of the key ways by which this goal was addressed was through an extensive professional development program. For further information on the pre-transition professional development, see ***Pre-transition Professional Development Topics*** p. 95 |
| Monitor implementation of research-based instructional strategies found to be successful with at-risk students using Marzano's Observational Protocol Based on The Art and Science of Teaching | Before the transition, most teachers were actively using Backwards Design. All were in the process of implementing it into their lesson development.<br><br>Middle school math and Algebra 2 students were provided with a progress chart which included the section, objective and standards that they would be addressing for the entire year and a place to mark their progress.<br><br>All middle school teachers were using an interactive student notebook. This served as a running portfolio.<br><br>While not all teachers were using the unit organizer with the students, teachers employed them as a tool in lesson planning.<br><br>Lesson content provided by the student response system, Quizdom, was linked to California science content standards and was employed as a regular component of science instruction.<br><br>All grading was standards-based including assessment of Common Core standards beginning in 2012-2013, with an increased focus on writing across the curriculum.<br><br>Monitoring of implementation of instructional strategies was primarily done by an educational consultant. |

[1] During the first three years of the accreditation period, CST growth targets were met. Because of the transition to the SBAC assessments, there is limited CST data for the last few years.

| Task | Progress Toward Goal<br>Pre-transition (2010 – 2013) |
|---|---|
| Formalize the process of identifying and supporting ELL students from intake to reclassification | Before the transition to NVMI, an average annual reclassification rate of 12.1% attests to the success of formalizing the process of identifying and supporting ELL students.<br><br>In order to provide additional support to these students, teachers used Study Island from the beginning of the year for diagnostic purposes and to monitor progress.<br>Teachers participated in professional development to refine SDAIE teaching strategies and included them in regular classroom instruction |
| Implement research-based instructional strategies for students with special needs. | Before the transition, the Special Education Coordinator provided professional development before the start of school in the fall, outlined the disability and IEP goals for each student enrolled with special needs and modeled appropriate instructional strategies. This practice is still part of the Professional Development at the beginning of the year.<br><br>From 2010-2013, NOVA had a variety of professional development sessions on topics such as graphic and visual organizers, Concept Mapping, Vocabulary Boxes, Modeling, Peer Tutoring, Discussion Sentence Starters, Quick Writes (helped students organize their thoughts before sharing), and Think/Pair/Share. These are all research-based strategies to improve the performance of special needs students.<br><br>Teachers had access to resources for special needs students through Infinitec.<br><br>The school also offered professional development focused on differentiated instruction practices, such as RAFT, Tic-tac-toe, and tiering.<br><br>Adaptive software such as Study Island was used for middle school English and Math and IXL for Math. This was to provide focused, individualized instruction for all students.<br><br>NOVA also streamlined communication between SPED office and faculty regarding the tracking of academic and behavioral progress of special education students. This was implemented in addition to the regular collaborative meetings between teachers and special education staff. |
| Obtain data by implementing a benchmark system | *Zoom! DataDirector* was selected as a benchmark assessment system, primarily for its affordability. However, while it was useful in providing a snapshot of mastery for the whole class and information about which standards required reteaching, the test generation feature was flawed and unreliable.<br>Quarterly assessments were calendared at mid-semester and at semester's end. |

**Post-Transition to NVMI (2013 – Present)**

| Task | Progress Toward Goal: Post-Transition (2013 – Present) |
|---|---|
| Align instructional standards with particular attention to Math and Science Standards | In order to achieve this goal, the school invested heavily in professional development. For professional development plan, and progress towards this goal, see ***Post-transition Professional Development Topics*** p. 96.<br><br>In 2014-2015, NVMI created Curriculum Maps for all courses. It also created new benchmarks for all courses. The school switched from using Data Director as its testing system to OARS.<br><br>In January of 2015, a PD was held to revamp the Curriculum Maps to reflect classroom instruction as well as ensuring that all courses met the Common Core State Standards. Additional benchmark exams were developed. Results of benchmarks were reviewed in Curriculum, Department, Staff and Board meetings.<br><br>In 2014-2015, NVMI created a schedule where all students, grade 6-10, took two periods of Math and English classes per day. All students switched to the College Preparatory Mathematics (CPM) program to better align with the Common Core State Standards. For a description of CPM, see ***College Preparatory Mathematics (CPM)*** p. 99.<br><br>Also in 2014-2015, NVMI added precalculus and in 2015-2016 NVMI added Calculus to the available course offerings. |
| Monitor implementation of research-based instructional strategies found to be successful with at-risk students using Marzano's Observational Protocol Based on The Art and Science of Teaching | For information on 2014-2015 professional development, see ***Post-transition Professional Development Topics*** p. 96.<br><br>In terms of monitoring, several members of the administration made a series of classroom visits to evaluate implementation of various instructional strategies. Additionally, an educational consultant provided feedback and coaching to teachers as requested. |
| Formalize the process of identifying and supporting ELL students from intake to reclassification | In 2013-2014, ELL students were identified as part of the intake process. Students were given California English Language Development (CLEDT) test. Teachers were given additional training in SDAIE methods.<br><br>During 2014-2015, NVMI received several ELD 1 students. A special class was developed for them over two periods a day, with a student teacher ratio of 3:1. In order to meet the needs of these students, additional support was provided through special tutoring, Academic Support, (NVMI's after school tutoring program, held each day from 3:40- 5:00) and a special summer program. |

| Task | Progress Toward Goal:<br>Post-Transition (2013 – Present) |
|---|---|
| | In the 2015-2016 school year, we are placing emphasis on reclassifying students based on the criteria allowed by LAUSD, since there is no longer CST data available. We will continue our ELD classes and add support in all academic core classes for these students. During the fall of 2015, a contractor was hired to conduct the CELDT assessments for more than 100 students and there is a plan to hire an EL coordinator beginning in the 2016-2017 school year. |
| Implement research-based instructional strategies for students with special needs. | During 2013 – 2014, NVMI provided professional development at the beginning of the year to review IEPs and instructional strategies. As part of the weekly staff meetings, teachers and special education staff discussed student concerns and made adjustments to curriculum delivery to better meet the needs of these students.<br><br>During 2013-2014, the special education staff increased to four.<br><br>During the 2014-2015 school year, the special education population increased to 75. NVMI held a review of all Special Education students during the week prior to school starting. The school also increased its special education staff to 8. Additionally, the school had a PD provided by LAUSD regarding behavioral and instructional strategies for working with Special Education students.<br><br>In 2015-2016, the Special Education population increased to approximately 94 students. NVMI increased Special Education staff to 12. All core classes have push-in support (both credentialed and non-credentialed).<br><br>PD from the district in addition to PD from NVMI staff was provided to all staff members.<br><br>The Special Education department currently makes reports about the state of the program to the Curriculum Committee, Board, and School Site Council Meetings. |

| Task | Progress Toward Goal:<br>Post-Transition (2013 – Present) |
|---|---|
| Obtain data by implementing a benchmark system. This is to better track student achievement. | In the 2013 – 2014 school year, NVMI continued to use the Data Director system as its primary means to track student achievement.<br>In 2014 – 2015, the school switched from using Data Director to OARS for its benchmark testing. This testing system provided a wider variety of questions and was better aligned to the Common Core State Standards.<br><br>After each benchmark, student data was reviewed by the Board of Directors, the Curriculum Committee, and the Departments as well as by individual teachers. The data was used to evaluate instruction and also as part of the Curriculum Map review process. |
| Obtain data by implementing a benchmark system. This is to better track student achievement. | In 2015-2016, OARS benchmarks will be used and will be discussed in detail as part of our meeting series, as well as by various committees.<br><br>SBAC Interim Assessments will also be used in some classes.<br><br>Data will continue to be reviewed by the Board of Directors, Curriculum Committee, and the academic departments as well as by individual teachers. This data will be used to guide instruction. |
| Significantly increase in special education staff. This is to improve curriculum delivery for these students. | In 2014- 2015, the Special Education staff increased to eight.<br><br>In 2015 – 2016, the Special Education staff increased to twelve. This year, NVMI began an intensive push-in program with special education staff now in every core class. This includes credentialed and non-credentialed staff. Also, in October 2015, the school began a Special Day Class. |

## *Goal #4: Increase availability of, access to, and use of comprehensive achievement data.*

In order to achieve this goal, NOVA, then NVMI did the following:

**Pre Transition to NVMI (2010–2013)**

| Task | Progress Towards Goal<br>Pre-transition (2010-2013) |
|---|---|
| Use customized report generating capability of *Zoom! DataDirector* to provide periodic information about school wide progress and that of subgroups towards mastery of standards | NOVA staff uploaded CST and other electronically reported test results that were conducted throughout the year to DataDirectory. Various staff members reviewed results to better guide instruction. |
| Expand use of Zoom! Data Director, to make data available and easily accessible to all teachers. | During the pre-transition period, the prebuilt reports available through Zoom! DataDirector were used to facilitate the access to and use of data by all teachers. |
| Use individual student assessment data to inform students about their academic progress and to encourage students to adapt their learning strategies to increase their mastery of standards. | In the pre-transition period, daily classroom achievement data was available through PowerSchool and students who were not able to access it independently were provided assistance and training.<br>Advisory teachers obtained Student Profile Reports for their students and used them to follow up with advisees regarding their general academic progress.<br>Advisory teachers used the weekly-published PowerHour list, which delineated standards-based objectives for students to master in PowerHour as a means to follow-up with advisees academic progress.<br>Classroom teachers accessed standards-based grading data by means of the interactive Standards Visualizer |

**Post Transition to NVMI**

| Task | Progress towards Goal<br>Post-transition (2013-Present) |
|---|---|
| Uploads of CST results and other electronically reported test results are conducted throughout the year. | During the first year of the transition to NVMI, data was used similar to the way it was used during the NOVA period. The administration found that further development in the data reporting system was needed to enable teachers to create standards comparison reports. Data Director proved inadequate for the data management needs of the school. This is why the school switched to OARS. |

| Task | Progress towards Goal<br>Post-transition (2013-Present) |
|---|---|
| Use data available to guide instruction | With the switch to OARS in 2014-2015, there was a learning curve on how best to obtain and use the data to guide instruction. Analysis of benchmarks after the first semester indicated that the Curriculum Maps, benchmarks, and classroom instruction were not in alignment. After a PD in January, changes were made in all three of these areas. |
| Use data to guide instruction | In 2015-2016, the staff reviewed data available from SBAC and Science testing as part of the weeklong PD prior to the beginning of the school year. Staff also examined OARS data to plan instruction.<br><br>As part of the WASC process in fall 2015, the school staff identified that a more robust data warehousing system was needed to centralize the accessibility of data. To that end, a plan was hatched for the development and implementation of a "data dashboard" to centralize data across all for NVMI pillars and the operational/fiscal realm of the school. |

## *Goal #5 Enhance Student Engagement and School Culture by Increasing Emphasis on College and Career Readiness.*

To achieve this goal, NOVA did the following:

**Pre–transition to NVMI (2010-2013)**

| Task | Progress Towards Goal<br>Pre-transition (2010-2013) |
|---|---|
| Expand and formalize academic counseling | NOVA planned to hire an Academic Counselor. However, the school was unable to do so because of budgeting issues. During this time period, Academic Counseling was provided as part of the advisory program. High school teachers provided assistance with the college application process and writing a college application essay was a requirement for the Senior Seminar Course. Advisory Leaders also checked students' planners to ensure that they were completing all assigned homework. |
| Increase access to and prominence of college and career information | In the pre-transition period, decreased statewide funding for education resulted in the postponement of the acquisition of a new modular building to house the school library and its access to college and career information. However, students were counseled regarding and given assistance in accessing college and career information online.<br><br>Students and their families were provided assistance in completing the FAFSA application via workshops either at NOVA or at other college events.<br><br>NOVA also had student-run college fairs that were somewhat successful in achieving the goal that students understand the variety of post-secondary options and their requirements. It attracted only limited enthusiasm and achieved little in establishing "a school culture that exudes a climate of success." This was one of the motivating factors in the school transitioning to NVMI. |
| Increase awareness to Expected School Wide Learning Results. | The Expected School Wide Learning Results were embedded in the school's character building program. Beginning in 2012 and further defined in 2012-2013, this program identified a different character trait each month. In 2011-2013, NOVA focused on character traits that supported citizenship and in 2012-2013, it focused on those that supported the California Cadet Corps ideal of leadership.<br><br>During monthly assemblies, students introduced the character trait for that month and summarized students' reflections about the previous month's trait. In advisory, students wrote journal reflections about daily quotations on the month's character trait and participated in related activities to gain insight into the month's trait. |

| Task | Progress Towards Goal<br>Pre-transition (2010-2013) |
|---|---|
| Increase student access to before- and after-school activities which reflect student interests and provide opportunities to identify and prepare for post-secondary and career goals | Before transitioning to NVMI, NOVA offered participation in CIF as well as a charter school athletics league in a variety of team sports, but had difficulty maintaining teams because players were frequently ineligible to play due to poor academic performance.<br><br>The single most successful after school and weekend activities arose from student participation in the California Cadet Corps. Offering weekend bivouacs, trainings, and competitions, the CACC inspired more positive behavior and greater academic commitment, as well as participation in CACC sponsored events. Because participation in these events was so popular, the school felt that transition to NVMI would be a positive change for school culture.<br><br>The Student Outreach Committee, whose purpose was to recruit students for the 2013-2014 NVMI program, also drew significant membership and enthusiastic afterschool and weekend participation.<br><br>NOVA applied for and was awarded a 21st Century Community Learning Center grant for 2012-2013, although it was not funded. NOVA reapplied for school year 2013-2014. |
| Identify and Implement strategies to engage parents in partnership with the school to support their students' achievement of academic and career goals. | In 2012-2013 a NOVA parent and Board member established a Parent Group, which functioned as a Parent Advisory Committee. Among its many activities, the Parent Group scheduled meetings, fundraisers, and NVMI recruitment events. It also organized communication between families and the school, and sponsored Students of the Month awards. Parent Group Members met and worked with Advisory leaders to keep families informed about outreach events, school events, and student progress. |

**Post-Transition to NVMI (2013 to Present)**

| Task | Progress Towards Goal<br>Post-transition (2013 – Present) |
|---|---|
| Expand and formalize Academic counseling | In 2013-2014, Academic Counseling remained the same as at NOVA, with TAC officers providing additional support in checking grades and planners. The school-provided planner was used throughout the school to ensure that students all knew their homework and also to communicate with parents.<br><br>Additional college and career assistance was provided by the Director of Operations as well as through different courses. |

| Task | Progress Towards Goal<br>Post-transition (2013 – Present) |
|---|---|
| Expand and formalize Academic counseling | In 2014-2015, NVMI hired both an Academic and a Personal Counselor (2.0 FTEs). The Academic counselor worked with each student to create an individualized plan for graduation and transition to college.<br><br>To create a college going culture, the sixth grade classes named their working groups after different universities.<br><br>Family Workshops were held to discuss creating a college- going culture, finding financial aid, and planning for long-term academic goals. The two counselors often worked as a team in these activities.<br><br>In 2015-2016, NVMI will continue to do the activities listed above. In conjunction with our afterschool program, we will also continue to plan college trips. The school will add more workshops for parents on the college-going process. |
| Increase access to and prominence of college and career information | In 2014-2015, LOC classes placed an emphasis on the importance of a college education. Students are asked to create long-term goals and examine ways to achieve them. In the 11th and 12th grade LOC classes, the school used elements of the Career Choices curriculum to inspire students to create long-term career goals.<br><br>Through the after school program, students went on trips to UCLA, UCSB, CSUN, and others. This program will be expanded during the 2015-2016 school year.<br><br>During 2014 -2015, the students attended College Fairs and Career Activities at various locations, including the Aviation Career day.<br><br>During 2015-2016, the Academic Counselor met individually with all seniors to develop their college plan and support college and financial aid applications. The counselor also met with all students in grades 9-11 to develop a personal learning plan (PLP) outlining both their high school course taking pattern and their plans for college enrollment. |
| Increase awareness of the ESLRs | In 2013-2014 ESLR instructions were embedded in the school Leaders of Character (LOC) program. |
| Increase student access to before- and after-school activities which reflect student interests and provide opportunities to identify and prepare for post-secondary and career goals | One of the key reasons NOVA transitioned to a military school model was to provide students with a variety of extra-curricular activities. The goal of these activities is to provide students with opportunities to explore a variety of interests, as well as gain skills they need to be successful in their long-term goals. This program was greatly increased during the 2014-2015 school year, and was expanded again during the current school year. For a full description, see ***Extracurricular Activities*** p. 102 |

# C. Addressing the Visiting Committee Critical Areas for Growth

During the last full WASC visit, the committee found five Critical Areas for Growth. These include:

1. Pursue additional core classes and electives through a variety of delivery methods.
2. Pursue ways to support and maintain staffing stability.
3. Continue to pursue the recruitment of additional Board members.
4. Continue improving student achievement with particular emphasis on raising math and science scores.
5. Pursue additional funding opportunities such as grants of all kinds and community donations.

While some of these areas overlapped with school identified goals, the school acted on the recommendations of the committee's Critical Areas for Growth as follows.

## *Critical Areas for Growth #1: Pursue additional core classes and electives through a variety of delivery methods.*

Because of its small size, NOVA was very limited in its ability to offer a variety of courses. It was simply too expensive to increase the number of course offerings. Since transitioning to NVMI, the population of the school has increased dramatically, so that it is now more than double what it was in the last year of operating as NOVA. This population growth has made it financially feasible for the school to offer additional core classes as well as other electives. Students may also pursue a variety of activities through our various extra-curricular activities.

Before the transition, however, NOVA did make many improvements in its curriculum. From 2010-2013, elective options were increased in the form of both traditional and innovative classroom-based courses. Courses offered included Psychology, Filmmaking, POV in Modern Media, and Urban Agriculture. Students also had access to the full catalog of APEX online courses, from which they chose from course such as Multicultural Studies, Art Appreciation, Health, Honors Geometry, and Pre-Calculus. However, the ability to offer more core and advanced level courses continued to be hampered by the small size of the school.

In order to improve core classes, NVMI requires that each student, grades 6–10 take two periods of Math and two periods of English each day. This was done to provide remediation, facilitate group work, and increase rigor. It gives teachers time to address individual weaknesses and increase the depth of the curriculum. It is one of the most important aspects of the school academic program.

**New Course Offerings in 2015-2016**

Beginning in 2015-2016 students are able to take honors level courses in the following areas:

- English, grades 6-10
- Math, grades 6-10
- Social Studies, grades 6-9
- Science, grades 6-9

They may also take advanced classes including:

- Pre-Calculus
- Calculus
- Spanish 3
- Advanced Placement (AP) Spanish

The goal for the next few years is to offer additional AP classes in Social Studies, English, and Science.

In order to increase curriculum variety, we made some of the following additions to our curriculum:

- **Band** – students of all grades may now participate in our band program. All sixth graders will be taking an Introduction to Music course; all students may participate in the Marching Band; and Modern Band will be available at the high school level. Students may participate in different parades and music events throughout the school year. Music events throughout the school year include representing the Sun Valley High School sports teams as well as our own.
- **APEX** – students may elect to take online classes through the APEX catalogue, which includes AP courses.
- **Leaders of Character Program** – the Military Science program introduces students to subjects such as First Aid/CERT including disaster simulation training, Orienteering, American and Military History, Character Development, Cadet Leadership, Physical Education and Career Choices curriculum for post-high school planning and pathway designations.
- **Cadet Corps Program** – as an extension of the Leaders of Character Program, students may participate in Bivouacs (weekend camping trips); Leadership Academies; Non-Commissioned Officer and Officer Candidate School training; CERT (Community Emergency Response Team) training which is comprised of an extensive 3 day training following the FEMA standards for large scale natural disasters; Athletic/Marksmanship/Academic and CERT Competition; Parades; Color Guard; Community Service; Veteran Outreach; Physical Fitness Challenge (6th grade 1 mile Regimental Run, 7th grade High Ropes Course, 8th grade 5K Run, 9th grade 35 mile Bike Ride, 10th grade Mountain Hike, 11th/12th grade LA Marathon); Drill Academy and Individual Major Awards; Regimental Marching Band; Pass in Reviews; Summer Camp – which includes training in Medical Training i.e. first responder, first aid, CPR (adult, child and infant), Marksmanship, Survival, Mountaineering, Basic Cadet training, NCO training, OCS training, and leadership staff positions.
- **After school program** – In addition to the expanded sports programs, we offer activities such as music, including a Drum Corps, Outdoor programs including rock climbing, mountain survival, mountain biking; Art; guitar; chess club; and yoga. These programs are supplemented with afternoon/evening snacks for all participants. An integral part of the success of our students in their academic program is attending Academic Support where staff members guide students through homework challenges and getting a more thorough understanding of their curriculum.

By dramatically increasing the course offerings and activities available to students, NVMI is taking steps to address WASC's first Critical Area for Growth.

## *Critical Areas for Growth #2: Pursue ways to support and maintain staffing stability.*

**Compensation**

In order to address this critical area for growth, the NOVA Board made research into ways to support and maintain staffing a priority for 2010-2011. However, decreased statewide funding for education necessitated the postponement of plans to enhance staff employment contracts. NOVA salaries continued to be well below those offered by LAUSD. Additionally, the school did not offer retirement benefits. This influenced staffing stability.

When the Superintendent came, he committed to changing this. In 2014-2015, despite continued budgetary concerns, NVMI made a commitment to improving compensation for all staff. Almost everyone on the staff was given a raise, the first in several years. Also, the certified staff is now able to participate in the STRS retirement program. Dr. Ryan has made a commitment to get all staff on par with the pay scale at LAUSD. For 2015-2016, almost all staff were again given raises and all new employees were hired on the LAUSD salary scale.

In addition to salary and benefit improvements, the school has found other ways to make NVMI a better place to work. By increasing staffing in the Military Program, the Security/ Support, and Special Ed departments, we now have a more robust program to meet the needs of our students and make the job easier on the faculty. This will in-turn address faculty stability. This strategy is beginning to see results. All high school teachers returned for the 2015-2016 school year. There was, however, a dramatic shift in middle school. This staff was almost completely revamped in order to address perceived weaknesses in the program.

**Professional Development and Staffing**

Another way NVMI worked to improve its staffing stability, Critical Area for Growth #2, was to invest in professional development. This was one of the core values at NOVA, and continues to be one at NVMI.

While the school was still NOVA, the long-term goals of the educational program and the ongoing analysis of assessment data determined the over-arching direction of professional development. The selection of topics for professional development was further defined by priorities set during the annual weeklong Self-Assessment held in June.

School administrators and staff, Educational Growth consultants, and other education professionals provided professional development throughout the year. One week of professional development was conducted immediately prior to the beginning of the academic year in order to review any new school policies and procedures and to introduce the professional development themes for the year. Additionally, professional development was provided for all faculty and staff in eight full-day workshops. Mini-workshops were held during weekly faculty meetings and weekly grade level teacher collaboration meetings provided additional opportunities to pinpoint specific areas and to plan trans-disciplinary curriculum design, discuss specific student concerns, and share successful practices.

These workshops were also used to provide opportunities to update teaching staff about IEP laws and regulations regarding special education students, instructional strategies, accommodations,

and modifications for special education students, state test requirements for students with IEPs and 504s, rights and responsibilities of parents, students and teachers including discipline procedures.

The Principal, Vice-Principal/Dean of Students and an Educational Consultant provided classroom observations and instructional coaching on an individual basis to teachers. Additionally, teachers and staff were encouraged to pursue other professional development opportunities such as conferences and independently sponsored workshops and were granted time and funding when possible.

**Pre-transition Professional Development Topics:**

- **Instructional Design**
  - Unwrapping Standards (Ainsworth)
  - Identifying Power Standards (Ainsworth)
  - Finding Big Ideas (Ainsworth)
  - Writing Essential Questions (Ainsworth) Designing and Teaching Learning Goals and Objectives (Marzano)
  - Bloom's Taxonomy and The New (Marzano) Taxonomy
  - Strategies for Rigor (Marzano; Robyn Jackson)
- **Instructional Strategies**
  - Accountable Talk (Resnick)
  - Questioning Strategies (wait time, response chaining, "no opt-out," etc.)
  - Differentiation Strategies (tiering, R.A.F.T, Tic-Tac-Toe, Cubing, etc.)
  - Modifications and accommodations for moderate to severe learning disabilities
  - Instructional strategies for English Learners
- **Standards-Based Grading**
  - Classroom Assessment and Grading that Work (Marzano)
  - A Repair Kit for Grading (O'Connor)
  - Grades Don't Matter (Donen)
  - Advisory and Life Skills Assessment and rubrics
  - PowerSchool and Standards-Based Grading
  - Formative and Summative Assessment tools:
- **Common Core State Standards**
  - Standards-Based Grading and the Common Core State Standards (PowerSchool Training)
  - CCSS Literacy Standards in History Social Science, Mathematics, and Technical Subjects-Writing across the Curriculum
  - Alignment of CA State Standards and CCSS
- **Data Analysis**
  - Data analysis using DataDirector (CSTs and Benchmarks)
- **School Culture**
  - Transition to North Valley Military Institute College Preparatory Academy
  - Responsibility-Centered Discipline (Larry Thompson)
  - Bullying and sexual harassment
  - Grade level collaborations to plan Middle School/High School Character Development activities and assemblies.

Professional Development continues to be a core value at NVMI and is one of the main ways the school continues to address this Critical Area of Growth. Some of the topics covered include:

**Post-transition Professional Development Topics**

- **Instructional Design**
  - Use of Curriculum Maps
  - Revamping quarterly assessments
- **Instructional Strategies**
  - Writing across the Curriculum
  - Reading Apprenticeship
  - English Learner Strategies
  - Word Walls
  - THIEVES
- **Common Core State Standards**
  - Using Curriculum Maps
  - Critical close reading of informational text
- **Data Analysis**
  - Data using OARS
  - Common benchmark development
  - Revamping benchmark and Curriculum Maps
  - Quarterly benchmark data analysis.
- **School Culture**
  - Disaster Preparation
  - Special Education and Individual IEP's
  - Education Law
  - Merit and Demerit System

During the summer of both 2014 and 2015, the Military Staff met for a week of training after the school entrance camp. Topics covered include Standard Operating Procedures, CACC Curriculum, PE Instruction and Assessment, Development of Common Assessments, Promoting Schoolwide Discipline Strategies, the NVMI Citizenship program, Effective Instruction, Classroom Set-Up and Promoting Cadet Leadership.

Another way NVMI supports its teachers is by providing them ways to have a sense of ownership in the way the school is run. The school accomplishes this by keeping teachers informed, encouraging input, and creating many educational policies through a variety of staff meetings and committees. In order to accomplish this, the school holds a rotating series of meetings on Thursday mornings from 7:30 to 9:00. They take place in the following manner:

- **First Thursday of the month**: Curriculum Committee Meetings. One representative from each department, plus members of the administration meet to discuss issues such as curriculum and professional development, budgetary needs, student achievement, academic remediation, assessment, and school culture. The committee reviews test results and examines Curriculum Maps. The information is then passed out through the department meetings.
- **Second Thursday of the month**: Department Meetings. Each department meets to review what occurred in the Curriculum Committee meeting the week before. They also discuss

any specific department related issues. For example, the English Department may discuss issues surrounding Accelerated Reader, Sustained Silent Reading, and school-wide rubrics. Special Education representatives attend the meeting of each department.

- **Third Thursday of the month**: Grade Level Meetings. The faculty meets in Sixth, Middle School, and High School groups to discuss issues related to particular students and/or to plan for different events.
- **Fourth Thursday**: Whole Faculty Meetings – We meet as a group to discuss major issues of the day. Topics include Student Notebooks, SSR, long-term Planning, Facilities, Emergency preparedness etc.
- **Fifth Friday**: Technology Committee: Made of members of the Curriculum committee, the Technology Committee discusses long-term technology use in the classroom.

NVMI provides a variety of opportunities for teachers to get involved at all levels of the decision-making process. Empowering educators is one of the features of the NVMI culture and is a necessary step in improving staff stability.

NVMI also seeks to improve staff stability by providing the faculty with coaching and feedback on practices. NVMI seeks to create a culture where everyone is on a self-improvement model. In 2010-2013, an educational consultant did evaluations of all teaching staff and provided immediate feedback. He also provided coaching on specific topics. For 2014-2015, NVMI continued its relationship with the educational consultant, who continued to provide feedback and coaching.

The Superintendent did weekly classroom walk-throughs, and provided both individual and group data on specific topics. Other staff members including the Special Education Coordinator, the Dean of Students, and the Director of Administrative Systems also did walk-throughs of classes and provided feedback. In 2015-2016, NVMI will be instituting a system of peer walk-throughs. This is another way in which the school is empowering teachers and creating greater staff stability.

## *Critical Area for Growth #3: Continue to pursue the recruitment of additional Board members.*

As detailed above in Goal #1, the school has struggled with this particular issue. The Board has fluctuated between five and seven members since 2010. However, it is anticipated that by the end of 2015, the Board will consist of at least nine members, including alumni from military service academies, representatives from government officials, and business leaders. NVMI staff and board members are working with a professional fundraiser to strategically plan how to increase the membership on the board, as well as the creation of advisory boards in areas such as strategic planning, and fundraising.

During the 2015-2016 school year, the board lost one member and has added three members who are graduates of military academies (one from West Point, one from the U.S. Coast Guard Academy, and one from the U.S. Air Force Academy). There are currently several other Service Academy graduates being considered for membership on the NVMI board.

## *Critical Area for Growth #4: Continue improving student achievement with particular emphasis on raising math and science scores.*

NVMI believes that the only way to improve academic achievement is to improve all elements of the program. To address this Critical Area for Growth, the school began a variety of initiatives to tackle student and community needs. These initiatives are designed to address each of the four pillars of the school: academics, leadership, citizenship and athletics. Improving programs in each of these areas will influence the goal of improving academics.

**Academic Achievement**

In order to address this Critical Area for Growth, NVMI made significant changes in its academic program. In addition to committing to offer more honors and elective courses, for grades 6 – 10, all English and Math classes meet for two periods per day. This is to allow for additional interventions and increase the depth of the curriculum offered. It also helps to facilitate more group and project-based learning.

Also, to improve Mathematics instruction, in 2014- 2015, NVMI adopted **College Preparatory Mathematics (CPM)** across all grades. This was designed to increase rigor and alignment with the Common Core. CPM is a research-driven inquiry based program developed over the last thirty years. Throughout the course, students engage in asking mathematical questions rather than in rote practice and memorization. The emphasis of the course is on reasoning, critical analysis, mathematical modeling, and gathering evidence.

The research-based principles that guide the course are:

- Students should engage in problem-based lessons structured around a core idea.
- Students should interact in groups to foster mathematical discourse.
- Practice with concepts and procedures should be spread over time; that is, mastery comes over time.

The CPM system is designed to have students examine real world applications of what they are learning.

To facilitate the transition to CPM and to ensure program fidelity, teachers attended one week of CPM training over the summer, as well as attended five additional days of PD over the course of the year to learn the intricacies of the program. We believe that over time, the use of CPM will dramatically improve the student's math scores.

In order to improve science scores and to capture the spirit of the Next Generation Science Standards, the school changed our science classes to place much greater emphasis on labs. Next year, we will be moving into more integrated science classes.

**Alignment with Common Core Standards**

Another step the school took to improve student achievement (Critical Area for Growth #4) was to improve instructional alignment with the Common Core State Standards. Over the summer of 2014, the school created extensive Curriculum Maps and quarterly assessments. The goal of this process was to ensure that all teachers were in alignment with the rigors of the Common Core. We used the

results of the assessments to adapt curriculum to better meet the needs of the students. Because the Curriculum Maps were new, in January of 2015, we had a professional development to not only examine the results, but also to look at the maps themselves, in order to adapt as needed. The Curriculum Maps will continue to be adapted and evaluated over the next several years.

Analysis of student data plays a primary role in how we create curriculum. After each benchmark, staff examines the results in Board, Administrative, Curriculum Committee, and Department meetings. Teachers examine data to make needed changes in instruction. In order to facilitate this process, the school switched from Data Director to the OARS assessment system. This was to improve reporting as well as to build better quality assessments. The school uses these tools to target instruction and improve academic performance.

In order to align with the goals of the Next Generation Science Standards, an emphasis was placed on having students participate in labs almost daily. The goal is to have students do "real science" as often as possible.

**Sustained Silent Reading**

In order to meet the demands of the Common Core, the school has implemented a variety of reading strategies across the curriculum. Reading is obviously a fundamental skill in all courses, so the staff determined that students should be reading extensively in all classes. School-wide, teachers implement Reading Apprenticeship strategies, particularly annotating strategies and T.H.I.E.V.E.S, across the curriculum. NVMI also implement Sustained Silent Reading (SSR). Each day, after the ten-minute break, the entire campus participates in SSR for fifteen minutes. Students use Accelerated Reader to track their progress on their reading. Students are given their Lexile levels and ZPD in order to find the best book for SSR. They are able to check books out of our library. NVMI also has a summer reading program. During the summer break, each grade is assigned a book they must complete. Students are tested on the content of the book as one of their first assignments for English class.

**Remediation Programs**

In order to ensure that all students are achieving academically, the school provides a variety of programs. Homework help is available every morning before school. Academic Support is a program designed to remediate deficits in performance in all subject areas. This program is held after school, from 3:40-5:00 and took the place of the Power Hour program. Saturday School is a program where students are required to attend class from 7:30 am – 12:30 pm on Saturdays. The purpose of this program is to help students complete all of their missing assignments. Saturday Academy, another remediation program, is designed for students who failed their English and Math classes in the first semester. It runs from 7:30 am – 4:00 pm. This program allows students to remediate deficits and also retrieve credits so they can be on track for graduation. The next remediation program, Zero Period, is designed for students who fail LOC, PE, Spanish, Science, or Social Studies class. They are given the opportunity to make these classes up at 6:45 am Monday through Friday.

NVMI also has two summer school sessions for students to make-up failed courses. These classes last for four hours a day, per subject, and last for three weeks per session. They are intensive

courses, designed to fill in the gaps of student performance. 2 Students may take English and Math during the first session and Social Studies, Science, LOC, Physical Education, and Spanish during the second session.

**College Courses on Campus**

In partnership with Mission College, beginning in January of 2016, NVMI will offer a series of community college courses, which can lead to a student graduating from high school with an AA degree.

**Increased Student Leadership and Involvement**

One of NVMI's core values is that increased student involvement in non-academic areas will increase academic performance. By investing in the whole student, the school is creating pathways to success. To address Critical Area of Need #3, the school needed to increase student involvement in all areas.

Each student at NVMI belongs to a company. There are five companies at NVMI. These include Alpha, Bravo, Charlie, Delta, and Music. Companies are divided into platoons, (middle and high school), and by squads, generally grade levels. Students have different levels of responsibility, which increase with age and rank.

The primary reason we switched to the military school model was to increase the amount of opportunities for student leadership. Authentic decision making opportunities are embedded at all levels of the Cadet Corps Program. All Cadet leaders progress through the ranks must master the duties required of each rank. These duties are designed to help them with the task of leading others. It is expected that as students get older, they will take on more advanced levels of leadership. Many of these students flourished students and as leaders, representing their community, their school, and their peers as they inspire those around them to be and do their best. These successes are evident when Cadet officers pass a rigorous board panel exam to prove their fitness and worthiness for a new position. An essential element of their knowledge base is the four pillars of NVMI: leadership, citizenship, academics, and athletics. Cadet officers that desire progression in the ranks, and to pass the board exam, have to embody and project these core principles of our school.

The students, who follow a particular chain of command, run many of the school's operations.

The student chain of command works as follows:

- **Regimental Commander**—Duties include: Overall command of all cadets at NVMI, answering directly to the Commandant of Cadets, Amanda Mendoza.
- **Battalion Commander** – Duties include overall command of Cadet battalion at NVMI, answering to the Regimental Commander and CPT Amanda Mendoza.
- **Cadet Executive Officer** – Duties include distribution and oversight of all Cadet staff jobs and reports only to the Cadet Battalion Commander.

[2] Because of the move to the Sun Valley Campus, these sessions were shorter. However, in summer of 2016, we anticipate each session lasting three weeks.

The rest of the staff is as follows:

- **Regimental/Battalion Staff,** which consists of Shop leaders in the following areas:
  - S1: Administration
  - S2: Safety and Security
  - S3: Training and Operations
  - S4: Supply Management
  - S5: Civic, Public and Military Affairs
  - S6: Communications/IT
- **Company Commander**—Duties include overall command of a Cadet company and answering directly to the Battalion Commander.

Each of the five companies also has S Shop leaders.

S Shops are one of the key components of the military program. As part of these "Shops," students are responsible for things such as record keeping, tracking promotions, public relations, technology, and the Hawk Exchange (the NVMI equivalent of a student store). The purpose of these shops is to give students hands-on experience in managing large groups of people.

Students may also serve on the Cadet Council. This body provides mentoring and oversight for students with excessive demerits. They work with students to address their issues and to reengage them in the program. Members of the Cadet Council will conduct a hearing and advise the administration on students who commit major infractions against the school community. This may serve as the first step in the expulsion process. Cadets are allowed to participate in the Council include the Command Sergeant Major and all Company First Sergeants.

In 2015, NVMI transitioned to a regiment, with two battalions, which opened even more leadership positions, and opportunities for small group leaders who are directly responsible for a squad, platoon, or company.

In 2015-2016, NVMI created the Honor Council, which recommends consequences for honor code violations. It also created the Cadet Activity Board, which makes recommendation to administration for events. Students are also responsible for all uniform inspection of their squad.

Students may now serve on the School Site Council, the specifics of which are found on p. 61, (see ***Efforts to seek parent input in decision-making***).

All of these programs are designed to give students practical experience and leadership practice. When a student excels at one aspect of the school, that success often leads to success in other areas. When student begin to take ownership and responsibility for the school, academic success is not far behind. Investing in leadership programing is one of the ways the school is addressing Critical Areas for Growth #4.

**Extracurricular Activities**

Another value of the school is the importance of extra-curricular activities. Since 2013, the school substantially increased the ways for students to get involved in different events.

Some of these events include:

- Transition Camp at Camp Pendleton

- Bivouacs at Pacoima Middle School and the Armed Forces Reserve Center in Bell, CA.
- Leadership Camp at Camp Pendleton
- Academic and Athlete Competitions, held throughout the state
- Community Emergency Response Team (CERT) training at Camp San Luis Obispo
- Summer Camp at Camp San Luis Obispo and Camp Roberts, CA.
- Individual Major Awards/Drill Competition
- Parades (over a dozen a year) with awards won at most events including Hawaiian Gardens, Garden Grove, Strawberry Festival, Canoga Park, Veteran's Day, and Memorial Day
- State Drill Competitions
- Color Guard at PGA Events, Clippers games, National Prayer Day, Day of the Dead, various Mayor's Luncheon, Veterans Administration, Department of Homeland Security, National Days of Prayer.
- Clipper Camp – Special camp with members of the Clippers
- Los Angeles Clippers Fit Challenge
- Assisted in hosting several events at the mayor's house for veterans and distinguished guests
- Providing service for Councilmembers, both color guard and personnel support
- Support for the Special Olympics Los Angeles in 2014 and the Special Olympics World Games in 2015 by providing logistical support and manpower for critical components of the games
- Valley Forge Leadership Program – Students attended a leadership program in Pennsylvania, free of charge, through the Valley Forge Foundation
- College Courses on campus. In partnership with Mission College, beginning in January of 2016, NVMI will offer a series of community college course, which can lead to a student graduating from a high school with an AA degree.
- California Cadet Corp Birthday Celebration. This event includes a picnic, as series of academic and physical challenges, and a day of other fun activities and competitions.

Begun in the 2014-2015 school year, with a YPI grant, as well as other financing, NVMI offers a full array of extra-curricular activities including:

- **Academic Recovery and Enrichment**
    - Homework Help – Before and After School
    - Academic Support
    - Saturday School
    - Summer School – two sessions
    - Zero Period
- **Sports.** (As one of the four pillars, it is expected that every NVMI student participate in at least one sports team per year.)
    - **High School Sports**
        - Cross Country Running – Boys and Girls
        - Soccer – Boys and Girls
        - Volleyball – Boys and Girls
        - Basketball – Boys and Girls
        - Flag Football – Coed
        - Baseball/Softball

    - **Middle School Sports**
        - Soccer – Coed
        - Flag Football – Coed
        - Volleyball-Coed
        - Basketball-Coed
- **Outdoor Adventures**
    - Hiking
    - Rock Climbing
    - Orienteering
    - Mountain Biking
    - Survival Training
- **Other Activities**
    - Art Classes
    - Yoga Classes
    - Zumba Classes
    - Film Appreciation
    - Theatre

**Monthly Assemblies and Awards**

Another way NVMI seeks to improve academic performance is through a variety of assemblies and recognitions. These activities seek to improve student motivation and participation in the program. This will lead to improvements in academics. Some of the assemblies and awards include the following:

- **Assembly Topics**
    - John Wooden Pyramid of Success
    - Sexual Harassment
    - Cyber Bullying
    - Environment
- **Awards**
    - Cadet of the Month
    - Community Recognitions
    - Citizenship
    - School and Community Service Hours Superior Uniforms
    - CPR Certification
    - CERT Training
    - Physical Fitness Achievement

**Merit System**

In order to address the citizenship pillar, NVMI has created a Merit System. In this system, students get "paid" merits based on their service to the school. They may use these merits for certain rewards. Students receive merits for:

- Achieving certain ranks and holding particular jobs
- Service to the school

- Classroom achievement
- Participation in fundraising
- Participation in sports and intramurals
- Excellent behavior among peers
- Initiative without prompting from staff
- GPA

Improving citizenship will increase student focus and improve academic achievement at all levels of the school.

**Parent Involvement**

Another focus for NVMI is to increase parent involvement in all aspects of the school program. Research shows that schools with high levels of parental involvement perform better academically. In order to truly address Critical Area of Growth #4, NVMI needed to increase parental involvement. It did this in a variety of ways.

Because of the nature of the school, parent involvement is crucial for our success. To ensure that everyone understands the needs and demands of the program, there is an entrance interview required for all applicants. Parents must attend an orientation in order for their student to attend camp. This is so that they completely understand our merit/demerit system, as well as the uniform and other program requirements. Parents and students must also attend a daylong orientation where they are taught about school-wide expectations, and requirements such as the binder, and most importantly, the planner. Families are also given an email address, if they do not have one, and learn how to use PowerSchool. They are also given training in our academic expectations, extracurricular opportunities, and citizenship program. All of these topics are covered under the umbrella of the fifteen "Duties of an NVMI Parent."

Like the students, parents are encouraged to be a part of the School Site Council. Last year, attendance for the Council averaged 15 parents per meeting. During the 2015-2016 school year, attendance has averaged 20 parents per SSC meeting.

The School also has a Parent Advisory Council, which has a parent representative from each squad. The Parent Advisory Council does fundraising and provides stakeholder feedback on issues such as by-laws, the Local Control Accountability Plan and long-term planning. Attendance at PAC meetings during the 2014-2015 school year averaged 28 parents per meeting, and attendance at PAC meetings during the 2015-2016 school year is 35 parents.

NVMI also requests that parents do twenty-five service hours per year and honors those who accomplish those hours in addition to honoring those who exceed that request. Service hours can be obtained by attending activities such as Back to School Night, Student-led conferences, the two School Picnics, School Site and Parent Advisory Council meetings, participate in fundraisers, and other volunteer activities. Some of the ways NVMI has increased parent participation include:

- Parental involvement in school fund raising activities including
- Spaghetti Dinner/Game Night
- Chocolate Sale
- Geograthon

- Attendance at Pass in reviews-held each quarter, the Pass in review, part of the military tradition, is a way to bring the whole community together.
- Hawk Weekly – our newsletter, it is available online in both English and Spanish. Hard copies are also available.
- Student Led Conferences – Held at the end of each quarter, students must share their self-evaluations, explaining the grades that they received and what their goals are for the following quarter.
- Parent Academy Workshops – Topics covered included how to create academic success, how to survive the teen years, how to avoid drugs, gangs, on-line bullying wellness, and college preparation.

Participation in Earthquake Drills – Once a year, NVMI has a full day earthquake response drill; parents are encouraged to participate by coming to check out their students just as if it was a real earthquake.

Over the last few years, we have taken great steps to improve how we communicate with our parents. Each teacher maintains a website with all current assignments. They also are required to update grades weekly and post them on PowerSchool. All teachers are available to meet with parents before and after school by appointment.

The most important tool for parent communication is the NVMI planner. Students must write in their planners all work assignments for each class. They are also required to write in any academic support or Saturday program the student must attend. Additionally, every week, the student's TAC officer write the number of Merits and Demerits each student has received over the course of the year. In this way, the parent is kept up to date on how the student is doing in all elements of the school culture. Use of the planner is an important tool in increasing academic performance.

Although we are a charter school and are not required to have one, NVMI has a very active School Site Council which consists of a variety of stakeholders including staff, families, and students. The council discusses and advises the administration on issues such as financing, educational programing, facilities, budgeting, and program evaluation. Students generally make up one third of the participants. School Site Counsel Meetings are held once per month. This council is a way to promote participation in all aspects of the school culture.

NVMI believes that informing and involving parents is an essential element in improving academic achievement.

In order to meet Critical Area of Growth #4, NVMI employed a variety of strategies including expanding academic and extracurricular programing, aligning courses with State Common Core Standards, improving professional development, providing leadership opportunities for students, creating a citizenship program, increasing student involvement in the school, and increasing parent involvement. All of these strategies are designed to help students learn.

## *Critical Area for Growth #5: Pursue additional funding opportunities such as grants of all kinds and community donations.*

Before 2013, little was done on this front, although NOVA did apply for a 21st Century Community Learning Center grant, it was not funded. Since converting to NVMI, the school has had significant growth in this area. In 2013-2014, the Parent Advisory Council raised about $4,000 through raffles and fundraisers to contribute to the school's budget. The principal worked with YPI to apply for the ASSETs grant. In 2014-2015, the PAC raised about $8,000 to contribute to the school's base budget. The school received the Assets Grant, in partnership with YPI, the MiCTA technology grant for $25,000 and the Mitch Englander City Council Grant for $50,000 to support the leadership program of the school (color guard, drill team, and band). NVMI also worked with a fundraiser to reach out to the community. Representatives from Home Depot, UPS, AT&T, Budweiser, and Galpin Motors attended Pass-in-Reviews to lay the groundwork for future donations. Application was made unsuccessfully for a multi-million-dollar career pathways grant in conjunction with Crafton Hills College. A chocolate sale raised about $12,000 to help with general operating funds. A Geograthon raised about $3,000. A Spellathon was held this year which raised about $3000 and a chocolate sale raised about $18,000. The PAC is on track to raise in excess of $25,000 during the 2015-2016 school year.

**The Transition to NVMI and the Goals of the School.**

While some of the elements of NOVA still remain, especially the staff, it is very clear that NVMI is a completely different school from the one previously accredited. While many of the Goals and Critical Areas of Need still apply, and the school has done significant work to improve performance in these areas, the school has developed its own series of priorities. NVMI's Local Control and Accountability Plan provides a full breakdown of these goals. Developed through a process that engaged many different stakeholders over a period of several months, this plan offers insight into the different priorities at NVMI. These priorities breakdown into the following areas:

| Goal | Progress |
|---|---|
| Teacher Qualification and Training | NVMI put in place an extensive professional development program, and is working towards all teachers having clear credentials. |
| Improved School Facilities | The old campus was simply too small to meet the needs of the quickly growing organization. Therefore, the school moved to share the Sun Valley High School campus.<br><br>The school is working to address the need for a bigger library and computer lab in the near future. As enrollment expands, NVMI must continue to work with LAUSD through the Prop 39 process and must consider private sites as an alternative to Prop 39 should that avenue not prove viable. The Superintendent has visited more than 100 potential private sites for a possible school location, and continues to explore that possibility. |

| Goal | Progress |
|---|---|
| Implementation and tracking of the Common Core State Standards. | NVMI created Curriculum Maps, adopted the CPM curriculum, used OARS to capture and evaluate student achievement, and offered a variety of professional developments in this area.<br><br>The school created and used a series of interim assessments. |
| Service to Special Education, ELL and At-Risk Students. | Because NVMI has such a high percentage of these students, it has devoted much of its resources to serving these populations. Through professional development and a commitment to increasing services, as outlined on p. 23 (***Intervention Programs***) the school now offers a variety of ways to meet these students' needs. The school also uses several school-wide strategies including Word Walls, group work, and annotation strategies to help these students.<br><br>As the sheer number of SPED students has increased dramatically with the rising school enrollment, NVMI has had to ensure that it is in compliance with both federal and state laws ans regulations regarding IEP timelines and service delivery. While the increases in SPED enrollment have not been without their challenges, NVMI now has extremely high levels of compliance with IEP timelines and service delivery (as of December 13, 2015, NVMI has only 1 IEP of 101 not in compliance with IEP timeline and service delivery regulations). |
| Greater Parent Involvement | As outlined on p. 105, (***Parent Involvement***) this has been a high priority for NVMI. |
| Student Motivation | Many students come to NVMI habituated to failure. Through the military program and other extra-curricular activities, the school is working towards having fewer students fail courses.<br><br>The school also hired a Personal Counselor to help address these issues. The school seeks to make sure that every student on campus has an adult that they feel close to.<br><br>NVMI is working to improve its Entrance Camp strategies to integrate an extremely quickly growing population into the school culture. The school has implemented a mentorship program with a group of 30 female cadets. The goal for next year is to expand the program.<br><br>The Merit and Demerit Program is the heart of the NVMI's Citizenship program. The school acknowledges the need to implement interventions with greater consistency, refine the currently nascent Honor Council, provide parents, staff and students easier and more robust access to student information, and further automate the transactions in the system. However, this process is seriously hindered by LAUSD's (soon to be enforced) requirement that charter schools implement MiSIS, the district's student information system which does not permit the customization necessary for this type of tracking. Until the district |

| Goal | Progress |
|---|---|
| | is able to launch a charter-friendly version, progress in this area will be limited to the current stand-alone product with possible integration in PowerSchool or an analogous SIS.<br><br>Creating the Hawk Exchange, the school store, has also been a high priority for the school. Students may purchase uniform pieces, school supplies and other items either with cash or with merits. |
| Academic Support and Remediation | NVMI offers Academic Support, Saturday School, Saturday Academy, and before and after school Homework Help in addition to a second semester zero period and summer school program for students who failed classes at any grade level. |
| Creating a College Going Culture | The School has a full time Academic Counselor and will hire another one next year. Students currently make Personal Learning Plans.<br><br>NVMI now offers college course on campus and is beginning to work with students to track, advise, and assist with their progress after graduation. More students need to take SAT/ACT preparation courses.<br><br>As part of the WASC self-study process, extensive brainstorming was completed to identify ways to create more of a college going culture, and that became one of the school's new Action Plan components. |
| Expanding After School Programing | As seen on p. 102 (***Extra-curricular Activities***) the school currently offers a wide variety of enrichment activities, and would like to expand them. The focus for next year will be expanding its outdoor education programs. Students may also participate in a variety of community service options, with plans for this program to grow over the next few years. |
| Improve and Expand Course Offerings | NVMI has added courses across all areas, (see ***New Course Offerings 2015-2016*** p. 92). Plans for 2016-2017 include the addition of an Art teacher, as well as more AP courses.<br><br>Military staff revamped the LOC and PE curriculum in the summer of 2015. |
| Expand Athletics Programming | NVMI now offers a wide variety of both intramural and interscholastic competitions in a range of sports.<br>(see ***Sports*** p. 103).<br><br>NVMI will become an affiliated member of CIF in 2015-2016, which will improve the level of sports programing the school can offer.<br><br>NVMI is also seeking to track and improve student performance on the Fitnessgram. |

| Goal | Progress |
|---|---|
| Fiscal Soundness | Because of its quick growth and program expansion, NVMI needs to create a reserve of at least $1,000,000 and continue to increase its enrollment.<br><br>While NVMI has had to sell receiveables in order to py all of its bills, the multi-year projections for the budget indicate that sale of receivables should not be required past early 2017, and the school will have that $1,000,000 reserve within five years. |
| Implementation of the Military Model at the School. | Every student who enrolls at NVMI must complete an Entrance Camp and pass a series of tests to become a cadet at NVMI. Because it is a new program, the school had to put programs in place to train its student leadership. The military staff also had to train color guards, and drill teams to participate in a variety of events. The school has a long way to go before implementing all aspects of the program and gets 100% buy in from all stakeholders, however, it has made significant strides in that regard. |

These are just a few of the challenges that NVMI is facing. While the school has made significant progress in the last few years, it still has a long way to go.

# Chapter III: SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS

## A. IMPLICATIONS WITH RESPECT TO STUDENT PERFORMANCE

What are the implications of the profile and progress data with respect to student performance since the prior self-study?

1. We have a very large population of SPED students. Performance scores of students with disabilities on CAASSP are abysmal. We need to increase academic support for SPED students and consider adding more extensive Special Education services, including Special Day Classes, more extensive mental health services, additional and more effective Executive Function instruction, and additional focused academic intervention for students who come to us far below grade level.
2. The NVMI military model seems to be effective; however, it does tend to pull in more males and "troubled" students. This has major implications for the school. We need to consider how we can best meet the needs of the students who are showing up at our doorstep. We are a college preparatory academy, and "troubled" students are at odds with that mission. However, we do believe that those two sides of a complicated coin need not be at odds. We "simply" need to figure out more effective ways to intervene with the students we are serving, meet them "where they are," and transform them into the amazing young people we know they can be.
3. We are not retaining students between middle school and high school, and we are not retaining students within high school grade levels at the rates we would like. Some of this is due to the transition to the new campus. Some of it is due to the "growing pains" of being a new school. Some of this is due to the challenges of shifting demographics. And some is because we remain a relatively small school and cannot provide the rich variety of curricular, co-curricular, and extra-curricular experiences students want at comprehensive high schools. We must come to terms with the fact that we cannot be all things to all people, clarify what we promise to be for prospective applicants, and deliver on those promises.
4. The move to the Sun Valley campus has increased the number of low SES students and number of English Learners, and we need to think about a plan to better meet those students' needs. This includes a plan to ensure students are using resources (like computers) available to them on campus since they do not necessarily have those at home. It also includes the need to better plan and implement academic support systems so that they are truly making a positive difference in student achievement.
5. Test scores on CAASSP are very low, and in general the motivation for students to do well on the tests is very limited. Many students (and some staff) find themselves in a "fixed mindset" rather than a "growth mindset" about student achievement. The faculty has been reading *Mindset* by Carol Dweck, and we need to make a major shift in how students and staff view the challenges we face. A big part of that is figuring out how to better motivate students to succeed in their courses and on SBAC-type assessments.

6. There are no obvious signs of increased diversity in the student population with the move to the Sun Valley campus. Increased diversity would be a good thing, but figuring out how to effect such an increase is not simple. The Enrollment Officer has been trying to "widen the net" of prospective applicants, but the student, parent, and staff communities need to consider ways to more effectively appeal to a wider audience of families.
7. Because we are serving such a large percentage of males, we need to think about different teaching and learning strategies that will specifically better support male learning styles.
8. ELA scores for NVMI Hispanic and White students are about the same, meaning we are not seeing the typical "achievement gap"; that being said, they are ALL performing below target levels. We know that English Language Arts is a set of foundational skills critical for college and work force success. We need to work more diligently on how to teach to the Common Core State Standards in ELA and help ALL students from all subgroups master those standards at grade level.
9. Most of our ELs in the 2012 data showed intermediate or early advanced level performance but the number of ELs with substantially lower ELD skills is increasing dramatically; the ELs need a lot of help. We need to hire an EL Coordinator who will help us make decisions about whether to continue to adopt the LAUSD EL Master Plan or whether we need a more targeted plan to address the needs of the students NVMI is serving. That coordinator needs to direct the effort, which likely must include the addition of ESL classes, sheltered academic courses, professional development for all faculty on best practices with ELs, and targeted academic support for ELs.
10. The high numbers of EL and SPED populations mean we need more multimodal classrooms. Part of the articulated challenge with classroom behavior is that students are fidgety and not as engaged as we would like. We need to consider ways to more fully implement the Total Participation Techniques (TPTs) which we have studied as a faculty.
11. Courses are not necessarily aligned to benchmarks, as evidenced by benchmark scores. We have solid curriculum maps, which may require additional modifications now that we have interim SBAC assessments, but teachers need to be more faithful to those curriculum maps. The administration needs to more faithfully monitor individual teacher fidelity to the curriculum maps, and continued analysis of benchmark results needs to impact teaching plans.
12. The STEM focus needs to be increased. The implementation of CPM was a good start. Purchasing additional science supplies was a good start. The hiring of new science faculty has been a big help. But we need to consider a more concerted STEM program design, especially for our Honors program in middle school. We also need to consider the addition of AP or college level courses in the high school curriculum. The partnership with Mission College has proven helpful for adding such courses.
13. Parents do not generally have lots of formal education experience themselves. That means we need to empower parents with additional parenting courses, access to our community college courses, and courses that promote literacy.

14. We are serving a population of students with very low socioeconomic status as evidenced by the rise in free/reduced lunch eligibility which has many implications. We have had one professional learning community discussion about the work of Ruby Payne around poverty in schools and the workforce, but we need to do more to identify how we as NVMI can better meet the needs of a student population struggling with various elements of poverty.
15. More counseling support is needed for the student population we are serving. While this is largely a resource issue, we can and must consider alternative ways to support our students' mental, social, and personal health. Programs like peer counseling, small group counseling, mentoring, and the like which have been undertaken this year need to be expanded as resources permit.
16. Social skills classes are needed for middle schoolers in particular. This is evidenced by the many challenges teachers face with student misconduct in middle school classrooms.
17. Summer interventions are needed for the great many students who come to us below grade level, or remain below grade level even after one or more years of being at NVMI as indicated by SBAC scores. We also need to refine how we effect credit recovery since so many students are failing classes.
18. Physical fitness is one of our pillars. We have made some wonderful strides to enhance physical education, intramurals, and interscholastics. Much more effort needs to be focused on continuing the good work begun in this pillar of the school's program.
19. Honors, AP, and college classes need more development; this is the first year we are offering a program and we need more fully fleshed out curriculum maps, ideally with many interdisciplinary units.
20. College preparation needs to be strengthened, and further efforts are needed to create a college bound culture. We know this is a long, slow process, but we need to consider ways to more fully inculcate college going into the mindsets of all students.
21. The use of military protocols varies from classroom to classroom. We need much greater consistency and enforcement of the military standards across classrooms; this will likely help with the general classroom conduct and culture.
22. If we are not on the same page, the mission is harder to accomplish. As the school grows, we need to consider ways to better inform parents, students, and new staff about the mission of the school and get more buy-in from new members of the school community.

## B. CRITICAL LEARNER NEEDS

Based on past performance and current data, select 2-3 critical learner needs, noting the correlated schoolwide learner outcomes.

The initial discussion resulted in the following brainstormed list of potential critical learner needs.

1. Students with disabilities need more robust support both during class and outside of class.
2. More interactive classes are needed to engage middle school students.
3. Grade 10 CAHSEE shows significant differences in male and female math scores, suggesting we may need to incorporate more visuals to aid in spatial/math skills because girls may learn better that way.
4. LOC instruction should include explicit instruction of effective study skills, incorporating Cornell note-taking skills already taught; teachers should supplement lessons with study skill strategies that will serve students both now and in college.
5. Behavior management remains a major challenge for a number of faculty; many students are not accessing the curriculum due to behavior problems.
6. Motivation of many students is a major concern.
7. Better communication between teachers and parents would help us all "get on the same page" about helping ALL students achieve at high levels.
8. Some students exhibit possible Special Education eligibilities, but the effort to ensure all general education interventions are exhausted prior to assessments means that some of those students who likely should be assessed and would likely be identified as special education-eligible are not yet receiving services.
9. Reading critically is a major need for all students.
10. Writing well is another major need for all students.
11. Some students cannot handle independent work, and some of those same students, as well as others, struggle with group work. Teaching students the skill sets to handle both independent and group work is a need.
12. Lower class sizes would benefit both students and teachers.
13. Gender specific strategies and/or classes may be needed, especially as the imbalance between male and female numbers may get worse if our enrollment outreach efforts do not shift.
14. There is a need for additional Cadet Success Team meetings where teachers can all speak to one student about discipline, grades, motivation, etc.
15. Students have difficulty with deadlines and completing work in class; indeed, many Executive Function skills are needed by a great many students.
16. Benchmarks are not necessarily aligned with the first published versions of the SBAC interim assessments. We may need revision of the course curriculum maps. We are also not necessarily all teaching what we are assessing and vice versa.
17. Leadership development is one of our pillars. We need to more fully help ALL students become leaders of character, presence, and competence as called for in our military science curricula.

18. More concerted efforts are needed to help all students internalize and live the citizenship themes of treating others the way we want to be treated, doing the right thing, and making our world a better place.
19. Summer interventions are needed for students who come to us below grade level, or remain below grade level as indicated by SBAC scores. We also need to refine how we affect credit recovery since so many students are failing classes. This also links to summer break "loss" for students who are already far behind.
20. Math and English scores on CAASPP are clearly abysmal.
21. Accelerated Reader may be a good tool but it is not being fully utilized.
22. Establishing college culture early on and maintaining college going culture is needed. SAT and ACT prep programs are needed as part of the college going culture the school desires to create.
23. Cross curricular units, lessons, and courses may help more fully engage reticent learners.
24. Physical fitness scores indicate a need for stronger personal fitness planning and programs. Plans like the Indoor Obstacle Course Test and programs like the grade level fitness challenges need to be continued and strengthened.
25. Technology based courses are needed as part of the STEM efforts of the school. The lack of teaching "coding" and other specific technology skills of the modern era is a major weakness.
26. Retention for students who have not mastered basic skills needs to at least be considered.

Based on the above brainstorming, the consensus about critical learner needs are these (organized around our four pillars):

ACADEMICS:

a) Close reading of informational and literary texts appropriate for college level success.
b) Effective writing for a variety of purposes and audiences appropriate for college level success.
c) Mathematical fluency appropriate for college level success.

LEADERSHIP

a) Becoming leaders of character, presence, and competence.

CITIZENSHIP

a) Internalizing and living the citizenship themes of treating others the way we want to be treated, doing the right thing, and making our world a better place.
b) Executive Function skills and dispositions appropriate for college level success.
c) Skill at both quality independent work and effective team work.

ATHLETICS

a) Developing cardiovascular health, muscular strength and endurance, and flexibility as measured on the Fitnessgram.
b) Active participation in intramurals and interscholastic teams by all students.

## C. Questions Raised by the Analyses

Identify and list important questions that have been raised by the analysis of the student performance, demographic, and perception data and the progress data around these critical learner needs.

The following questions were crafted by focus groups as a result of reviewing the data from Chapter 1 and the progress report from Chapter 2 of the WASC document.

1. How can we promote a positive, optimistic, and cohesive environment at NVMI?
2. How can we be a more inclusive campus and incorporate interventions to support students from various demographic backgrounds in our classrooms?
3. How can we incorporate test-taking and other Executive Function strategies into our daily classroom lessons and other schoolwide efforts?
4. Is the curriculum of the double block ELA and math currently effective? Can the first ½ hour be remedial or basic skills? Can SPED staff do pull outs during double block ELA and math?
5. How can NVMI best help all students meet physical fitness goals?
6. How can we eliminate the growing disconnect between members of the NVMI community that has occurred with the move to the bigger campus?
7. Why are the 6th grade scores so horribly low?
8. How can we develop better relationships between teachers and parents?
9. What is being done to encourage STEM careers after high school?
10. Why do so many of our students' parents not want their children to attend college?
11. How can we incorporate the Honor Code more so into our daily routines and inculcate it more so into the psyche of all students?
12. What supports do alumni need to graduate from college with their BA in a timely manner? How can we better link with alums?
13. How do we better assist and implement academic support for students who need more support than that which is already available? If the same people teaching academic support are those teaching during the school day and the kids are already not getting it, why do we think academic support from those same people will help?
14. How do we motivate students to improve grades and behavior?
15. What can be done to have students try their hardest on benchmarks and CAASSP and other assessments?
16. How can we better reach our English Learners?
17. How can we attract more girls to NVMI?
18. How do we better retain teachers and students?
19. How can we attract higher achieving students?
20. 27% of staff are satisfied at NVMI. This would translate into the classroom. Maybe a teacher survey is needed of the tools, strategies, and resources they need to be able to function and enjoy their classes here?
21. Data shows consistent decrease in academic test data in middle school. Do we need smaller middle school classes and additional 1-1 support for students?
22. What specifically is the plan to improve test scores/grades?

23. How are parents being involved in increasing test scores and grades? (Example: If a student falls below a "C" average, are parents required to have a meeting with counselors to make a plan for success?)
24. Is this data reflecting the staff's capabilities or the inability of the students we are serving?
25. Because our scores are lower than LAUSD across the board, are we attracting students who have not done well in district schools? Is that our goal? If that will be our "niche" then how can and should we redesign our program to meet the needs of that "niche" population?
26. Is there a way we can better emphasize academics as well as the leadership program?
27. How do we bridge the gap between what our students' abilities are and what our expectations are (i.e. we say we are a college preparatory, rigorous academic program but have students who cannot spell basic sight words)?
28. What are the contributing factors to low test scores and what can be done to improve them?
29. Are the students taking the tests seriously? How can we be sure the students are paying attention and learning the materials that are being taught?
30. Only 39% feel totally safe on campus. Why?
31. What are we going to do about years where a particular class or bracket dropped significantly because of a lack of student interest or ill-equipped teachers? Are we prepared to fix/correct these graphs over time? Is there a plan in place?
32. How can we implement a working and impactful mentorship program that includes special needs students, males, and females?
33. Why is there a steady increase in male enrollment and decrease in female enrollment?

# Chapter IV: SELF-STUDY FINDINGS

## CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

### *A1. Vision and Purpose Criterion*

*The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.*

**Vision – Mission – Schoolwide Learner Outcomes – Profile**

**Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

***Prompt:*** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

| Findings | Supporting Evidence |
|---|---|
| NVMI's mission, philosophy and Schoolwide Learner Outcomes are rooted in those of the highly successful Oakland Military Institute. The mission, philosophy, and SLOs of OMI were firmly rooted in high standards, the latest education research, the Oakland community being served, and the belief that all students can learn and be college ready. | Revised NVMI mission, philosophy, and SLOs |
| NVMI took the OMI mission, philosophy, and SLOs and modified them slightly to reflect the community being served in the San Fernando Valley. Very careful analysis of the current student population prompted all involved in the NVMI Schoolsite Council and all members of the NVMI staff to make thoughtful amendments to the OMI mission, philosophy, and SLOs during extensive conversations held in the fall of 2015. | OMI mission, philosophy, and SLOs<br>Schoolsite Council notes |
| During the process of developing and refining the NVMI LCAP and the final version of the mission, philosophy, and SLOs, serious consideration was given to essential questions:<br>1) Who is it NVMI is called to serve?<br>2) What competencies do we want every student to possess upon graduation? | NVMI LCAP |

3) How can we best help ALL students prepare for the rigors of the CCSS and for college?

4) What are other secondary military academies doing that NVMI can learn from?

To answer the final question, the NVMI superintendent has conducted visits to more than a dozen secondary military academies around the nation and studied their best practices in all four pillars – academics, leadership, citizenship, and athletics. This action research has substantially guided both the initial OMI and subsequent NVMI mission, philosophy and SLOs.

## Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**Indicator:** The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

***Prompt:*** *Evaluate the effectiveness of the processes.*

| Findings | Supporting Evidence |
|---|---|
| The School Site Council was the primary entity involved with the development and refinement of the vision, mission, and schoolwide learner outcomes. Every element of the school's stakeholder groups was integrally involved in the development and refinement of these seminal documents. The governing board was also integrally involved in the development and refinement of the mission, philosophy, and schoolwide learner outcomes.<br><br>It is fair to say that local NVMI community and business leaders were not involved in developing or refining the NVMI mission, philosophy, and SLOs, but the current Superintendent was the primary architect of the OMI mission, philosophy, and SLOs and those were developed with extensive input from community members and local business leaders, most of which was solicited at the request of Governor Brown, the founder of OMI. | Meeting sign in sheets<br><br>Meeting minutes<br><br>NVMI Charter |

## Understanding of Vision, Mission, and Schoolwide Learner Outcomes

**Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

***Prompt:*** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| Each stakeholder group has an initial introduction to the school's mission, philosophy, and schoolwide learner outcomes. All incoming students are taught about these texts during their required entrance camp. All incoming parents are required to attend a daylong orientation to the duties of an NVMI parent, and familiarization with these texts is one of many workshops all parents must take during the day. All incoming staff meet with the Superintendent, who shares the school's "Command Brief" which includes slides that share the school's mission, philosophy, and SLOs. All new board members are likewise shown the "Command Brief" and interviewed by the existing board members about whether they buy into the school's mission and philosophy.<br><br>The four pillars of the school which are the basis for the mission, philosophy, and SLOs are constantly being reinforced by the Superintendent in daily formation talks to the student body, in the Hawk Weekly (the weekly family newsletter), in faculty and staff meetings, and in parent gatherings.<br><br>The Superintendent also awards a military challenge coin for excellence in one or more of the four pillars of the Academy and takes advantage of all "coining" opportunities to reinforce the school's mission, philosophy, and SLOs. | Stakeholder surveys (results found in Chapter 1)<br><br>Parent Orientation Agendas, note, and sign-ins<br><br>Awards given to students, recorded in student files<br><br>Hawk Weekly<br><br>Challenge Coins |

## Regular Review and Revision

**Indicator:** The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

***Prompt:*** *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

| Findings | Supporting Evidence |
|---|---|
| The vision, mission, and schoolwide learner outcomes are reviewed annually and revisions are made as appropriate. Since the transition to the military model, the vision, mission and SLOs were adopted based upon the OMI vision, mission, and SLOs and were modified in the fall of 2015 based upon analysis of the data found in Chapter 1 of the WASC self-study and the Local Control Accountability Plan. That fall 2015 process was a full day of discussions with more than a | -Meeting minutes<br><br>-NVMI Charter |

hundred stakeholders, including all staff, cadet leaders, and parent leaders, all of whom had ample opportunity to suggest revisions to the statements.

## *A2. Governance Criterion*

*The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.*

### Governing Board

**Indicator:** The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

***Prompt:*** *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

| Findings | Supporting Evidence |
|---|---|
| The policies and procedures regarding the selection, composition, and specific duties of the governing board can be found within the North Valley Military Institute Policies and Procedures Manual for the Governing Board. This manual is available upon request to all stakeholders. Anytime board membership is an agenda item and discussed during a board meeting, the minutes reflect the group discussion regarding the potential selection and composition of the board. During the past two years, there have been several significant board level discussions about selection and composition of board members. In addition, all potential board members receive a written and oral briefing on the duties of the NVMI governing board. | Policies and Procedures Manual<br><br>Governing Board meeting minutes |
| Currently, the board meets monthly during the months of August through May, and as necessary during the summer months.<br><br>The bylaws state that the school is allowed a range of five to eleven board members. NVMI's board currently has seven members and the goal is to increase that number to include community members that are business leaders, service academy graduates, government office representatives, and eventually alumni. The administration is actively reaching out through schoolwide publications and meetings between the Superintendent and board chair and local community leaders and military organizations to find possible new members.<br><br>The current manual for the policies and procedures for the governing board was created during the inception of Imagine Academy Charter in 2004 and is updated as necessary. A full | NVMI Bylaws<br><br>NVMI Board member biographies<br><br>Policies and Procedures Manual |

scale revision of the policies and procedures manual is being undertaken in the Spring of 2016.

## Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

**Indicator:** The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

***Prompt:*** *Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

| Findings | Supporting Evidence |
|---|---|
| The formulation of the LCAP was thoroughly reviewed and developed over the course of multiple meetings and with all stakeholders. It was designed and developed via meetings with staff, the School Site Council, students, parents, and administrative team to ensure that every stakeholder group in the community were represented. At every step of development, the LCAP was sent to the board, it was again reviewed for accuracy and adequacy of the content and ensure the LCAP remained faithful to the school's vision, mission, and school wide learner outcomes. | LCAP<br>Meeting agendas and minutes |

## Governing Board's Involvement in Review and Refinement

**Indicator:** The governing board is involved in the regular review and refinement of the school's vision, mission, and school wide learner outcomes.

***Prompt:*** *Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| The board was the key decision maker in adopting the OMI model for the new NVMI and in making initial revisions to the mission, philosophy, and SLOs when they were included in the new charter presented to the Los Angeles Unified School District. After that initial adoption, the board was the approving authority of the revision mission, philosophy, and SLOs that were presented to the governing board after the daylong session at which more than 100 stakeholders gave significant input to the revision of those documents. The board engaged in an extensive discussion about the content of those documents and eventually adopted the revised documents with additional minor modifications. and for alignment with the school's mission, philosophy, and SLOs. | Previous WASC accreditation<br>Meeting minutes |

## Additional Online Instruction Prompt:

*Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

| Findings | Supporting Evidence |
|---|---|
| NVMI currently offers WASC accredited online APEX curriculums during each period for high school students. The students have access to PC-based laptops and are also encouraged to bring their own technology. They are provided with a school network, filtered as per CIPA, for student use. Included in the student handbook is language addressing appropriate use of technology and internet safety. | APEX Course rosters |
| Referencing the student handbook, all students and parents are required to review and sign the school's Internet Acceptable Use Policy. The use of APEX has opened numerous courses that normally would not be offered in a small school setting. Some of these courses include: Psychology, Sociology, French 1 and 2, Honors Geometry, and AP Spanish. In addition, APEX is used as a credit recovery tool for students who are not in traditional classroom settings and for students that have joined the school that are extremely credit deficient. Some of these courses offered include: Geometry, History, Algebra, Geography, English, and Creative Writing.<br><br>The technology currently offered to students is being updated regularly. A goal for this year is to maintain a dedicated mobile computer cart with a networked printer so students can quickly access the content needed to complete their courses. A possible goal for future school years is to have a dedicated computer lab where APEX students can access their curriculum. | Student Planner |

## Understanding the Role of the Governing Board

**Indicator:** The school and business community understand the governing board's role, including how parents can participate in the school's governance.

***Prompt:*** *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

| Findings | Supporting Evidence |
|---|---|
| An area of strength NVMI has identified is the level of communication with stakeholders. Parents are regularly | Hawk Weekly newsletters |

| | |
|---|---|
| informed about opportunities to participate in the school's governance through the Hawk Weekly publication, produced in both English and Spanish, the school's website, automated-call announcements, School Site Council and Parent Advisory Council meetings. Parents are represented on the governing board by the Parent Advisory Council President. Updates are also available through the school's Facebook page announcements, board minutes, and meeting agendas which are posted on the NVMI website. | www.novamil.org<br><br>Meeting minutes<br><br>www.facebook.com/novamil |
| Attendance at these meetings has increased significantly in the last two years. This increase can be attributed to the plethora of announcements and information made available. Participation in school events and meetings is strong. There were over 800 people at a recent fundraising dinner on the campus and monthly meetings are well-attended. Evidence of this attendance is calculated using the sign in sheets from the meetings. | Meeting and event sign-in sheets |
| The monthly governing board meetings are always advertised on the school's website and in the Hawk Weekly, agendas are posted pursuant to the Brown Act, and the governing board adheres to all applicable provisions of the Brown Act. While few parents have attended governing board meetings, that can likely be attributed to high levels of parental satisfaction and effective uniform complaint procedures that allow more than 99% of parental complaints or concerns to be addressed by the school administration well before they get to the level of a board complaint or appeal. | |

## Professional Staff and Governing Board

**Indicator:** There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

***Prompt:*** *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

| Findings | Supporting Evidence |
|---|---|
| Professional staff give monthly briefings on every aspect of the four pillars to the governing board and participate in question and answer sessions. Each governing board meeting includes briefings by the Academic Deans, Dean of Students, Director of Operations, Commandant, Director of Administrative Systems, Director of Athletics, Director of | Meeting minutes |

| | |
|---|---|
| Campus Safety, Special Education Director, Enrollment Director, and Superintendent.<br><br>Information about governing board discussions and decisions is disseminated through faculty meetings, and minutes are sent out via All Staff emails. The relationship between the staff and board is directed through the administrative staff. Administrative meetings are held weekly to share information and discuss concerns, and weekly staff bulletins are provided to keep staff informed.<br><br>The minutes of the board meetings reflect the presentations that are made by the staff to the board. Those portions of the meetings are specifically designed to address and strengthen the relationship between the board and the staff. This interchange between the board and key staff ensures that the board is intimately familiar with these aspects of the school, allows them to seek clarification and creates an opportunity for the staff to receive feedback from the board about these topics. | |

## Board's Evaluation/Monitoring Procedures

**Indicator:** There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

***Prompt:*** *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

| Findings | Supporting Evidence |
|---|---|
| Different elements of the LCAP metrics are monitored both by the board and the School Site Council often. At every board meeting, key metrics are identified and presented to the board for their review and the same thing happens at the School Site Council meetings. At board meetings, board members conduct question and answer sessions for each component presented, and staff participate to clarify and increase understanding on the part of the board members. Throughout the school year, the LCAP is reviewed multiple times during faculty sessions, School Site Council meetings, board meetings, and professional development days. These items are itemized on the agendas for each meeting and accounted for in the minutes. The School Site Council and governing board have | Meeting minutes |

discussed the alignment of NVMI's LCAP with the Eight State Priorities and ensured that those priorities are addressed in the action plan.

There have been extensive conversations, between the board members at meetings and between staff, about the identified needs and metrics to measure success. The conclusions from these meetings can be found in the meeting minutes and are reflected in the latest version of the LCAP. The board has proven to be strong advocates for improvement and continues to hold high standards for NVMI. They have actively engaged in every element of the LCAP process. From determining how to establish the needs of the school and the metrics for measuring success, to reconsidering those metrics and their accuracy and effectiveness, and, most recently, considering adjustments to the action plan, the board has maintained a vital role in the creation and regular review of the plan.

Another important element of the planning is in addressing the fiscal health of the school. There are regular board and School Site Council discussions of the operating budget and analysis of the year-to-date budget-to-actuals, cash flow, and the need at times to access receivable sales as a way to fulfill necessary financial commitments. In fact, at the October 2015 School Site Council meeting, approximately 60 participants participated in ways for the school to increase its income and reduce expenses in order to address a budget crisis. The governing board then took the input from the School Site Council and adopted a revised budget that was reflective of the input given.

## Complaint and Conflict Resolution Procedures

**Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

***Prompt:*** *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

| Findings | Supporting Evidence |
|---|---|
| The planner contains the complaint and conflict resolution procedures adopted by the NVMI governing board. Parents are reminded about those procedures during new parent orientation and occasionally in the Hawk Weekly. Efforts are made to promote conflict resolution at the lowest level possible. Parents and students are directed to the staff | School Planners<br>Hawk Weekly |

member with whom they have a concern. If after attempts to address concerns at that level, any party remains unsatisfied, they are able to speak with the administrator for that dimension of the school and if still dissatisfied, may speak to the Superintendent. In the last six years, there has been a 100% resolution rate at these lower levels. No such complaints have been taken to the board. One complaint regarding Special Education student discipline was taken directly to the district and usurped the NVMI procedures and that matter was resolved without further escalation.

The board is aware that they are managers for complaints and appeals as they are taught in their training to participate as board members. There is an effective relationship between NVMI administration and LAUSD Charter School Division so in the rare cases a parent skips the published dispute resolution process, the district send the parents back to the school Superintendent. Additional parent education about the complaint procedure is always desirable. The Parent Advisory Council and School Site Council are both important forums for parents to voice concerns and are used effectively. The Superintendent has made his personal cell phone number readily available to all stakeholders and encourages parents and students to bring concerns to him when appropriate. Student and parent survey results in Chapter 1 indicate high levels of parent and student satisfaction. There is a sense by both groups that they can have any and all concerns resolved within a timely manner.

## *A3. Leadership: Continuous Planning and Monitoring Criterion*

*Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.*

### Broad-Based and Collaborative

**Indicator**: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, parents, and business community.

***Prompt**: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

| Findings | Supporting Evidence |
|---|---|
| The planning process for NVMI is extensive. With the granting of the charter for NVMI, it was decided, in replicating the system at OMI, that a School Site Council would be beneficial to the school. This council helped to establish a broader base of stakeholders, addressing the opportunity for more participants to take an active role in development of the school plan. Offering a new avenue for stakeholders to gather information and allow for increased conversation about the needs and concerns of the school, the School Site Council makes the value of stakeholders' voices apparent. Direct stakeholder input has been invaluable to the planning processes as people that are most notably affected by the decisions made have had their ideas heard and considered.<br><br>Multiple stakeholders are involved in the current planning process at NVMI. Gatherings and discussions are held between all levels of leadership and participants as well as in mixed settings at multiple times and locations. School Site Council meetings have open invitations for the public to attend. Parents, students, staff, leadership, governance figures and community members are all invited and welcomed to the meetings. Each agenda at School Site Council meetings opens with an invitation for public comment. Board Meetings are held in compliance with the Brown Act (public meeting law) in which agendas are made available to the public at large within specified timelines and meeting minutes are made available to the public as well.<br><br>The commitment of NVMI's community is ongoing and substantial. All stakeholders are encouraged to stay informed, participate in activities and meetings, and model the vision | SSC and Governing Board Meeting minutes |

| | |
|---|---|
| and mission of the school. Parents are asked to commit to completing twenty-five hours for one student in attendance or thirty-five hours if they have multiple students attending. Eligible students are encouraged to participate in the school athletic program, Cadet Corps activities, and the school music program. Staff is encouraged to assist with students before and after school and on Saturdays to help increase their academic success, be available to students in need, and participate in School Site Council alongside parents and students, and attend community events that are held on campus outside of the school day.<br><br>There is a need for increased involvement of the business community. In an effort to increase communication and work with the businesses in the community, staff members such as the Admissions Director and the President of the Parent Advisory Council work diligently to make positive and productive relationships with supporting businesses in the area. | NVMI Parent Code |

## School Plan Correlated to Student Learning

**Indicator:** The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

***Prompt:*** *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

| Findings | Supporting Evidence |
|---|---|
| The Single Plan and the LCAP have been incorporated into one document. The data from this document is used to determine critical needs of the students. One of the key elements that staff uses to ensure that student achievement is incorporated into the LCAP and Single Plan is to incorporate and analyze the test results. Teachers are then guided to incorporate those results into upcoming instruction. With the quarterly benchmark testing, all student data is reviewed, discussed, and disaggregated for further analysis. The data points are compared to other tests (after the first quarter) to review student progress, areas for growth, and successes.<br><br>Students that are not showing adequate progress based on the data analysis are then assigned additional support. The | LCAP Plan<br><br>Benchmark test results (found in Chapter 1) |

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|---|---|
| programs, run by staff members, include: Academic Support, Homework Help, YPI Homework Club, Boot Camp, and the Opportunity Program. In addition, an annual survey of students and parents is also analyzed to plan programs offered through school year based on stakeholder input.<br><br>Data results impact the development, implementation, and monitoring of the Single Plan and LCAP directly. Student achievement is always a top priority and academic success is one of the four pillars on which the success of the school is based. Changes to the LCAP and Single Plan are made depending on the continued performance of the students, thereby directly affecting the immediate needs and considerations of the school's standards for academic and career readiness. | Student and parent surveys (results found in Chapter 1) |

## Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

**Indicator**: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

***Prompt:*** *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

| Findings | Supporting Evidence |
|---|---|
| There is a high degree of allocation of all resources supporting the implementation, monitoring, and accomplishment of the goals of the school. One hundred percent of resource allocation is dedicated to the success of the students and ensuring that the mission and philosophy are realized and the Schoolwide Learner Outcomes, the Single Plan and the LCAP are supported.<br><br>The school's budget is regularly updated to reflect staffing needs, any changes in operating expenses and the special needs considered appropriate for students. This is done by fitting needed resources into line items and the allocation of resources are being achieved<br><br>THE LCAP process identified major priorities in terms of resource allocation which were of high importance to the success of the school. These decisions included: hiring counselors, additional military staff, and Youth Policy Institute (YPI) staff; increasing and modernizing technology; increasing | Budget documents<br><br>Board meeting minutes<br><br>LCAP |

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|---|---|
| pay in an effort to match the LAUSD salary schedule, and joining STRS. All of these were done as a result of the initial 3 year WASC review. Stakeholders had active input in choosing to use resources in accordance with acceptable school policy and to improve the staffing recruitment which directly affects the success of the students. | WASC 3 year review |

## Staff Actions/Accountability to Support Learning

**Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

***Prompt:*** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

| Findings | Supporting Evidence |
|---|---|
| The effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in all programs can be seen by the increase in staff needed to support the growing student population. The popularity of the school in the community is direct evidence of the success of staff. The safe learning environment is reflected in the large numbers of newly enrolled and re-enrolled students. In the 2013-2014 school year, the return rate of enrolled students was 81%. The staffing needs from the 2014-2015 school year to the 2015-2016 school year has grown from 51 to 62. The student population in 2014-2015 was 343. In the 2015-2016 school year, so far, has grown to above 523 and continues to increase. | Enrollment data found in Chapter 1 |
| As part of hiring its first superintendent, the school underwent an administrative reorganization which included the addition of multiple administrative positions to share in school leadership. Those positions included hiring of a Commandant of Cadets, full time Director of Special Education, full time Director of Athletics, full time Director of Campus Safety and Security, and the re-tasking of the then Director of Instruction into the role of Director of Administrative Systems. These positons were in addition to | NVMI Organizational Chart |

the Dean of Students and Director of Operations positions which existed in the previous organizational structure.

These additional positions allowed for greater shared responsibility and authority over the various elements of the school's four pillars.

In the 2015-2016 school year, three staff members were designated as Academic Deans within different grade levels. One Dean is designated to manage the 6th grade level, one for the 7th and 8th grade levels and one for the high school levels. This allows for staff members to have a more direct one-on-one contact with another staff member to manage disciplinary concerns and classroom management best practices. Staff members have been afforded opportunities to shadow each other in order to increase their sharing of best practices. Teachers were given time away from their designated classes to observe others and spend time collaborating with their colleagues to improve their performances. An area of growth identified for this area is that the designated grade level staff members have stepped into full time teaching positions including their conference periods which limits their ability to support staff members as regularly as originally planned.

All of these strategies have intended to have positive impacts on student learning. In Chapter One, the data from the student surveys details their confidence in attending a safe school, high quality learning, and effective relationships with staff members.

## Additional Online Instruction Prompt:

*Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

| Findings | Supporting Evidence |
|---|---|
| This element is non-applicable to NVMI as we do not have dedicated online staff members. | |

## Evaluation of Existing Processes

**Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

***Prompt:*** *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

| Findings | Supporting Evidence |
|---|---|
| School leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning. There is a weekly administrative team meeting with the Superintendent in which all applicable staff and school site concerns are addressed. Every Thursday, the school day is scheduled to begin at a later time so that staff can meet in different departments to discuss key concerns. These department meetings include curriculum, subject matter, grade level, all staff, and technology.<br><br>Each week a different departmental grouping gathers and all applicable staff and leadership meet. At these meetings, topics including assessments, student safety, best teaching practices, discipline concerns, accountability, and human resource trainings are offered. Teacher and administrator leaders take charge of these different meetings to ensure that all applicable staff are in attendance and/or are given the proper training and information and have their concerns or questions managed appropriately. Key concerns and needs regarding student success are then brought to the administrative team for further review.<br><br>The military staff meets with the Superintendent and Commandant of Cadets each Friday morning at 0600 to discuss operational issues, staff concerns, upcoming events, and logistical planning.<br><br>Continuous improvement within a growth mindset for progress is a constant among staff. Academic deans meet with their staff regularly to ensure that their students have acceptable levels of attendance, pacing guides are being tracked properly, and assessments are given in a timely and effective manner. | Admin team notes and emails<br><br>Staff Bulletins |

## Internal Communication and Planning

**Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

***Prompt:*** *How effective are the existing structures for internal communication, planning, and resolving differences?*

| Findings | Supporting Evidence |
|---|---|
| With the growth of the school population, successful communication is vital. The most common pieces of written communication include: the Hawk Weekly, weekly staff bulletins, the school website, emails, published meeting minutes, and meeting agendas. Another key source of information are meetings such as the Parent Advisory Council and the School Site Council. The planner is a cornerstone for communication among staff in regards to students.<br><br>Each week a different departmental grouping gathers and all applicable staff and leadership meet. At these meetings, topics including assessments, student safety, best teaching practices, discipline concerns, accountability, and human resource trainings are offered. Leaders take charge of these different meetings to ensure that all applicable staff are in attendance and/or are given the proper training and information and have their concerns or questions managed appropriately.<br><br>There is room for growth in the internal communication process by increasing compliance with the systems currently in place. While relatively speaking, compliance levels are high, in order to maximize the quality of education for all students, 100% compliance is needed, especially with what might be termed "non-negotiables" such as the Executive Function procedures in place at the school 9use of the planner, backpack and binder use and organization, etc). These systems are dedicated to promoting academic success and keeping students safe. With the expansion of the school facility and staff, these communications have to be consistent and evolve with the changing needs of the school community. An effective way to manage the compliance of the systems revolves around continued training in the processes for implementing the systems as well as the systems to monitor implementation by both staff and students.<br><br>Resolution of differences is managed through a system of open door policies. The Superintendent is known for welcoming staff, parents, and students to meet with him as they address concerns and questions. He also encourages his administrative team to foster open lines of communication with their respective team members and each other.<br><br>Within the entire NVMI community, there exists a military Chain of Command to serve as the primary line of communication for managing conflict. Students are trained to | Hawk Weekly<br><br>Staff bulletins<br><br>www.novamil.org<br><br>Meeting minutes and agendas<br><br>Student Planner |

speak to their immediate superior when they have a problem. Issues move up the chain of command among the students as needed, and staff are always on hand to assist with situations that are beyond the scope of student management. These moments are used as teaching opportunities for students to increase their leadership skills. The same chain is in place for adult staff as well so that all problems are dealt with at the lowest possible level of management.

Students, staff, and parents are all taught that should an issue not be resolved using the chain of command, or should an issue be critical or require immediate intervention, those issues can and should go directly to the Superintendent for resolution.

## *A4. Staff: Qualified and Professional Development Criterion*

*A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.*

### Qualifications and Preparation of Staff

**Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

***Prompt:*** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

| Findings | Supporting Evidence |
|---|---|
| The NVMI board policy for employment is that all teachers are to be highly qualified before they are hired and all non-teaching staff meet minimum job requirements prior to hire, including any required certifications (such as first aid/CPR, etc). All personnel must pass a DOJ/FBI background check prior to starting work, must have current evidence they are free from tuberculosis, and must provide copies of appropriate transcripts, diplomas, and certifications in addition to an employment application and resume for the employee personnel file. While occasionally, it is necessary to hire a teacher without a preliminary or clear credential because no other highly qualified teacher is available, under those circumstances, the employee is placed on a plan to obtain the required certification in a timely manner, and the employment contract includes reference to those requirements. | Employment records via CTC website |
| Each of the recent LAUSD oversight visit reports indicates full compliance of NVMI with federal and state requirements for certificated and classified staff employment in a public school district. | |
| All staff undergo an initial familiarization training which includes sessions on the school's mission, philosophy and schoolwide learner outcomes, the merit and demerit system, the school's planner, notebook, and backpack systems, cadet uniform policies, the cadet rank and leadership structures, and various other unique components of a military school. Teacher undergo additional training on classroom management protocols unique to the military setting, and | |

campus safety personnel undergo training specific to the Sun Valley High School campus safety and emergency procedures.

Each year, the school provides a five-day professional development in topics such as safety, attendance, citizenship. parent interactions, and curriculum development. This professional development works to enhance skills of veteran teachers and prepare new skills with probationary teachers.

## Staff Assignment and Preparation

**Indicator**: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

***Prompt:*** *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities, including any type of online instruction.*

| Findings | Supporting Evidence |
|---|---|
| An extensive orientation is conducted with all staff members after initial hiring. That orientation includes a "Command Brief" which outlines in detail the four pillars of the school. The orientation also includes such topics as:<br>• Human resource topics (payroll, benefits, etc)<br>• Campus safety and emergency protocols<br>• The employee handbook policies and procedures<br>• The merit and demerit system<br>• Classroom military protocols<br>• The cadet rank and leadership structures<br>• Cadet uniform policies<br>• Executive function policies (planner, backpack, notebooks)<br>• Curriculum maps and benchmark assessments<br>• Using the student information system<br>• Technology policies and procedures<br>• Classroom appearance norms<br>• Classroom observation protocols<br>• Teacher evaluation process<br>• Non-teaching employee evaluation process<br>• Student support services<br>• Child abuse reporting<br>• First aid/CPR/blood-borne pathogens training | CTC records |

## Defining and Understanding Practices/Relationships

**Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

***Prompt:*** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

| Findings | Supporting Evidence |
|---|---|
| The system used to communicate administrator and faculty written policies and practices can be found within two documents available to all staff. The first is the employee handbook. This reference guide can be located in the office of the Director of Operations. The second resource can be found in the charter document.<br><br>While these documents clearly explain the rights, responsibilities and the expectations of communication between administrators and faculty, the direct communication from the administrators to the faculty has proven to be more valuable. The Superintendent regularly offers staff to come to him with questions and concerns and all staff members are aware that he has an open door policy.<br><br>The school planner is a seminal document used by the entire school community for guidance on all aspects of school operations. All students, parents, and staff are given extensive orientation to the content and use of the planner.<br><br>While it can be said that responsibilities, operational practices, decision-making processes, and relationships are clear, there is always room for improvement in this regard. | Employee handbook<br><br>NVMI Charter |

## Support of Professional Development

**Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

***Prompt:*** *How effective is the support of professional development/learning? Provide evidence and examples.*

| Findings | Supporting Evidence |
|---|---|
| Since the adoption of the charter as NVMI, the administration has approved 100% of requests by staff members for external professional development opportunities. NVMI's administration is supportive in two ways: administrators seek out opportunities for staff members to attend professional development experiences and these requests have been approved despite budgetary challenges faced in the course of the school year. The Superintendent regularly shares information regarding other professional development events that occur in-person and online. Teachers and staff have requested to attend conferences for AVID, CPM, Special Education, science, reading, assessments, and curriculum, and all of those have been approved.<br><br>Lifelong learning is strongly encouraged. All staff is encouraged to continue their education, including earning additional degrees and certifications. Professional development meetings throughout the school year allow personnel who have mastered topics to share information with other staff members to help increase the knowledge base for everyone working with the students.<br><br>Non-teaching staff participate in appropriate schoolwide professional development on such topics as first aid, emergency response, the school's citizenship program, campus safety protocols, the school's mission and philosophy, and ways to engage parents and students.<br><br>In addition to the above, the Superintendent has encouraged all teaching staff to pursue National Board certification and has indicated a willingness to pay for 100% of the certification process. | Professional development requests |

## Supervision and Evaluation

**Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

***Prompt:*** *How effective are the school's supervision and evaluation procedures?*

| Findings | Supporting Evidence |
|---|---|
| The supervision and evaluation procedures are thorough and fair. In the five-day professional development given to all staff members before the beginning of the school year, a rubric and template for the evaluation form is made available. There are | Professional development agendas |

| | |
|---|---|
| evaluators in the classroom on a regular basis. When funding is available, an education expert has been in to visit many teachers and offer critical coaching for improving classroom management and curriculum delivery. The Superintendent attempts frequent walk through observations of all classrooms and other members of the administrative team get into classrooms for snapshot visits as often as possible. Those walk-through observations are recorded on a web-based observation checklist and the data from those observations is shared with faculty at faculty meetings and with the governing board at their monthly meetings. During the 2014-2015 school year, the Superintendent completed more than 350 classroom walk-throughs and during the first semester of the 2015-2016 school year, the Superintendent has completed more than 250 such walk-throughs. Generally, these visits last no more than 2-3 minutes, but they are a proven powerful tool to identify the culture of classrooms, whether students are on task, whether quality teaching is going on, and whether classrooms are being managed effectively. The observation checklists also include the opportunity for the Superintendent to evaluate the extent to which teachers are implementing specific instructional strategies he expects all classrooms to implement. | Classroom observation protocol and data<br><br>Evaluation form for teacher<br><br>Observational checklists and data |
| The goal for the school is that the grade level deans will also be able to do evaluations. There are also annual performance evaluations which incorporate an element of self-evaluation, a formal classroom observation by the Superintendent, and a meeting between the teacher and Superintendent. | |
| All non-instructional personnel also complete a formal evaluation annually. That evaluation includes a self-evaluation, the mutual development of goals specific to each employee, assessment of progress toward those goals, and an assessment on a variety of indicators. Non-instructional personnel meet with their direct supervisor to complete the evaluation, after which the evaluation is reviewed by the Superintendent. | Non-instructional evaluation forms<br><br>Non-instructional personnel rating scheme |
| Military staff have a military rating scheme in which they are evaluated by both their direct supervisor and a senior rater. | Military staff rating scheme |

## Additional Online Instruction Prompt:

*How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

| Findings | Supporting Evidence |
|---|---|
| There are no specific online instructional staff, so this criterion is not applicable. | n/a |

## Measurable Effect of Professional Development

**Indicator:** There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

***Prompt:*** *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

| Findings | Supporting Evidence |
|---|---|
| The professional development offered to the staff helps them to better understand the needs and background of students. Given the dramatic increase in student population and the shift to the Sun Valley HS campus, it is frankly difficult to determine whether the most recent professional development has had any impact on the quality of teaching and learning. | |
| Prior to the current year, staff was regularly surveyed to determine the professional development needs and the effectiveness of professional development offerings. Those surveys indicated fairly high levels of satisfaction with professional development offerings. | |
| As part of the WASC process, the 2015-2016 staff have identified a major need to provide professional development on how best to meet the very demanding needs of the current student body. Issues such as increasing student motivation, managing students with severe emotional disturbance and a variety of other special needs, engaging all learners in quality instruction, and teaching to the CCSS are all identified as important professional development topics for the current teaching staff. | Staff surveys<br>Professional Development surveys |
| The non-instructional staff have identified that PD is needed on how to de-escalate student conflict, responding to a variety of campus emergencies, and meeting the psychosocial needs of the diverse student population. | |
| There are multiple ways that the staff judges whether professional development strategies are being implemented and having a positive impact on student learning. An easy gauge used is to check that students are consistently using Cornell Notes. Showing raw data is difficult, however, NVMI | |

has decided on several that offer important insights. One piece of evidence used is student comparative work samples. Another measurement tool is confirming that CPM is being used with fidelity, done by tracking the use of staff-created curriculum maps and the timing of instruction. A third tool is using the rubrics from classroom observations. A weakness the school has identified is that the staff looks at work samples and scores but has not connected what was learned from student work problems and the professional development offered. A reconsideration of how to manage this has been started by grade level teams. The middle school team has discussed using more meeting opportunities to discuss these connections and the needs within professional development.

## *A5. Resources Criterion*

*The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

### Allocation Decisions

**Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

***Prompt:*** *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

| Findings | Supporting Evidence |
|---|---|
| With allocating resources, the school leadership and staff are completely involved. Teachers are asked for input through the Superintendent's wide-open door invitation for resource requests. The Schoolsite Council helps prioritize resource requirements. For instance, during the 2014-2015 school year as the move to the Sun Valley Campus was being contemplated, campus safety was a huge focus. Of resource allocation the Council prioritized five full time security staff members. Resources are continually redirected and allocated for programs such as:<br>• the Accelerated Reader program<br>• incorporating technology including interactive white boards in all aspects of instruction<br>• expanding the library<br>• continued participation with the OARS testing system<br>• hiring a consultant to administer CELDT testing<br>• the significant expansion of the SPED staff<br>• additional pay offered to staff to support student academic success before and after school and for Summer and Saturday School, and<br>• increasing staff for the athletics department.<br>New programs were instituted to enhance student citizenship for students that are struggling with meeting the citizenship standards, including the creation of the | Budget document |

Opportunity Program, a refocus camp for students with excessive demerits, and the inception of a peer mentoring program.

## Practices

**Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

***Prompt:*** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

| Findings | Supporting Evidence |
|---|---|
| The process for operating the annual budget, conducting an annual audit and conducting quality business and accounting practices is done by contractual agreement with an independent business services company. This company serves the school budgetary and check processing needs as required by school, district, and state law. Another company approved by the California Department of Education conducts an annual audit. NVMI (and NOVA prior) has had a clean audit for each of the years NOVA and NVMI have been in existence. Protections against misuse of funds are included in the employee handbooks and through governing board oversight of fiscal policies. The third party business service provider (CSMC) assists with checks and balances to ensure policies are followed. The Parent Advisory Council system is managed through PAC policies, although deposits are made into the school account in a separate budget line item.<br><br>One of the internal budgetary processes followed for ensuring that spending is done effectively are the prioritized requests from staff. At the beginning of the spring semester (usually in January) the staff creates wish lists for student and classroom needs. These lists include technology, textbooks, supplies, furniture, and professional development opportunities. The department chairs and grade level chairs ask the staff for their priorities on these lists, the lists are then given to the Superintendent who consolidates the information and takes the requests to the School Site Council. The Council then prioritizes the items requested to ensure that student and | Audit documents |

staff needs and interests are being met within a reasonable measure of budget restrictions.

## Facilities

**Indicator:** The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

***Prompt:*** *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

| Findings | Supporting Evidence |
|---|---|
| Moving campuses was a huge improvement to increase areas for student facilities. NVMI now has dramatically more space including a gym, a large field, a multi-purpose room, a cafeteria, a marching pad, complete and adequate classrooms, science facilities, and a covered eating area, all provided under an alternative Proposition 39 agreement. NVMI has identified that the APEX program could use a classroom (namely a designated computer lab). Special Education has also increased its space needs. There is currently a classroom designated for the Special Day Class and other Special Education personnel serve as push-in service providers within classrooms. Another benefit to the new campus is that the 6th graders are kept generally separated from high school students. All middle school students, grades 6 through 8, eat lunch at a separate time, play sports at a separate time and on separate teams, and can attend age-appropriate assemblies separately from high school students. The new location also provides the students with science labs, and the school has a music classroom available and in full time use. Even with all of these improvements, there are still identified needs. These would include: more office space, segregated counseling space, additional storage space, more access to athletic facilities, use of the SVHS library, additional technology and special education space, and dedicated conference space. The NVMI Prop 39 application for the 2016-2017 school year includes requests for such additional space. | School map<br><br>Alternative Proposition 39 agreement<br><br>2016-2017 Proposition 39 application |

## Instructional Materials and Equipment

**Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

***Prompt:*** *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

| Findings | Supporting Evidence |
|---|---|
| NVMI maintains a policy for review and selection of textbooks by highly qualified staff members. The school has hired a part time technology person to assist staff with all computer, projector and network needs. The school has also installed interactive smart boards into every classroom and is in the process of completing professional development for the staff to use this new resource to the fullest extent of its capability. The school library is open daily and science and math classes have manipulatives available to them. One weakness the school has identified is that it does not have a dedicated computer lab. Instead, NVMI has employed the use of industrial strength computer carts, which have been successful at other school campuses. There are enough computers on these carts to provide two entire classrooms access to technology at one time. While a computer lab would be preferred to the mobile carts, this access improves the school's ability to accommodate students at twice the normal rate and with less of the scheduling conflicts a single lab would provide. | Inventory of<br>• textbooks<br>• library books<br>• laptops<br>• electronic instructional hardware<br>• lab equipment |
| The Curriculum Committee has a protocol to review textbook adoption on a seven-year cycle. That cycle is currently a bit off kilter because of the unavailability of quality CCSS and NGSS aligned curriculum materials for History/SS and Science. The school is sending staff to the Spring 2016 State Board of Education Curriculum Materials Fair to review materials approved by the State Board, particularly in History/Social Science, Science, and instruction for English Learners. | Curriculum Committee meeting notes |

## Well-Qualified Staff

**Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

***Prompt:*** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

| Findings | Supporting Evidence |
|---|---|
| The school board has made resources available to hire well-qualified educators. All teachers, while appropriately qualified, are encouraged to become Nationally Board Certified, with NVMI offering to pay for the costs of the certification process. All staff members have also been offered physical education CSET preparatory courses without cost, and beginning in January 2016, college classes will be offered on campus by Mission College. Salaries have been increased dramatically over the last two years, and there is a board plan in place to align NVMI with the LAUSD salary scale. NVMI also offers a competitive benefits package which pays 100% of the cost of medical and dental benefits for the employee who works full time.<br><br>For the past two years, NVMI has approved 100% of faculty requests for outside-of-school professional development, and there is a system in place for teachers to request professional development each Spring for the following school year. | Salary Chart<br><br>LAUSD Salary Scale<br><br>NVMI Benefits plan<br><br>Professional Development Request form<br><br>SSC Notes from Spring 2015 budget process |

## Long-Range Planning

**Indicator:** The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

***Prompt:*** *Evaluate the effectiveness of these processes.*

| Findings | Supporting Evidence |
|---|---|
| The school's LCAP was developed with extensive collaboration from school stakeholders. A huge part of that process was the alignment of resources to support the LCAP goals. Several examples of resource allocation decisions made as a result of the LCAP development and refinement are:<br>• hiring a full time academic counselor<br>• hiring a full time personal counselor<br>• hiring four additional full time military staff<br>• hiring multiple full time campus safety staff<br>• purchase of the CPM math curriculum<br>• use of the Engage New York curriculum<br>• expansion of the school's athletic program<br>• addition of multiple Special Education staff. | LCAP document<br><br>WASC review documentation<br><br>Organizational chart<br><br>NVMI Campus map |

The above resource allocation decisions are but a few examples of how the SSC used the LCAP process to identify student needs, determine appropriate metrics that would measure whether those needs were being met, and align resources with those needs and metrics.

In the spring of 2016, the SSC will once again refine the LCAP to align with the WASC action plan so that the WASC action plan and LCAP are not disconnected documents, but rather are symbiotic and aligned.

The SSC is not the only group that focused on the alignment of resources with the identified needs in the LCAP. The weekly administrative team meetings, monthly faculty meetings, Parent Advisory Council meetings, and governing board meetings all contain regular opportunities for participants to consider whether the LCAP goals and NVMIs student needs are aligned with the resources being brought to bear on their accomplishment.

## *A6. Resources Criterion [Charter Schools only]*

*The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).*

### Long-range Financial (and other Resources) Plan

**Indicator:** The school regularly reviews its long-range plan (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

***Prompt**: Evaluate the effectiveness of how the school regularly reviews its long-range plan.*

| Findings | Supporting Evidence |
|---|---|
| The LCAP is the current NVMI long-range plan. As part of the WASC process, the Action Plan found at Chapter 5 to this document aligns with the identified needs that stemmed from focus and home group discussions. One of the next steps will be to align the WASC action plan with the current LCAP so that the two documents support each other. | Budget plan |
| There is an annual board meeting to determine approval for three-year projections of the budget. The Director of Operations, Superintendent, and an independent business services company, CSMC, are all involved in creation of the three-year plan to review these goals so that they are structured and developed to ensure that the school's vision, mission, and school wide learner outcomes are receiving appropriate resources. These goals are submitted to the board, and upon discussion and approval, the board agrees with the goals that align with the LCAP and Long Range projections. | Governing board meeting minutes |
| One of the long-range plan elements included a review of the previous site location. It was evident that the school needed to increase its physical size to ensure that the students could follow the military model the new charter established and that the student population could continue to grow. At the new location, NVMI is able to provide more resources, more appropriate locations for student activities and better services for all students. The school now has space including a gym, a large field, a multi-purpose room, a cafeteria, a marching pad, complete and adequate classrooms, and a covered eating area. NVMI has identified that it needs a dedicated computer lab, primarily for APEX courses. Special Education has increased its space use. There is currently a classroom designated for | NVMI campus map |

| | |
|---|---|
| the Special Day Class and other Special Education personnel serve as push-in service providers within classrooms. | |
| The board receives monthly reports of finances including explanations of any anomalies of revenue and/or expenses. The board also reviews bank statements and check register to review activity. | Governing board meeting minutes<br>Checkbook register |

## Regular Accounting and External Audit Procedures

**Indicator:** The school has defined regular accounting and external audit procedures.

***Prompt:*** *To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet they meet the generally accepted principles of accounting and audit procedures.*

| Findings | Supporting Evidence |
|---|---|
| There is a detailed NVMI fiscal policies and procedures manual that includes well defined accounting and external audit procedures. The annual audit by an outside agency approved by the California Department of Education has resulted in a "clean" audit every year with no exceptions and no findings. The school adheres to generally accepted accounting principles, and has in place appropriate protections to ensure that all funds received by the school are properly handled and used for the benefit of students in accordance with the school's budget plan. | Fiscal policies and procedures manual<br>Annual audits<br>Business services contract |
| CSMC manages the school's finances and ensures compliance with both generally accepted accounting principles and NVMI fiscal policies and procedures. | Annual audit documentation |

## Budgeting Process — Transparency

**Indicator:** The school develops and monitors its annual budgeting process to ensure transparency.

***Prompt:*** *Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.*

| Findings | Supporting Evidence |
|---|---|
| The school board holds public meetings at which the budget for the school is discussed monthly. Anyone, including all stakeholders and the general public, with an interest in the budgetary guidelines and expenditures for the school is welcome to attend these meetings. The meeting minutes are | Governing board meeting minutes |

| | |
|---|---|
| also posted to the school's website and are available for review.<br><br>In addition, the Schoolsite Council is involved in the annual development of the budget by reviewing the current budget situation, helping prioritize expenditures, considering ways to augment income, and helping identify possible cuts when necessary. The annual discussions at the SSC include a highly transparent review of the current budget and budget projections for the coming year. The SSC has had multiple opportunities to give significant input to the budget development process. | www.novamil.org<br><br>Schoolsite Council meeting notes |

## Adequate Compensation, Staffing, Reserves

**Indicator:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

***Prompt:*** *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

| Findings | Supporting Evidence |
|---|---|
| The goal for compensation for all staff is to meet the LAUSD scale for pay as soon as possible. In the 2015-2016 school year, the school added STRS to the benefits package for teaching staff. Currently, reserves are not being met because of operating and the moving costs from the 2014-2015 school year, but the school will have a net positive spending balance this year (despite net negative fud balance) and projections are that the school will have a $1,000,000 reserve within five years.. The goal is to eventually see a return to the accumulation of the reserve with a target of three months of payroll and operating costs in reserve equaling 25% of the school's annual operating budget. | LAUSD pay scale<br><br>Bank statements |

## Marketing Strategies

**Indicator:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

***Prompt:*** *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

| Findings | Supporting Evidence |
|---|---|
| NVMI takes recruitment for increasing the student population seriously. One of the marketing strategies is having flyers posted throughout the neighborhoods as well as having them delivered to churches and youth groups. There is a full time enrollment officer who has a team of cadet and parent ambassadors, all of whom blanket the community with those flyers and make hundreds of presentations to the community organizations and attend hundreds more community events throughout the school year. These marketing strategies increased enrollment dramatically each of the last two years The school has mailed postcards to the surrounding community, and maintains a public presence at events such as community parades and service projects. The Director of Enrollment visits multiple locations each week and follows up on all leads with potential students. The school has an active presence on social media and the PAC President is truly amazing at getting good news about NVMI out into the wider community. The general feeling about NVMI in the civic, public, and military communities around the greater Los Angeles area is very positive.<br><br>One excellent example of this outreach is the regular Pass in Review ceremonies conducted by the cadet regiment. For instance, the November 2015 Veterans Day Pass in Review included more than 150 veterans from all services, more than 100 parent spectators, and representatives from local, county, state, and federal government agencies.<br><br>There are frequent and varied excellent and effective examples of outreach and marketing to the broader community. | Marketing flyers<br><br>Postcards |

## Stakeholder Involvement

**Indicator**: All stakeholders are involved in future planning, including addressing long-range capital needs.

***Prompt**: To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?*

| Findings | Supporting Evidence |
|---|---|
| Stakeholders are highly involved in future planning for NVMI as evidenced by the high levels of participation in SSC and PAC meetings. The PAC has dramatically increased the level of fund raising done to support school operations, and the SSC | |

| | |
|---|---|
| regularly brainstorms how the long range goals of the school are best met. The Governing Board takes data from the PAC and SSC in considering the long range needs of the school and how to best meet those needs.<br><br>NVMI firmly believes that stakeholder involvement in school decision making and long-term planning is one of ou greatest strengths. | Meeting sign in sheets<br><br>Meeting minutes |

## Informing the Public and Appropriate Authorities

**Indicator**: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

***Prompt**: Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

| Findings | Supporting Evidence |
|---|---|
| The school's budget is highly transparent, and when financial needs arise, the school community is made well aware of them. For instance, during the fall of 2015, when a significant error was made by CSMC in the budget projections for this school year, the SSC engaged in a very transparent process to consider how to best increase income and cut expenses. A very collaborative process ensued involving more than 150 stakeholders in public meetings to discuss and propose to the governing board the best strategies for increasing income and cutting expenses. As a result of a series of stakeholder meetings, including an SSC meeting at which more than 75 people attended, a plan was devised which maximized income options and made spending cuts which were least detrimental to the school community. The governing board unanimously approved the plan as proposed by the SSC. | Finance reports<br><br>Audit documentation<br><br>Invitations<br><br>Meeting sign in sheets |

## Adequacy of Reserve Funds

**Indicator**: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

***Prompt**: How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.*

| Findings | Supporting Evidence |
|---|---|
| In past years, the school was able to ensure the adequacy of reserve funds because enrollment remained relatively flat, as did operating costs. Enrollment changes and state budgetary cuts and deferrals affected the financial standings including the reserves. Currently, the school is operating with higher enrollment and operating costs, which the funding has not yet matched. In the 2016-2017 school year, the goal is to return the reserve to five per cent, and the projections are to increase the reserves to twenty-five per cent within seven years.<br><br>In relation to learner needs, the LCAP includes the details of how 100% of school funds are spent to increase the school's ability to meet student learner needs. All material and personnel costs are done with the expectation that they improve the student experience. | Financial reports |

## Decisions — Schoolwide Learning Results

**Indicator**: The school bases resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

***Prompt**: To what extent does the school base its resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students?*

| Findings | Supporting Evidence |
|---|---|
| Resource allocation decisions in relationship to learner needs are all based on what is included in the LCAP. 100% of funds spent are done so to meet all student learner needs. Examples of these expenditures include hiring additional staff to provide for a Special Day Class, full time security staff for the campus, and an increase in Special Education push-in services for multiple core classrooms, especially math and English. | LCAP documents<br><br>Financial reports |

## *A7. Resources Criterion [Charter Schools only]*

*The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.*

### Written and Adopted Policies/Procedures

**Indicator**: The school has written adopted fiscal policies and procedures for internal controls.

***Prompt**: Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.*

| Findings | Supporting Evidence |
|---|---|
| NVMI's fiscal policies and procedures have been found to be effective by the Los Angeles Unified School district office of Charter Schools as part of their annual oversight visit to the school. The current policies were drafted in 2004 and have been revised as necessary and appropriate since then. The governing board reviewed the current policies most recently at its December 2015 meeting. Those policies ensure appropriate internal controls, including segregation of duties, and adherence to generally accepted accounting principles. | Meeting minutes<br>LCAP documents |

### Annual Financial Audit

**Indicator**: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

***Prompt**: Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.*

| Findings | Supporting Evidence |
|---|---|
| Each of the annual audits conducted of the NOVA and NVMI books has been "clean" with no findings or exceptions. NVMI sends the annual audit reports to the LAUSD, LA County Office of Education and CA Department of Education as required by law and the NVMI charter. | -Audit reports |

### Compliance of Personnel

**Indicator**: Personnel follow the fiscal policies and procedures.

***Prompt**: Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.*

| Findings | Supporting Evidence |
|---|---|
| As part of the annual LAUSD oversight visit, there is an annual analysis of whether the accountability measures are adequate to ensure that NVMI personnel follow the fiscal policies and procedures. In the existing of NOVA and NVMI, LAUSD has never found any concerns regarding personnel compliance with those policies and procedures. | Fiscal records<br>Policies and procedures manual<br>LAUSD oversight visit reports |

## Processes for Implementation of Financial Practices

**Indicator**: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; 4) the policies and procedures for the use of credit cards and other lines of credit.

***Prompt**: Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

| Findings | Supporting Evidence |
|---|---|
| Personnel with signature authority to sign contracts, write checks, and release institutional funds are limited to the Superintendent, the Director of Operations, and the Dean of Students. The monitoring of payroll information is done by a fourth party entity and, as by contract, they are authorized to process checks. Bank reconciliations are all handled by the third party independent business services company, CSMC. There are separate teams at the company that are accountable for different elements including bank activity, contracts, and fund releases. Policies and procedures for the use of credit cards and other lines of credit are included in the fiscal policies manual, available in the office of the Director of Operations. | Policies and procedures manual<br>Check registers<br>Financial records |

## Contracts — Accounting

**Indicator**: The school has a contracting process for services, equipment, and materials and accounts for all contracts of $75,000 or more and their purposes.

***Prompt**: Explain the effectiveness of this process.*

| Findings | Supporting Evidence |
|---|---|
| The threshold for managing contracts over $75,000 is in line with the lowest level of governmental agency required as per the California Department of Education. NVMI policy is in line with LAUSD, the oversight agency. Once a budget is approved and authorizes hiring, the Superintendent is empowered to work within that board-approved budget. The effectiveness of this process was made apparent with the news that the business services company had mistakenly projected the budget with a $300,000 deficit that went unknown until review in October 2015. The process to manage correction of this mistake was quick with input from all stakeholders at the immediate School Site Council meeting, faculty meeting, and survey results from these two meetings. The Superintendent was able to work towards resolution of this mistake within a timely manner. The effectiveness of input and review helped to ensure a resolution much quicker than expected. | Policies and procedures manual<br><br>NVMI Charter document<br><br>Meeting minutes |

## *Category A. Summary, Strengths, and Growth Needs*

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

### SUMMARY:

The degree to which the criteria in Category A are being met is high. While the school has identified a few areas for growth, there have been many more areas of strength highlighted amongst the criteria.

NVMI has a very wonderful statement of mission, philosophy, and schoolwide learning outcomes that are based upon the highly successful Oakland Military Institute model.

There are very strong systems in place to involve stakeholders in the decision making at the school.

The Governing Board is highly competent and engaged in regular meaningful discussions with school staff about the school's current levels of performance and how the school can and should improve.

A highly competent staff cares deeply about the students being served, and works tirelessly to support all students in learning. The focus on a college-going culture continues to build, and a variety of focused efforts ae underway to ensure all students attend and graduate from a four year college or university (or equivalent program) upon graduation from NVMI.

Resource allocation decisions are very transparent, as is the entire budget development and revision process. The school is definitely struggling financially for a variety of reasons (increased enrollment when state funding has not caught up with that enrollment surge, increased expenses associated with increased enrollment, and program start-up costs that are inherent in any new program). While there is a light at the end of the financial tunnel, there will continue to be a couple of years of belt-tightening coupled with essential decisions about how to successfully operate and build the program we need to serve all students.

### STRENGTHS

1. There is a cogent, well defined school mission, philosophy, and schoolwide learner outcomes.
2. Resource allocation decisions are made based on identified needs and with widespread stakeholder input.
3. There is extensive communication with stakeholders and very high levels of stakeholder satisfaction.
4. The Governing Board is very dedicated to the mission and pillars of the school, receives quality briefings from school staff at each meeting (aligned to the LCAP priorities and metrics) and the board engages actively with school staff in meaningful discussions about the school's present levels of performance and plans for improvement.
5. The school's LCAP is fully aligned with the eight state priorities and reflects thoughtful consideration of NVMI's current reality, the needs of its students, and a quality plan to improve the school.

6. There are weekly parent/family bulletins and staff bulletins to aid in communication with the entire school community, as well as a web site with up-to-date information for stakeholders.
7. The Proposition 39 colocation agreement on the campus of Sun Valley HS has resulted in dramatically more expansive school facilities.
8. There is a highly qualified staff who receive quality induction and professional development, and the school is committed to aligning the NVMI salary scale with that of LAUSD.
9. The Director of Enrollment has done a marvelous job of recruiting new students.
10. The Parent Advisory Council is highly involved in supporting all four pillars of the school.

## AREAS FOR GROWTH

1. While there is strong communication from the school to parents, there remains a need to engage all parents in supporting the mission of the school and complying with the myriad of expectations the school has for both parents and students.
2. Collaboration with the business community is in need of improvement.
3. Additional facilities space is needed for all the needs of the school, including more office space, segregated counseling space, additional Special Education space, storage space, technology labs, and conference space.

# CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

## *B1. Rigorous and Relevant Standards-Based Curriculum Criterion*

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

### Current Educational Research and Thinking

**Indicator**: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

***Prompt**: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

| Findings | Supporting Evidence |
|---|---|
| Over the course of the last several years, NOVA, and now NVMI staff have participated in training in the following areas: Backwards Design, Standards based grading, Blooms Taxonomy, Accountable Talk, Differentiation Strategies, Modifications, SDAIE Techniques, Reading Apprenticeship, Data Analysis, Total Participation Techniques, and implementation and revision of the Cadet Corps curriculum. Each of these is a research-based instructional strategy.<br><br>The school also used the Teach Like a Champion text and workbook, which contains a wealth of research-based teaching and student engagement methodologies.<br><br>With the transition to NVMI, the school made substantial changes in its curriculum. During the summer of 2014, the school created Curriculum Maps for all subjects. These maps were rooted in the Common Core State Standards. After each quarter, teachers reviewed the Maps and were asked to evaluate them based on what was and was not working in the classroom. In some cases, the maps were revised – in others it was felt that the pacing in the classroom needed to be more fully aligned with the map. This is an on-going process and is a frequent discussion point during professional development, Curriculum Committee, and departmental meetings. There was also an extensive evaluation of the maps and the benchmarks in a day-long professional development session in January of 2015, as well as over the summer of the same year. The Maps will continue to be a focus in meetings to ensure that implementation goals are being met. | |

Also during 2014, NVMI adopted the College Preparatory Mathematics (CPM) curriculum. This research driven curriculum is used in all levels of program. Teachers all attended a weeklong professional development on the program, with additional PDs throughout the school year.

See cpm.org

The staff devotes one week before the school year to professional development, generally with a specific focus. The focus for this year was an increase in Reading Apprenticeship and SDAIE strategies, particularly Word Walls, T.H.I.E.V.E.S., annotating the text, reading and writing across the curriculum, and rigor.

For 2015-2016, the school added Honors and AP Courses in English, Math, Social Studies and History. Where appropriate, these courses received A-G approval. The school has submitted its AP Spanish class for approval to the College Board.

The Military staff also has a weeklong professional development session where they go over standard operating procedures as well as how to structure lessons using the Cadet Corp Curriculum. This year, the focus was on standardization of Physical Education Curriculum. They also review and revised the LOC Curriculum Maps and benchmarks. They worked on improving the specificity of objectives for daily lesson planning. One of the goals set for this year was to follow the lesson plans more accurately and to more closely align instructions with the Curriculum Maps.

Professional Development Schedule, both Weekly and Monthly

Use of Word Walls

Curriculum Maps

Adaptations of Curriculum Maps

PD Agendas

Lesson Plans

Annotation Posters

Data from Walk-Throughs

There needs to be a more consistent implementation of some strategies across the curriculum. For example, while all classes have word walls, they are not utilized uniformly. Also, lesson objectives need to be improved in terms of rigor.

The use of CPM raises the rigor in the Mathematics classrooms, but there is a definite need to more faithfully implement the CPM model and utilize the research-based study team strategies consistently in all math classrooms.

The addition of Honors and AP classes has improved curriculum variety and encourages better preparation for college. The school needs to add to these course options.

## Academic and College- and Career-Readiness Standards for Each Area

**Indicator**: The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

***Prompt**: Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.*

| Findings | Supporting Evidence |
|---|---|
| All English and math courses are fully aligned to the Common Core State Standards. The History/Social Science, Physical Education, Health, Science, and Spanish classes are aligned to the California Content Standards for those disciplines. The Leaders of Character (military science) curriculum is fully aligned with the California Cadet Corps curriculum standards and objectives. | Course Descriptions<br>Course Catalogue<br>Curriculum Maps |
| All current high school English, math, science, history/social science, visual and performing arts, Spanish, and elective courses have been approved by the UC 'a-g' system with the exception of some honors courses and AP Spanish. Those few remaining courses are being resubmitted in February 2016 and retroactive approval will be sought. | |
| The online courses, provided through APEX, are subject to an annual review process and meet the a-g requirements, and NVMI only uses UC 'a-g' approved APEX courses for its students. | APEX Course Descriptions, |
| The English Courses, while currently approved by UC, will be resubmitted as entirely new courses once the UC window opens to reflect the NVMI approach to meeting the Common Core. | |
| Because of the move to the Sun Valley High School campus, NVMI now has access to lab facilities which meet the requirements for "wet" labs. To ensure that the school meets these requirements, the school has created lab safety procedures that follow all appropriate guidelines. The science department chairperson has attended California Department of Education science lab safety instructor training. | Lab Safety Rules<br>Lab Inventories<br>AP Course Descriptions |
| Annual review of submitted 'a-g' course descriptions needs to be implemented. | |

The school evaluates curriculum maps based on student performance and makes adaptations accordingly.

## Additional Online Instruction Prompts:

*Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

| Findings | Supporting Evidence |
|---|---|
| Online curriculum meets A-G requirements and AP Standards. | APEX course catalogue |

## Congruence

**Indicator**: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

***Prompt**: Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| The Curriculum Maps are intended to be the tool to ensure congruence between what is being taught and the standards being addressed. At present, fidelity to those curriculum maps can be evaluated as follows: | Course descriptions |
| • In English, all teachers are following the maps but the pacing remains a bit slow. Since the English skills tend to be highly "circular" and the same skills are taught over and over again, the English department feels less stress about "coverage" of the content in the Curriculum Maps. The Engage New York curriculum is fully aligned with the CCSS and the circular nature of that curriculum lends itself to prepare students for the rigors of the SBAC assessments. | Curriculum Maps<br>Course Catalogue<br>Lesson Plans |
| • In math, the middle school teachers during the 2014-2015 school year only accomplished about 60% of the Curriculum Map content. Teachers are on pace during the 2015-2016 school year to accomplish about 70% of the Map content. The high school courses accomplished about 80% of the Map content during the 2014-2015 school year, and classes are apace this year to accomplish about 85%. The "mastery over time" research-based principle of CPM remains a challenge for some teachers to fully accept; as most of the teachers remain convinced that discrete | |

units of instruction require mastery of specific skills and concepts during that unit. As such, additional professional development is needed for CPM teachers to make them more comfortable with the "mastery over time" concept.

- Science courses are in a state of flux because of the adoption of the Next Generation Science Standards. The "old" Curriculum Maps are aligned with the "old" state standards, and the texts we use are very old. The middle school courses are being taught in a way that resembles NGSS goals and strategies. High school courses are integrating frequent lab experiences, but those lab experiences are still rooted in the "old" content and standards. NGSS professional development for the science teachers ia must, as is the adoption of new science materials ocne quality materials aligned to NGSS are available for all science courses at both the middle school and high school levels.
- History/Social Science courses are aligned to the old California content standards and while the faculty have seen and understand the new standards, there are not currently any available curriculum materials fully aligned to the new standards. Faculty are going to the Spring 2016 State Board of Education curriculum materials fair to consider new texts aligned to the newly adopted state standards.
- The Physical Education and Health programs are fully aligned with the California standards and though there are no formal texts being used at this time, the instructional materials being used per the Curriculum Maps are indicative of full alignment with the state standards. The Health class, added this semester, has completed 100% of the Curriculum Map, and the PE classes are at least 85% compliant with the expectations of the Curriculum Maps. PE is in year two of implementing the new Maps, and a different map is being created for each of the seven years a student might be enrolled at the Academy, so that students experience a wide variety of standards-based PE instruction during their time here.
- Spanish materials are fully aligned with the state standards, but the pacing of the Spanish classes has been very slow. Spanish 1 covered a little more than half of the expected Curriculum Map content in 2014-2015 and Spanish 2 a little less than half. Those accomplishment rates will be better during 2015-2016 but this remains an area of concern, especially as we move to AP Spanish Language and AP Spanish Literature courses.

- All APEX courses are fully aligned with the CA content and CCSS standards, and because they are online courses, the content is able to be adjusted quickly by the company that produces them. APEX is the major source of electives for NVMI students, other than taking an additional Spanish, science, or math course.

Faculty, in department meetings, meet to review student work and discuss vertical alignment of the curriculum. Benchmark exams are reviewed as part of Curriculum Committee, Department, and Board of Directors meetings. Faculty adjusts Curriculum Maps as necessary and constantly evaluates the design of the curriculum to ensure that it is meeting student needs. The school needs to spend more time evaluating individual students work in a variety of subjects to see how work is being developed.

NVMI currently tracks students' participation in post-secondary education, primarily through relationships with the students. The school also examines data such as EAP, pass rate on English and Math placement tests. Beginning in January, 2016, NVMI will partner with Mission College to provide community college level course on its campus. Through these classes, students at NVMI will be able to have enough credits to get an AA degree when they graduate from High School.

Post-Graduation Enrollment Tracking

EAP results

Placement test information

Course roster and demographic information

LOC classes focus on career and college readiness techniques particularly focusing on executive functions across all grades.

While most students attend some sort of post-secondary program, NVMI would like more students to attend four-year universities upon graduation. One way it is achieving this goal is beginning the on-site community college classes

## Student Work — Engagement in Learning

**Indicator:** The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

***Prompt:*** *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| The school examines benchmark assessments results in a variety of environments. In departments, faculty examines student work. Dr. Ryan uses walk through data to examine student engagement and curriculum implementation. | |
| While the school does some departmental evaluation of student work samples, there needs to be a systematic and regularly implemented process to evaluate the work across the curriculum. | Professional Development agendas |
| The English department has engaged in examination of student writing samples and analysis of student strengths and weaknesses in writing for a variety of purposes. | Benchmark reports |
| The PE/LOC department engages in regular grading of a variety of performance tasks for cadet promotions and from the LOC and PE curriculum maps. Those teachers regularly meet to validate scoring rubrics and calibrate scoring methods. For instance, all students are administered several common assessments in Drill and Ceremonies and for physical education skills (dribbling a soccer ball, fielding a thrown ground ball, etc). The PE and LOC teachers collaborate on the scoring rubrics and ensuring calibration of their scores. Student leaders are also involved, especially in calibrating the scoring of performance tasks for cadet promotions. | Student work samples<br>Walk through data<br>Teachers evaluations<br>Special Education services plan |
| There also needs to be a systematic approach to improving student engagement in subject areas. The high rates of class failure indicate that there are issues with student motivation. | Academic Support rosters |
| There needs to be improved training on how teachers work with Special Education push-in services and English Language Learner Populations. | Saturday School rosters |

## Integration Among Disciplines

**Indicator**: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

***Prompt****: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

| Findings | Supporting Evidence |
|---|---|
| Current efforts at cross-curricular integration are these<br>• Because the sixth grade classrooms are self-contained, those teachers are able to provide some cross-curricular experiences for students integrating science and math or English and history for instance.<br>• The LOC curriculum does quite a bit of integration with English language arts and history, including lessons on military history, writing across the curriculum, academic vocabulary, current events, and lessons on scientific navigation for example.<br>• The CPM math series integrates significant writing experiences for students and contains extensive cross curricular experiences in English, history, science, health, and physical education.<br>• All courses involve writing and close reading of informational text.<br>• Many courses include specific research activities.<br>• Some courses integrate technology skills into lessons.<br>• There is an occasional cross-curricular activity or lesson integrating history and English.<br>Much more can and should be done in this area. | Professional Developments<br>Classroom Observation and Walk Through Data<br>Reports from Educational Consultant<br>APEX supervision plan<br>Lesson Plans and Work samples from cross-curricular lessons. |

## Curricular Development, Evaluation, and Revisions

**Indicator**: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

***Prompt**: Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

| Findings | Supporting Evidence |
|---|---|
| The school engages in a variety of processes to review and evaluate all aspects of the school curriculum, primarily through the creation and modification of the Curriculum Maps discussed previously. The school involves a variety of stakeholders in this process through the Board of Directors, School Site Council, Parent Advisory Council, Curriculum Committee, Departments, and individual teachers. | Graduation Requirements<br>Individual graduation plans |

| | |
|---|---|
| The current graduation requirements were adopted from the OMI model, as were the current homework and grading policies. The Curriculum Committee meets monthly and topics such as graduation, homework and grading policies are on the agendas. Because NVMI is such a new program, we have been reticent to make major changes to those policies until we have more data to determine whether such changes are appropriate.<br><br>As part of the process called for in WASC Action Plan Goal #2 to create a data dashboard (see Chapter 5 of this self-study), analysis of data regarding graduation, homework, and grading (to name a few examples) will be one of the tasks being performed in the coming years.<br><br>At present, the best example of engaging all stakeholders in curricular analysis is our ongoing effort to address the high failure rates among students. The Curriculum Committee, Schoolsite Council, and Governing Board have all addressed the root causes and possible corrective actions for this significant challenge. A variety of action steps have been implemented based on the input of those stakeholder groups, including the addition of zero period credit recovery classes, the redesign of the after school academic support classes, the redesign of the Saturday School program, and the implementation of summer credit recovery options for all grade levels. | Teacher syllabus<br><br>Grading policies<br><br>Homework policies<br><br>Meeting agendas<br><br>Teacher review |

## Policies — Rigorous, Relevant, Coherent Curriculum

**Indicator**: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

***Prompt**: Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| Through the School Site Council, the Curriculum Committee, and Departmental meetings, NVMI solicits input on a variety of curricular issues, including the selection of curricular materials.<br><br>Teachers are the guiding force to all curriculum changes at NVMI. The teachers who currently teach the courses developed many of the Curriculum Maps. Through a variety of settings including department meetings, faculty meetings, the | LCAP<br><br>Agendas and Sign-ins of meetings of the Curriculum Committee, School Site Council, and Department meetings. |

| | |
|---|---|
| SSC, and the Curriculum Committee, teachers may offer input on almost all areas of the running of the school.<br><br>Teachers determine how technology is used in classes through individual lesson plans. | Lesson plans<br><br>Faculty satisfaction surveys |

## Additional Online Instruction Prompt:

*Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

| Findings | Supporting Evidence |
|---|---|
| The school uses several different teachers to supervise online instruction through the APEX course delivery system. The Director of Administrative Systems supervises the implementation of the process. | Online Programs<br><br>APEX grading systems. |

## Articulation and Follow-up Studies

**Indicator**: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

***Prompt**: Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

| Findings | Supporting Evidence |
|---|---|
| NVMI has limited contact with feeder schools. It does have contact with several post-secondary institutions including CSUN, various 2- and 4-year Military Academies, all community colleges in the area, Grand Canyon University, UCLA and many others. NVMI is starting an on campus community college program. NVMI needs to implement a program for articulation with feeder schools. | |
| While students at NVMI are enrolling in post-secondary programs, there needs to be improvements in the college graduation rates. Students are often starting programs but not finishing them. The school needs to add additional supports to teach the students the skills (study skills, navigating the bureaucracy, etc.) needed to excel in a university system. | Post-graduation surveys and Data. |
| College courses on campus will improve student access to post-secondary programs. | Mission College Collaboration Documentation |

## *B2. Access to Curriculum Criterion*

*All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.*

### Variety of Programs — Full Range of Choices

**Indicator**: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

***Prompt**: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

| Findings | Supporting Evidence |
|---|---|
| NVMI has a full time Academic Counselor who works with all high school students to develop personal learning plans to ensure on-time graduation from NVMI. She has also works with every high school student to develop post-secondary plans, including college and financial aid applications. Special Education staff also develops post-secondary plans with students through the IEP process. Through the Leaders of Character class the school provides career exploration programming and training for all students, especially through the 11th and 12th grade Career Choices curriculum. The school also has various career and college representatives come to campus. Through the YPI program, the school offers trips to college campuses. | YPI schedule of events<br>Course Catalogue |
| In order to graduate from NVMI, students must meet the "a-g" requirements. | |
| The school requires a college preparatory curriculum. The Academic Counselor meets with students to develop an individual program. This program needs to be expanded to lower grades as additional counseling support services are available. | Graduation Plans<br>Course Schedules |
| The school needs to have more activities geared towards creating a college going culture at NVMI. | |
| NVMI needs to find ways to use career and college planning as a motivator to improve student engagement. | |

## Accessibility of All Students to Curriculum

**Indicator**: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

***Prompt**: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

| Findings | Supporting Evidence |
|---|---|
| All students who graduate from NVMI are required to complete the "a-g" requirements and all students have complete access to the full NVMI curriculum. NVMI has a full inclusion push-in services program to provide assistance to its many Special Education students. NVMI recently began a Special Day class which uses the same curriculum as the other courses, but includes additional supports for those students. NVMI also has homework help before school, Academic Support, Saturday School, Summer School offered from the school, and additional homework help offered through the YPI program --- all of which are offered to ALL students. The program of instruction for all students attempts to be rigorous, relevant, and coherent, though many students struggle with success in some of their courses, particularly English and math. | IEPs<br>Academic Support Rosters<br>Saturday School Rosters<br>Homework Help sign-ins |
| NVMI has an ELL class and incorporates SDAIE strategies as part of all courses. As the EL population increases, NVMI will likely have to hire an EL coordinator and possibly additional EL staff, AND provide additional professional development on EL strategies across the curriculum. | |
| NVMI provides a variety of supports to meet the needs to all students. It has extensive instructional assistance programs available to all students. | Course outlines of ELD class |
| There needs to be additional training on integrating push-in services into the general education curriculum. There also needs to be further integration of SDAIE techniques in general education classroom. | |
| While there are valiant attempts by all teachers to make the content of courses accessible for all students, there remain a significant number of students for whom success is elusive. Despite access for all students to before-school, after-school, and Saturday academic supports, and despite the presence of | |

highly qualified special education push in providers in nearly every English, math, science, and social studies course, many students choose not to participate in those support programs due to a lack of interest and motivation. NVMI must further examine how it can best meet the needs of all students, especially those who are not succeeding in the traditional classroom setting.

One possible source of academic intervention would be technology-based tools which provide focused assessments of skill deficiencies and targeted learning activities aligned with the identified weaknesses. We have experimented with such tools as Study Island and STAR Renaissance Reading and Math, but we have not found those programs to be impactful. Part of our plan moving forward is to more fully examine options for technology-based intervention tools.

## Additional Online Instruction Prompt:

*Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

| Findings | Supporting Evidence |
|---|---|
| The School uses "a-g" approved curriculum through APEX Learning. | Apex Course Descriptions |

## Student-Parent-Staff Collaboration

**Indicator**: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

***Prompt**: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals.*

| Findings | Supporting Evidence |
|---|---|
| The Academic Counselor meets with seniors and their parents. They review college and course options. There are parent workshops and trainings regarding course requirements. The Academic Counselor also meets with all high school students to create individual learning plans to ensure on-time NVMI Graduation. This program will expand during the next school year to include middle school students. The student's TAC team also meets with parents and students regarding academic process, and Cadet Success Team | Personal Learning plans<br><br>Transcripts<br><br>Parent Workshops Sign Ins |

| | |
|---|---|
| meetings are held when students, staff, or parents believe there is a need for a team meeting to adjust plans or intervene for struggling students. Families are given grade reports every three weeks.<br><br>While the school has some programs in place to communicate with families about personal learning plans, this should be an area of focus moving forward; specifically, NVMI needs to encourage more parent participation in creating and refining a student's academic plans both for high school graduation and post-secondary study. At present, those plans are developed between the counselor and student, and parents are given copies of those plans, but the parents are not as involved in developing and refining those plans as we might like.<br><br>NVMI currently provides a variety of ways for families to track academic progress, including access to the online portal for gradebooks, attendance, and citizenship, printed progress reports every three weeks, quarterly report cards and Student-Led Conferences, and Cadet Success Team meetings. | PowerSchool access<br><br>Emails from TAC officers<br><br>Progress reports |

## Monitoring/Changing Student Plans

**Indicator**: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

***Prompt**: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

| Findings | Supporting Evidence |
|---|---|
| The Academic Counselor meets with students often. If a student fails a course he or she is required to make up the course in zero period, Saturday Academy or Summer School.<br><br>While NVMI does carefully monitor to ensure that students are passing courses, we need to develop a systematic approach for developing and revising personal learning plans which allows for more student involvement in the process. With only one academic counselor who also performs a variety of DIS counseling services and who troubleshoots student discipline issues, this is a resource allocation challenge that will only be fixed with the hiring of additional academic counseling personnel. | Personal learning plan |

## Post High School Transitions

**Indicator**: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

***Prompt**: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

| Findings | Supporting Evidence |
|---|---|
| The full time academic counselor makes her primary focus that of helping all seniors apply to and get accepted to a four-year college or university. She also helps parents and students with the financial aid process.<br><br>The counselor also helps students in grades 9-11 plan for college readiness through the personal learning plans that focus on getting all students to graduate on time and be eligible for admission to a Cal State or UC or other four-year college or university.<br><br>The current plan is for that counselor to focus her energies in the 2016-2017 school year on both the class of 2017 and all NVMI alumni to encourage and support them in their efforts to graduate with a BA or equivalent within six years of leaving NVMI. This would be facilitated by the hiring of an additional full time counselor who would focus on students in grades 9-11 (and middle school as time permits).<br><br>At present, graduation rates from NVMI are very high and college going rates exceed the state and national averages; however, our goal is that 100% of students from NVMI attend a four-year college or university upon NVMI graduation (or complete an equivalent program such as technical certification as a computer network engineer). We also want those graduates to complete a BA or equivalent within six years of graduation. | Academic Counselor's student records<br><br>School Calendar: Financial Aid Workshop<br><br>Student Personal Learning Plans |

## *B3. Preparation for Career and College Criterion*

*Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.*

### Real World Applications — Curriculum

**Indicator**: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

***Prompt**: Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

| Findings | Supporting Evidence |
|---|---|
| The rigid structure of NVMI gives little room for deviation from the academic program. All NVMI students take a UC a-g course taking pattern designed to ensure their readiness for entry into a four-year college or university. | Test scores:<br>Smarter Balanced, Benchmarks, and other statewide and national tests. |
| The personal learning plans completed by each high school student attempt to ensure that every student graduates on time and meets the minimum entrance requirements for California State Universities as well as other four year colleges and universities. | IEPs<br>Course Descriptions<br>ELD lesson plans<br><br>Graduation rates.<br>College attendance and graduation rates. |
| Regarding real world applications, the CPM math curriculum is rife with real world applications of mathematical concepts throughout each course from grades 6 through Calculus. The Engage New York curriculum also contains many rich real world reading texts and writing prompts aligned with the CCSS. | Pass/Fail rates<br>Participation in Academic Support, Saturday School, and Summer School. |
| The Career Choices curriculum targets career exploration and readiness skills and the Cadet Corps curriculum also has many rich learning experiences for students focused on careers and college. | Promotion rates.<br>Participation in military activities including parades, statewide competitions, drill teams, leadership academies, and bivouacs.<br><br>All course Lesson Plans |

### Meeting Graduation Requirements

**Indicator**: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

***Prompt:** Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

| Findings | Supporting Evidence |
|---|---|
| The CAHSEE is no longer required so our previous efforts such as the CAHSEE boot camp are no longer applicable. However, NVMI continues to implement a wide variety of extensive support services for all students to ensure on time graduation and college readiness. Those interventions include:<br>• Before school homework help, especially in mathematics<br>• After school academic support which includes targeted instruction in lacking skills, executive function training, and targeted homework help<br>• Saturday school for students who have missing assignments<br>• Zero period credit recovery during second semester for those who failed science, history, LOC, PE, or Spanish<br>• Saturday academy during second semester for those who failed math or English first semsestr<br>• Summer credit recovery for those who failed a course second semester<br>• Special education targeted academic support after school with SPED staff<br>• Cadet Success Team meetings for students at the request of staff, parents, or students when a student is not succeeding academically (the meeting includes all teachers, administration, counseling staff, parent, and student and involves the development of a plan for regular education interventions to support student success)<br>• Teachers being available after school for tutoring, makeup work, etc.<br>• Teacher websites that include all classwork and homework for both students and parents to access<br>• There are extensive counseling supports available to all students as needed<br>• The school uses an extensive planner system, notebook system, and backpack organization system to promote executive function | Test scores:<br>Smarter Balanced, Benchmarks, and other statewide and national tests.<br><br>Graduation rates.<br>College attendance and graduation rates.<br><br>Pass/Fail rates<br>Participation in Academic Support, Saturday School, and Summer School.<br><br>Promotion rates.<br><br>Participation in military activities including parades, statewide competitions, drill teams, leadership academies, and bivouacs.<br><br>Number of merit and demerits issued.<br><br>Recruitment and retention levels.<br><br>Parent, student, and staff surveys.<br><br>Post education surveys. |

## *Category B. Summary, Strengths, and Growth Needs*

### SUMMARY

NVMI offers a rigorous standards-based curriculum across all subjects. In order to provide students with a real life experience, the school develops a variety of programs across each of its four pillars: Academics, Leadership, Citizenship, and Athletics. Each of these pillars plays a role in curriculum development. NVMI offers a rigorous curriculum, with extensive support systems for all students.

To improve curriculum development, the school focuses on using a variety of research-proven teaching techniques across the curriculum, with a focus on SDAIE and Special Education strategies. The school also encourages and finances teacher selected professional development opportunities. With input from a variety of stakeholders, particularly teachers, the school developed, and continues to improve curriculum maps and benchmarks in all subjects. NVMI continues to expand its relationships with post-secondary programs; however, it needs to further its relationships with feeder schools to ensure vertical alignment across all subjects. While NVMI has a process to review benchmarks and other tests, it needs to improve ways in which it examines individual student work samples between different members of the staff. NVMI now has an academic counselor who assists student in creating an academic plans; however, it needs to hire a second person to improve the way it tracks and assists recent graduates.

NVMI offers real life leadership opportunities through its Leaders of Character Program; these courses also focus on teaching executive functions. All of this is part of the effort to create a college going culture at NVMI. To improve in this area, the school needs to develop a focused curriculum that provides more opportunities for students to interact with the university culture. NVMI is beginning this process by offering community college courses on its campus. NVMI also offers significant remediation and support systems to ensure that all students are able to be successful. The school needs to explore different ways to address the students' motivational issues.

Although 2014-2015 was the first year the school received Smarter Balanced Assessment (SBAC) scores, the results were mixed. While the high school scores, particularly in English, were acceptable, the middle school results were disappointing. The school will focus its attention on addressing these issues by examining and improving rigor in the classroom, as well as a continued emphasis on professional development and better supports for staff and students.

### STRENGTHS

1. In order to graduate from the school, students must meet all "a-g" requirements.
2. The school offers a variety of remediation programs.
3. NVMI offers an array of push in services for Special Education.
4. NVMI now offers community college courses on the NVMI campus for any interested high school students.
5. There is a variety of professional development opportunities offered.
6. The staff uses a variety of research driven strategies in the classroom, with a focus on Reading Apprenticeship strategies.
7. NVMI involves its teachers in curriculum development.
8. NVMI uses College Preparatory Mathematics in all of its math classes.

9. There is an integration of research driven strategies in the military classrooms that focus on leadership, executive function, and motivation.
10. All on-line courses taught at NVMI are rigorous and meet "a-g" standards"

**AREAS FOR GROWTH**

1. The school needs to focus on post-graduation follow up and support services. NVMI will hire a second academic counselor during the 16-17 school year.
2. NVMI will improve scores on SBAC assessments.
3. The school needs to address issues of student motivation though creating a college going culture.
4. NVMI needs to improve the variety of AP, Honors and elective courses.
5. The school needs to provide more opportunities to analyze specific work samples to demonstrate and evaluate student growth and mastery of the standards.
6. The school needs to improve its articulation with feeder schools as well as expanding relationships with post-second programs.

# CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

## *C1. Challenging and Relevant Learning Experiences Criterion*

*To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all cadets are involved in challenging and relevant learning experiences.*

### Results of Student Observations and Examining Work

**Indicator**: The school's observations of cadets working and the examining of student work provide information on the degree to which all cadets are engaged in challenging and relevant learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of cadets with diverse backgrounds and abilities and modified approaches based on findings.

***Prompt**: Comment on the degree to which all cadets are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing cadets working and examining student work have informed this understanding.*

| Findings | Supporting Evidence |
|---|---|
| NVMI's goal as an academic institution is to ensure that every cadet graduates having met the challenging requirements to attend a four-year university. In order to achieve this, NVMI offers a robust catalogue of courses, the breadth of which still continues to grow year by year. All core courses offered at NVMI are UC a-g approved, and all Honors courses are in the process of being approved. Teachers are encouraged to convey information in various ways to appeal to different learning styles. Much of the professional development that took place prior to the beginning of the school year focused on Total Participation Techniques (TPTs), Reading Apprenticeship, and discussing strategies that can be used in the classroom. Teachers are also encouraged to reflect on teaching practice in order to improve the depth of knowledge required by different course activities. | Course Catalogue<br>Course descriptions<br>Curriculum maps<br>Lesson Plans |
| Cadets are engaged in "a-g" approved courses, aligned with the Common Core State Standards. The career and college readiness standards are covered in the academic classes, and are particularly reinforced in the Leaders of Character program. These courses teach subjects such as study habits, academic vocabulary, leadership skills, collaboration, and encourage cadets to be informed and engaged in the world around them. Additionally, the Promotion Board process at NVMI demands that cadets learn skills such as interviewing, researching, and demonstrating knowledge in a variety of | LOC Curriculum Maps |

areas. This is to help prepare them for universities and beyond.

An examination of student work finds that cadets are engaged in work that meets the demands of the Common Core State Standards. Teachers use curriculum maps aligned to these standards and cadets often work in collaboratively in groups, particularly in math classes. Teachers also create lesson plans with varying Depth of Knowledge levels.

Student work samples

One of the challenges the school faces is the wide variety of skill levels of the cadets. An examination of student work indicates that many cadets come to NVMI often several years below grade level. They may also be seriously credit deficient. One of the challenges the school faces is how to ameliorate these deficiencies. Although the school has several remediation programs in place, there needs to be a sustained examination on how to best assess and address the holes in cadets' academic backgrounds.

Because many cadets are skill deficient, there is a tendency for teachers to want to simplify lessons in order to create student success. The focus of the next few years needs to be on increasing academic rigor in the classroom. This is particularly true in the middle school. Although lessons are clearly aligned with the Common Core standards, there needs to be improvement in the level of expectations demanded of the cadets. While there are many examples of exemplary, challenging lessons being implemented at NVMI, teachers need to continue to increase the depth of knowledge demanded of the cadets.

Evidence from Superintendent walk-throughs indicates that cadets are engaged in their courses. However, while cadets are involved at a high percentage during their classes, this does not always translate into academic performance. There seems to be a motivation gap, as an unacceptably high percentage of cadets fail their courses. The primary reason for this is a failure to turn in work. While there are many programs to place to address this issue, the school needs to find different ways to address the apparent motivation gap. While the school offers a high quality curriculum, there needs to be more effort on the part of cadets to engage with all aspects of the curriculum.

Superintendent walk through reports

This school year is the first that NVMI has offered Honors and AP courses. This program will continue to expand, with more course offerings over the next few years. As the school

| | |
|---|---|
| population continues to grow, the school will also be able to offer a variety of elective courses, with more visual/performing arts, computer classes, and different foreign languages. | Mission College MOU |
| Through the school's new relationship with Mission College, cadets may take community college classes on campus, which will add a level of rigor to the course offerings at the school. | IEPs |
| NVMI has a large Special Education population. The school has an extensive push-in program as well as a new Special Day class to help these cadets achieve the Common Core as well as to be career and college ready. | |
| One of the strengths of the NVMI program is the Career Choices curriculum offered to all eleventh grade cadets. This course teaches cadets about necessary financial education and self-care. It helps them to focus on lifelong goals and addresses needs of real-life activities. The success of this program assists in the whole student teaching approach that allows cadets to grow and continue on the path of the college-going culture. | Course catalogue |
| NVMI instituted the College Preparatory Mathematics (CPM) curriculum which has heightened the rigor of all math courses. An area of growth that was identified when the program was first implemented was that cadets were not use to the new approach of learning math in study team format and learning through discovery. In the 2015-2016 school year, cadets that were introduced to the new math strategies have grown more comfortable with the format and are able to assist their new classmates with managing the style. | |
| Another area of strength for NVMI is in our music department. The Depth of Knowledge (DOK) questions used in the courses often reach level 4, the highest possible, as cadets are creating measures of rhythm and original pieces of music. The extent of learning experienced in the music courses, and others of that caliber, allow the cadets to stretch in their academic performance in a safe and manageable manner. | |

## Additional Online Instruction Prompt:

*Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

| Findings | Supporting Evidence |
|---|---|
| NVMI uses the Apex online system. This accredited program provides "a-g" approved course work for cadets. Its timelines and pacing guides provide a high level of academic rigor for cadets. | APEX pacing guides |

## Student Understanding of Learning Expectations

**Indicator**: The cadets know the standards/expected performance levels for each area of study.

***Prompt**: Examine and evaluate the extent to which cadets know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

| Findings | Supporting Evidence |
|---|---|
| At the start of each lesson, clear objectives are explained to the cadets. There are many different ways this is implemented at NVMI. Rubrics are given to cadets so they know what is expected. All classrooms are required to display updated and functioning objective boards are used to begin each day's lesson by going over the goals for the day and a review of previously learned concepts. The whiteboard or interactive whiteboard conveys each day's learning objective, agenda, and homework. This is a school-wide teacher expectation at NVMI | Lesson plans<br><br>Observation of teacher boards |
| Lesson objectives are often reinforced with introductions of key vocabulary on teacher word walls. | Word Walls |
| In Mathematics, CPM always has chapter introductions and Cornell Notes are used along the way. It is set up so that each lesson has four to five key problems that are telling of mastery of work. Another piece of evidence that allows cadets to know the expected learning levels are KWRL charts. These are used for self-discovery about new topics and areas of study. | CMP Teacher's Guides |
| Teachers use curriculum maps to help guide instruction. | |

## Differentiation of Instruction

**Indicator**: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

***Prompt**: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

| Findings | Supporting Evidence |
|---|---|
| Instructional staff at NVMI utilize a variety of differentiation techniques to address the needs of all learners. These may be both technologically, and non-technologically based. | Professional Development agendas. |
| Some non-technological methods of differentiation include using different techniques to appeal to different types of learners, primarily Total Participation Techniques (TPT's) that were taught as part of the Professional Development in August. Techniques such as tic-tac-toes, word walls, gallery walks, class debates, and group work are all designed to meet the varying needs of the cadets. Special Education push-in staff also assists in making additional graphic organizers, chunking assignments, and note taking models to assist cadets in gaining the skills needed to be career and college ready. | Classroom Observations<br>Lesson Plans |
| Each classroom has a Promethean Smart Board. These are a recent addition to the classroom, but are already being utilized by most teachers. There needs to be continued professional development on how to best integrate these tools in the classroom. | |
| Most teachers use PowerPoints and other presentation formats to incorporate multi-media in the classroom. Teachers in Middle School English, Middle School History, LOC, High School English, High School Spanish, and High School Social Studies have all assigned multi-media assessments including creating videos, presentations, podcasts, and other recordings. | Student work samples<br>Classroom observations<br>Lesson plans |
| A strength displayed by instructional staff in differentiating instruction is evidenced by the maintenance of mobile computer carts made available for research and work. All cadets have taken pre-assessments in their core classes on these computers and also use them to research and create projects for multiple courses. An area for growth is to determine how to provide all students with computer access in all classes. In the interim, the school is working towards having a designated computer lab for the cadets to use with permanent printers for their work. | Computer carts |
| Another tool used by many of the math teachers is Kahn Academy. This site is used for supplemental learning to enhance what cadets learn from their CPM curriculum. Khan Academy is a free website that affords cadets further information in difficult topics they study in class. | |

Instructional staff members differentiate instruction in multiple arenas. This is often seen in the music classes. Cadets are taught to learn their instrument through the look, the sound, and the feel. This helps to affect all learning modalities for the cadets. Music classes are also interactive with online curriculum and drum pad apps on student phones to help create musical loops.

Because of the move to the new campus, and the limited number of resources available, there has not been as much use of technological resources in the classroom that the staff would like. This has had a negative impact on student learning. While cadets doing create multimedia presentations, integrating the use of technology in all levels of assessment would be helpful. As many of the school population does not have internet access at home, the school needs to improve the technological literacy level it is using and having cadets use in the classroom.

## *C2. Student Engagement Criterion*

*All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage cadets, emphasize higher order thinking skills, and help them succeed at high levels.*

### Current Knowledge

**Indicator**: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

***Prompt**: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| NVMI has successfully placed interactive Smart Boards in every classroom. These are intended to increase the interactivity of cadets in the learning process and to alleviate the use of external devices that take up precious classroom space (namely stand-alone projectors). An area of growth with this technology is ensuring all teachers have been trained using the device and incorporating it into their instruction on a regular basis to maximize the usefulness of the Smart Boards. Other technology employed includes websites such as Khan Academy and Class Dojo, and apps that cadets use on their phones. | Lesson Plans<br>Smart Boards<br>Class Dojo accounts |
| Teachers regularly utilize computer technology. All communications between staff and parent are done on the computer. Parents and staff also communicate through the website and Facebook page. Teachers employ the OARS online testing program to evaluate benchmark and final exams for cadets as well. | OARS reports |
| One area for improvement in this area is to use interactive technology in the classroom. Teachers should have students do more instant polling, running messaging, and message boards as a means to increase student participation and engagement. | Facebook and other social media |

### Additional Online Instruction Prompt:

*Evaluate how teacher technology competencies are assessed during online instruction.*

| Findings | Supporting Evidence |
|---|---|
| At this time, while teachers supervise cadets during the class period, the Director of Administrative Systems, as site coordinator, provides most of the online course supervision. | |

## Teachers as Coaches

**Indicator**: Teachers work as coaches to facilitate learning for all cadets.

***Prompt:*** *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all cadets. Provide examples.*

| Findings | Supporting Evidence |
|---|---|
| Teachers work as coaches to facilitate group work. Group work is a key expectation in all classrooms for all students on a frequent and regular basis. | |
| Teachers provide strategies to ensure all cadets are participating. In order to completely experience the CPM curriculum as it was designed, cadets are assigned team roles such as Task Manager, Resource Manager, Facilitator, and Recorder/Reporter. Only Resource Managers are permitted to ask teachers for help; this ensures that team members discuss their prior knowledge before going to a teacher for assistance. Teachers call for Task Managers to "huddle" in order to convey information to groups. By asking the Task Managers to convey information this requires Task Managers to peer teach and the activity facilitates team communication. The College Preparatory Math program is used in all grades. Cadets learn through discovery in small groups and teachers monitor the discussions and provide prompts that encourage discussion, but they do not give the answers. Cadets must "struggle" to create new ideas. | Lesson plans<br>Student work samples<br>Cpm.org website<br>Classroom Observations. |
| High School English classes sometimes use the Literature Circle format to facilitate group discussion. | |
| Teachers provide individual coaching through Academic Support, Homework Help, and extensive intervention programs through the Saturday Academy and Summer School programs. | |
| Each core class has a push-in services person who provides assistance to both Special Education and non-Special Education cadets. | |
| Reinforcement of classroom learning is also provided through the following programs, activities, techniques and accommodations: | |
| Student led conferences, portfolios, peer collaborative groups, choices in projects, checklists, rubrics, prompting, praising, positive reinforcements, student leaders, student | |

presentations, peer- and self-conducted work evaluations, technology based projects/assignments, company competitions/honor point standings and test corrections.

Another example of a strategy that encourages cadets to collaborate is "Ask three before me". Cadets are required to try and find the answer by talking to at least three other cadets before asking the teacher. This helps the cadets become more independent as well as facilitates communication and shared learning.

All teachers at NVMI are available after school to provide coaching to any student who requests it, in addition to any student who requests it.

Teachers adapt lessons to reach a variety of learning modalities, although this could be improved. Teachers need to design more physically interactive lessons, particularly in the middle school. There should also be more attention to individual writing conferences in the English classes.

## Examination of Student Work

**Indicator:** Representative samples of student work demonstrate: a) structured learning so that cadets organize, access, and apply knowledge they already have acquired; b) that cadets have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

***Prompt**: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that cadets organize, access, and apply knowledge they already have acquired; b) that cadets have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

| Findings | Supporting Evidence |
|---|---|
| Cadets at NVMI demonstrate structured learning using a system of notebooks for schoolwide use and individual classes. Every student has been given a black binder with pre-labeled tabs for each subject. Cadets are taught how to organize their schoolwork into each tab. There are also tabs for needs such as "homework to do" and "work to turn in." These designated areas help the cadets to stay organized as they complete different elements of work throughout the day. | Student work<br>Classroom observation Student Binders |
| Cadets use the NVMI planner every day to track assignments and other pertinent information throughout the school year. This assists the student by providing structure. | Student Planner |

Some courses require cadets to maintain a separate notebook for work. Math notebooks hold specific notes, charts, and graphs. Science notebooks include notes about topics, lab write ups, and visual evidence of their learning. History notebooks help to keep cadets organized between time periods and geographic areas.

Cadets are taught in their LOC courses how to create and, more importantly, use their Cornell notes to study. This is one of the basic things taught to all cadets so that they are successful with their exams, quizzes, and benchmark tests. LOC staff also teach sports to cadets in a unique manner. They are introduced to new sports in the classroom settings where cadets record notes on game rules and strategies before they are taken to the field to play the game. This allows cadets a complete modality training for new sports and allows all cadets the opportunity to learn about sports they may not normally get the chance to experience. Music classes are a prime example of student's researching, discovering, and inventing knowledge as they learn written music and create their own.

To evaluate what cadets have learned, they are given quarterly exams and final projects.

CPM is designed to build mastery over time, with a concept that is introduced referred to often as part of daily homework assignments or classwork further along in the semester. This is to reinforce the idea that learning is recursive and that cadets need to have ideas reinforced over a period of time. Lessons are organized in a similar manner, with cadets working in structured groups for every unit. This provides a structured learning environment for student. The same basic structure is used in grades 6-12.

In an average lesson, cadets are introduced to an objective, do activities surrounding the objective, and then review the objective at the end of class. Learning is then reinforced through some type of review assignment or assessment. This is the basic daily structure at NVMI.

Through the use of annotation techniques, cadets are taught how to mine the text for specific information. Annotation is used across the curriculum.

One example of a structured technique used in all classes is the use of T.H.I.E.V.E.S. This is designed to give student the tools they need to read complicated text.

NVMI requires that all teachers implement some of the same strategies in all classes. This is done to provide a structure for learning. Teachers are expected to use Word Walls, Cornell Notes, Annotating, and Writing in all classes. This is an area that needs to be expanded to incorporate classroom strategies such as Accountable Talk, and more classroom debate to increase the rigor in the classroom.

In science classes, cadets are often given labs to explore particular ideas. Cadets would benefit from doing exercises where they had to design their own labs.

In the upper level English classes, cadets are asked to create inquiries, research ideas, and formulate ideas. This is primarily seen the competitive debate units.

Cadets would benefit from a use of tools such as a Unit organizer to give them an overview of what they will be expected to know by the end of each unit.

Cadets would benefit from more inquiry led open ended exploration of ideas in all classes. Although the school provides cadets with different tools to do this kind of work, classes could be improved by creating more open ended inquiry opportunities.

## Additional Online Instruction Prompt:

*Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which cadets are analyzing, comprehending, and conducting effective research.*

| Findings | Supporting Evidence |
|---|---|
| APEX does provide some opportunities for research and independent inquiry. It is not, however, one of the strengths of the program. Student would benefit from more interactive teacher guided lessons. | APEX Courses |

**Indicator**: Representative samples of student work demonstrate that cadets are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

***Prompt**: Evaluate and comment on how well the representative samples of student work demonstrate that cadets are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

| Findings | Supporting Evidence |
|---|---|
| Cadets at NVMI are able to think, reason, and problem solve both as individuals and within a group, as evidenced by representative student work samples. NVMI uses a variety of comprehension strategies in order to support higher Depth of Knowledge levels.<br><br>For example, class instruction includes annotating grade-level texts and taking Cornell notes. Cadets often work in groups, and participate in different types of class discussions – partner, group, and whole class.<br><br>In science class, cadets conduct wet labs and experiments, and in math classes, cadets participate in CPM group activities. Cadets are expected to write in all classes, including Physical Education and LOC.<br><br>Some examples of methodologies used at NVMI include: NVMI's seventh grade English class is currently piloting a Service Learning program. The program includes an investigation phase, during which cadets identify problems in their classroom, school, community, and world after reading and annotating teacher-selected articles on a variety of societal issues. Cadets come up with solutions, as evidenced by group discussions and action plans.<br><br>The tenth grade classes also study societal issues and complement their learning with competitive debates. They also engage in Literature Circles, and creative projects, which require them synthesis, their learning. Eleventh grade classes had to create presentations as if they were presenting at an academic conference. Twelfth graders had to create video news reports for Government class and engage in a variety of classroom debates.<br><br>In 9th grade English, students read "The Secret Life of Walter Mitty" and wrote an essay to analyze both Walter and his wife's character traits. Students then watched the movie and wrote essays comparing and contrasting Walter Mitty's character traits and, separately, analyzing the theme of the movie.<br><br>Middle School Social Studies classes have created mosaics, magazine covers, and PowerPoint presentations about the Bill of Rights. Eighth grade English Honors classes have held debates on topics about survival and freedom as well as the adage that "the pen is mightier than the sword." | Student Work<br><br>Lesson Plans |

These are just a few representative samples of work being done in classrooms. On the whole, teachers use a variety of instructional strategies to engage cadets in complex tasks.

NVMI's English Language Learner and Special Education population continue to adjust to Common Core practices and standards, as evidenced by less work productivity when asked to think, reason, and problem solve with minimal teacher guidance. Push-In Resource staff and a Special Day Class are helping alleviate this concern.

In science classes, the focus is on creating labs that give cadets hands on experience in the scientific method and in recording and discussing their ideas.

English teachers integrate current events study and reading a variety of different genres of text in order to create "real world" links. Cadets present ideas

In Government classes, cadets had to interview a variety of people about current events and the impact they have on their lives and create news broadcasts based on the interviews. They also had to complete a variety of compare and contrast presentations – particularly relating the industrial revolution to the information age we are living in. Cadets have to create security laws as if they were serving in legislature. They must go through all the steps of the legislative process, focusing on debating and amending proposed legislation.

In geography, cadets analyzed the Syrian Refugee crisis and had to create solutions.

Group and project-based learning are part of the guiding philosophy at NVMI. You find examples of this in every class, throughout every subject. However, every class could incorporate more open-ended inquiry into its learning structure.

**Indicator**: Representative samples of student work demonstrate that cadets use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

***Prompt****: Evaluate the extent to which representative samples of student work demonstrate that cadets use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| Teachers effectively engage cadets in lessons by asking them to use a variety of multimedia and other technology in the | Student work |

| | |
|---|---|
| curriculum. In order to make lessons more engaging, teachers supplement lessons with video clips, music, films, and PowerPoint presentations and Prezis. NVMI has Promethean boards in every classroom, which transform traditional lectures into more interactive lessons. Cadets have regular access to computer carts containing laptops to conduct research using their personal cell phones with teacher approval and supervision.<br><br>Cadets are asked to create multimedia presentations, videos, blogs and other technologically based assessment.<br><br>Increase access to computers would assist in this area. The school simply needs more computers and improved technical assistance. | Classroom observations |

**Indicator**: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link cadets to the real world.

***Prompt**: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link cadets to the real world.*

| Findings | Supporting Evidence |
|---|---|
| Teachers effectively engage cadets in lessons by asking them to use a variety of multimedia and other technology in the curriculum. In order to make lessons more engaging, teachers supplement lessons with video clips, music, films, and PowerPoint presentations and Prezis. NVMI has Promethean boards in every classroom, which transform traditional lectures into more interactive lessons. Cadets have regular access to computer carts containing laptops to conduct research using their personal cell phones with teacher approval and supervision.<br><br>Cadets may use online databases to interact with original source documents. Original source documents are frequently used in History and English Classes.<br><br>The school has some short comings in regards to technology and needs better access to updated equipment in order to better provide data access and learning opportunities. | Lesson Plans<br><br>Student work samples |

## Real World Experiences

**Indicator**: All cadets have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

***Prompt**: Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

| Findings | Supporting Evidence |
|---|---|
| NVMI has identified a strength in its commitment to getting all of the Cadets out into the community to experience the various aspects of the real world. Through an aggressive effort to get Drill Teams and Color Guard into local events, and the Career Choices curriculum during 11th grade LOC classes, Cadets are being afforded opportunities not found at most schools.<br><br>Color Guards and Drill Teams have been invited to perform at multiple unique events. These events have taken place not only in our local community, but throughout Southern California. The Professional Golfers Association needed a Military Drill Team to perform at the Veterans Appreciation Ceremony at the Riviera Country Club during the Northern Trust Open and the NVMI Drill Team performed flawlessly. Cadets were given the opportunity to meet and visit with veterans of all ages as well as PGA professionals during this once in a lifetime visit to this exclusive Country Club.<br><br>The Color Guard has performed at Clippers Games, Department of Homeland Security, VA Hospitals, Chamber of Commerce functions, the Mayor's House and at Northrop Grumman where they were given a behind the scenes tour of some of the latest defense department electronic cockpit displays.<br><br>With NVMI's growing reputation for being reliable and dependable, the school was asked to provide a large number of cadets to support the La Premios De La Radio Award Show in Hollywood, CA. Less than 24 hours later, NVMI sent over 60 Cadets in full uniforms to the Dolby Theater and got to participate in this large event on live national television. A year earlier, NVMI was asked by Disney to have cadets perform a role in the Disney show K.C. Undercover. | Drill team sign ins<br><br>Calendar of events<br><br>Student work |

As a part of the 11th grade Career Choices curriculum, Cadets are required to contact local businesses and arrange for a day of job shadowing in a career field they are interested in pursuing. They also work on increasing their networking skills as they communicate with local business partners in the community.

Through the promotion board program, cadets are given practice in meeting demands and interviewing.

Through the military program, cadets are given practical leadership experience as they are in charge of cadets at different levels. Cadets at the school also run programs relating to supplies, administration and record keeping, technology, and public relations.

Cadets are also given opportunities to gain experience through a variety of volunteer experiences. For the last two summers, cadets provided logistical support for the Special Olympics. They have also organized food drives, toy drives, and others for various causes.

Cadets at NVMI supervise entrance camp, run logistical support for events, and organize school and Brigade events. Cadets also run bivouacs for multiple schools. They also attend summer camps where they receive training in areas like survival, marksmanship, first aid, and leadership.

Through the LOC classes and reinforced in academic classes, cadets receive training in organization and task management.

Cadets have also attended the Valley Forge Leadership Institute in Pennsylvania to receive additional leadership training.

Later this year, student will travel to different military academies.

NVMI currently has a mentorship program for young women on its campus. It has also offered programs with its connection with the Coast Guard Academy.

As a whole, NVMI provides a variety of real life experiences both as part of the courses and through its military leadership program. This is one of the strengths of NVMI's program.

The school needs to investigate setting up a variety of formal internships and mentoring programs to ensure it is providing more real life skills for its cadets.

**Additional Online Instruction Prompt**:

*Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the cadets.*

| Findings | Supporting Evidence |
|---|---|
| The APEX learning system is designed to meet "a-g" requirements as well as meet career and college readiness standards. | APEX catalogue |

## *Category C. Summary, Strengths, and Growth Needs*

### SUMMARY

NVMI uses a variety of instruction strategies to deliver a rigorous curriculum to get cadets to be career and college ready. Teachers provide clear expectations and the tools necessary for the cadets to access the curriculum. NVMI uses school wide practices, such annotating, TPT's, group work, and project based learning for accessing the curriculum. Because a review of student work indicates that many of the cadets come to NVMI below grade level, teachers must use a variety of instructional strategies, support programs and staff to help address these cadets needs.

Teachers and cadets both use technology as an important tool to increase learning. However, the school needs to improve access to technology in order to fully integrate it into all aspects of student learning.

Currently, through the military program, NVMI offers a wide range of real life experiences and opportunities that are not found at other schools.

### STRENGTHS

1. Use of schoolwide teaching strategies, such as Word Walls, TPT's, Annotating, THIEVES, and group work. NVMI offers an inquiry based curriculum
2. Explicit teaching of study skills, use of Cornell Notes, the school planner, and the binder as a means to provide cadets with the structures necessary for learning.
3. Cadets show engagement, and there is a commitment by the school to add more elective, honors and college preparatory courses. NVMI will also challenge cadets by adding on campus community college course.
4. Extensive Special Education push-in services help provide both Special Education and non-Special Education cadets with additional coaching and learning opportunities. Additional coaching opportunities are available through the various remediation programs the school has set up.
5. Career Choices curriculum creates connection for cadets with school work and real life opportunities.
6. The CPM curriculum provides a structure for all math instruction that depends on group work with real life applications, and encourages cadets to gain mastery over time.
7. Through the review of rubrics and daily objectives, cadets are provided with clear learning expectations.
8. Teachers and cadets use a variety of technological tools to help facilitate learning.
9. Cadets interact with the community through a wide variety of opportunities and programs created through the military program
10. Cadets are able to get real life experience through a variety of volunteer opportunities.
11. Cadets have unique leadership and learning opportunities through the various aspects of the cadet core program.

**AREAS FOR GROWTH**

1. There needs to be an increase in the rigor demands in some classes. Although cadets at NVMI are often behind, it is necessary to provide more lessons at a greater depth of knowledge.
2. There needs to be plans in place to address the motivation gap with many cadets at NVMI.
3. NVMI needs to improve its technological infrastructure in order to provide more student interaction with primary source databases.
4. NVMI should establish more formal mentoring and internship programs through outreach with business and community leaders.

# CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

## *D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion*

*The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.*

### Professionally Acceptable Assessment Process

**Indicator**: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

***Prompt**: Evaluate the effectiveness of the assessment processes.*

| Findings | Supporting Evidence |
|---|---|
| Students currently take a pre-test through the OARS system, as well as quarterly assessments in every subject. These are offered in all classes and in all grades. Students are given study guides for benchmarks. | Benchmarks<br><br>OARS reports |
| These are almost always cumulative. Data is shared throughout the NVMI community, particularly through the department and other meeting structure. Data is analyzed for trends, and examined to improve instruction. Data is also compared from year to year to see how students are progressing. | Classroom assessments |
| State data from SBAC assessments is also discussed in a variety of settings to understand current student achievement. As this is the first year NVMI received state data, this process is still being refined. | |
| NVMI would benefit from a better preliminary assessment tool to identify student weaknesses. Because NVMI has rolling entrance camps it has been difficult to get base line data on each student. | |
| In individual classes, additional assessments are designed by the teacher and aligned to the standards found in the curriculum maps. The types of assessments offered vary from course to course. It is however expected that writing will be at least a small part of the assessment process. | |
| Due to some technical issues, the OARS assessments have not been as useful this year as needed. These issues were eventually worked out, but there was a gap between taking the tests and getting access to the data. | |

Another issue that needs to be addressed is the lack of computers for taking assessments. The school either needs to increase the number of lap top carts or a computer lab.

## Monitoring and Reporting Student Progress

**Indicator**: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

***Prompt**: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| Every quarter, the Board of Directors are given reports on academic achievement on benchmark and other assessments. The board is also informed of passing rates, participation in Academic Support activities, and other remediation programs. They are also given reports, which become part of the meeting minutes, on CAASP and CELDT data. | Board Meeting minutes<br>Board Reports |
| This same achievement data is shared at School Site Counsel and Parent Advisory Council Meetings. It is also part of the meeting minutes, and is often available on line. | School Site Council Agenda and Minutes<br>Parent Advisory Council Agenda and Minutes |
| Issues regarding student achievement is often reported in the Hawk Weekly or discussed in the Weekly Staff Bulletin. | |
| Achievement data is one of the primary points of discussion in the Curriculum Committee Meetings, Department, and Grade Level faculty meetings held every Thursday. | Curriculum Committee Agendas |
| Families receive letters regarding both CAASP and CELDT results. | |
| Additional information about student achievement and needs is available through the LCAP documents which is located on the school website. | |
| While the school currently reports the data, it needs to focus on explaining the implications of the data as it relates to achieving career and college readiness. It needs to make more information available as it relates to the implications of the data. | |

## Parent/Community and Student Achievement

**Indicator**: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

***Prompt**: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

| Findings | Supporting Evidence |
|---|---|
| The school uses a variety of strategies to ensure that families and students are aware of academic progress. | |
| Every summer, parents must attend an orientation. For new parents, this is eight hours long. The purpose of this training is to ensure that parents understand the various systems in place to support their student. They are taught the different ways to access students' achievement data. | Parent orientation agenda |
| Students and Families are given access to PowerSchool so that they can track progress daily if desired. | PowerSchool |
| Students are given progress reports every three weeks. Other teachers will also hand these out more frequently. | |
| Three times a year, families are required to attend student-led conferences where students review their progress with their parents and explain the grades that they received. | Student led conference scripts |
| Families receive report cards at the end of every quarter. | Report Cards |
| Parents may contact each teacher individually to discuss student progress. The primary method of doing this is through email. Most emails are returned within 24 hours. | |
| Students who do not turn in homework assignments may be referred to Saturday school. Parents are sent emails to inform them if they must attend. Assignments are posted on teacher websites. Parents may also see what homework a student has by looking at the student planner. | |
| The School Site and Parent Advisory Councils receive reports about general student achievement. | |
| NVMI has several programs in place to ensure that everyone is aware of student progress. It can improve this process by demonstrating the links between what is happening in the classroom and the skills needed to be college and career ready. | |

## Monitoring of Student Growth

**Indicator**: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

***Prompt**: Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| All classroom assignments are aligned to individual performance standards. This is particularly true in the math classes where the teachers use the assessments created by CPM. | |
| Benchmark exams are aligned with the curriculum maps, which are in turn aligned with the Common Core State Standards. | Curriculum maps |
| The primary method for monitoring progress is through student grades, which are aligned with schoolwide learner outcomes. Teachers are required to update grades weekly. Teachers must publish progress reports every three weeks. Administrators track the number of students who are failing classes. Administrators also perform walk-throughs to determine if what is being taught in the classroom will ensure that students may meet the appropriate standards. | Student Work<br>Classroom observation data |
| While there is some discussion and evaluation of grade alignment through the various meeting structure, the school needs to implement a systematic way to ensure that students are achieving academic standards and that classes, as delivered, meet the requisite level of academic rigor. | |

## Basis for Determination of Performance Levels

**Indicator**: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

***Prompt**: Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

| Findings | Supporting Evidence |
|---|---|
| Grades are primarily determined based on the criteria established by the individual teacher. It is the teacher's | Teachers' published syllabi |

| | |
|---|---|
| responsibility to align what is happening in class to the desired student outcome. It is also up to the teacher to set growth goals for the students. This is monitored by administrators based on classroom walk through data, an evaluation of student assignments, as well as examining how each class is performing in terms of grades. | |
| Benchmark tests are based on curriculum maps, and data is kept to track how students are improving over the course of the year. These test are used for a variety of reporting mechanism to determine school performance. The benchmarks and curriculum maps were created, primarily, by the High School Academic Dean, working in collaboration with the classroom teacher of the particular subject. These have been adapted and refined over the last two years.<br><br>This year, many of the benchmarks were shortened and are spread out over longer periods of time. This is to improve the reliability of the test. They will continue to need to be refined.<br><br>One of the thing things that the benchmark tests have revealed is an inconsistency with how teachers are using the curriculum maps and how much in class instruction is aligned with expectation. Over the next few years, NVMI will be examining ways to improve instruction and assessment so that more student performance reaches a greater level of rigor. | Curriculum Maps and Benchmark Assessments |

## Additional Online Instruction Prompts:

*Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

| Findings | Supporting Evidence |
|---|---|
| APEX courses can be set to require mastery, so that students must achieve a minimum grade before moving on to the next level. Additionally, students may be assigned to courses in which they take diagnostic test at the beginning of each unit. | APEX System |

| | |
|---|---|
| Those who demonstrate mastery are exempt from that unit's assignments. | |
| Students taking APEX courses are supervised by teachers during assigned classroom periods and have access to credentialed teachers who grade written work. | Supervision schedule. |

## *D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion*

*Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.*

### Appropriate Assessment Strategies

**Indicator**: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

***Prompt**: Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

| Findings | Supporting Evidence |
|---|---|
| The benchmark assessments were designed to align with the curriculum maps. The maps and assessments are evaluated on a quarterly basis through collaboration with the faculty and administration. | Benchmarks |
| For standardized tests, there is a testing coordinator who is in charge of all testing material and training. This person also selects the proctors and ensures all state mandated security protocols are followed. Testing materials are kept locked as required.<br><br>For state computerized testing, there are two trained proctors in the testing room at all times. | Testing protocols |
| For school-designed benchmarks, the High School Dean of Instruction serves as the point person for OARS. She evaluates any and all changes made to the benchmarks. Currently, teachers are responsible for maintaining the integrity of schoolwide benchmarks. | |

### Demonstration of the Student Achievement

**Indicator**: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those students with special needs.

***Prompt**: Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| An examination of student work at NVMI revels varying levels of academic expectations for students. However, there is evidence in all classes that students are being challenged to achieve the highest levels of academic standards.<br><br>For example, in the 12th grade, students are expected to write several multi-page papers, create news broadcasts, debate different topics, write and defend legislation, and create and prove hypotheses. There is additional support for students with IEP's who, with accommodations are expected to reach the same levels as their peers.<br><br>In the 11th grade, students created presentations for literary conferences, used primary source documents to trace the development of political philosophy, used CPM to test mathematical models, and learned about career and college opportunities. A student of work reveals several students who meet grade level standards, but a substantial group who have significant gaps in their ability to produce grade level work.<br><br>In the 10th Grade, student engaged in debates, compared the changes in the industrial revolution to the changes brought by the information age.<br><br>9th graders worked on a variety of comparing and contrasting of different source material, created solutions for the refugee issues and engaged in classroom debates.<br><br>There is no question that students were asked to engage in work at high depth of knowledge levels. The biggest take away from an examination of student work is that there is a significant achievement range between the schools lowest and highest achieving students. While the school currently has an extensive push-in services program, study of work indicates that this program needs to better focused and that both teachers and aids could benefit from professional development designed to help them better coordinate their efforts. NVMI also needs to refine its Academic Support program to better attack some of the structural gaps in student learning. Based on the review of student work, there are many students who are missing significant foundational skills. However, it is not in the students' best interest to just review those skills, as they also need to be challenged. This is particularly true in the middle school, as assessments reveal a gradual lowering of expectations on some assessments as teachers attempt to address the skills gap. | Student Work<br><br>Benchmark Assessments |

The new Honors and AP courses are beginning to build results, as a reflection of student assessments indicate that there has been rapid improvement on many students' parts.

## Additional Online Instruction Prompts:

*Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| APEX assessments are aligned with the Common Core and meet "a-g" requirements. As a UC/CSU-approved program, the standard of work expected is aligned to career and college requirements. | APEX course descriptions |

## Curriculum-Embedded Assessments

**Indicator**: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

***Prompt**: How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?*

| Findings | Supporting Evidence |
|---|---|
| Assessments in all classes include written components to check for comprehension of question and concepts.<br><br>ELD/ESL students in level 1 and 2 have written and oral components embedded in teacher-created assessments to check for comprehension of concepts taught. These assessments reflect expected learner outcomes for the course.<br><br>Most course use portfolios/binders to demonstrate concepts taught and learned. This is a particularly effective method which allows for continual review of old concepts and may allow students to reflect on different aspects of learning. A way this may be improved is by embedding self-reflection into the portfolio process, possibly weekly.<br><br>Weekly quizzes based on benchmark standards for Science and Social Studies. The performance on these provides immediate feedback to teachers to give them data on how to adjust instruction. | Student work |

| | |
|---|---|
| CPM has re-teaching embedded in its lessons. It also uses a variety of assessment data. Because CPM is based on the concept of mastery over time, it requires teachers to look at skills mastery in a way that may be uncomfortable for some. However, while initial result may not be where one would like to see, it is believed (and has been proven at other schools that use the same program) that over the long term, students' scores will improve dramatically as they adapt to the style of program delivery and assessment. | |
| Throughout all courses, there should be more opportunities made available to reflect on student learning, so that students may see what they have learned and what they need to work on. While many of the current assessment tools provide a variety of data to all stakeholder, teachers do not always spend the time necessary to have students evaluate what is learned. | |

## Student Feedback

**Indicator**: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

***Prompt**: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

| Findings | Supporting Evidence |
|---|---|
| When discussing performance levels and standards with students, one finds those students understand that the objective of NVMI is to have everyone attend some level, preferably a four-year college, of higher education. They also understand that NVMI is a school that demands a lot from its students. However, NVMI needs to do a better job at having students understand the different skills they need in order to be successful at the next educational level. | Student interview<br><br>Student led conferences scripts |
| Students review standards, expectations, and objectives with students as a part of classroom practice. When discussing this with students there are varying results of the impact this has on their understanding of these concepts. | |

Students feel that the different leadership and community aspects of the program with help prepare them for the future.

Student led conferences are a very important NVMI way for students to reflect on their learning. This is an effective tool in having students take ownership for their achievement or non-achievement.

It is evident from these discussions that teachers at NVMI need to review the learning objectives more often and link assignments to the skills needed and the reasons for doing them. They also need to make links between what a student is learning and the long-term benefit students gain from mastering a particular standard.

## Modification of the Learning/Teaching Process

**Indicator**: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

***Prompt**: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

| Findings | Supporting Evidence |
|---|---|
| Based on Benchmark data, Curriculum maps are adjusted as necessary. Also, classroom practice is evaluated. The most common issue with current assessment data is that teachers are going to slow and not challenging students – largely because they are trying to find the balance between remediating lost skills and the need to bring increased levels of rigor into the classroom. This evaluative process is done in the department and grade level meetings and is collaborative in nature.<br><br>Teachers currently use in class assessments as a self-evaluation tool. Each uses his/her own systems to determine how much curricular adaptation is necessary at that time. While some discussion of how to do this may be valuable, it is important to allow teachers the ability to reflect on individual practice and make decisions accordingly.<br><br>Teachers are asked to track how what they are doing aligns with the Curriculum Maps in order to make corrections as necessary to design. | Lesson plans<br><br>Student work<br><br>Meeting agendas |

## *D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion*

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

### Assessment and Monitoring Process

**Indicator**: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

***Prompt**: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

| Findings | Supporting Evidence |
|---|---|
| The NVMI Board of Directors, which includes business leaders, former school district personnel, military academy graduates and educators from a variety of backgrounds, review assessment data on a quarterly basis. They discuss the data and make program adjustments accordingly, primarily through the allocation of resources to address determined needs. | Board meeting agendas and minutes |
| Through the annual site visit, District personal review testing data and make recommendations on program requirements. | |
| Student data is discussed at the School Site Council Meetings and Parent Advisory Council Meetings. These bodies monitor student achievement from an individual and global perspective. They make recommendations and establish priories as part of their function. These bodies use student data to guide processes such as the budgeting and the design of the LCAP. This has a direct impact on student programing. | School Site Council agendas and minutes<br>Parent advisory agendas and minutes |
| An example of the impact stakeholders may have is the creation of the Honors program. Several stakeholders requested this and voted for the allocation of recourses to make it happen. | |

## Additional Online Instruction Prompt:

*Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

| Findings | Supporting Evidence |
|---|---|
| All students taking online course are also enrolled in traditional courses and as such meet all testing requirements. This data is reviewed by all stakeholders. | |

## Schoolwide Modifications Based on Assessment Results

**Indicator**: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

***Prompt**: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings | Supporting Evidence |
|---|---|
| Analysis of student results has resulted in many changes throughout the program at NVMI. This includes: | Professional development agendas |
| The creation of Academic Support, Before- and After-School Homework Help, Saturday Academy, and Zero Period | Support services rosters |
| Implementation of CPM, with teachers attending additional professional development when test scores indicated inconsistent implementation of the program. | CPM training schedules |
| The faculty engaged in a weeklong professional development before school to create common teaching techniques across the curriculum to create a sound structure for learning, which will in turn increase assessment data. | |
| The implementation of the student binder system, Cornell Notes, and other study skills to help increase executive function, and thus, student achievement. | Student binders<br>Student planners |
| The creation of Snack and Study during finals week in an attempt to increase benchmark scores. | Classroom observations |
| Implementation of the Mindset program, beginning in Spring of 2016 to address student motivation and performance issues. | |

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|---|---|
| The use of Word Walls, TPT's, annotation, group work, and other instructional strategies, were taught during professional development as a way to improve benchmark and state test results. | |
| Increase in the size and the use of Special Education services, to have an extra person in the classroom to provide supports for all services. | |
| The creation of Honors and AP classes to provide great academic challenges and as a result, better assessment performance. | Course descriptions |
| The requirement that all teachers create and give students study guides for benchmarks. | Study guides |

## *Category D. Summary, Strengths, and Growth Needs*

### SUMMARY

North Valley Military Institute has been able to make significant progress towards meeting the criteria in Category D. The school has aligned their curriculum maps based on common core standards and are using benchmarks to assess student knowledge. The school has implemented an Honors program based on student achievement and the stakeholder's request. Students, stakeholder's, community and parents are able to track progress made every day through PowerSchool and are given progress reports every three weeks. Students are able to explain to parents why they earned their grade, during student led conferences. Board members and other community stakeholders are given reports on student data frequently and use the data to make decisions about school programing and resource allocation based on the data. Communication with parents, stakeholder's and the community has increased and there are various ways that information is being disseminated and several opportunities where information being given can also be explained. Although there have been several new staff joining NVMI they have been able to jump on board and work on the same common goal, student achievement. This year NVMI has given all students grades 6 through 11 a pre-assessment and will also be giving a post-assessment which will assist in providing guidance for the following year with academic support, curriculum maps and intervention programs, as needed. NVMI has made many different programing and professional development decisions based on a review of assessment data.

### STRENGTHS

1. NVMI uses an analysis of assessment data to guide decisions in all aspects of the program.
2. Stakeholders are provided with a variety of reports on student achievement data.
3. Students and families have a variety of ways that they are kept informed of student achievement including Student-led Conferences, PowerSchool, progress reports, and easy access to teachers.
4. Teachers use a variety of assessment tools to track student achievement.
5. Stakeholders, using assessment data as a tool, are able to influence decision making and resource allocation.
6. Data collection through the use of the OARS system is relatively simple
7. Involvement of teachers in the design of assessments and the ability to adapt instruction tools as needed.
8. The school teaches parents, through its orientations, how to access student data.
9. The school uses achievement data to refer students to the variety of remediation programs it has in place.
10. The school has systems in place to monitor testing integrity.
11. Students are given a variety of different types of assessments which require varying depth of knowledge levels.
12. NVMI uses a variety of techniques to assess the learning of students with special needs. It also provides significant support to close the achievement gap for these students.
13. Because of various performance data, NVMI has made program adjustments in almost every facet of the school.

**AREAS FOR GROWTH**

1. There is a need for better systems and tools to gather achievement data on incoming students. This includes the need for better computer infrastructure to better meet the needs of the program.
2. NVMI needs to improve how it links what happens in the classroom with what is needed to be career and college ready. It needs to create links between student achievement data and how it can relate to a student's future. This will help address the student motivation issues.
3. Performance data indicates there needs to be better alignment between the curriculum maps and what is actually being taught in the classroom. The school needs to improve its remediation programs to address the needs of students who enter the school with significant educational gaps, while also providing a challenging curriculum for all. Because there is a significant range in student performance, NVMI must provide different ways to differentiate instruction for students.

# CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

## *E1. Parent and Community Engagement Criterion*

*The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.*

### Regular Parent Involvement

**Indicator**: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

***Prompt**: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

| Findings | Supporting Evidence |
|---|---|
| In the last WASC review parent and community engagement was noted as an area of need. Although regular parent workshops and school events such as a fall and spring fair were regularly scheduled and advertised, these events were typically poorly attended. It was not uncommon to have a parent workshop that was attended by 0-2 families, even if a light supper was provided. | |
| With the transition to NVMI, there has been great growth and change in the areas of parent and community engagement. As parents are expected to participate and volunteer in the program along with their children, there has been a huge increase in parent participation. | Meeting sign ins<br>Meeting Minutes |
| Communication with families has improved with the advent of the Hawk Weekly newsletter, available in both English and Spanish that is posted weekly on the school website and is available in hard copy in the main office. Through the newsletter, families are kept apprised of upcoming events as well as opportunities to volunteer and participate and are also made aware of accomplishments and celebrations. | Hawk Weekly |
| One example of this was NMI's first big fundraiser in 2014, the Spaghetti Dinner. With a population of around 350 students the turnout for this event was unexpected, with attendance over 500 people. | Fundraising accounts<br>Fundraiser Sign in sheets |
| Another change that occurred with the transition to NVMI was the creation of the School Site Council (SSC). Once a month all | SSC Meeting Notes |

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| stakeholders are invited to participate in the decision making process that molds both the short and long term goals of the school. These meetings are generally well attended by staff, parents and students. This group has had significant input into things like the LCAP and budgeting. | School Website |
| NVMI commitment to family involvement is apparent particularly in the area of student-led conferences at the end of each quarter. Families who do not attend the conference are given the opportunity to have a private conference with the Superintendent in attendance, or they will receive a home visit from the Superintendent, with the goal of 100% participation in Student led conferences. | Student led conference script |
| The Pass in Review (PIR) is another event that encourages both family and community participation. Held 4 times throughout the year, organizations including veteran's groups such as Wings Over Wendy's are regularly invited and attend. Local Council members, Assembly and Senate members and the Mayor's office regularly send representatives to NVMI's PIR. | Meeting agenda |
| NVMI has supported students and TACs as they sought out and earned seats on local neighborhood councils. Additionally, the NVMI Color Guard and Ambassadors are frequently out in the community performing opening ceremonies for events for the mayor and other elected officials, Veteran's group events, other schools, and other businesses including local real estate gatherings and G. O. D., or Global Official of Dignity, a non-profit that is under the umbrella of We Care for Humanity. | |
| The new NVMI Band has performed in the community in parades and family activities such as the local Sherman Oaks Street Fair. | |
| The special needs population continues to grow, with this year's population holding at around 20%. | |
| To further parent participation, NVMI should provide supervised childcare at meetings both for special needs students and for younger siblings could further encourage participation. | |
| NVMI's Parent Group (Parent Activity Group or PAC) works to provide families with information about local medical services that are low cost or free, with information about Medi-cal and healthy families. Along with the McKinney-Vento representative the PAC helps provide families in transition with information and resources for things such as shelters, | PAC reports |

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| school supplies and transportation including public transit, NVMI school buses and car pools.<br><br>As NVMI has a significant population of families whose primary language is Spanish, the organization has sought to employ support personnel who are bi-lingual. Translators are provided at meetings led by those who are not bi-lingual. | |

## Use of Community Resources

**Indicator**: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

***Prompt**: How effective is the school use of community resources to support students?*

| Findings | Supporting Evidence |
|---|---|
| NVMI has made great strides in effectively using community resources to support students and families. Connections with local veterans' groups, schools and businesses including a local real estate group (an association forged by parents who are in the real estate business) have helped encourage relationships between the school and the local community. | |
| This year, NVMI has fostered two new connections in answer to specific needs in the school community. We have partnered with San Fernando Valley Partnership to bring speakers in for Red Ribbon Week and to provide one on one and small group support to students who struggle with addiction. | Assembly agenda |
| NVMI has also started a mentoring group for our female students through the group Women Like Us. This group of volunteers comes in once every two weeks to meet with and mentor our students on a variety of subjects including nutrition, social skills and bullying. | Meeting agendas, Minutes, sign in sheets |
| NVMI's provided support for the Special Olympics over the last two summers. In various teams that either participated on a daily basis or one team that stayed at the event for the duration of the Special Olympics, students assisted guests and athletes at various venues around LA. | Sign ins |
| NVMI regularly involves families and the community in as active partners in the learning/teaching process<br><br>NVMI could further develop our parent/community involvement by: | Sign ins |

- Providing free child care for special needs students and younger siblings
- Adding "pot luck" suppers to more events such as PAC meetings, parent academies
- Working to bring low-cost and free school supplies to the school perhaps at an event such as the all-day orientation for parents.

## *E2. School Environment Criterion*

*The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.*

### Safe, Clean, and Orderly Environment

**Indicator**: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

***Prompt**: Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

| Findings | Supporting Evidence |
|---|---|
| While at the former campus, NVMI had much more flexibility in hiring contractors and subcontractors. | |
| There is currently a comprehensive safety plan that meets local and federal standards. The time line for repairs that must now be completed by LAUSD staff is significantly slower than at the previous campus. | Safety plan |
| NVMI participates in monthly drills that range from fire to earthquake drills, active shooter, lock down, and other safety drills. Every member of the NVMI staff is trained in basic first aid/CPR and participates in all drills. Additionally, NVMI has a licensed EMT on staff as well as students who have completed course and practical work and are qualified Emergency Medical Responders and several teams of students who are qualified through FEMA as Community Emergency Response Teams. | Training schedule |
| As a co-locating school, NVMI is limited in the amount of cleaning that the janitorial workers are able to provide. NVMI has utilized students and parents who pitch in and assist with classroom cleaning. Students sit together as companies at lunch and are responsible for cleaning their area before leaving the lunch space. | |
| NVMI has a CIPA compliant filter on the internet system. The school is also in compliance with LAUSD internet safety policy. | MOU with District regarding internet usage. |

### High Expectations/Concern for Students

**Indicator**: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

***Prompt**: Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

| Findings | Supporting Evidence |
|---|---|
| Citizenship is one of the four pillars of the NVMI program. One of the school's goals is to make sure that every student feels connected to at least one adult on campus. Each student is assigned to a military company that is staffed by two adults. If students are having an issue, whether personal or school-related, often their Company TAC officers are able to help them.<br><br>NVMI employs two full time counselors who are also available to help students who are in distress or who need help with college information.<br><br>The Dean of Students ensures that NVMI behavior standards are being met while offering care and comfort as the situations require.<br><br>The campus Safety Team is also available to help out with student issues, from the investigation process to supervising students who are put in their care.<br><br>Counselors, the Dean and the Superintendent all have open door policies, so that students' needs are met as quickly as possible, and all adult staff members work collaboratively to help ensure that student care is timely and seamless. This collaborative effort, in addition to providing student support, reduces the tension that can occur between students.<br><br>There are few examples of physical fighting because staff members are made aware of and respond so quickly to tension between students. This extends to situations that may occur between NVMI and SVHS. The few occasions when there has been tension between NVMI students and SVHS students, the safety/security teams on both campuses take immediate action to diffuse the situation.<br><br>While bullying situations inevitably occur in school, NVMI makes every effort to address each situation quickly. When investigating bullying and in remediating the situation there is always a 3-prong approach. Conversations and counseling are provided to the student who engages in bullying behavior to help ensure that that student's needs are being met which reduces their desire to pick on others. Both are also offered to the student who is being bullied. We believe it is essential that | Parent Survey<br><br>Student Survey |

a student who is bullied gains the confidence to stand up to bullying behavior, thereby reducing bullying situations. Additionally, bystanders are engaged in thoughtful conversations regarding their actions (or lack of action). A student who repeatedly engages in bullying behaviors is led through a series of consequences that are not just punitive but are meant to provide support in helping to change behavior.

An area that still needs improvement is communication between staff, faculty and families. It is important to not only provide students with services but to make sure that all adults are on the same page in terms of established behavioral plans.

The counseling staff is making efforts to increase mentorship programs both between adults and students (Women Like Us) and student to student (Peer counseling). A peer-to-peer mentoring program recently started and the Dean is working to establish the Cadet Honor Counsel, which hears cases involving students who break the honor code (I will not lie, cheat, or steal or tolerate those who do).

Girl group rosters

Mentor training sign in sheets

Every teacher and staff member is regularly reminded that making connections with students is one of the best ways to ensure that students are invested in the program and will do their best to reach the standards in terms of behavior and academics.

Professional Development Agenda

As a college-preparatory school, NVMI has high academic standards. Every student must meet the California "a-g" requirements to graduate. In addition, as stated in other areas in more detail, the PSAT is offered in the 8th, 9th and 10th grade and every graduating student is required to apply to at least one 4-year college or university in their senior year.

Students are recognized for achievements in academics, athletics, and attendance. Each company has a bell, which students first ring when they officially join their company. Following that, students ring their bell for milestones such as birthdays and also to celebrate athletic and academic achievements.

Ribbon and Rank schedule, Observation of formation

## Atmosphere of Trust, Respect, and Professionalism

**Indicator**: The school has an atmosphere of trust, respect, and professionalism.

***Prompt****: To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

| Findings | Supporting Evidence |
|---|---|
| NVMI administrators have an open door policy for all stakeholders including teachers, parents, students and other administrators. One of the regular conversations that students and parents are engaged in is that students absolutely have a voice at this school. Students are taught how and when to effectively voice their disagreements with staff actions. | Parent survey<br>Student survey<br>Staff survey |
| Survey data indicates that the administration is respectful of other people's time and resources. All administrators do their best to have an open door policy. The Superintendent particularly has given all staff members, parents, students his cell phone number and is generally available at any time day or night to discuss issues. Students feel free and able to have conversations with administrators including the superintendent. Students generally feel respected; they have a voice, and that the school is responsive to their needs. | |
| In general, there is a positive atmosphere of trust, respect, and professionalism at NVMI. There are occasionally minor lapses of professionalism that may occur in part because there are so many new staff members (almost double that of last year) who are adjusting to the school culture or because of the lack of private meeting space to have discussions about students, and other issues. | Office/Student request data<br>Calendars of Counseling and Administrative staff |
| There are many positives from co-locating on an LAUSD campus, such as more room for PE, and drill and ceremony and additional classrooms. There are some minor issues such as maintenance that must be completed on district time lines and limited office and counseling space, but we are hopeful those issues will be solved in coming years either by gaining additional classroom space which can be turned into more office space or through obtaining our own facility. | |
| The Citizenship Program continues to be a cornerstone of the program where students are generally happy and feel accepted. Every adult is committed to student success. | |
| The open door policy with all stakeholders continues to help create an atmosphere where every person feels like their concerns are heard and are important. | |

## *E3. Personal and Academic Support Criterion*

*All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.*

### Adequate Personalized Support

**Indicator**: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

***Prompt**: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

| Findings | Supporting Evidence |
|---|---|
| Any student who has a failing grade is referred to Academic Support, a mandatory after school program. Students report to their assigned class for an hour of small group tutoring. Students who participate in sports, band or other after school programs must complete academic support before they are allowed to participate in other extracurricular activities. Special Education students who are referred to Academic Support have the opportunity to go to a designated classroom for extra small group tutoring. | Academic Support Roster |
| The school also has Saturday School for students to complete missing assignments. | Saturday School Rosters |
| Students are also able to make up failing courses by enrolling in Saturday Academy, Zero Period, and Summer School. | Summer School Rosters<br>Zero Period Rosters |
| The Academic Counselor has created a Personal Learning Plan (PLP) for all high school students and is working to complete PLPs for all middle school students. All 11th grade students participate in a Career Choices, through the Leaders of Character class, which helps them create a plan not just for high school but for college and beyond. Each student creates a 10 Year Plan that they are able to access on line as they move through college and into early careers. Students engage in a "yearlong math problem" which teaches them how to create a budget, based on what their desired life style would be, what kind of jobs would support that life style and what kind of postsecondary education the student needs to gain access to those jobs. | Personal Learning Plans |
| As physical fitness is one of our four pillars, the expectation is that each NVMI student will participate in one sport or group | |

| | |
|---|---|
| activity (such as band) per year. This year, parent volunteers who work in the health care profession came to the school to assist students in completing their physicals so that cadets are able to compete in sports. | Sports rosters |
| In addition to individual counseling, our counselors offer group counseling sessions, family counseling sessions and various types of social skills classes including a PEERS group. | |
| The senior class meets weekly to discuss a variety of senior events, such as fund raisers and community service opportunities. They discuss important dates in the timeline such as college application and ACT/SAT testing deadlines. Additionally, the seniors are invited to attend college nights, CASH for college, and college application seminars. | |
| For 7th, 8th, and 9th grade students who earn too many demerits, but who truly want to attend the school, NVMI has created the OP class, or Opportunity Program class. Students who have significant behavior issues are referred by teachers, counselors or other staff members and the final decision for participation is made by committee. Students wear an "Opportunity Orange" t shirt and participate in a "one room school house" daily, taught by various staff members. In addition to academic work, students receive half hour instruction daily in Impulse Control, Executive Function and a half hour of group counseling dealing with topics such as anger management, changing cognitive distortions, self-reflection and goal setting. | OP class rosters |
| This year, NVMI started a Special Day Class. Currently there is a full day special day class for those students in 6th and 7th grades whose IEP recommends this level of support. | Student IEPs |
| NVMI has mentoring programs for at-risk girls in grades 8-10. Three "Women Like Us" volunteers come once every 2 weeks to mentor the girls while also providing information on such topics as health, nutrition, self-confidence, inner beauty vs outer beauty, sex education, community outreach, women in the arts, and a mother/daughter cooking activity. | Participant rosters |
| NVMI offer PEERS group, a curriculum designed by UCLA to teach social skills to special needs students primarily targeted towards students with Autism. | |
| The school has Peer mentoring group, which is made up of high school students who are trained in helping middle school | |

| | |
|---|---|
| students with personal development, social skills and academic success.<br><br>Additionally, the individual military companies often use peer mentors to "check in with" younger students who may be having academic or social or classroom issues.<br><br>Cadet Success Teams are held at the company level for students who have earned a significant number of demerits. These meetings typically include at least one TAC officer, at least one teacher, an administrator or counselor, at least one parent/guardian and the student. Strategies and plans are created to help the student succeed.<br><br>NVMI has an after school program for high school students funded by Assets. There is after school tutoring available, as well as a movie club, Cheer, guitar club, yoga and Zumba as well as periodic Rock Wall climbing. | Students contracts<br>Student Behavioral Plans |

## Additional Online Instruction Prompts:

*Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

| Findings | Supporting Evidence |
|---|---|
| All students enrolled in Online classes are also part of the regular courses, and as such are provided the same services as all other students. | |

## Direct Connections

**Indicator**: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

***Prompt**: Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

| Findings | Supporting Evidence |
|---|---|
| Every part of every day, inclusive of the military structure, is directed towards making sure that students are college-ready when they graduate from NVMI. Everything from the daily | Staff rosters |

| | |
|---|---|
| planner to encouraging students to advocate for themselves is geared towards college readiness. | Student Planner |
| NVMI allocates significant resources to student support services. From the TAC teams in the military science department to the counseling staff, from Academic classes to Academic Support all resources ultimately track back to the idea of being college-ready. | |
| The athletics program promotes school wide learner outcomes by requiring students to have a 2.0 or better GPA, no more than the appropriate number of demerits per quarter, a probationary contract to assist students who want to participate in extracurricular activities, and allowing students to practice with the team but not participate in games until grades come up. | Eligibility Policies |
| The Campus Safety team provides a safe environment so students can focus on academics. Campus safety teams ensure that students are in class rather than roaming, and promote executive function by making sure they have their planner (hall pass) with them at all times when outside the classroom. Campus safety also assists in the investigation process for allegations of bullying, students creating dangerous situations and any drug or alcohol related incidents. | Safety Team job descriptions |
| Academic counseling provides students with Personal Learning Plans, college and career guidance, academic workshops and guidance lessons throughout the year, as well as parent academies to promote parent involvement in academic success. | Personal Learning Plans |
| Personal counseling helps students develop coping strategies, conflict resolutions skills, and impulse control to be able to deal with academic stressors. | Sign in sheets |
| The front office makes sure that student absences are accounted for, that parents are informed if we suspect students have “ditched” school, and that accurate attendance is kept in the event that the school needs to hold SARB meetings for students with excessive absences. Front office also schedules appointments for parents and students to meet with the Dean of Students or the Superintendent to discuss issues such as student behavior or safety issues (like bullying) or academic progress. The front office also handles the lunch program ensuring that every student has access to lunch and/or snacks as needed. | Attendance records |

The Dean of Students works with students, TAC teams, counselors, the Superintendent, teachers and parents to ensure that students have support needed for any behaviors that are impeding academic success.

The OP program offers students who are struggling with classroom behavior an extra layer of support to help them develop the skills needed to be successful in a general education classroom. Students gain experience in executive function, impulse control, counseling, social skills and appropriate classroom behavior through multiple classroom settings including individual seat work, partner work and group work.

The TAC officers offer student support through gaining practice at study and note taking techniques such as Cornell Notes, academic vocabulary and a wellness journal. Additionally, the military companies support students who are having behavior issues by providing individual counseling and peer-to-peer counseling.

## Support and Intervention Strategies Used for Student Growth/Development

**Indicator**: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

***Prompt**: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

| Findings | Supporting Evidence |
|---|---|
| Although the OP program is very new to NVMI, all staff who are involved in the daily care and teaching of those students have seen positive change. For many of the students, the change is not yet consistent nor is it group-wide at any given moment, but overall there are signs of significant personal as well as academic growth. | OP Course plan |
| The SDC class is also very new to NVMI. Staff who participate in the SDC program are confident that the consistency provided by the program will be instrumental in helping those students who are assigned to SDC find academic success. | Student IEPs |

| | |
|---|---|
| Every double block ELA and math class (except the honors classes) have push in support staff daily. Teachers find the extra support very helpful. The push in support provides support not only for the special needs students but for all students. The range of needs present in every classroom makes extra support welcome. Although not all teachers utilize the push in support in the most effective way, more training will help these teams be even more effective.<br><br>One example of this can be found in 7th grade ELA where the teacher and the push in support have formed a cohesive team that supports each other and the students in positive and productive ways.<br><br>Another support program NVMI uses to help round out our class choices and provide access to additional honors and AP courses is APEX. APEX is an independent study program. | Course Catalogue |

## Additional Online Instruction Prompt:

*Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

| Findings | Supporting Evidence |
|---|---|
| Student in online classes receive an orientation to familiarize them with the program. Also, they are assigned to a specific teacher to provide assistance as needed. | Classroom observations |

## Support Services and Learning

**Indicator**: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

***Prompt**: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

| Findings | Supporting Evidence |
|---|---|
| NVMI bases its support services primarily on the recommendation of staff members. | |
| For Academic Support, any student who is failing a course at the end of the quarter is automatically assigned and must stay | Rosters |

| | |
|---|---|
| in the program until the end of the next quarter. (For Quarter One, the initial referral time is three weeks). Students may additionally be placed in the program by teacher or other staff recommendation. | |
| Saturday School is assigned weekly and is done based on teacher recommendation. A roster is generated; the referral is written in the student planner; and emails are sent home. | Student planner |
| Students who fail courses are referred to the Saturday Academy, Zero Period, and Summer School. | |
| NVMI support services are teacher supervised, with support staff kept informed of the academic needs to the group by the regular classroom teacher. | |
| There school also has cadet support team, which can be called by any staff member. The team, consisting of teachers, TAC officers, and administrators, will meet with the students and family to determine what additional services are recommended. | |
| There needs to be improvement in the communication between the various groups in the support services, particularly between teachers and families. | |
| During grade level meetings, teachers discuss particular students and determine what supports would most benefit the student. | Meeting notes |
| There is a struggle with always getting teacher referrals into the system. Also, there is sometimes a lack of communication between the referring teacher and the support staff. | |
| NVMI needs to work on ways to get students to self-refer and seek out additional academic support. | |

## **Additional Online Instruction Prompt**:

*Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

| **Findings** | **Supporting Evidence** |
|---|---|
| Students enrolled in online courses are also enrolled regular courses and receive support services accordingly. | Technology plan |
| Students enrolled in online course have a small computer cart which moves from classroom to classroom. There is wireless | |

access for these computers throughout the campus. The school would benefit from having a computer lab as well as access to updated equipment.

## Equitable Support to Enable All Students Access to a Rigorous Curriculum

**Indicator**: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

***Prompt**: After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

| Findings | Supporting Evidence |
|---|---|
| NVMI is generally very flexible in allowing for alternative schedules for both accelerated and repeat classes. | Academic Support and Saturday School Rosters |
| Summer school is typically available for students to remediate classes or credits. This gives students the opportunity to complete courses instead of repeating the grade. The work is provided in packets and on computer. However, this summer NVMI will be offering a college class from the local community college to supplement those classes which will more readily answer the accessibility question for accelerated students. | Before School Homework Help sign-in sheets |
| Academic Support is offered for students who are struggling to maintain a passing grade but who are at least attempting the work. This after school program offers small group tutoring in concepts covered in class. In an effort to make sure that students who are referred to Academic Support actually go, students are separated out every afternoon at PM formation. Those who teach classes are not necessarily the instructors who teach during Academic Support. This program is successful as long as teachers communicate to the Academic Support teacher the information and materials needed to reteach the necessary concepts. | |
| Academic Support could be improved if families are more supportive and encourage students to stay. Some students stated that teachers are not familiar with material and are unable to help them, but are more just there to supervise. | |

More communication between teachers and AS teachers would be helpful.

Saturday School is another program that is primarily in place to support students who are struggling academically. The goal of Saturday School is to provide a supervised place for students to complete work that was due but not turned in during the week. If a student fails to turn in work, the teacher writes the missing assignment in the "Saturday" space in the planner letting the student know what work he or she needs to turn in. The purpose is to prevent students from falling too far behind in their class and homework.

Saturday School could be more successful if families were more supportive of making sure students come to Saturday School and if teachers provided copies of any worksheets or packets in case students have lost them.

Before School Homework Help is a program that supports all students. If students did not understand a part of their homework from the evening before or were for some reason unable to complete the work, then they can go to Before School Homework Help from 6:45 – 7:45 am. Two teachers are available each morning to assist students.

Before School Homework Help is a well-managed program that unfortunately is very poorly utilized by students. Parents could provide support by making sure their students know of BSHW and teachers could remind students more regularly that this program exists and encourage them to use it.

## Co-Curricular Activities

**Indicator**: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

***Prompt**: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

| Findings | Supporting Evidence |
|---|---|
| NVMI has the following curricular and co-curricular activities to help students meet academic standards, college- and career- readiness standards and schoolwide learner outcomes: | Program Rosters and/or sign-in sheets |

**Academic Support**, an after school program designed to provide small group tutoring to students who are struggling with concepts learned in class

**Special Education Academic Support** is for those students who need Academic Support who have an IEP or section 504 plan and provides more adult support and smaller student/teacher ratio.

**Opportunity Program**, a "one room school house" experience for students who are having significant behavior issues in the regular classroom that lasts for a minimum of one quarter

**Before School Homework Help** is available to all students from 6:45 -7:45 am daily to support students who had difficulty completing the previous day's homework. Students may self-refer to this program.

**Saturday School** is a referral program for students who did not turn in assigned class or homework during the week.

**Middle School Homework Help** is an afterschool program for middle school students who are not picked up right after school or who ride an NVMI school bus.

**Summer School** is available to help students remediate credits or classes so they can avoid having to repeat the grade. 88% of students enrolled were able to remediate credits.

**Special Day Class** is a special education program for students who require a smaller classroom environment with additional adult support.

**Saturday Academy** is an academic remediation program for students who failed a course.

**Zero Period** is an academic remediation program for students who failed a course.

All of these programs are accessible to all students with the exception of Special Day Class and Opportunity Program.

Although the effectiveness of these programs has not been officially documented, the general belief of the staff is that offering these program is beneficial to our school community. A detailed plan, with pre and post testing, teaching assessment and evaluation of learning objectives and goals is needed to fully evaluate the effectiveness of the programs.

In addition to the above, NVMI has a robust athletic program which consists of both intramurals and interscholastic

athletics as well as physical education classes and activities. In addition, NVMI has a Grade Level Athletic Challenges program that engages all students in rigorous physical challenges developmentally appropriate to their grade levels:

- 6th graders complete an in-cadent mile run
- 7th graders complete a high ropes course
- 8th graders complete a 5K run
- 9th graders complete a 40 mile bike ride
- 10th graders complete a white water river rafting excursion
- 11th graders complete a 25 mile overnight hike of the Pacific Coast Trail; and
- 12th graders complete a marathon

These challenges are designed to build morale and esprit de corps, promote discipline, and demonstrate physical competencies.

## **Additional Online Instruction Prompt**:

*Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

| **Findings** | **Supporting Evidence** |
|---|---|
| No student is currently enrolled fulltime in an online only program at NVMI. | |

## *Category E. Summary, Strengths, and Growth Needs*

### SUMMARY

NMVI's focus on college readiness is apparent in all support and intervention programs. Students with special talents and/or needs have access to additional support services, activities, and opportunities at the school. There is some interaction with business, industry and community, but more growth is needed in this area.

NVMI offers a wide variety of academic support and intervention programs for all students. NVMI offers counseling programs to support citizenship programs. These programs provide adequate support when utilized by students and families but there could be improvement in the area of communication both internally and externally. NVMI offers extensive academic support and remediation programs

The NVMI Citizenship Program continues to be a strong part of the program.

NVMI is safe, clean and orderly place that nurtures learning. All stakeholders feel that their concerns are being heard and responded to, and every adult and every program at NVMI continually links back to college readiness.

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

### STRENGTHS

1. Parental involvement at NVMI has improved significantly over the course of the last few years.
2. What was NOVA's Personal Growth program and has become NVMI's Citizenship Program continues to be a cornerstone of the program. Families and Community Stakeholders appreciate the focus on developing the whole child which leads to better academic growth.
3. NVMI is a safe campus with more room than was available on the old campus. NVMI has many positives from co-locating on an LAUSD campus, such as more room for PE, and drill and ceremony and additional classrooms.
4. The administration continues to have an open door policy to help create an atmosphere where every person feels like their concerns are heard and are important.
5. NVMI has many programs, including a new Special Day Class to support student learning and achievement. As a college preparatory academy, every program at NVMI from the attendance office to the counseling department and the military program ultimately lead students to college readiness.
6. NVMI continues to create programs to help students who are in danger of "falling through the cracks" such as our new OP program.
7. The physical development program of the school has made major enhancements since the inception of NVMI, including the interscholastic and intramural athletics programs and the creation fo the grade level physical challenges.

**AREAS FOR GROWTH**

1. Facilitate better communication between groups. Create and standardize systems that facilitate communication between groups both internally and externally, to ensure that support services are fully utilized. NVMI should stream line many of the referral processes. Many families do not have current email addresses.
2. Find ways to get parents more involved not just in social events and fund raising but in the day to day academic needs such as reading the planner and making sure homework is being completed. They also need to ensure that their students attend Saturday School and Academic Support when required.
3. Improve student participation in programs like before school homework help, and find ways to get students to self-reflect on their motivation and what they must do to be successful.

## PRIORITIZED AREAS OF GROWTH NEEDS FROM CATEGORIES A THROUGH E

- Improve student performance on CAASPP in English and Math
- Create user-friendly dashboard of data across all four pillars and the school's operations/fiscal domains
- Support all students to get into a four-year college or university and graduate with a BA or equivalent within six years
- Refine support systems so all students succeed academically, behaviorally, and socio-emotionally
- Maximize leadership training, athletic development, and community service experiences for all cadets.

# Chapter V ACTION PLAN

## Goal #1 Increase CAASPP scores in English and math so that:

a. at least 85% of students meet or exceed standards (levels 3 or 4) after three or more years of enrollment at NVMI
b. 100% of students scoring at level one (standard not met) will advance to at least level 2 (standard nearly met) after one year of enrollment at NVMI and at least 85% of students scoring at level 2 will advance to level three (standard met) after one year of enrollment at NVMI
c. at least 65% of students in their first year of NVMI enrollment will score at level 2 or higher

### *Rationale:*

Year 1 SBAC results were abysmal, especially in grades 6, 7, and 8. The yet-to-be-defined state accountability system will focus on SBAC scores, so we need to work toward 100% of students at level 3 or higher.

### *Supporting Data:*

| | | ELA | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Level** | **Band** | **Gr 6** | **Gr 7** | **Gr 8** | **Gr 11** | **Gr 6** | **Gr 7** | **Gr 8** | **Gr 11** |
| 1 | **Standard Not Met** | 65% | 81% | 50% | 14% | 75% | 79% | 72% | 50% |
| 2 | **Standard Nearly Met** | 22% | 17% | 32% | 32% | 18% | 14% | 20% | 36% |
| 3 | **Standard Met** | 11% | 3% | 18% | 45% | 4% | 6% | 7% | 14% |
| 4 | **Standard Exceeded** | 3% | 0% | 0% | 9% | 4% | 0% | 2% | 0% |

## *Goal #1 Annual Targets:*

By 30 June 2016 – 50% of students at levels 1 or 2 who were at NVMI in June 2015 advance to next level in grades 7 and 8 tests; 25% of students in their first year at NVMI score at level 3 or higher.

By 30 June 2017 – 50% of students enrolled at NVMI for three years score level 3 or higher (grades 8 and 11 only); 60% of students at level 1 or 2 who were at NVMI in the previous year advance to next level in grades 7 and 8 tests; 35% of students in their first year at NVMI score at level 3 or higher.

By 30 June 2018 - 60% of students enrolled at NVMI for three years score level 3 or higher (grades 8 and 11 only); 70% of students at level 1 or 2 who were at NVMI in the previous year advance to next level in grades 7 and 8 tests; 45% of students in their first year at NVMI score at level 3 or higher.

By 30 June 2019 - 70% of students enrolled at NVMI for three years score level 3 or higher (grades 8 and 11 only); 80% of students at level 1 or 2 who were at NVMI in the previous year advance to next level in grades 7 and 8 tests; 50% of students in their first year at NVMI score at level 3 or higher.

By 30 June 2020 - 80% of students enrolled at NVMI for three years score level 3 or higher (grades 8 and 11 only); 90% of students at level 1 or 2 who were at NVMI in the previous year advance to next level in grades 7 and 8 tests; 55% of students in their first year at NVMI score at level 3 or higher.

By 30 June 2021 - 80% of students enrolled at NVMI for three years score level 3 or higher (grades 8 and 11 only); 90% of students at level 1 or 2 who were at NVMI in the previous year advance to next level in grades 7 and 8 tests; 60% of students in their first year at NVMI score at level 3 or higher.

By 30 June 2022 - 85% of students enrolled at NVMI for three years score level 3 or higher (grades 8 and 11 only); 100% of students at level 1 or 2 who were at NVMI in the previous year advance to next level in grades 7 and 8 tests; 65% of students in their first year at NVMI score at level 3 or higher.

## *Goal #1 Action Steps:*

| Goal #1 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 1: More fully align curriculum maps with CCSS and include in each map reference to specific texts for which close reading will be implemented, and writing tasks for a variety of CCSS purposes. | Curriculum Committee Chairperson<br><br>Teachers/department heads | CCSS testing and standards teacher's guides. | Initial PD meeting May 2016 and at the end of every quarter during 2016-2017 school year | Data analysis of Benchmark Assessment scores | Published on website |
| Task 2: Utilize SBAC and NVMI-created interim assessment results to guide instruction. | Teachers/department heads | OARS/Testing coordinating | At the end of every quarter | Data analysis of Benchmark Assessment scores | Published on dashboard |
| Task 3: Identify specific modifications to math instruction based on SBAC and NVMI-created interim assessment results | Math Department teachers | Math coaching | Summer PD to plan math interventions | Analysis of benchmark and SBAC scores | PD notes |
| Task 4: Revise current technology plan to ensure alignment with CCSS and SBAC assessments and the technology skills expected of all graduates. | | | | | |
| a. Create and implement timeline of transition from shared use of computers/devices | Tech coordinator | Computers/devices<br><br>Internet access | Initial steps in Fall 2016 ongoing with full | Average daily students to computers ratio<br><br>Average daily | Published on website after approval by NVMI Governing Board |

| Goal #1 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| to availability for all students in all classrooms. | | | implementation in Fall 2018 | | |
| b. Analyze technological expectations of SBAC assessments and subsequently revise curriculum maps and benchmark tests.. | Directors of Instruction<br>Teachers<br>Tech Coordinator | SBAC practice tests<br>Curriculum maps<br>Professional Development and Collaboration time | Summer 2016 | Revised curriculum maps and benchmarks that include the identified technology based tasks. | Published on website after approval by NVMI Governing Board |
| c. Correlate the technology skills expected of all graduates with the courses in which such tasks are most appropriately introduced. | Directors of Instruction<br>Department Heads<br>Teachers<br>Tech Coordinator | Technology Professional Development for teachers<br>Possible stand-alone technology class for students | 2016-2017 School year<br>Approximately 4 times a year for each class | Revised curriculum maps and benchmarks that include and assess the identified technology based tasks.<br>Project Based learning | Published on website after approval by NVMI Governing Board |
| d. Identify, evaluate, and significantly increase integration of quality instructional technology in all classrooms. | Directors of Instruction<br>Department Heads<br>Teachers | Professional Development and Collaboration time.<br>Published lesson plans, pilot versions of commercially available instructional technology. | Summer 2016 and annually | Documentation of classroom observations | Published on website after approval by NVMI Governing Board |

| Goal #1 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 5: More fully align course grading with CCSS and SBAC expectations to increase level of rigor. | | | | | |
| a. Establish and implement protocol for examining student work | Department Heads<br>Teachers | Student work samples | January – August 2016 | Written protocol | Grades published on dashboard |
| b. Include collaborative grading in Department meetings | Departments Heads<br>Teachers | Student work samples | Monthly Department Meetings | Department assessment of student progress | Grades published on dashboard |
| c. Compare SBAC and other assessment results with grades and determine correlations | Curriculum Committee | OARS/CPM<br>CCSS practice tests<br>Grade analyses | Department Meetings and Curriculum Committee meetings quarterly | Data analysis of Benchmarks, SBAC scores, and grades | Grades published on dashboard; correlations between grades and test scores discussed with Governing Board |
| d. Plan and implement professional development to help teachers promote close reading of text and quality writing for a variety of purposes | Curriculum Committee based on input from all departments and teachers | Teacher survey of PD needs<br>Research on a variety of PD programs for CCSS reading and writing across the curriculum | Begun in Summer 2016 and annually adjusted based on teacher input | Teacher PD surveys<br>Teacher PD sign in | Curriculum Committee meeting notes<br>Presentations to the Governing Board |

| Goal #1 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 6: Create intervention programs to target students performing below level 3, especially those "on the cusp" of the next level. In particular, consider technology-based intervention tools and how those might be incorporated into academic support, Saturday School, Summer programming, and entrance camp programming. (See Goal $4 Task 1, which aligns with this task) | | | | | |
| a. Improve the academic support programs currently provided. | Curriculum Committee | Intervention and Remediation Program Plan to be developed. | Curriculum Committee to have initial discussion Spring 2016; committee of faculty to revamp plan during summer 2016; annual re-evaluation thereafter | Tracking students' passing grades and benchmark scores as well as SBAS scores | Data Dashboard |
| b. Identify students' specific learning needs and create individualized approaches to address those needs. | Teachers and Special Education Team | Technology based program to target lacking skills for individual students | Initially during Entrance Camp academic component; during academic support thereafter; ending when a student is meeting standards | Tracking students' passing grades and benchmark/SBAC scores<br><br>IEP goal completion tracking | Data Dashboard<br><br>IEP goal completion tracking reported to Governing Board by SPED Director |
| c. Implement specially targeted academic support | Teachers | Study guides published by each | At the end of every semester | Higher percentage of passing students | Data Dashboard |

| Goal #1 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| sessions, e.g. *Snack and Study* for semester exam prep | | teach aligned with curriculum maps<br><br>Student surveys | | Student survey results | Student survey results shared with Governing Board |

## Goal #2. Implement a robust online-accessible "dashboard" of data points across all four NVMI pillars (academics, leadership, citizenship, and athletics) and governing board/fiscal operations. Both the governing board and NVMI staff will utilize the dashboard as a basis for continual school improvement in all four pillars and to promote the school's long-term fiscal/operational health.

### *Rationale:*

Having a multitude of data points accessible to all stakeholders including board members, staff, students, and parents increases transparency, accountability, and accessibility. It also empowers everyone with the necessary information to make quality decisions about enhancing the NVMI experience for all students and helps promote the long-term stability and success of the school.

### *Supporting Data*

Multiple Data Sources currently require integration include:

- PowerSchool
- CDE website
- CAASPP data
- Charter School Management Corp (CSMC) fiscal data
- Attendance data
- OARS data
- CACC promotion testing data/ TAC team anecdotal data
- College Board data
- Parent Advisory Committee activities
- Merit-Demerit System data
- Athletics Standings and participation rates
- Fitnessgram scores

## *Goal #2 Annual Targets:*

By 30 June 2016 – A Data Committee has been established and has met to determine data elements to be included in dashboard and its expected applications.

By 30 June 2017 – A Draft Dashboard with partially implemented live elements according to the timeline determined by the Data Committee is publicly available and reviewed. Focus groups have met multiple times during the year to decide upon any appropriate improvements to the dashboard; Schoolwide action teams (consisting of a board member, school staff students, community reps and parents) are created to address the 3-5 most critical areas of improvement identified by the governing board after analysis of the dashboard. Those action teams develop specific action steps to be implemented by the school to make quantifiable improvements in dashboard data.

By 30 June 2018 – Further development of the dashboard according to the timeline determined by the Data Committee is publicly available and reviewed. The 3-5 action teams developed in the 2016-2017 school year implement action plans and analyze progress. Additional 2-3 action teams are created by governing board in response to latest data. One or more of initial 3-5 action teams may be disbanded if improvement targets are met; or their work may be continued.

By 30 June 2019 – Continued development of the dashboard according to the timeline determined by the Data Committee is publicly available and reviewed. All action teams from previous year hold public accountability sessions to inform school and community about progress toward stated goals. Governing board makes adjustments and additions to action teams as appropriate.

By 30 June 2020 - Continued development of the dashboard according to the timeline determined by the Data Committee is publicly available and reviewed. All action teams from previous year hold public accountability sessions to inform school and community about progress toward stated goals. Governing board makes adjustments and additions to action teams as appropriate.

By 30 June 2021 - Continued development of the dashboard according to the timeline determined by the Data Committee is publicly available and reviewed. All action teams from previous year hold public accountability sessions to inform school and community about progress toward stated goals. Governing board makes adjustments and additions to action teams as appropriate.

By 30 June 2022 – Final implementation of initial development timeline for dashboard is complete. All action teams from previous year hold public accountability sessions to inform school and community about progress toward stated goals. Governing board makes adjustments and additions to action teams as appropriate.

## *Goal #2 Action Steps:*

| Goal #2 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 1: Analyze current data to determine data elements for inclusion on dashboard. | | | | | |
| a. Create Data Committee and calendar meetings to identify data needed and applications for which it is required. | Governing Board Representative<br><br>Schoolsite Council Chairperson and other stakeholder Representatives<br><br>All Administrative Personnel<br><br>Director of Administrative Systems (DAS) | WASC Student Community Profile<br><br>SARC<br><br>LCFF State Priorities Snapshot<br><br>Other sample Dashboards | January – June 2016 | List of data elements and expected applications | Public notification of data elements to be included, e.g. SSC and Board Meetings Hawk Weekly, NVMI website |
| b. Establish criteria by which Dashboard is to be assessed. | Data Committee | Identified goals and applications of proposed Dashboard | January – June 2016 | Dashboard assessment criteria | Committee minutes |
| c. Prioritize elements and determine 6-yr phase-in timeline for evolution of dashboard | Data Committee<br><br>Director of Administrative Systems | Sample Dashboards | January – June 2016 | Timeline of inclusion of data elements | Public notification of timeline to be included, e.g. SSC and Board Meetings Hawk Weekly, NVMI website |
| d. Identify interactive and non-interactive elements and overall | Data Committee | Sample Dashboards | January – June 2016 | Dashboard Layout | Public notification of draft layout dashboard, e.g. SSC and Board Meetings |

| Goal #2 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| dashboard presentation style | Director of Administrative Systems | | | | Hawk Weekly, NVMI website |
| e. Research and determine best software to display dashboard information. | Director of Administrative Systems | Other sample Dashboards<br><br>Sample dashboard training courses | January – June 2016 | Software purchase or training identified to use existing software | Governing Board meeting minutes |
| f. Provide DAS with appropriate training | Director of Administrative Systems | Training course | June – July 2016 | Successful completion of training | Certification or other similar documentation |
| Task 2: Collect data points for ongoing inclusion in Dashboard for public review | | | | | |
| a. Establish timeline and personnel responsible for gathering data points and reports | Data Committee<br><br>All Administrative Personnel | Relevant reports for identified data elements | May - June 2016 | Focus groups and public surveys | Public notification of focus group and survey determinations |
| b. Gather reports | Data Committee<br><br>All Administrative Personnel | Relevant reports for identified data elements | June –August 2016 | Static draft Dashboard | Public notification of static draft dashboard, e.g. SSC and Board Meetings Hawk Weekly, NVMI website |
| c. Review data and follow through with establishment of dashboard | Director of Administrative Systems | Dashboard software | September 2016 – January 2017 | Draft Dashboard with initial live elements as determined by timeline | Public notification of draft dashboard, e.g. SSC and Board Meetings Hawk |

| Goal #2 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| | | | | | Weekly, NVMI website |
| Task 3: Monitor data included on the dashboard to be accurate and current | | | | | |
| a. Establish appropriate timeline for how often and the means by which data should be reviewed and updated | SSC Chairperson<br><br>Data Committee<br><br>Technical staff as needed | Updated reports from Task 3 | January 2017 and ongoing | Timeline as determined by Focus groups and Data Committee | Presentation at SSC and Board meetings |
| b. Identify automatic data update mechanisms and determine timeline to add auto-update functionality to Dashboard | Director of Administrative Systems<br><br>Data Committee | Reports available from external sources, | January – March 2017 | Addition of auto-update functionality to development timeline | Public notification of dashboard development, e.g. SSC and Board Meetings Hawk Weekly, NVMI website |
| c. Review Data Dashboard development progress and accuracy. | Governing Board<br><br>Data Committee and full SSC<br><br>Focus Groups<br><br>Other stakeholders | Development Timeline<br><br>Assessment survey based on established assessment criteria | Beginning January 2017 Quarterly by Governing Board<br><br>Annually by other stakeholders | Assessment Survey results using established criteria by Data Committee and other stakeholders | Public notification of dashboard assessment survey and results, e.g. SSC and Board Meetings Hawk Weekly, NVMI website |
| Task 4 : Communicate with stakeholders to ensure that dashboard is accessed and understood | | | | | |
| a. Include notifications of dashboard availability | Author(s) of Hawk Weekly, Staff Bulletin, | All home and public communication resources | Beginning January 2017 and ongoing | Focus groups | Public notification of focus group determination. |

| Goal #2 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| in all school publications | website, and Facebook pages | | | | |
| b. Ensure that focus groups are given data in a timely manner for consideration of success or areas of growth. | Director of Administrative Systems | Presentations by DAS in Staff, SSC, and Board Meetings | Beginning January 2017 and ongoing | Focus groups | Public notification of focus group determination. |
| Task 5: Action teams address the 3-5 most critical areas of improvement identified by the governing board after analysis of the dashboard. | | | | | |
| a. Review of dashboard data | Governing Board | Dashboard Data | Beginning September 2016 using draft data and complete by January 2017 | Identification 3-5 most critical areas of improvement | Governing Board meeting minutes |
| b. Create action teams and development of goals and specific action steps | Board member, School staff, Students, Community reps, Parents | Board minutes in which 3-5 most critical areas of improvement were identified | January - June 2017 | Action teams' written goals and action steps | Public notification of action teams' activity, e.g. SSC and Board Meetings Hawk Weekly, NVMI website |
| c. Implement action plans and analyze progress | Action Teams<br>Governing Board | Updated Dashboard Data | August 2017 – June 2018 | Report of action teams' progress | Public notification of action teams progress, e.g. SSC and Board Meetings Hawk Weekly, NVMI website |

| Goal #2 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| d. Hold public accountability sessions to inform school and community about action teams' progress toward stated goals. | Action Teams,<br>SSC<br>Governing Board | Data Dashboard<br>Action Team Reports | June 2018 and annually | Governing Board and SSC meeting Agendas indicating Action Team reports | SSC Meetings<br>Governing Board meetings |
| e. Make adjustments and additions to action teams as appropriate. | Governing Board | Action Team Reports | June 2018 and annually | Identification of disbanded action teams replaced by newly established teams | Governing Board Meeting minutes |

Goal #3. One hundred percent of graduating NVMI seniors will apply and be accepted to a nationally accredited four-year college or university AND 100% of graduates will complete a baccalaureate degree or equivalent professional level certification within six years of graduation from NVMI.

*Rationale:*

"College Preparatory" is in our title and we need to more fully live up to that title.

*Supporting Data*

| Post-Graduation Information 2007-2015 (91% responding) | | | | | |
|---|---|---|---|---|---|
| **Grad Year** | **#Grads** | **4-yr U** | **CC/Voc** | **Mil** | **Work** |
| **2007** | 4 | 2 | 2 | 0 | 0 |
| **2008** | 9 | 1 | 6 | 0 | 0 |
| **2009** | 23 | 7 | 10 | 0 | 1 |
| **2010** | 17 | 4 | 6 | 1 | 5 |
| **2011** | 32 | 7 | 15 | 1 | 8 |
| **2012** | 37 | 5 | 17 | 5 | 8 |
| **2013** | 33 | 18 | 13 | 2 | 7 |
| **2014** | 14 | 7 | 10 | 0 | 2 |
| **2015** | 15 | 5 | 10 | 0 | 0 |
| **Total** | 184 | 56 | 89 | 9 | 31 |
| **% of Respondents** | | 34% | 53% | 5% | 19% |

## *Goal #3 Annual Targets:*

By 30 June 2016 – 100% of seniors apply to four year colleges and universities. 60% or more accepted. Database of NVMI and NOVA graduates with accurate contact and current college enrollment/career information completed with 75% or greater accuracy.

By 30 June 2017 – 100% of seniors apply to multiple four year colleges and universities. 70% or more accepted. Database of NVMI and NOVA graduates with accurate contact and current college enrollment/career information completed with 85% or greater accuracy. An academic counselor for current seniors and all alumni is dedicated to that work.

By 30 June 2018 – 100% of seniors apply to multiple four year colleges and universities. 75% or more accepted. Database of NVMI and NOVA graduates with accurate contact and current college enrollment/career information completed with 95% or greater accuracy. Senior/alumni counselor develops individual Baccalaureate Success Plans (BSPs) for all alumni.

By 30 June 2019 – 100% of seniors apply to multiple four year colleges and universities. 80% or more accepted. Database of NVMI and NOVA graduates with accurate contact and current college enrollment/career information completed with 99% or greater accuracy. BSPs monitored for all alumni. 50% or more alums from last six years graduate with BA or equivalent.

By 30 June 2020 - 100% of seniors apply to multiple four year colleges and universities. 90% or more accepted. Database of NVMI and NOVA graduates with accurate contact and current college enrollment/career information completed with 99% or greater accuracy. BSPs monitored for all alumni. 60% or more alums from last six years graduate with BA or equivalent.

By 30 June 2021 - 100% of seniors apply to multiple four year colleges and universities. 100% accepted. Database of NVMI and NOVA graduates with accurate contact and current college enrollment/career information completed with 100% accuracy. Continued monitoring of BSPs for all alumni. 80% or more of alums from last six years graduate with BA or equivalent.

By 30 June 2022 - 100% of seniors apply to multiple four year colleges and universities. 100% accepted. Database of NVMI and NOVA graduates with accurate contact and current college enrollment/career information completed with 100% accuracy. Continued monitoring of BSPs for all alumni. 100% or more of alums from last six years graduate with BA or equivalent.

## *Goal #3 Action Steps:*

| Goal #3 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 1: Improve post graduate support services | | | | | |
| a. Hire second Academic Counselor to enable more focused counseling for each student | Superintendent<br><br>Governing Board | General Revenue | July 2016 | Signed contract by new counselor | Hiring approved by Governing Board |
| b. Create tracking system for graduates | Director of Administrative Systems | General Revenue, computer data systems | July 2016 | Publication of tracking system | Data Dashboard |
| c. Link students with Social and Collegiate support services, particularly as it relates to financial resources | Academic Counselor | General revenue<br><br>Survey of graduates | July 2017 | Number of students completing education programs | Data Dashboard |
| Task 2: Develop program by which NVMI students visit at least one college campus. | | | | | |
| a. By 30 June 2017, 75% of all students will complete at least one college campus visit every school year | Academic Counselor | General Revenue<br><br>College Admissions Offices<br><br>Service Academy Liaison Officers | Completed by July 2017 | Number of students completing a college visit | Data Dashboard and reports to Governing Board |
| b. By 30 June 2018, 100% of all students will complete at least | Academic Counselor | General Revenue<br><br>College Admissions Officers | Completed by July 2018 | Number of students completing a college visit | Data Dashboard and reports to Governing Board |

| Goal #3 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| one college campus visit per year. | | Service Academic Liaison Officers | | | |
| c. Each year thereafter, 100% of all students will complete one college campus visit per year. | Academic Counselor | Same | Completed by July 2019, On Going | Number of students applying to and attending four-year colleges | Data Dashboard and reports to Governing Board |
| d. Research, organize, and recruit students for "stay-over" programs at colleges | Academic Counselor | College Admissions personnel<br><br>College websites | August 2017 and ongoing | Surveys of students attitudes towards college before and after attending stay-over programs | Data Dashboard |
| e. Research, organize and recruit students for "Engineering Week" and other similar programs at colleges | Academic Counselor<br><br>Related Discipline-specific and other teachers and staff | College Admissions personnel<br><br>College websites | August 2017 and ongoing | Surveys of students attitudes towards college in general and engineering (or other career path specifically) before and after attending programs | Data Dashboard |
| <u>Task 3</u>: Create a College Educational Center, which provides resources on schools, programs, and financial aid. | | | | | |
| a. Create a college exploration curriculum, including financial aid workshops to be taught in specific units grades 6 – 12 | Academic Dean | Teacher participation, no additional funds. | June 2018, Implemented on a roll out basis | Number of students applying to and attending four-year colleges; report to Governing Board | Report to Governing Board available in minutes |

| Goal #3 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| b. Develop a speaker series on different career and college paths. | Academic Counselors | General revenue, cover the additional Academic Counselor | July 2017, ongoing | Number of students applying to and attending four-year colleges | Data Dashboard |
| c. Create a means for connecting school alumni with support services through the College Education Center. | Academic Counselors | Implemented by Counselors, Community resources | July 2017, ongoing` | Number of students applying to and attending four-year colleges | Data Dashboard |
| <u>Task 4: Parent Involvement</u> | | | | | |
| a. Provide bi-lingual workshops at the mandatory Parent Orientation providing information about college preparation at NVMI, outlining the college application process, and addressing the parent concerns about college | Academic Counselor<br><br>Teachers | Workshop handouts | August 2016 and ongoing | Percentage of parents surveyed responding positively to questions about expectations regarding their students' college admission and attendance | Data Dashboard |
| b. Organize college campus tours for parents led by Spanish-speaking parents, students, and college admissions personnel | Academic Counselor | College admissions personnel | August 2016 and ongoing | Percentage of parents surveyed responding positively to questions about expectations regarding their | Data Dashboard |

| Goal #3 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| | | | | students' college admission and attendance | |
| c. Offer classes on creating a college going culture in the home | Academic Counselor | General Revenue | July 2017, ongoing | Number of students applying to and attending four-year colleges | Data Dashboard |
| d. Offer Financial aid workshops | Academic Counselor | General Revenue | July 2017, ongoing | Number of students applying to and attending four-year colleges | Data Dashboard |
| e. Beginning in 9th grade meet with parents and students individually to create a college going plan. | New Academic Counselor | General revenue | June 2017 | Number of students applying to and attending four-year colleges | Data Dashboard |
| Task 5: Enrich Community and College Outreach programs | | | | | |
| a. 65% of students will co-enroll in a community college level course offered on the school campus during their high school career | Academic Counselor, Mission College Academic Dean | General revenue, relationship with Mission College | Increase numbers each year until June 2022 target | Number of students applying to and attending four-year colleges | Data Dashboard |
| b. Demonstrate to students the benefits of being a "life-long learner" by offering | Superintendent | General revenue, relationship with Mission College | August 2016 and ongoing | Number of school staff and parents participating in on- | Data Dashboard |

| Goal #3 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| professional development credit to school staff and parents participating with students in on-campus community college courses. | | | | campus community college courses | |
| c. Develop "study-buddy" program between teacher/staff/parent mentors and students to ensure student success in on-campus community college courses | Academic Counselor<br><br>Teachers/staff | Financial or other incentives for teachers | August 2017 and ongoing | Number of teachers and school staff / parents participating in "study-buddy" program and successfully mentoring student "buddies" | Annnual report to board by Academic Counselor |
| d. Create relationships with a variety of professionals to develop internship opportunities for students | Academic Counselor | General revenue, outreach through parent group | June 2020 | Number of students applying to and attending four-year colleges | Data Dashboard and annual report to Governing Board |
| e. Organize a program through which at least 10 representatives from a variety of colleges will meet with students per year. | Academic Counselor | General revenue | June 2017, ongoing | Number of students applying to and attending four-year colleges | Data Dashboard |

| Goal #3 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| f. Develop strategies to emphasize in all classes that college is and expectation and not optional | Academic Counselor<br><br>Teachers | College banners, T-shirts, and other paraphernalia.<br><br>College going section of the NVMI website | August 2016 and ongoing | Increase in percentage (from previous year) of students surveyed responding positively about plans to attend college | Data Dashboard<br><br>College Going section of the school website developed and updated at least quarterly and shown to Governing Board |
| g. Include year of college graduation on ID badges | SIS Manager<br><br>Milstaff | PowerSchool<br><br>ID Badge Printer | July 2016 | Increase in percentage (from previous year)of students surveyed expressing confidence regarding college graduation | Data Dashboard |
| h. Develop activity for Entrance Camp (or for the first week of school) in which all students in grades 6-12 choose or revise a previous choice of college they plan to attend | Academic Counselor<br><br>Milstaff<br><br>Teachers | Various college profiles<br><br>College banners, T-shirts, and other paraphernalia<br><br>College going section of NVMI website | July 2017 and ongoing | Increase in percentage (from previous year) of students able to identify a college they hope to attend | Published on College Going section of the NVMI website |

| Goal #3 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| i. Organize at least 5 on-campus college-themed events per year (e.g. college fairs, college T-Shirt days, alumni panel discussions regarding college, alumni-staff-student athletic competitions based on college alma maters, college "scavenger hunts," etc.) . | Academic Counselor<br>SSC<br>Teachers<br>Cadet Leadership | Alumni contact information<br>College admissions personnel | Beginning in August 2016 with 3 per year and increasing by 1 per year for 2 years | Student participation in events | Hawk Weekly, NVMI website |
| j. Create a program of social events which pair at-risk students with alumni or other community representatives (e.g. Coast Guard mentors, community members working in careers of interest to students, respected community leaders, etc.) to mentor and support students' college aspirations. | Academic Counselor | Governing Board<br>Coast Guard<br>Service Acad Grads<br>Military Jr. and Sr. College students and alumni<br>Chambers of Commerce<br>Neighborhood Councils<br>Veterans groups<br>Elected Officials<br>SSC/PAC | August 2017 and ongoing | Number of students applying to and attending four-year colleges | Data Dashboard<br>College-going section of NVMI website shared with Governing Board at least annually |

| Goal #3 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| k. Increase awareness of and participation in special admission and scholarship programs for NVMI graduates at participating colleges (e.g. CSUN, NMMI, Service Academies and other military Jr. and Sr. Colleges) | Academic Counselor<br><br>All teachers and staff | Classroom and campus posters, flyers, etc.<br><br>College representatives | February 2016 and ongoing | Number of students participating in special admission and scholarship programs | Data Dashboard<br><br>Hawk Weekly, NVMI website |

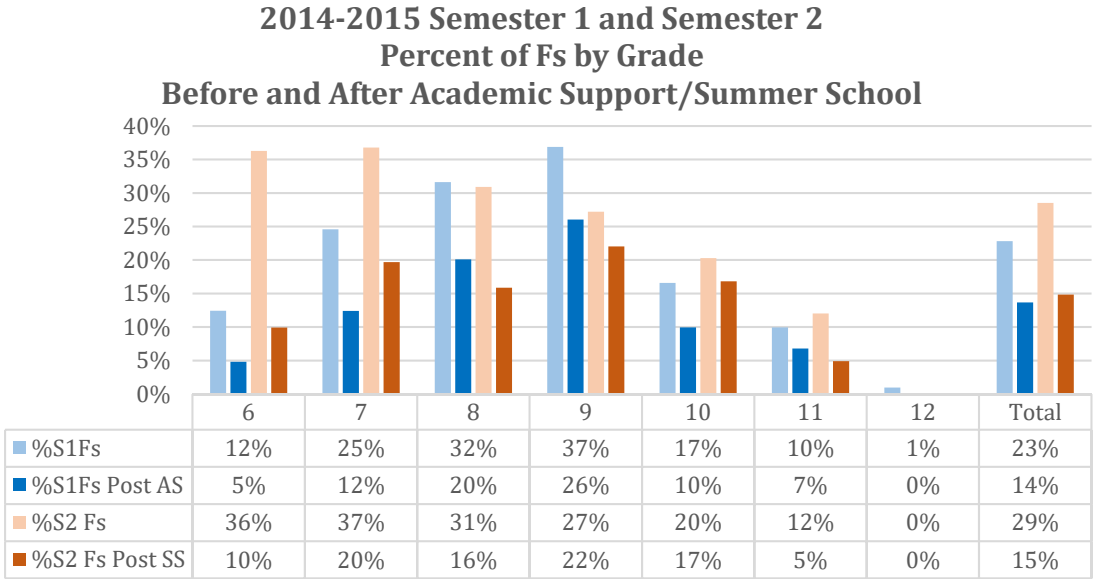
# Goal #4. Refine support systems so that all students succeed academically, behaviorally, and socioemotionally:

a. Students will succeed the first time they take a course, remediate failed coursework as quickly as possible, and master academic standards for the courses in which they are enrolled (as noted in curriculum maps)
b. Students will experience positive behavioral supports guided by teachers equipped with a variety of effective strategies to promote engagement, motivation and commitment to success
c. Students will receive necessary academic, behavioral, and socioemotional counseling/medical services that promote success in the NVMI four pillars.

## *Rationale:*

All students we serve come to NVMI with a variety of needs, some more needy than others. Existing academic support programs are admirable, but inadequate. Intensive, quality academic intervention is needed for all students performing below grade level. Students with behavioral challenges require even more supports than we currently provide. There is dramatic need for increased counseling support for a great many of our students as well as additional medical/dental health screenings and services for many students.

## *Supporting Data*




| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|
| %S1Fs | 12% | 25% | 32% | 37% | 17% | 10% | 1% | 23% |
| %S1Fs Post AS | 5% | 12% | 20% | 26% | 10% | 7% | 0% | 14% |
| %S2 Fs | 36% | 37% | 31% | 27% | 20% | 12% | 0% | 29% |
| %S2 Fs Post SS | 10% | 20% | 16% | 22% | 17% | 5% | 0% | 15% |

| Disciplinary Referrals 2014-2015 by Grade | | | |
|---|---|---|---|
| Grade | # Students Referred | # Students Enrolled | % Referrals vs. % Enrollment |
| 6 | 193 | 77 | -5% |
| 7 | 295 | 78 | 4% |
| 8 | 386 | 65 | 16% |
| 9 | 159 | 73 | -6% |
| 10 | 56 | 29 | -3% |
| 11 | 23 | 23 | -4% |
| 12 | 23 | 15 | -2% |

| Disciplinary Referrals by Reason | |
|---|---|
| **Reason** | **% of Referrals** |
| Minor disciplinary infraction requiring counseling, mentoring, or behavior modification | 85% |
| Refusal to work | 46% |
| Talking incessantly | 26% |
| Talking back to teacher | 14% |
| Refusal to line up or follow class protocols | 13% |
| Moderate disciplinary problem worthy of a 5 point demerit/parent conference | 11% |
| Serious disciplinary problem worthy of a 10 point demerit/suspension | 4% |
| Serious disrespect to another student | 4% |
| Inappropriate physical contact with another student or an aggressive nature | 3% |
| Serious disrespect to the teacher | 2% |
| Minor cheating | 2% |
| Suspected alcohol use/under the influence | 1% |
| Honor code violation | 1% |
| Abject defiance | 1% |
| Fighting | 0.5% |
| Suspected drug use/under the influence | 0.5% |

## *Goal #4 Annual Targets:*

By 30 June 2016 –

a. 97% of all NVMI students will either pass courses the first time or remediate the failed course before the beginning of the following academic year. (a decrease in the 2015 1st time failure rate of ~20%)
b. 100% of all teachers will identify effective instructional strategies that promote engagement, motivation and commitment to success for which they will receive professional development and support.
c. Discipline referrals will be reduced to a rate of less than 2.75 referrals: 1 student (2014 rate ~3:1)
d. 65% of students surveyed will report that they are engaged, motivated, and committed to their own academic success.
e. 65% of students and parents surveyed will report that NVMI provides the services and programs that strongly support their academic, behavioral, and socioemotional well-being.
f. 65% of students and parents surveyed will report that NVMI provides strong support for success in academics, citizenship, leadership, and athletics.

By 30 June 2017 –

a. 97% of all NVMI students will either pass courses the first time or remediate the failed course before the beginning of the following academic year. (a decrease in the 2015 1st time failure rate of ~20%)
b. 100% of all teachers will have received training and support in developing effective instructional strategies that promote engagement, motivation and commitment to success and are using these strategies consistently in classrooms.
c. Discipline referrals will be reduced to a rate of less than 2.5 referrals: 1 student (2014 rate ~3:1)
d. 70% of students surveyed will report that they are engaged, motivated, and committed to their own academic success.
e. 70% of students and parents surveyed will report that NVMI provides the services and programs that strongly support their academic, behavioral, and socioemotional well-being.
f. 70% of students and parents surveyed will report that NVMI provides strong support for success in academics, citizenship, leadership, and athletics.

By 30 June 2018 –

a. 97% of all NVMI students will either pass courses the first time or remediate the failed course before the beginning of the following academic year. (a decrease in the 2015 1st time failure rate of ~20%)
b. 100% of all teachers will have received training and support in developing effective instructional strategies that promote engagement, motivation and commitment to success and are using these strategies consistently in classrooms.

c. Discipline referrals will be reduced to a rate of less than 2.0 referrals: 1 student (2014 rate ~3:1)
d. 75% of students surveyed will report that they are engaged, motivated, and committed to their own academic success.
e. 75% of students and parents surveyed will report that NVMI provides the services and programs that strongly support their academic, behavioral, and socioemotional well-being.
f. 75% of students and parents surveyed will report that NVMI provides strong support for success in academics, citizenship, leadership, and athletics.

By 30 June 2019 –

a. 97% of all NVMI students will either pass courses the first time or remediate the failed course before the beginning of the following academic year. (a decrease in the 2015 1st time failure rate of ~20%)
b. 100% of all teachers will have received training and support in developing effective instructional strategies that promote engagement, motivation and commitment to success and are using these strategies consistently in classrooms.
c. Discipline referrals will be reduced to a rate of less than 1.5 referrals: 1 student (2014 rate ~3:1)
d. 80% of students surveyed will report that they are engaged, motivated, and committed to their own academic success.
e. 80% of students and parents surveyed will report that NVMI provides the services and programs that strongly support their academic, behavioral, and socioemotional well-being.
f. 80% of students and parents surveyed will report that NVMI provides strong support for success in academics, citizenship, leadership, and athletics.

By 30 June 2020 –

a. 97% of all NVMI students will either pass courses the first time or remediate the failed course before the beginning of the following academic year. (a decrease in the 2015 1st time failure rate of ~20%)
b. 100% of all teachers will have received training and support in developing effective instructional strategies that promote engagement, motivation and commitment to success and are using these strategies consistently in classrooms.
c. Discipline referrals will be reduced to a rate of less than 1.25 referrals: 1 student (2014 rate ~3:1)
d. 85% of students surveyed will report that they are engaged, motivated, and committed to their own academic success.
e. 85% of students and parents surveyed will report that NVMI provides the services and programs that strongly support their academic, behavioral, and socioemotional well-being.
f. 85% of students and parents surveyed will report that NVMI provides strong support for success in academics, citizenship, leadership, and athletics.

By 30 June 2021 –

a. 97% of all NVMI students will either pass courses the first time or remediate the failed course before the beginning of the following academic year. (a decrease in the 2015 1st time failure rate of ~20%)
b. 100% of all teachers will have received training and support in developing effective instructional strategies that promote engagement, motivation and commitment to success and are using these strategies consistently in classrooms.
c. Discipline referrals will be reduced to a rate of less than 0.75 referrals: 1 student (2014 rate ~3:1)
d. 90% of students surveyed will report that they are engaged, motivated, and committed to their own academic success.
e. 90% of students and parents surveyed will report that NVMI provides the services and programs that strongly support their academic, behavioral, and socioemotional well-being.
f. 90% of students and parents surveyed will report that NVMI provides strong support for success in academics, citizenship, leadership, and athletics.

By 30 June 2022 –

a. 97% of all NVMI students will either pass courses the first time or remediate the failed course before the beginning of the following academic year. (a decrease in the 2015 1st time failure rate of ~20%)
b. 100% of all teachers will have received training and support in developing effective instructional strategies that promote engagement, motivation and commitment to success and are using these strategies consistently in classrooms.
c. Discipline referrals will be reduced to a rate of less than 0.25 referrals: 1 student (2014 rate ~3:1)
d. 95% of students surveyed will report that they are engaged, motivated, and committed to their own academic success.
e. 95% of students and parents surveyed will report that NVMI provides the services and programs that strongly support their academic, behavioral, and socioemotional well-being.
f. 95% of students and parents surveyed will report that NVMI provides strong support for success in academics, citizenship, leadership, and athletics.

## *Goal #4 Action Steps:*

| Goal #4 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 1: Revamp academic support program before and after school to meet needs of students. (See goal #1, Task 5 which aligns with this task) | | | | | |
| a. Create skill workshop series as part of Academic Support classes to address specific skills at all levels. | Academic Deans | Teachers<br>Created Curriculum | August 2017 | Student Pre/Post test | OARS, other testing system on Data Dashboard |
| b. Add additional Instructors to Academic Support to lower the student teacher ratio | Academic Deans | Teachers<br>Special Education Staff<br>Volunteers | August 2017 | Student Pre/Post Tests<br>Student Grades | OARS, other testing system on Data Dashboard<br>Student Grades on Data Dashboard |
| c. Provide additional one-on-one tutoring for specific students | Academic Deans | Volunteers | August 2018 | Student Pre/Post Test<br>Student Grades | OARS, Other testing system on Data Dashboard |
| Task 2: Improve implementation of Saturday School to address student completion of assignments | | | | | |
| a. Improve contact with Parents informing them about Saturday School referral (integration with PowerSchool notifications) | Director of Administrative Systems<br>SIS Manager<br>Teachers | Cell-phone based system,<br>Email based system<br>Better use of planner system | September 2016 | Student Grades<br>Participation in Saturday School | Saturday School Rosters |

| Goal #4 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| b. Improve communication between classroom teachers and Saturday school teachers to ensure that all understand the assignments needed | Saturday School Coordinator | Website | September 2016 | Student Grades<br>Referrals to the program | Saturday School rosters |
| Task 3: Perform baseline assessments in ELA and math for all incoming students and use the data to target academic intervention. | | | | | |
| a. During Entrance Camps, conduct baseline assessments of all students | Milstaff and Entrance Camp personnel<br>Director of Administrative Systems | Computer based testing program | July 2016 | Number of students taking the assessments | Assessment data |
| b. Generate reports regarding student performance | Director of Administrative Systems | Computer based testing program | July 2016 | Number of reports generated | Assessment data |
| c. Develop individualized intervention plans for lower-performing students and enrichment plans for higher-performing students | Directors of Instruction | Testing program<br>Academic Dean time<br>General Revenue | September 2017 | Student test and academic performance | Assessment data<br>Student grades |

| Goal #4 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 4: Revamp entrance camp to increase levels of rigor to better equip students with knowledge and skill that will help them be successful at NVMI: | | | | | |
| a. Expand entrance camp to approximately 16 days to provide ELA and math intervention and enrichment classes that address students' identified needs | Academic Deans and Commandant | Teaching personnel, additional payroll resources needed (approximately $30,000 per summer) | July 2017 | Student Pre/Post tests<br><br>Academic Performance<br><br>Camp pass rates | Assessment Data<br><br>Student Grades<br><br>Report to Governing Board on revamped Camp implementation |
| b. Provide explicit instruction during entrance camp on Executive Function skills, including planners, notebooks, backpack organization, Cornell Notes, study and test-taking strategies, etc. | Commandant of Cadets | Military and Academic Staff<br><br>Existing 6th grade Executive Function curriculum | July 2016 | Student Pre/Post tests<br><br>Academic Performance | Assessment Data<br><br>Student Grades<br><br>Report to Governing Board on revamped Camp implementation |
| c. Provide teachers with training in middle school classroom protocols practiced by both military and academic teachers | Superintendent | Superintendent, during professional Development time | January 2016 (videotaped and shown as needed in the future) | Behavior Referrals<br><br>Merit/Demerit Systems<br><br>Teacher observation data | Merit and Demerit System<br><br>Observation walk-through data<br><br>Report to Governing Board |

| Goal #4 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 5: Revise Summer Intervention Programs to improve effectiveness and identify other supports if needed. | | | | | |
| a. Offer more summer school credit recovery classes through direct teacher instruction, with a greater degree of rigor | Academic Dean | Increased personnel, with corresponding costs | June 2016 and each summer thereafter | Student Passing Rates | Student Grade reports on Data Dashboard |
| b. Use new community college program to offer more credit recovery options | Superintendent | Relationship with Mission College | July 2017 | Student graduation and promotion rates | Graduation Rates |
| c. Develop specific goals and curriculum for and means to assess student success in Refocus Camp that address and remediate issues of discipline and engagement with NVMI behavioral expectations | Superintendent<br>Dean of Students<br>Director of Admissions<br>Counseling Staff<br>Milstaff and teaching staff | Current Refocus Camp policies and procedures<br>Student success rate data | August 2016 – May 2017 | Published goals, curriculum, and means of assessment | Report to Governing Board |
| d. Develop specific goals and curriculum for and means to assess student success in Academic Refocus Camp that address and remediate issues of motivation and | Superintendent<br>Directors of Instruction<br>Director of Admissions | Current Academic Refocus Camp policies and procedures<br>Student success rate data | August 2016 – May 2017 | Published goals, curriculum, and means of assessment | Report to Governing Board |

| Goal #4 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| engagement with NVMI academic expectations. | Milstaff and teaching staff | | | | |
| Task 6: Revise "rolling entrance camp" procedures to allow for better identification of students requiring academic, behavioral, and/or socioemotional support | | | | | |
| a. Conduct baseline assessments of all students | Milstaff and Entrance Camp personnel<br><br>Director of Administrative Systems | Computer based testing program | August 2016 | Number of students taking the assessments | Assessment data reported to Governing Board |
| b. Develop and implement a tool by which classroom teachers assess "rolling entrance camp" students' academic, behavioral, and socioemotional needs. | Dean of Students<br><br>Director of Administrative Systems<br><br>Directors of Instruction | Google docs/forms | July – August 2016 | Numbers of teachers reporting assessment tool as effectively and efficiently assisting them in identifying and reporting student needs | Assessment tool summary report<br><br>Annual report to Governing Board |
| c. Provide identified "rolling entrance camp" students with appropriate supports | Dean of Students<br><br>Directors of Instruction<br><br>Special Education Staff<br><br>Counseling Staff | NVMI support systems | August 2016 and ongoing | Numbers of rolling camp students successfully integrating into NVMI community | Annual Report to Governing Board |

| Goal #4 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 7: Expand Community College course offerings on NVMI campus. | | | | | |
| a. Through the relationship with Mission College, offer at least seven courses per year. | Superintendent<br><br>Academic Counselor | Relationship with Mission College | January 2018 | Credit Received by students | Reports for Mission College Personnel<br><br>Data Dashboard<br><br>Reports to NVMI Governing Board |
| b. Offer Career/ Technical education Courses on Campus | Superintendent<br><br>Academic Counselor | Relationship with Mission College | January 2019 | Credit received by students | Reports from College Personnel<br><br>Reports to NVMI Governing Board |
| Task 8: Provide focused professional development for middle school teachers on "the NVMI way" of teaching middle schoolers. Further refine "the NVMI way" and consider best hiring practices to ensure new hires are successful. | | | | | |
| a. Implement professional development for current and new staff | Superintendent | Superintendent | January 2016 (videotaped and shown in follow up as needed) | Student behavior as reported through the merit and demerit system<br><br>Teacher observation | Merit and Demerit system<br><br>Teacher observation data system |
| b. Require all newly hired teachers and staff to receive training in the "NVMI" way | Superintendent | Training Materials<br><br>Video tape of professional development session | June 2016 | Teacher observation | Teacher observation data system |

| Goal #4 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| c. Expand recruitment efforts, after consideration of the type of faculty member | Superintendent | Discussion with Administration team<br><br>Teacher recruitment sites | June 2016 | Number of Teachers hired<br><br>Teacher retention and satisfaction data<br><br>Teacher observation data | Teacher observation, retention, anf satisfaction data on Dashboard |
| Task 9: Increase the number and expand the skillset of available counseling and health supports (social workers, drug and alcohol counselors, doctors, nurses, dentists.) | | | | | |
| a. Professional development for current staff on integrating community resources for current students | Dean of Students | Community service agencies | January 2017 | Students who are provided with new services | Dean of Students tracking system |
| b. Improve links with community service agencies to better serve the needs of students, including medical and dental health screenings and services | Dean of Students | Community service agency<br><br>Medical and dental health providers in the community | January 2017, expanding annually thereafter | Students who are provided with new services, including counseling, social workers, doctors, dentists, optomoetrists, etc. | Dean of Students tracking system<br><br>Data Dashboard<br><br>Annual report to the Governing Board |
| c. Hire a social worker to serve the needs of families and students | Superintendent | General Revenue | July 2020 | Student who are provided with new services | Dean of Students tracking system |

| Goal #4 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| | | | | Students who successfully graduate from NVMI | |
| d. Hire additional Dean of Students to divide responsibilities for middle and high school students | Superintendent | General Revenue | July 2018 | Decrease in numbers of discipline referrals | Data Dashboard |
| Task 10: Investigate benefits and drawbacks of "coring" and "looping" in the middle school. | | | | | |
| a. Hire additional teachers with Multiple Subject credentials | Superintendent | General Revenue | July 2016, ongoing | Teachers with appropriate credentials | Personnel records |
| b. Support current teachers in obtaining additional credential as needed | Superintendent | General Revenue | July 2016<br>On going | Teachers with appropriate credentials | Personnel records |
| c. Revise master schedule to reflect change in Middle School structure | Superintendent | General Revenue | July 2016 | Student performance Data<br>Teacher satisfaction and retention data | State testing and Grades<br>Annual report to the Governing Board |

# Goal #5. Maximize leadership training, athletic development, and community service experiences for all cadets.

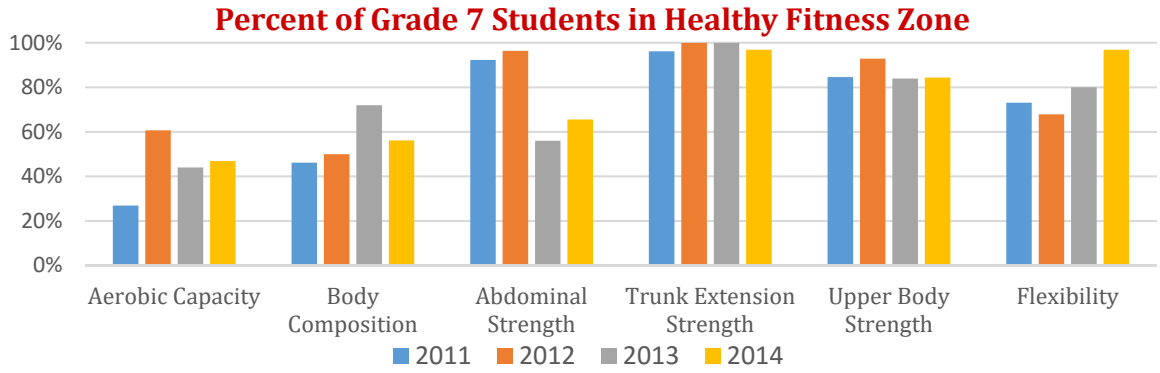
## *Rationale:*

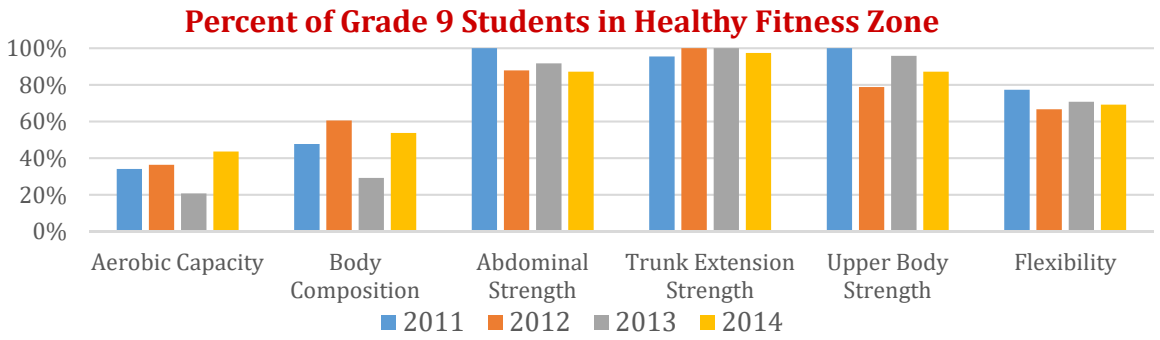
In a quality military school, the leadership, citizenship, and athletic pillars complement the academic pillar and are successfully interwoven into the fabric of school life. In the nascent stages of NVMI development, we have begun wonderful work in all three of those other pillars, but we need to enhance the quality and quantity of cadet leadership, the extent of cadet "ownership" of the school's military, citizenship, and athletic programs, the quality and quantity of athletic offerings, the performance of students on the Fitnessgram, and the quality of student "buy in" to the Respect and Honor Code.

## *Supporting Data*

**CACC Promotion Test**

| | 2013-2014 | | 2014-2015 | |
|---|---|---|---|---|
| | **# Students passing** | **Ave Score** | **# Students passing** | **Ave Score** |
| CADET | 192 | 61% | 241 | 67% |
| CFC | 21 | 76% | 43 | 79% |
| C/CPL | 16 | 82% | 17 | 84% |
| C/SGT | 14 | 88% | 11 | 87% |
| C/SSG | 6 | 92% | 7 | 90% |
| 1st attempt pass rate | 37% | | 44% | |






**Athletics and other Extra-Curricular Activities**

| Activity | Participation |
|---|---|
| Intramural athletics 2 days/week | all students but with irregularity and a lack of "gusto" |
| Band program | 50 students |
| High School ASSETs grant program after school activities | 80 students |
| Interscholastic athletics programs | 92 middle school students and 44 high school students in 2014-2015; participation on track to double in 2015-2016 |
| Participation in at least one extracurricular cadet activity (camping trips, leadership schools, CACC Summer camp, etc.) | 75% of the cadets |

## *Goal #5 Annual Targets:*

By 30 June 2016 –

- 50% of NVMI students will increase their FitnessGram score in at least one area tested.
- 100% of NVMI students participate in at least one team sport or event (such as band or orienteering) with at least 50% meeting eligibility requirements of GPA and citizenship (so that they can participate in games or competitions).
- 100% of all students will earn a rank of cadet or higher, at least 60% ranking up once per semester.
- 60% of all cadets will hold a leadership position at some time during the year (squad leader to company sergeant class leader, company or regimental staff).
- 75% of NVMI students will participate in a CACC extra-curricular activity such as summer camp or bivouac.
- 100% of NVMI students will have participated in a passive community service effort such as the canned food drive with 70% participating in either a campus wide project of beautification or an off campus service learning project of at least 5 volunteer hours.

By 30 June 2017 –

- 60% of NVMI students will increase their FitnessGram score in at least two areas tested.
- 100% of NVMI students participate in at least one team sport or event (such as band or orienteering) with at least 60% meeting eligibility requirements of GPA and citizenship (so that they can participate in games or competitions).
- 100% of all students will earn a rank of cadet or higher, at least 70% ranking up once per semester.
- 70% of all cadets will hold a leadership position at some time during the year (squad leader to company sergeant class leader, company or regimental staff).
- 80% of NVMI students will participate in a CACC extra-curricular activity such as summer camp or bivouac.
- 100% of NVMI students will have participated in a passive community service effort such as the canned food drive with 80% participating in either a campus wide project of beautification or an off campus service learning project of at least 10 volunteer hours.

By 30 June 2018 –

- 80% of NVMI students will be in the Healthy Fitness Zone on all areas tested.
- 100% of NVMI students participate in at least one team sport or event (such as band or orienteering) with at least 75% meeting eligibility requirements of GPA and citizenship (so that they can participate in games or competitions).
- 100% of all students will earn a rank of cadet or higher, at least 75% ranking up once per semester.

- 80% of all cadets will hold a leadership position at some time during the year (squad leader to company sergeant class leader, company or regimental staff).
- 80% of NVMI students will participate in a CACC extra-curricular activity such as summer camp or bivouac.100% of NVMI students will have participated in a passive community service effort such as the canned food drive with 85% participating in either a campus wide project of beautification or an off campus service learning project of at least 15 volunteer hours.

By 30 June 2019 –

- 85% of NVMI students will be in the Healthy Fitness Zone on all areas tested.
- 100% of NVMI students participate in at least one team sport or event (such as band or orienteering) with at least 80% meeting eligibility requirements of GPA and citizenship (so that they can participate in games or competitions).
- 100% of all students will earn a rank of cadet or higher, at least 85% ranking up once per semester.
- 80% of all cadets will hold a leadership position at some time during the year (squad leader to company sergeant class leader, company or regimental staff).
- 85% of NVMI students will participate in a CACC extra-curricular activity such as summer camp or bivouac.
- 100% of NVMI students will have participated in a passive community service effort such as the canned food drive with 90% participating in either a campus wide project of beautification or an off campus service learning project of at least 15 volunteer hours.

By 30 June 2020 –

- 90% of NVMI students will be in the Healthy Fitness Zone on all areas tested.
- 100% of NVMI students participate in at least one team sport or event (such as band or orienteering) with at least 85% meeting eligibility requirements of GPA and citizenship (so that they can participate in games or competitions).
- 100% of all students will earn a rank of cadet or higher, at least 95% ranking up once per semester.
- 85% of all cadets will hold a leadership position at some time during the year (squad leader to company sergeant class leader, company or regimental staff).
- 90% of NVMI students will participate in a CACC extra-curricular activity such as summer camp or bivouac.100% of NVMI students will have participated in a passive community service effort such as the canned food drive with 90% participating in either a campus wide project of beautification or an off campus service learning project of at least 20 volunteer hours.

By 30 June 2021 –

- 90% of NVMI students will be in the Healthy Fitness Zone on all areas tested.

- 100% of NVMI students participate in at least one team sport or event (such as band or orienteering) with at least 90% meeting eligibility requirements of GPA and citizenship (so that they can participate in games or competitions).
- 100% of all students will earn a rank of cadet or higher, at least 80% ranking up once per semester.
- 90% of all cadets will hold a leadership position at some time during the year (squad leader to company sergeant class leader, company or regimental staff).
- 95% of NVMI students will participate in a CACC extra-curricular activity such as summer camp or bivouac.
- 100% of NVMI students will have participated in a passive community service effort such as the canned food drive with 95% participating in either a campus wide project of beautification or an off campus service learning project of at least 25 volunteer hours.

By 30 June 2022 –

- 95% of NVMI students score in the Healthy Fitness one on all area tested.
- 100% of NVMI students participate in at least one team sport or event (such as band or orienteering) with at least 95% meeting eligibility requirements of GPA and citizenship (so that they can participate in games or competitions).
- 100% of all students will earn a rank of cadet or higher, at least 80% ranking up once per semester.
- 100% of all cadets will hold a leadership position at some time during the year (squad leader to company sergeant class leader, company or regimental staff).
- 100% of NVMI students will participate in a CACC extra-curricular activity such as summer camp or bivouac.
- 100% of NVMI students will have participated in a passive community service effort such as the canned food drive with 100% participating in either a campus wide project of beautification or an off campus service learning project of at least 25 volunteer hours.

## *Goal #5 Action Steps:*

| Goal #5 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 1: Increase scores on Fitness Gram | | | | | |
| a. Streamline PE so that more time is utilized in activities less time in travel | Athletic Director with input from Superintendent and TAC teams | CACC curriculum guidelines, President's FitnessGram guidelines work with bell schedule | Summer 2016 | Fitness Gram testing | Fitness Gram results on Data Dashboard |
| b. Standardize the "model" for each fitness gram activity such as the push up so that all students are trained to correctly perform each activity | Athletic Director with input from Superintendent and TAC | CACC curriculum guidelines, President's FitnessGram guidelines | Summer 2016 and annually thereafter | Fitness Gram testing | Fitness Gram results on Data Dashboard |
| c. Work to maximize the time spent at intramural sports during lunch and Thursdays before school. | Athletic Director with input from Superintendent and TAC and other coaches | CACC curriculum guidelines, President's FitnessGram guidelines | Fall 2016 | Intramural participation rates and intramural grades | Data Dashboard shared with Governing Board |
| Task 2: Increase involvement in interscholastic team participation including making sure that maximum number of cadets qualify in terms of GPA and citizenship. | | | | | |
| a. Include team participation as part of the LOC/PE grade | TAC and cadet S3 to coordinate adding this to service record | CACC guidelines for service records | Fall 2016 | Check Cadet Service Records<br><br>Interscholastic team rosters | Company Service Records<br><br>Seasonal reports to Governing Board |

| Goal #5 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| b. Continue to make passing grades and good citizenship (low demerits) a positive part of our school culture across every facet of the program | All Staff, including after school programs | Citizenship reports and PowerSchool | Ongoing, starting now | Data from dashboard<br><br>Student survey data | Citizenship reports and PowerSchool and student survey data information on the dashboard |
| c. Create parent booster groups for various teams to encourage parents to have their student participate | Team and event coaches, PAC, other staff as needed | Create Booster Club Manual or packet<br><br>PAC Leadership Team | Fall of 2016 | Team/Event Rosters<br><br>PAC Participation rates | Team/Event Rosters<br><br>Reports to PAC and Governing Board meetings |
| Task 3:Promote buy in of the military program by encouraging students to successfully get promoted at least once each school semester (rank up). | | | | | |
| a. Hold weekly study groups and games for cadets to study promotion guides after school at the company level | TAC and cadet leadership | Study guides, online study guides, create "jeopardy" type games | Spring 2016 | Cadet Service records or company rosters | Formation (bell ringing), Hawk Weekly,<br><br>Data Dashboard<br><br>Cadet Service Records |
| b. Utilize cadet leadership to encourage promotion and include in honor unit standings | TAC, cadet leadership | Published Honor Unit Standings | Summer 2016 | Cadet Service records or company rosters | Formation (bell ringing), Hawk Weekly, |

| Goal #5 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| c. Publish List weekly or monthly with names of newly promoted cadets | Regimental S1/S3<br>Senior NCO<br>Commandant | Company Rosters | Spring 2016 (monthly) Fall 2016 (weekly) | Company Rosters updated weekly or monthly | Hawk Weekly and Data Dashboard |
| Task 4: Promote buy in of military program by encouraging students to take on leadership positions with incentives to try new leadership positions | | | | | |
| a. Create internal tracking system so that teachers and TAC are aware of who is class leader, squad leader when and for how long | TAC, Admin team, any other interested<br>Regimental S1<br>Senior NCO<br>Commandant | Duty Rosters published for all staff and students' duty assignments also published in Hawk Weekly as appropriate | Fall 2016 | Rosters of cadets who participate in trainings generated by TAC/cadet leaders | Weekly Staff Bulletin<br>Hawk Weekly<br>Duty rosters published |
| b. Establish regular rotation of training classes for various leadership tasks | TAC, Cadet leadership, Regimental leadership<br>Senior NCO<br>Commandant | Calendar, training materials<br>Regimental Newsletter and Website | Fall 2016 and annually thereafter with increased participation rates | Company published rosters of who has been trained for what positions | Weekly staff bulletin<br>Regimental Newsletter published monthly to advertise leadership training opportunities |
| c. Promoting Ribbons | Superintendent, TAC, other staff as interested<br>Senior NCO | Ribbons and the criteria established to earn them | Fall 2016 or later | Cadets earning and wearing more ribbons which indicate leadership | Service records<br>Data Dashboard with ribbon award rates |

| Goal #5 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| | Commandant | Consider special NVMI ribbons for such things as Class Leader accomplishment<br><br>Publish ribbon awards in Hawk Weekly and on website | | positions trained for or "earned" | Ribbon awardees published in Hawk Weekly and on website |
| Task 5: Promote Buy in of the military program by encouraging students to participate in CACC extra-curricular activities | | | | | |
| a. Assign new cadets an older "buddy" before the event who can answer their questions both before and during the event | TAC, cadet leadership<br><br>Senior NCO<br><br>Commandant | Buddy program | Beginning Fall 2016 and each semester thereafter | After event questionnaire | After action report<br><br>Data Dashboard with event participation rates |
| b. Be prepared to discuss all of the year's events at the day long parent orientation | Cadet leadership<br><br>Commandant, Senior NCO | Photos, slide show for presentations | Summer 2016 | Number of cadets who sign up for trips | Hawk Weekly after event |
| c. Have cadets who have participated in events come to PAC meetings to talk about the upcoming trip | Cadets<br><br>Senior NCO<br><br>Regimental Staff<br><br>Commandant | Photos, slide show for presentations<br><br>Regimental Newsletter and Website | Summer 2016 | Number of cadets who sign up for trips | Hawk Weekly after event<br><br>PAC meeting minutes |

| Goal #5 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| Task 6: Teach and encourage life-long service learning habits by having cadets participate in service learning projects through school | | | | | |
| a. Create a Service Learning Committee to identify and organize local service learning opportunities | Interested stake-holders with committee of members from cadet leadership, NVMI staff ,PAC members, and community leaders | Community 501C3 Agency listings<br><br>Existing staff relationships with community agencies<br><br>CA National Guard | Fall 2016 | Tracking of service learning through service records or creation of a new subset of a service record | Hawk Weekly, formation announcements |
| b. Develop a questionnaire for local businesses and other community organizations to identify community needs, service organizations addressing those needs, and gaps in services. | Service Learning Committee<br><br>Director of Administrative Systems | Google docs | Fall 2016 and annual updates | Questionnaire results | Report to Committee |
| c. Develop opportunities for student participation in currently organized local service projects | Service Learning Committee | Questionnaire results | September 20016 and ongoing | Tracking of service learning via service records or creation of a new subset of a service record | Hawk Weekly<br><br>Formation announcements<br><br>Data Dashboard |
| d. Form a partnership with the local service | Service Learning Committee | | Spring 2016 | Tracking of service learning via service | Hawk Weekly |

| Goal #5 Tasks | Personnel Responsible | Resources | Timeline | Means to Assess Improvement | Means to Report |
|---|---|---|---|---|---|
| organizations such as the MEND chapter near the school | | | | records or creation of a new subset of a service record | Formation announcements<br><br>Data Dashboard<br><br>Reports to the Governing Board |
| e. Develop a partnership with the local USO office modeled upon the San Diego USO model to provide volunteer support. | Service Learning Committee | San Diego USO community partnership model | Spring 2017 | Tracking of service learning via service records or creation of a new subset of a service record | Hawk Weekly<br><br>Reports to the Governing Board |
| f. Develop student-initiated service programs that address identified unmet community needs | Service Learning Committee | | Spring 2018 | Tracking of service learning via service records or creation of a new subset of a service record | Formation announcements<br><br>Data Dashboard<br><br>Reports to the Governing Board |

# APPENDIX:

## *Timeline of self-study process*

I. During the 2013-2014 school year, the school/community profile was updated with current information, and the faculty met quarterly to discuss the action plan and progress toward the previous visit's action plan goals and VC findings. The profile data was also used as the basis for the initial NVMI LCAP.

II. During the 2014-2015 school year, the school/community profile was updated again with current information, and the faculty met quarterly to discuss the action plan and progress toward the previous visit's action plan goals and VC findings. In addition, a first draft of Chapter 1 of the self-study was produced, shared with the governing board, and discussed at the Schoolsite Council meeting. The Chapter 1 draft was also used as a significant tool for the revision of the LCAP.

III. In July, 2015, a second draft of Chapter 1 was completed by a small committee of staff, and a team of faculty was appointed to draft Chapter 2.

III. During August 2015 professional development, the staff spent several days examining the data from Chapter 1 and answering the prompts from Chapter 3, including essential findings from the data, questions the data posed, and identifying critical learner needs.

IV. During the August 2015 Schoolsite Council meeting, the council reviewed drafts of Chapters 1 and 2 and gave substantial input.

V. During a September, 2015 professional development day, approximately 100 staff, student leaders, and parent leaders gathered to review the school's mission, philosophy, and schoolwide learner outcomes. Significant input was given to their revision, and much discussion took place about the meaning of those documents, their applicability to the daily life of the school community, and how they could better be reflective of our present reality.

VI. During the September, 2015 Schoolsite Council, Governing Board, and Parent Advisory Council meetings, final drafts of Chapters 1, 2, and 3 were reviewed. Significant additional input was given and revisions made as a result.

VII. Focus groups worked on Chapter 4 prompts throughout all of September and October and presented drafts of the Chapter 4 responses during the October Schoolsite Council and Parent Advisory Council meetings.

VIII. Final drafts of Chapter 4 responses were reviewed by faculty in early November, and home groups gave final input in mid-November. At the November Governing Board meeting, the final versions of Chapters 1-3 were presented and discussed extensively, along with the major findings from Chapter 4 drafts.

IX. A faculty meeting November focused on what content should shape the Chapter 5 action plan and the leadership team met to draft the Action plan based on input from the faculty. A draft of action plan components was shared at the November Schoolsite Council meeting.

X. At an early December, 2015 faculty meeting, a final draft of the Action plan was reviewed and significant input given.

XI. At the December governing board meeting, the final action plan was discussed and approved and the final draft of the entire self-study presented.

## *Results of questionnaires/interviews (student, parent, community, staff)*

*(See Chapter 1)*

## *Approved AP course list*

**Apex Learning** www.apexlearning.com

| AP Course Ledger – Authorized Courses | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|
| Biology * | -- | -- | -- | -- |
| Calculus AB | 1 | 1 | 1 | 1 |
| Chemistry* | 1 | 1 | -- | -- |
| English Language and Composition | 1 | 1 | 1 | 1 |
| English Literature and Composition | 1 | 1 | 1 | 1 |
| French Language and Culture † | -- | -- | -- | -- |
| Macroeconomics | 1 | 1 | 1 | 1 |
| Microeconomics | 1 | 1 | 1 | 1 |
| Physics B* | -- | -- | -- | -- |
| Psychology | 1 | 1 | 1 | 1 |
| Spanish Language and Culture‡ | 1 | 1 | 1 | 1 |
| Statistics | 1 | 1 | 1 | 1 |
| U.S. Government and Politics | 1 | 1 | 1 | 1 |
| United States History | 1 | 1 | 1 | 1 |

* This course has received a conditional AP authorization for the school year because the course fulfills all of the components required in an AP science course with the exception of the minimum time required to be spent engaged in hands-on laboratory work/field experiences. Colleges and universities are encouraged to request the required lab notebook or portfolio of lab reports from students enrolled in this course in order to make determinations regarding credit and/or placement.

† In 2011-12, due to course revisions, the AP French Language course title was changed to AP French Language and Culture

‡ In 2013-14, due to course revisions, the AP Spanish Language course title was changed to AP Spanish Language and Culture

Online Program Hardware and Software Requirements:

APEX Learning System Recommendations Network and Hardware Configurtion
http://www.apexlearning.com/systemrequirements/systemrecommendations.pdf

## *UC a–g approved course list*

https://hs-articulation.ucop.edu/agcourselist#/list/details/1061/

## *School Quality Snapshot*

http://www6.cde.ca.gov/schoolqualitysnapshot/sqsreport.aspx?id=D89713E5-6437-4B2E-B776-D70885C5C4C3

## *School accountability report card (SARC)*

http://sarconline.org/Sarc/About/19647330100776

## *Graduation requirements*

- English – 4 years (8 semesters)
- Math – 3 years (6 semesters), including Algebra 1, Geometry, and Algebra 2 (NVMI recommends four years of math through Pre-calculus)
- History/Social Studies – One semester geography, one year World History, one year U.S. History, and one semester of Government and one semester of Economics
- Languages other than English – 2 years (4 semesters) (NVMI recommends 3 or more years)
- Science – 2 years (4 semesters); one of Biological Sciences (Biology) and one of Physical Sciences (Chemistry or Physics)
- Visual/Performing Arts – 1 year (2 semesters)
- LOC/PE – 4 year (8 semesters) – students must take and pass 8 semesters of Leaders of Character and 8 semesters of physical education while enrolled at NVMI – students who enroll after ninth grade may have elements of this requirement waived at the discretion of the school
- Electives – Sufficient electives to result in a total of credits for graduation (5 credits per class per semester)
- Health
- UC Approved Elective

## *LCFF State Priorities Report*

http://ias.cde.ca.gov/lcffstatepri/lcffstateprioritiesreport.aspx?ID=r54yG0MDFIG0gNhOfOXDiwTxVjETA6eD1Pf8cApqeuM4oMoxx04CFtZkQ9zFWgd1&mode=summary&type=.pdf

## *Local Control and Accountability Plan (LCAP):*

http://www.novamil.org/sites/novamil.org/files/lcap_nvmi_1516_revised_06092015.doc

*Budgetary information, including school budget and audit*

**INDEPENDENT AUDITOR'S REPORT**

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**INDEPENDENT AUDITOR'S REPORT**

Governing Board
North Valley Military Institute
(A California Nonprofit Public Benefit Corporation)
Granada Hills, California

**Report on the Financial Statements**

We have audited the accompanying financial statements of North Valley Military Institute (NVMI) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2015, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to NVMI's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of NVMI's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Emphasis of Matter Regarding Going Concern**

The accompanying financial statements have been prepared assuming that NVMI will continue as a going concern. As discussed in the Notes to the basic financial statements, NVMI has deficit spending to enhance the program. Management's plan in regards to these matters is described in Note 11.

**Opinion**

In our opinion, the financial statements referred to in the first paragraph present fairly, in all material respects, the financial position of NVMI as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters**

*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise NVMI's basic financial statements. The supplementary information as listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information as listed in the table of contents is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2015, on our consideration of NVMI's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering NVMI's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2015

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## *FINANCIAL STATEMENTS*

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

DRAFT 11/18/2015

**STATEMENT OF FINANCIAL POSITION**
**JUNE 30, 2015**

| | |
|---|---|
| **ASSETS** | |
| Current Assets | |
| Cash and cash equivalents | $ 74,667 |
| Accounts receivable | 655,587 |
| Total Current Assets | 730,254 |
| Non-Current Assets | |
| Fixed assets | 645,137 |
| Less: accumulated depreciation | 645,137 |
| Total Non-Current Assets | - |
| Total Assets | $ 730,254 |
| **LIABILITIES** | |
| Current Liabilities | |
| Accounts payable | 1,013,165 |
| Total Current Liabilities | 1,013,165 |
| **NET ASSETS** | |
| Designated for Clean Energy Program | 52,215 |
| Unrestricted (Deficit) | (335,126) |
| Total Net (Deficit) | (282,911) |
| Total Liabilities and Net Assets | $ 730,254 |

The accompanying notes are an integral part of these financial statements.

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**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS**
**FOR THE YEAR ENDED JUNE 30, 2015**

| | |
|---|---|
| **REVENUES** | |
| Local Control Funding Formula | $ 2,796,644 |
| Federal revenue | 366,915 |
| Other State revenue | 498,435 |
| Local revenues | 83,330 |
| Total Revenues | 3,745,324 |
| **EXPENSES** | |
| Program services | |
| Teacher salaries and benefits | 2,112,242 |
| Educational programs | 13,506 |
| Occupancy | 111,161 |
| Student supplies | 276,930 |
| Student nutrition | 203,293 |
| Special education fee | 120,779 |
| Operating expenses | 107,403 |
| Capital outlay | 27,190 |
| Total Program Services | 2,972,504 |
| Fundraising | 24,045 |
| Management and general | |
| Administrative salaries and benefits | 506,076 |
| Clerical salaries and benefits | 276,864 |
| District supervisory fee | 27,967 |
| Educational programs | 1,046 |
| Student supplies | 45,526 |
| Occupancy | 66,878 |
| Insurance | 44,008 |
| Operating expenses | 303,211 |
| Debt interest expense | 2,154 |
| Total Management and General | 1,273,730 |
| Total Expenses | 4,270,279 |
| **CHANGE IN NET ASSETS** | (524,955) |
| **NET ASSETS, BEGINNING OF YEAR** | 242,044 |
| **NET (DEFICIT), END OF YEAR** | $ (282,911) |

The accompanying notes are an integral part of these financial statements.

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**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**STATEMENT OF CASH FLOWS**
**FOR THE YEAR ENDED JUNE 30, 2015**

| | | |
|---|---|---|
| **CASH FLOWS FROM OPERATING ACTIVITIES** | | |
| Change in net assets | $ | (524,955) |
| Changes in operating assets and liabilities | | |
| Increase in accounts receivable | | (213,891) |
| Decrease in prepaid expenses and other assets, net | | 13,845 |
| Increase in accounts payable | | 712,307 |
| Net Cash Used by Operating Activities | | (12,694) |
| **NET DECREASE IN CASH** | | (12,694) |
| **CASH, BEGINNING OF YEAR** | | 87,361 |
| **CASH, END OF YEAR** | $ | 74,667 |

The accompanying notes are an integral part of these financial statements.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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## NOTES TO FINANCIAL STATEMENTS
**JUNE 30, 2015**

### *NOTE 1 - ORGANIZATION AND MISSION*

North Valley Military Institute College Preparatory Academy (NVMI) is a non-profit public benefit corporation. NVMI develops leaders of character by providing a rigorous seven-year college preparatory program to promote excellence in the four pillars of academics, leadership, citizenship, and athletics

NVMI was originally chartered in 2003 as Imagine Academy and then later renewed as the North Valley Charter Academy. In July 2013, NVMI began operation using the military model successfully replicated from the Oakland Military Institute. NVMI's charter was approved in 2013 for a period of five years ending June 30, 2018.

Charter school number authorized by the State: 0540

NVMI is located on the campus of Sun Valley High School, 12105 Allegheny Street. NVMI operated most recently on the campus of Saint Andrew and Saint Charles Episcopal Church in Granada Hills, served 342 students in the 2014-2015 school year, and currently serves 535 students.

**Other Related Entities**

**Joint Powers Agency and Risk Management Pools** - NVMI is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of NVMI. Additional information is presented in Note 10 to the financial statements.

### *NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES*

The significant policies followed by NVMI are described below to enhance the financial statements.

**Financial Statement Presentation**

NVMI is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. NVMI has no temporarily or permanently restricted net assets, as of June 30, 2015. In addition, NVMI is required to present a Statement of Cash Flows.

**Accounting Method - Basis of Accounting**

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. NVMI uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**NOTES TO FINANCIAL STATEMENTS**
**JUNE 30, 2015**

**Revenue Recognition**

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions." During 2014-2015, NVMI did not receive any donor-restricted contributions.

**Income Taxes**

NVMI is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2011 and forward may be audited by regulatory agencies; however, NVMI is not aware of any such actions at this time.

NVMI has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

**Cash and Cash Equivalents**

For purposes of the Statement of Cash Flows, NVMI considers all cash on hand and in banks to be cash and cash equivalents.

**Accounts Receivable**

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2015, management had determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

**Donated Services, Goods, and Facilities**

A few volunteers have donated their time and experience to NVMI's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**NOTES TO FINANCIAL STATEMENTS**
**JUNE 30, 2015**

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Unrestricted/Designated Net Assets**

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2015, NVMI had $52,215 designated for the Clean Energy program.

***NOTE 3 - CASH***

Cash at June 30, 2015, consisted of the following:

| | Reported Amount | Bank Balance |
|---|---|---|
| Deposits | | |
| Cash on hand and in banks | $ 74,667 | $ 137,040 |

Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). NVMI maintains its cash in bank deposit accounts that at times may exceed federally insured limits. NVMI has not experienced any losses in such accounts. At June 30, 2015, NVMI did not have a balance in excess of FDIC insured limits. Management believes that NVMI is not exposed to any significant risk related to cash.

***NOTE 4 - ACCOUNTS RECEIVABLE***

Accounts receivable at June 30, 2015, consisted of the following:

| | |
|---|---|
| Local Control Funding Formula | $ 348,960 |
| Federal Receivables | 70,639 |
| Other State Receivables | 212,955 |
| Lottery | 23,033 |
| Total Accounts Receivable | $ 655,587 |

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

DRAFT 11/18/2015

**NOTES TO FINANCIAL STATEMENTS**
**JUNE 30, 2015**

***NOTE 5 - FIXED ASSETS***

Fixed assets at June 30, 2015, consisted of the following:

| | |
|---|---|
| Land improvements | $ 45,375 |
| Buildings | 558,775 |
| Furniture and equipment | 40,987 |
| Total | 645,137 |
| Less: accumulated depreciation | (645,137) |
| Total Fixed Assets | $ - |

***NOTE 6 - ACCOUNTS PAYABLE***

Accounts payable at June 30, 2015, consisted of the following:

| | |
|---|---|
| Due to grantor governments | $ 51,108 |
| Vendor payables | 265,757 |
| Charter School Capital | 430,800 |
| Charter Asset Management | 265,500 |
| Total Accounts Payable | $ 1,013,165 |

***NOTE 7 - OPERATING LEASES***

On June 1, 2014, NVMI entered into a lease agreement with The Episcopal Church of Saint Andrew and Charles for the property located at 16651 Rinaldi Street, Granada Hills, CA 91344 for a period of one-year, commencing on July 1, 2014 and ending on June 30, 2015, with monthly lease payments of $4,600. Total rent expense for the year ended June 30, 2015, was $55,200.

NVMI also entered into a facility use agreement with The Episcopal Church of Saint Andrew and Charles for use of the Parish Hall, also located at 16651 Rinaldi Street, Granada Hills, CA 91344. The term of the agreement was for a period of eleven months, commencing on August 1, 2014 and ending on June 30, 2015. The rate of the agreement was $75 for each day the facility was used. Total rent expense for the year ended was $12,752.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**NOTES TO FINANCIAL STATEMENTS**
**JUNE 30, 2015**

***NOTE 8 - EMPLOYEE RETIREMENT SYSTEMS***

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The details of each plan are as follows:

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

NVMI contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2013, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

**Benefits Provided**

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor of the STRP and obligor of the trust. In addition, the state is both an employer and nonemployer contributing entity to the STRP.

NVMI contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

DRAFT 11/18/2015

**NOTES TO FINANCIAL STATEMENTS**
**JUNE 30, 2015**

The STRP provisions and benefits in effect at June 30, 2015, are summarized as follows:

| | STRP Defined Benefit Program | |
|---|---|---|
| Hire date | On or before December 31, 2012 | On or after January 1, 2013 |
| Benefit formula | 2% at 60 | 2% at 62 |
| Benefit vesting schedule | 5 years of service | 5 years of service |
| Benefit payments | Monthly for life | Monthly for life |
| Retirement age | 60 | 62 |
| Monthly benefits as a percentage of eligible compensation | 2.0% - 2.4% | 2.0% - 2.4% |
| Required employee contribution rate | 8.15% | 8.15% |
| Required employer contribution rate | 8.88% | 8.88% |
| Required state contribution rate | 5.95% | 5.95% |

**Contributions**

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2015, are presented above and NVMI's total contributions were $106,885.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of NVMI College Preparatory Academy. These payments consist of State General Fund contributions to CalSTRS in the amount of $42,510 (5.679 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

**Other Information**

Under CalSTRS law, certain early retirement incentives require the employer to pay the present value of the additional benefit, which may be paid on either a current or deferred basis. NVMI College Preparatory Academy has no obligations to CalSTRS for early retirement incentives granted to terminated employees.

**Social Security**

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) must be covered by Social Security or an alternative plan. NVMI College Preparatory Academy has elected to use Social Security as its alternative plan for their classified employees.

***NOTE 9 - RISK MANAGEMENT***

**Participation in Joint Powers Authority**

NVMI is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation insurance and charter school liability insurance. The relationship between NVMI and CharterSAFE is such that CharterSAFE is not considered a component unit of NVMI for financial reporting purposes.

The CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and NVMI are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2014-2015 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2015, NVMI made payments of $62,065 to CharterSAFE for services received. At June 30, 2015, NVMI had no recorded accounts receivable or accounts payable to CharterSAFE.

**Health Benefits**

For fiscal year 2014-2015, NVMI participated with Choice Administrators for risk management services for medical, dental and vision insurance. The relationship between NVMI and Choice Administrators is such that Choice Administrators is not considered a component unit of NVMI for financial reporting purposes.

During the year ended June 30, 2015, NVMI made payments of $221,777 to Choice Administrators for services received. At June 30, 2015, NVMI had no recorded accounts receivable or accounts payable to the Choice Administrators.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**NOTES TO FINANCIAL STATEMENTS**
**JUNE 30, 2015**

***NOTE 10 - NET ASSETS***

Net assets at June 30, 2015, consisted of the following:

| | |
|---|---|
| Designated for Clean Energy Program | $ 52,215 |
| Unrestricted | (335,126) |
| Total Net (Deficit) | $ (282,911) |

***NOTE 11 - CONTINGENCIES***

NVMI has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

NVMI has no outstanding claims or litigation.

***NOTE 12- GOING CONCERN***

As of October 2015, based on a one-year forecast, NVMI College Preparatory Academy had anticipated an ending net assets (deficit) of approximately $200,000 for the 2015-2016 fiscal year. NVMI's financial problems this year are almost entirely attributable to the rise in student enrollment and start-up costs to enhance the program growth challenges.

Low reserves and cash flow were anticipated as result of NVMI's plan to expand. In the midst of the anticipated deficit, NVMI reorganized administration and initiated necessary staff positions. The 2015-2016 revised First Interim Report shows that a projected end of the year surplus of $56,608 will eliminate part of the existing deficit.

Enrollment has increased substantially at approximately 170 students; projected to be reported at P2 (April 2016) is approximately 518. As a result, NVMI continues to actively recruit students. NVMI is currently about 75 students away from meeting its first goal of 665 students enrolled by 2016-2017.

The Board, along with Management continues to work closely with the Charter School Management Corporation (CSMC) to address all 2015-2016 cash flow issues. NVMI is selling off account receivables in order to meet ongoing expenditures and is seeking alternative funding. The Superintendent's primary goals are to strengthen and enhance school management and fiscal practices implemented in the 2015-2016 school year by evaluating staff and monitoring expenditures related to the new location. Additionally, projected cash flow in 2016-2017 will not require the selling of receivables. The Superintendent has established a competent leadership team to oversee and monitor academic and fiscal fidelity.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
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**NOTES TO FINANCIAL STATEMENTS**
**JUNE 30, 2015**

***NOTE 11 - SUBSEQUENT EVENTS***

NVMI's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2015, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year financial statements.

In July 2015, NVMI entered into a Single-Year Co-Location Use Agreement (Agreement) with Los Angeles Unified School District (LAUSD) for the property located at 12105 Allegheny Street, Sun Valley, CA 91352. The single-year term of the Agreement expires June 30, 2016. Per the Agreement, LAUSD may not charge NVMI rent in exchange for its use of District premises; however, LAUSD may charge NVMI an annual fee for use of the District premises consistent with Education Code section 47614(b) (the "Pro Rata Share Charge").

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## *SUPPLEMENTARY INFORMATION*

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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## LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
**JUNE 30, 2015**

### ORGANIZATION

The North Valley Military Institute (Charter Number 0540) operates under a charter agreement granted by the Los Angeles Unified School District. NVMI operates one school grades six through twelve.

### GOVERNING BOARD

| MEMBER | OFFICE | TERM EXPIRES |
|---|---|---|
| Lanny West | President | June 10, 2016 |
| Emory Josephs | Secretary | June 30, 2016 |
| Col. Kevin Baxter | Member | December 31, 2015 |
| Kay Deitch | Member | June 30, 2015 |
| Cesley S. Ford-Frost | Member | December 31, 2015 |

### ADMINISTRATION

| | |
|---|---|
| Dr. Mark Ryan | Superintendent |
| Kellie Jackson | Director of Operations |

See accompanying note to supplementary information.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**SCHEDULE OF AVERAGE DAILY ATTENDANCE**
**FOR THE YEAR ENDED JUNE 30, 2015**

| | Final Report | |
|---|---|---|
| | Second Period Report | Annual Report |
| Regular ADA | | |
| Sixth | 73 | 74 |
| Seventh and eighth | 137 | 136 |
| Ninth through twelfth | 134 | 132 |
| Total Regular ADA | 344 | 342 |
| Classroom based ADA | | |
| Sixth | 73 | 74 |
| Seventh and eighth | 137 | 136 |
| Ninth through twelfth | 134 | 132 |
| Total Regular ADA | 344 | 342 |

NVMI did not operate a Non-Classroom Based Instruction program.

See accompanying note to supplementary information.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**SCHEDULE OF INSTRUCTIONAL TIME**
**FOR THE YEAR ENDED JUNE 30, 2015**

| Grade Level | 1986-87 Minutes Requirement | Reduced 1986-87 Minutes Requirement | 2014-15 Actual Minutes | Number of Days Traditional Calendar | Number of Days Multitrack Calendar | Status |
|---|---|---|---|---|---|---|
| Grades 6 - 8 | 54,000 | 52,457 | | | | |
| Grade 6 | | | 63,106 | 178 | N/A | Complied |
| Grade 7 | | | 63,106 | 178 | N/A | Complied |
| Grade 8 | | | 63,106 | 178 | N/A | Complied |
| Grades 9 - 12 | 64,800 | 62,949 | | | | |
| Grade 9 | | | 63,106 | 178 | N/A | Complied |
| Grade 10 | | | 63,106 | 178 | N/A | Complied |
| Grade 11 | | | 63,106 | 178 | N/A | Complied |
| Grade 12 | | | 63,106 | 178 | N/A | Complied |

See accompanying note to supplementary information.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**
**FOR THE YEAR ENDED JUNE 30, 2015**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

| | | |
|---|---|---|
| FUND BALANCE | | |
| Balance, June 30, 2015, Unaudited Actuals | $ | (343,348) |
| Increase in: | | |
| Accounts receivable | | 60,437 |
| Balance, June 30, 2015, | | |
| Audited Financial Statement | $ | (282,911) |

See accompanying note to supplementary information.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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## NOTE TO SUPPLEMENTARY INFORMATION
## JUNE 30, 2015

*NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES*

**Local Education Agency Organization Structure**

This schedule provides information about the school operated, members of the governing board, and members of the administration.

**Schedule of Average Daily Attendance**

This schedule presents information on the amount of instructional time offered by NVMI and whether NVMI complied with provisions of *Education Code* Sections 46200 and 46206. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made through the Los Angeles County Office of Education to North Valley Military Institute.

**Schedule of Instructional Time**

This schedule presents information on the amount of instructional time offered by NVMI and whether NVMI complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

NVMI must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

**Reconciliation of Annual Financial Report With Audited Financial Statements**

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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## *INDEPENDENT AUDITOR'S REPORTS*

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**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
North Valley Military Institute
(A California Nonprofit Public Benefit Corporation)
Granada Hills, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of North Valley Military Institute (NVMI) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise North Valley Military Institute's basic financial statements, and have issued our report thereon dated _____, 2015.

**Emphasis of Matter Regarding Going Concern**

The accompanying financial statements have been prepared assuming that NVMI will continue as a going concern. As discussed in the Notes to the basic financial statements, NVMI has deficit spending to enhance the program. Management's plan in regards to these matters is described in Note 11.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered North Valley Military Institute's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of North Valley Military Institute's internal control. Accordingly, we do not express an opinion on the effectiveness of North Valley Military Institute's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of NVMI's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether North Valley Military Institute's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

**Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of NVMI's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering NVMI's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2015

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## INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
North Valley Military Institute
(A California Nonprofit Public Benefit Corporation)
Granada Hills, California

**Report on State Compliance**

We have audited North Valley Military Institute's compliance with the types of compliance requirements as identified in the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the North Valley Military Institute's State government programs as noted below for the year ended June 30, 2015.

**Management's Responsibility**

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its State's programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance of each of the North Valley Military Institute's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about North Valley Military Institute's compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of North Valley Military Institute's compliance with those requirements.

**Unmodified Opinion**

In our opinion, North Valley Military Institute complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2015.

**Other Matters**

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In connection with the audit referred to above, we selected and tested transactions and records to determine the North Valley Military Institute's compliance with the State laws and regulations applicable to the following items:

| | Procedures Performed |
|---|---|
| Attendance Accounting: | |
| Attendance Reporting | No, see below |
| Teacher Certification and Misassignments | No, see below |
| Kindergarten Continuance | No, see below |
| Independent Study | No, see below |
| Continuation Education | No, see below |
| Instructional Time | No, see below |
| Instructional Materials | No, see below |
| Ratios of Administrative Employees to Teachers | No, see below |
| Classroom Teacher Salaries | No, see below |
| Early Retirement Incentive | No, see below |
| Gann Limit Calculation | No, see below |
| School Accountability Report Card | No, see below |
| Juvenile Court Schools | No, see below |
| Middle or Early College High Schools | No, see below |
| K-3 Grade Span Adjustment | No, see below |
| Transportation Maintenance of Effort | No, see below |
| Regional Occupational Centers or Programs Maintenance of Effort | No, see below |
| Adult Education Maintenance of Effort | No, see below |
| California Clean Energy Jobs Act | No, see below |
| After School Education and Safety Program: | |
| General Requirements | No, see below |
| After School | No, see below |
| Before School | No, see below |
| Proper Expenditure of Education Protection Account Funds | Yes |
| Common Core Implementation Funds | No, see below |
| Unduplicated Local Control Funding Formula Pupil Counts | Yes |
| Local Control Accountability Plan | Yes |
| Charter Schools: | |
| Contemporaneous Records of Attendance | Yes |
| Mode of Instruction | Yes |
| Non Classroom-Based Instruction/Independent Study | No, see below |
| Determination of Funding for Non Classroom-Based Instruction | No, see below |
| Annual Instruction Minutes Classroom-Based | Yes |
| Charter School Facility Grant Program | Yes |

Testing procedures are not applicable to charter schools; therefore, we did not perform any related procedures.

NVMI does not have expenses for the California Clean Energy Jobs Acts; therefore, we did not perform any related procedures.

NVMI does not operate the After School Education and Safety Program; therefore, we did not perform any related procedures.

NVMI did not receive funding related to the Common Core Implementation Funds; therefore, we did not perform any related procedures.

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NVMI does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Determination of Funding for Non Classroom-Based Instruction.

Rancho Cucamonga, California
_____, 2015

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## *SCHEDULE OF FINDINGS AND QUESTIONED COSTS*

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**SUMMARY OF AUDITOR'S RESULTS**
**FOR THE YEAR ENDED JUNE 30, 2015**

| | |
|---|---|
| **FINANCIAL STATEMENTS** | |
| Type of auditor's report issued: | Unmodified |
| Internal control over financial reporting: | |
| Material weakness identified? | No |
| Significant deficiency identified? | None reported |
| Noncompliance material to financial statements noted? | No |
| **STATE AWARDS** | |
| Type of auditor's report issued on compliance for programs: | Unmodified |

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**FINANCIAL STATEMENT FINDINGS**
**FOR THE YEAR ENDED JUNE 30, 2015**

None reported.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**STATE AWARDS FINDINGS AND QUESTIONED COSTS**
**FOR THE YEAR ENDED JUNE 30, 2015**

None reported.

**NORTH VALLEY MILITARY INSTITUTE COLLEGE PREPARTORY ACADEMY**
**(A California Nonprofit Public Benefit Corporation)**

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**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**
**FOR THE YEAR ENDED JUNE 30, 2015**

There were no audit findings reported in the prior year's schedule of financial statement findings.

## MULTI-YEAR BUDGET 2016-2020

| MULTI-YEAR BUDGET FY 2016-2020 | RATE | NVMI | 2015-2016 Year 1 Total | Year 1 Per ADA | 2016-2017 Year 2 Total | Year 2 Per ADA | 2017-2018 Year 3 Total | Year 3 Per ADA | 2018-2019 Year 4 Total | Year 4 Per ADA | 2019-2020 Year 5 Total | Year 5 Per ADA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 95% | | 95% | | 95% | | 95% | | 95% |
| Grades K-3 | | | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| Grades 4-6 | | | 102 | 96.9 | 120 | 114.0 | 145 | 137.8 | 145 | 137.8 | 145 | 137.8 |
| Grades 7-8 | | | 218 | 207.1 | 220 | 209.0 | 245 | 232.8 | 245 | 232.8 | 245 | 232.8 |
| Grades 9-12 | | | 199 | 188.1 | 325 | 308.8 | 330 | 313.5 | 330 | 313.5 | 330 | 313.5 |
| Average Daily Attendance (ADA) | | | 518 | 492.10 | 665 | 631.8 | 720 | 684.0 | 720 | 684.0 | 720 | 684.0 |
| Percentage of Free and Reduced Students | 81% | | 419.58 | | 538.65 | | 583.20 | | 583.20 | | 583.20 | |
| Percentage of Economically Disadvantaged | | | | | | | | | | | | |
| Percentage of ELL/LEP students | | | | | | | | | | | | |
| Unduplicated Count | 84.52% | P-2 certified | 438 | 0.0 | 562 | 0.0 | 609 | 0.0 | 609 | 0.0 | 609 | 0.0 |
| | | | LCFF Rate 9,139 | | LCFF Rate 9,603 | | LCFF Rate 9,988.0 | | LCFF Rate 10,194.0 | | LCFF Rate 10,194.0 | |
| Revenue | | | | | | | | | | | | |
| LCFF Funding | | | | | | | | | | | | |
| 8015 Basic/Supplemental/Concentration | | | 4,496,810 | 9,139.0 | 6,066,695 | 9,603.0 | 6,831,792 | 9,988.0 | 6,972,696 | 10,194.0 | 6,972,696 | 10,194.0 |
| 8012 EPA | | 15-16 1st qtr. EPA schedule | (502,801) | (1,021.7) | (671,424) | (1,062.8) | (726,955) | (1,062.8) | (726,955) | (1,062.8) | (726,955) | (1,062.8) |
| 8096 In-lieu Prop Tax | (1,644.72) | P-2 Certified | (809,367) | (1,644.7) | (1,039,052) | (1,644.7) | (1,124,988) | (1,644.7) | (1,124,988) | (1,644.7) | (1,124,988) | (1,644.7) |
| 8019 PY Revenue | | | | - | | | | | | | | |
| LCFF Net | | | 3,184,642 | 6,471.5 | 4,356,219 | 6,895.5 | 4,979,848 | 7,280.5 | 5,120,752 | 7,486.5 | 5,120,752 | 7,486.5 |
| 8012 EPA | - | P-2 Certified | 502,801 | 1,021.7 | 671,424 | 1,062.8 | 726,955 | 1,062.8 | 726,955 | 1,062.8 | 726,955 | 1,062.8 |
| Total LCFF Funding | | | 3,687,443 | | 5,027,643 | | 5,706,804 | | 5,847,708 | | 5,847,708 | |
| Federal Revenue | | | | | | | | | | | | |
| 8291 Title I | | CDE 15-16 Prelim | 139,800 | 284.1 | 179,473 | 284.1 | 194,317 | 284.1 | 194,317 | 284.1 | 194,317 | 284.1 |
| 8292 Title II | | CDE 15-16 Prelim | 1,604 | 3.3 | 2,059 | 3.3 | 2,229 | 3.3 | 2,229 | 3.3 | 2,229 | 3.3 |
| 8220 Child Nutrition Program | 2.88 | LAUSD will be SFA- no revenue to school | 0 | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| 8181 SPED IDEA | 192.37 | Rate from district Feb 2015 | 94,665 | 192.4 | 121,530 | 192.4 | 131,581 | 192.4 | 131,581 | 192.4 | 131,581 | 192.4 |
| 8290 Other Federal Income | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 8290 CSFA Facilities Grant | | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| TTL Federal Income | | | 236,069 | 479.7 | 303,062 | 479.7 | 328,127 | 479.7 | 328,127 | 479.7 | 328,127 | 479.7 |
| Other State Revenue | | | | | | | | | | | | |
| 8792 Special Ed. Master AB602 | 566.76 | Rate from district Feb 2015 | 278,903 | 566.8 | 368,051 | 566.8 | 387,664 | 566.8 | 387,664 | 566.8 | 387,664 | 566.8 |
| 8520 Other State Rev. Child Nutrition | 1.77 | LAUSD WILL BE SFA no revenue to school | 0 | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| 8560 State Lottery Income | 157.00 | | 77,260 | 157.0 | 99,186 | 157.0 | 107,388 | 157.0 | 107,388 | 157.0 | 107,388 | 157.0 |
| 8599 PY Adjustments | | | 169 | | | | | | | | | |
| 8590 Other State Revenue | | Mandated Block Grant $14 K-8 and $42 9-12 | 13,181 | 26.8 | 17,490 | 27.7 | 18,354 | 26.8 | 18,354 | 26.8 | 18,354 | 26.8 |
| 8590 Other State Revenue | 525.00 | Per 14-15 P-2 ADA | 180,611 | 367.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | | Per 14-15 Certified Teacher FTEs | | | | | | | | | | |
| 8590 Other State Revenue | 1,700.00 | (ASSUMES 18) | 30,600 | | | | | | | | | |
| 8591 Other State - SB 740 | | | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| TTL Other State Revenue | | | 580,723 | 1,117.6 | 474,725 | 751.4 | 513,406 | 750.6 | 513,406 | 750.6 | 513,406 | 750.6 |
| Other Local Revenue | | | | | | | | | | | | |
| 8980 Food Service Sales | - | | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| 8981 Unrestricted Contributions | - | | 33,648 | 68.4 | 35,330 | 55.9 | 37,097 | 54.2 | 38,952 | 56.9 | 40,899 | 59.8 |
| 8982 Foundation Grants and Donations | - | | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| 8983 All Other Local Revenue | - | HX AND PAC income | 25,000 | 50.8 | 27,500 | 43.5 | 30,250 | 44.2 | 33,275 | 48.6 | 36,603 | 53.5 |
| 8660 Interest | - | | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| 8985 Fundraising | - | | 50,000 | 101.6 | 57,500 | 91.0 | 66,125 | 96.7 | 76,044 | 111.2 | 87,450 | 127.9 |
| 8096 From Districts - In Lieu of Property Taxes | 1,644.72 | P-2 Certified | 809,367 | 1,644.7 | 1,039,052 | 1,644.7 | 1,124,988 | 1,644.7 | 1,124,988 | 1,644.7 | 1,124,988 | 1,644.7 |
| TTL Other Local Revenues | | | 918,015 | 1,865.5 | 1,159,382 | 1,835.2 | 1,258,460 | 1,839.9 | 1,273,259 | 1,861.5 | 1,289,941 | 1,885.9 |
| TOTAL REVENUE | | | 5,422,250 | 11,018.6 | 6,964,812 | 11,024.6 | 7,806,797 | 11,413.4 | 7,962,500 | 11,641.1 | 7,979,181 | 11,665.5 |
| Expenditures | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Certified Salaries | | | | | | | | | | | | |
| 1100 Teachers' Salaries | | | 1,255,073 | 2,550.4 | 1,533,251 | 2,427.0 | 1,717,625 | 2,511.1 | 1,803,506 | 2,636.7 | 1,893,682 | 2,768.5 |
| 1120 Substitute Teachers' Salaries | | | 8,730 | 17.7 | 9,603 | 15.2 | 10,083 | 14.7 | 10,587 | 15.5 | 11,117 | 16.3 |
| 1200 Cert. Pupil Support | | | 149,406 | 303.6 | 156,876 | 248.3 | 164,720 | 240.8 | 172,956 | 252.9 | 181,604 | 265.5 |
| 1300 Superintendent & Director of SPED | | | 235,000 | 477.5 | 346,750 | 548.9 | 464,088 | 678.5 | 487,292 | 712.4 | 511,656 | 748.0 |
| 1900 Ment Stipends | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1900 Other Certified Salaries: Special Ed. | | | 88,500 | 179.8 | 92,925 | 147.1 | 97,571 | 142.6 | 102,450 | 149.8 | 107,572 | 157.3 |
| 1900 Other Certificated | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1900 Certicated Supplemental | | see line item detail | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| **TTL Certified Salaries** | | | **1,736,709** | **3,529.2** | **2,139,405** | **3,386.5** | **2,454,087** | **3,587.8** | **2,576,792** | **3,767.2** | **2,705,631** | **3,955.6** |
| Classified Salaries | | | | | | | | | | | | |
| 2100 Instructional Aides' Salaries | | | 452,062 | 918.6 | 474,665 | 751.3 | 498,398 | 728.7 | 523,318 | 765.1 | 549,484 | 803.3 |
| 2200 Pupil Support | | | 15,383 | 31.3 | 90,136 | 142.7 | 205,619 | 300.6 | 215,900 | 315.6 | 226,695 | 331.4 |
| 2300 Administrative Salaries - Dir. Of Op/Other | | | 281,042 | 571.1 | 295,094 | 467.1 | 309,849 | 453.0 | 325,341 | 475.6 | 341,608 | 499.4 |
| 2400 Clerical/Office Salaries: Office Mgr. & Assistant | | | 301,503 | 612.7 | 356,578 | 564.4 | 374,407 | 547.4 | 393,127 | 574.7 | 412,784 | 603.5 |
| 2900 Other Classified Salaries | | | 176,303 | 358.3 | 185,118 | 293.0 | 194,374 | 284.2 | 204,093 | 298.4 | 214,297 | 313.3 |
| 2901 Other Classified Athletic Coaches | | | 0 | 0.0 | 10,000 | 15.8 | 20,500 | 30.0 | 21,525 | 31.5 | 22,601 | 33.0 |
| 2902 Other Classified Academic Support | | | 0 | 0.0 | 10,000 | 15.8 | 20,500 | 30.0 | 21,525 | | 22,601 | 33.0 |
| **TTL Classified Salaries** | | | **1,226,293** | **2,492.0** | **1,421,592** | **2,250.2** | **1,623,647** | **2,373.8** | **1,704,830** | **2,492.4** | **1,790,071** | **2,617.1** |
| **TOTAL SALARIES** | | | 2,963,002 | | 3,560,997 | | 4,077,734 | | 4,281,621 | | 4,495,702 | |
| Employee Benefits | | | | | | | | | | | | |
| 3100 - TTL STRS | 10.73% | | 186,349 | 378.7 | 269,137 | 426.0 | 354,125 | 517.7 | 419,502 | 613.3 | 490,531 | 717.2 |
| 3200 - TTL PERS | | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 3308 - TTL Medicare | 1.45% | | 42,964 | 87.3 | 51,634 | 81.7 | 59,127 | 86.4 | 62,084 | 90.8 | 65,188 | 95.3 |
| 3309 - TTL OASDI | 6.20% | | 76,080 | 154.5 | 88,139 | 139.5 | 100,666 | 147.2 | 105,699 | 154.5 | 110,984 | 162.3 |
| 3400 - TTL Health & Welfare Benefits | | | 217,000 | 441.0 | 252,000 | 398.9 | 273,000 | 399.1 | 300,300 | 439.0 | 315,315 | 461.0 |
| 3500 - TTL Unemployment Insurance | 6.20% | Update rate for 2014-15 | 17,794 | 36.2 | 20,463 | 32.4 | 23,533 | 34.4 | 27,062 | 39.6 | 28,416 | 41.5 |
| 3600 - TTL Workers' Compensation | 2.50% | Updated per 15-16 proposal | 44,000 | 89.4 | 45,320 | 71.7 | 46,680 | 68.2 | 48,080 | 70.3 | 49,522 | 72.4 |
| 3900 - TTL Other Employee Benefits | | | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| 3900- Other | | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| **TTL Employee Benefits** | | | **584,137** | **1,187.0** | **726,693** | **1,150.3** | **857,130** | **1,253.1** | **962,727** | **1,407.5** | **1,059,956** | **1,549.6** |
| Books and Supplies | | | | | | | | | | | | |
| 4100 Textbooks (Classroom Based) | | CPM, AMSCO, RED Cross, CDL, Aca. Inno. | 13,317 | 27.1 | 100,000 | 158.3 | 100,000 | 146.2 | 100,000 | 146.2 | 100,000 | 146.2 |
| 4101 Curriculum Assessment & Software | | OARS, Newsela, Acc Reader, APEX, other Testing materials, Smartboard Software | 50,000 | | | | | | | | | |
| 4200 Books other than Textbooks | | classroom novels and reference materials padded for start up science program & addtl | 3,000 | 6.1 | 5,000 | 7.9 | 7,500 | 11.0 | 7,500 | 11.0 | 7,500 | 11.0 |
| 4315 Instructional Materials and Supplies | | teachers | 27,747 | 56.4 | 31,909 | 50.5 | 36,695 | 53.6 | 38,530 | 56.3 | 38,530 | 56.3 |
| 4300 Other Supplies | | see line item detail | 27,253 | 55.4 | 31,341 | 49.6 | 36,042 | 52.7 | 36,042 | 52.7 | 36,042 | 52.7 |
| 4301 Other Supplies- UNIFORMS | | Hanover Uniform Co. actual to 9-8-15 | 50,000 | 101.6 | 57,500 | 91.0 | 66,125 | 96.7 | 66,125 | 96.7 | 66,125 | 96.7 |
| 4302 Other Supplies - Athletic Uniforms | | See HS Sports Budget +Lettermans' Jackets | 6,000 | 12.2 | 6,900 | 10.9 | 7,935 | 11.6 | 7,935 | 11.6 | 7,935 | 11.6 |
| 4303 Other Supplies - Athletic Equipment | | See HS Sports Budget | 5,000 | 10.2 | 5,750 | 9.1 | 6,613 | 9.7 | 6,613 | 9.7 | 6,613 | 9.7 |
| 4304 Other Supplies - Intramural Athletic Supplies | | | 3,000 | 6.1 | 3,450 | 5.5 | 3,968 | 5.8 | 3,968 | 5.8 | 3,968 | 5.8 |
| 4305 Other Supplies - Staff Uniforms | | see line item detail | 3,500 | 7.1 | 4,025 | 6.4 | 4,629 | 6.8 | 4,629 | 6.8 | 4,629 | 6.8 |
| 4308 Merit Award Supplies | | | 15,000 | 30.5 | 16,500 | 26.1 | 18,150 | 26.5 | 19,058 | 27.9 | 20,010 | 29.3 |
| 4405 Non-Capitalized Equipment | | Non Ed computer software | 30 | 0.1 | 35 | 0.1 | 40 | 0.1 | 40 | 0.1 | 40 | 0.1 |
| 4400 Non-Capitalized Equipment (tech) | | Smartboards (School Tech Supply) | 39,057 | 79.4 | 44,916 | 71.1 | 51,653 | 75.5 | 12,000 | 17.5 | 12,000 | 17.5 |
| 4401 Non-Capitalized Equipment | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | | 0.0 | | 0.0 |
| 4430 Non-Capitalized Student Equipment | | Band | 19,687 | 40.0 | 22,640 | 35.8 | 26,036 | 38.1 | 15,000 | 21.9 | 15,000 | 21.9 |
| 4431 Non-Capitalized Student Equipment | | Drill Teams and Color Guard | 6,013 | 12.2 | 6,915 | 10.9 | 7,962 | 11.6 | 12,000 | 17.5 | 12,000 | 17.5 |
| 4432 Non Capitalized Other (furniture, etc.) | | HX shelving (Uline) | 1,166 | 2.4 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| 4700 Food Service Supplies | | LAUSD meals | 138,924 | 282.3 | 167,000 | 264.3 | 180,000 | 263.2 | 180,000 | 263.2 | 180,000 | 263.2 |
| **TTL Books and Supplies** | | | **408,694** | **830.5** | **503,880** | **797.6** | **553,337** | **809.0** | **509,438** | **744.8** | **510,391** | **746.2** |
| Services, Other Operating Expenses | | | | | | | | | | | | |
| 5200 Travel and Conferences | | | 3,500 | 7.1 | 4,025 | 6.4 | 4,629 | 6.8 | 4,860 | 7.1 | 5,103 | 7.5 |
| 5300 Dues and Memberships | | CSDC, CCSA, AMSCUS, CIF, WASC | 11,095 | 22.5 | 12,759 | 20.2 | 14,673 | 21.5 | 15,407 | 22.5 | 16,177 | 23.7 |
| 5400 Insurance (Liability, D&O, Student Accident) | | Updated per 15-16 proposal | 36,000 | 73.2 | 41,400 | 65.5 | 47,610 | 69.6 | 49,991 | 73.1 | 52,490 | 76.7 |
| 5500 Housekeeping | | LAUSD Custodial Overtime + NVMI | 7,000 | 14.2 | 8,050 | 12.7 | 9,258 | 13.5 | 9,720 | 14.2 | 10,206 | 14.9 |
| 5501 **Utilities** | | **used to be garbage, water& electric** | 2,695 | 5.5 | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 5505 Pupil Transportation to and from School | | American GTS company | 237,216 | 482.0 | 296,520 | 469.4 | 340,998 | 498.5 | 358,048 | 523.5 | 375,950 | 549.6 |
| 5506 Pupil Transportation Academic Field Trips | | | 1,000 | 2.0 | 1,150 | 1.8 | 1,323 | 1.9 | 1,389 | 2.0 | 1,458 | 2.1 |
| 5507 LOC Field Trips | | | 10,000 | 20.3 | 11,500 | 18.2 | 13,225 | 19.3 | 13,886 | 20.3 | 14,581 | 21.3 |
| 5508 Ment Field Trips | | Band, Drill & Color Guard | 3,000 | 6.1 | 3,450 | 5.5 | 3,968 | 5.8 | 4,166 | 6.1 | 4,374 | 6.4 |
| 5509 Gas for Vans | | school owned van fuel cost | 1,000 | 2.0 | 1,150 | 1.8 | 1,323 | 1.9 | 1,389 | 2.0 | 1,458 | 2.1 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 5510 Athletic Trips | | | 2,000 | 4.1 | 2,300 | 3.6 | 2,645 | 3.9 | 2,777 | 4.1 | 2,916 | 4.3 |
| 5605 Rentals, Leases, and Repairs (equipment) | | copier lease and quarterly maintenance (one) | 21,000 | 42.7 | 24,150 | 38.2 | 27,773 | 40.6 | 29,161 | 42.6 | 30,619 | 44.8 |
| 5606 Rentals, Leases, and Repairs (School Vans) | | Maintenance of school vans | 9,000 | 18.3 | 10,350 | 16.4 | 11,903 | 17.4 | 12,498 | 18.3 | 13,123 | 19.2 |
| | | Pro-rata Share based on per student cost for 495 | | | | | | | | | | |
| 5600 Rentals, Leases, and Repairs (land& building) | | | 254,253 | 516.7 | 317,817 | 503.1 | 365,489 | 534.3 | 376,454 | 550.4 | 387,748 | 566.9 |
| 5601 Building Repairs | | | 21,252 | 43.2 | 4,500 | 7.1 | 5,000 | 7.3 | 5,000 | 7.3 | 5,000 | 7.3 |
| 5602 Other Space Rental | | see detail | 15,000 | 30.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 5603 Other Space -Athlectic Facilities | | See HS Sports Budget (facilitites & tournament) | 3,000 | 6.1 | 3,450 | 5.5 | 3,968 | 5.8 | 4,166 | 6.1 | 4,374 | 6.4 |
| 5700 Other Operating Expense (facility move) | | see detail | 57,901 | 117.7 | 0 | 0.0 | 0 | 0.0 | | 0.0 | 0 | 0.0 |
| 5803 Banking and Payroll Services | | | 6,592 | 13.4 | 6,592 | 10.4 | 6,592 | 9.6 | 6,592 | 9.6 | 6,592 | 9.6 |
| 5805 Services (Legal, Audit, Other) | | see detail | 8,000 | 16.3 | 17,006 | 26.9 | 19,007 | 27.8 | 19,957 | 29.2 | 20,955 | 30.6 |
| 5800 Services of Noninstructional Consultants | | CSMC, Evalumetrics, Isis Sierra, Lynn Irwin | 52,000 | 105.7 | 95,550 | 151.2 | 100,328 | 146.7 | 105,344 | 154.0 | 110,611 | 161.7 |
| 5801 Non Instructional Consultants (Athletics) | | Officials and Referees (see HS Sports budget) | 8,128 | 16.5 | 8,941 | 14.2 | 9,835 | 14.4 | 10,327 | 15.1 | 10,843 | 15.9 |
| 5802 Non Instructional Consultants (Project Mgr Move) | | Tinker Consulting (see detail) | 44,000 | 89.4 | 48,400 | 76.6 | 53,240 | 77.8 | 55,902 | 81.7 | 58,697 | 85.8 |
| 5800 Other Services and Operating Expenditures | | Enrollment materials | 14,000 | 28.4 | 15,400 | 24.4 | 16,940 | 24.8 | 17,787 | 26.0 | 18,676 | 27.3 |
| 5805 Graduation Expenses | | | 1,000 | 2.0 | 1,100 | 1.7 | 1,210 | 1.8 | 1,271 | 1.9 | 1,334 | 2.0 |
| 5820 Fundraising Exp | | | 800 | 1.6 | 880 | 1.4 | 968 | 1.4 | 1,065 | 1.6 | 1,118 | 1.6 |
| 5810 Services of Instructional Consultants, Lecturers, etc | | Kleinman, Direct Ed & TOR see line item detail | 60,196 | 122.3 | 66,216 | 104.8 | 72,837 | 106.5 | 76,479 | 111.8 | 80,303 | 117.4 |
| 5990 Interest Expense | | | 1,924 | 3.9 | 2,116 | 3.4 | 2,328 | 3.4 | 2,444 | 3.6 | 2,567 | 3.8 |
| 5991 Sale of Revenues Fees and Discount | | | 65,500 | 133.1 | 46,440 | 73.5 | 10,500 | 15.4 | | 0.0 | | 0.0 |
| 5900 Commnications (Postage/Fed Ex) | | Postage, Fed Ex, LAUSD School Mail | 75,017 | 152.4 | 82,519 | 130.6 | 90,771 | 132.7 | 95,309 | 139.3 | 100,075 | 146.3 |
| 5901 Communications (tech) | | see detail | 67,395 | 137.0 | 74,135 | 117.3 | 81,548 | 119.2 | 85,625 | 125.2 | 89,907 | 131.4 |
| **TTL Services and Other Operating Expenses** | | | **1,100,464** | **2,236.3** | **1,207,865** | **1,911.9** | **1,319,885** | **1,929.7** | **1,367,013** | **1,998.6** | **1,427,255** | **2,086.6** |
| Capital Outlay | | | | | | | | | | | | |
| Sites and Improvements of Sites | | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Buildings and Improvements of Buildings | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Books and Media for New and Expanded Libraries | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Equipment (Computers, Furniture, etc.) | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Equipment / Replacement | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other | | | | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| **TTL Capital Outlay** | | | **0** | **0.0** | **0** | **0.0** | **0** | **0.0** | **0** | **0.0** | **0** | **0.0** |
| Direct Support / Indirect Costs | | | | | | | | | | | | |
| 7010 Special Ed-Encroachment | **$607.25** | | 298,828 | 607.3 | 383,630 | 607.3 | 415,359 | 607.3 | 415,359 | 607.3 | 415,359 | 607.3 |
| 7330 Fundraising exp/Other | | | 500 | | | | | | | | | |
| 7340 Loans (Other) | | | | | | | | | | | | |
| 7500 District Oversight Fee est. Actual | **1.00%** | | 44,968 | 91.4 | 60,667 | 96.0 | 68,318 | 99.9 | 69,727 | 101.9 | 69,727 | 101.9 |
| **TTL Direct Support / Indirect Costs** | | | **344,296** | **699.6** | **444,297** | **703.3** | **483,677** | **707.1** | **485,086** | **709.2** | **485,086** | **709.2** |
| **TOTAL EXPENDITURES** | | | **5,400,593** | **10,974.6** | **6,443,732** | **10,199.8** | **7,291,763** | **10,660.5** | **7,605,885** | **11,119.7** | **7,978,390** | **11,664.3** |
| **SUB-NET** | | | **21,657** | **44** | **521,080** | **825** | **515,033** | **753** | **356,614** | **521** | **791** | **1** |
| Additional Reserves | | | | | | | | | | | | |
| 1 Reserve for Economic Uncertainty | **5.0%** | | 250,990 | 510.0 | 322,187 | 510.0 | 364,588 | 533.0 | 380,294 | 556.0 | 398,920 | 583.2 |
| **2 LCFF Reserve** | | | | 0.0 | | 0.0 | | 0.0 | | 0.0 | | 0.0 |
| 2 ADA Growth Reserve | | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 3 Errors & Ommisions Reserve | | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| TTL Additional Reserves | | | 250,990 | 510.0 | 322,187 | 510.0 | 364,588 | 533.0 | 380,294 | 556.0 | 398,920 | 583.2 |
| **NET** | | | **(229,333)** | **(466.0)** | **198,894** | **314.8** | **150,445** | **219.9** | **(23,680)** | **(34.6)** | **(398,129)** | **(582.1)** |
| **Year to Year Totals** | | | | | | | | | | | | |
| *Beginning Cash Plus A/R less A/P (Unaudited)* | | | (308,826) | | (287,169) | | 233,912 | | 748,945 | | 1,105,559 | |
| *Net Cash Balance* | | | (229,333) | | 198,894 | | 150,445 | | (23,680) | | (398,129) | |
| *Plus Reserves* | | | 250,990 | | 322,187 | | 364,588 | | 380,294 | | 398,920 | |
| *Year to Year* | | | | | | | | | | | | |
| ***Total Cash Balance Including Reserves*** | | | (287,169) | | 233,912 | | 748,945 | | 1,105,559 | | 1,106,350 | |

## *Master Schedule*

| NVMI 2015-2016 S1 MASTER SCHEDULE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Teacher** | **RM** | **Period 0** | **Period 1** | **Period 2** | **Period 3** | **Period 4** | **Period 5** | **Period 6** | **Period 7** | **Period 8** |
| **Abrego, Marco** OP General Subj w/MPR | 98 | | | | OP Eng | OP Eng | lunch | OP Soc Stud Span | OP Sci/Geog/ Health | OP LOC/PT |
| **Adorable, A** (SPED) | -- | | | | | | | | ELD Rm 47 | ELD Rm 58 |
| **Ahn, Sunhee** (6th) 6.3 | 66 | | CC1 | CC1-Lab | APEX Supervision | CCELA 6 | lunch | CCELA 6-Lab | Sci/Hist 6 | |
| **Burns, Catherine** 9th ELA | 32 | | CC ELA (9.2) | H CC ELA 9 | | CC ELA (9.1) | CC ELA (9.2)- Lab | lunch | CC ELA (9.1)-Lab | H CC ELA 9-Lab |
| **Mendoza, Amanda** Padilla, J (D) LOC/PT | 54 | | 10th | 9th | 9th/7th | 11th/12th | lunch | lunch | 8th | 6th/7th/8th |
| **Diaz, Ivy** Perez, D (C) LOC/PT | 55 | | 10th | 9th | 9th/7th | 11th/12th | lunch | lunch | 8th | 6th/7th/8th |
| **Doering, Trishauna** 8th ELA | 62 | | CC ELA (8.2) | H CC ELA | H CC ELA-Lab | CC ELA (8.1) | lunch | CC ELA-Lab (8.1) | APEX Supervision | CC ELA Lab (8.2) |
| **Excell, Shannon** Hist 7th/8th | 58 | | Hist (8.1) | Hist (7.2) | Hist (8.2) | H Hist 8 | lunch | Hist (7.1) | H Hist 7 | |
| **Feinberg, Jeff** 8th Math | 59 | | H CC3 | CC3 (8.1) | CC3-Lab (8.1) | CC3 (8.2) | APEX Supervision | CC3-Lab (8.2) | H CC3-Lab | APEX Supervision |
| **Fung, Nancy** Algebra 1 | 40 | | CCAlg 1.2 | | CCAlg 1.1 | H CCAlg 1 | CCAlg 1.1-Lab | lunch | H CCAlg 1-Lab | CCAlg1.2 - Lab |
| **Garcia, Vanessa** 6th) 6.1 | 65 | | CC1 | CC1-Lab | CCELA 6 | CCELA 6-Lab | lunch | Sci/Hist 6 | | |

| NVMI 2015-2016 S1 MASTER SCHEDULE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Teacher** | **RM** | **Period 0** | **Period 1** | **Period 2** | **Period 3** | **Period 4** | **Period 5** | **Period 6** | **Period 7** | **Period 8** |
| **Gutierrez, Soledad** 7th Math | 60 | | CC2 (7.1) | CC2-Lab (7.1) | | H CC2/3 | lunch | H CC2/3-Lab | CC2 (7.2) | CC2 - Lab (7.2) |
| **Hansen, Terry** HS Sci | 49 | | Chem (1) | H Chem | H Biology | Bio | | lunch | Chem (2) | Biology |
| **Hovakimian, Henry** 6.2 (6th) | 64 | | CC1 | CC1 - Lab | CC ELA 6 | APEX Supervision | lunch | CC ELA 6 - Lab | Sci/Hist 6 | |
| **Johnson, Jan** 7th ELA | 63 | | H CC ELA 7 | H CC ELA 7-Lab | | CC ELA 7.2 | lunch | CC ELA (7.2) - Lab | CCELA (7.1) | CC ELA( 7.1) - Lab |
| **Loza, Cecilia** (OFFICE) | 53 | | TA-Office | | | | TA-Office | | | TA-Office |
| **Martinez, Bertha** Spanish | 33 | | Span 1 (3) | APEX Supervision | Span 1 (2) | Span 1 (1) | Span 3 | lunch | Span 2 | AP Span |
| **Middleton, Desiree** MS Sci | 47 | | Sci (7.2) | Sci (8.2) | H Sci 7 | Sci (7.1) | lunch | H Sci 8 | | Sci (8.1) |
| **Morden, COL L.** | 54 | ADV LOC | | | | | | | | |
| **Pulos, Chris** Lara, Zak (B) LOC/PT | 56 | | 10th | 9th | 9th/7th | 11th/12th | lunch | lunch | 8th | 6th/7th/8th |
| **Rand, Jacob** HS Social Studies | 34 | | | Wld Hist | US Gov/Econ | | H Geog | lunch | Geography | US History |
| **Ryan, Mark** OP Math, Health | -- | | OP Math Rm 35 | OP Math Rm 35 | | | | | | Health Rm 65 |
| **Sears, Leighanna** Band-Music | 97 | | HS Marching Band | Instruments | Music 6 | Music 6 | lunch | | Music 6 | MS Marching Band |

| NVMI 2015-2016 S1 MASTER SCHEDULE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Teacher** | **RM** | **Period 0** | **Period 1** | **Period 2** | **Period 3** | **Period 4** | **Period 5** | **Period 6** | **Period 7** | **Period 8** |
| **Solache, Omar** Hawk Exchange | HX | | HX TA | | | | HX TA | lunch | | |
| **Stribling, Laura** 10th/11th/12th ELA | 30 | | CC ELA 12 | | CC ELA 11/H | CC ELA 10 | H CCELA 10 | lunch | CC ELA 10-Lab | H CC ELC 10 - Lab |
| **Theodore, Russell** Morden, B (A) LOC/PT | 57 | | 10th | 9th | 9th/7th | 11th/12th | lunch | lunch | 8th | 6th/7th/8th |
| **Tran, Kathy** HS Math | 41 | | APEX Supervision | Alg 2 (1) | CC Geom (1) | CC Geom (2) - TA | Alg 2 (2) | lunch | Pre-Calc | Calc |
| **Wallace, Beverlee** SDC | 67 | | Gr 7/6 SDC- Eng | Gr 7/6 SDC-Eng Lab | Gr 7/6 SDC-Math | Gr 7/6 SDC-Math Lab | lunch | Gr 7/6 SDC-7 Sci/6 Sci-Hist | Gr 7/6 SDC-7 Hist/ 6 Music | LOC |

## *CBEDS school information form*

SIF COMPLETED - 2014-15 CBEDS-ORA (CA Dept of Education) http://www3.cde.ca.gov/OPUSCBEDS/reports/schoolreport.aspx

California Department of Education
CALPADS/CBEDS/CDS Operations Office

### 2014-15 CBEDS - Online Reporting Application (CBEDS-ORA)

### SIF COMPLETED

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**CDS Code:** 19647330100776
**School:** North Valley Military Institute College Preparatory Academy

To view a report please select a school:
North Valley Military Institute College Preparatory Acac

Section A. Full-Time Equivalent of Classified Staff by School

| Description | American Indian or Alaska Native not Hispanic Male | Asian not Hispanic Male | Pacific Islander not Hispanic Male | Filipino not Hispanic Male | Hispanic or Latino of Any Race Male | African American not Hispanic Male | White not Hispanic Male | Two or More Races not Hispanic Male | American Indian or Alaska Native not Hispanic Female | Asian not Hispanic Female | Pacific Islander not Hispanic Female | Filipino not Hispanic Female | Hispanic or Latina of Any Race Female | African American not Hispanic Female | White not Hispanic Female | Two or More Races not Hispanic Female | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FTE Paraprofessionals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 | 0.00 | 3.00 | 0.00 | 6.00 |
| FTE Office/Clerical Staff | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 4.00 | 0.00 | 1.00 | 0.00 | 5.00 |
| FTE Other Classified Staff | 0.00 | 0.00 | 0.00 | 0.00 | 9.00 | 0.00 | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 | 1.00 | 2.00 | 0.00 | 15.00 |

Section B. Educational Options/Independent Study/Online Education

| Row | Types of Educational Options | Number of Participating Students | |
|---|---|---|---|
| | | K-8 | 9-12 |
| 1 | Alternative Schools and Programs of Choice | 0 | 0 |
| 2 | Magnet Schools or Programs | 0 | 0 |
| 3 | Unduplicated Total of Lines 1 & 2 | 0 | 0 |
| Row | Independent Study/Online Education | Number of Participating Students | |
| | | K-8 | 9-12 |

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| | | | |
|---|---|---|---|
| 4 | Independent Study: Taking one or more classes | 0 | 0 |
| 5 | Independent Study: Taking 50% or more of their classes | 0 | 0 |
| 6 | Online Education: Taking one or more classes | 0 | 0 |
| 7 | Online Education: Taking 50% or more of their classes | 0 | 0 |
| 8 | Unduplicated Total of Lines 4 & 6 | 0 | 0 |
| 9 | Number of students who took one or more high school classes through independent study and graduated from high school during the 2013-14 school year. | | 0 |

## Section D. Educational Calendar

| | | |
|---|---|---|
| Traditional Calendar | | Yes |
| Year-round Calendar | Single-track | |
| | Multitrack | |
| Single-track or multitrack only, the year-round calendar type. | 60/20 | |
| | 90/30 | |
| | Concept 6 | |
| | Custom | |
| | 60/15 | |
| | 45/15 | |
| | Modified Concept | |
| Begin Date | | 08/11/2014 |
| End Date | | 05/29/2015 |

## Section E. Parental Exception Waiver

| | |
|---|---|
| Number requested | 0 |
| Number granted | 0 |

## Section G. Estimated Number of Teacher Hires

| Subject Areas | 2015-16 |
|---|---|

| | |
|---|---|
| Agriculture | 0.0 |
| Art | 1.0 |
| Bilingual Education | 0.0 |
| Business | 0.0 |
| Dance | 0.0 |
| English | 1.0 |
| Foreign Language | 1.0 |
| Health Education | 0.0 |
| Home Economics | 0.0 |
| Life Science | 0.0 |
| Mathematics | 1.0 |
| Music | 1.0 |
| Physical Education | 0.0 |
| Physical Science | 0.0 |
| Reading | 0.0 |
| Self-contained Classes | 1.0 |
| Special Education | 0.0 |
| Social Science/Studies | 1.0 |
| Drama/Theater | 0.0 |
| Trades and Industrial Arts | 0.0 |
| Other Specializations | 0.0 |

## Section M. Truancy

| | |
|---|---|
| Number of truant students | 9 |
| Explanation of zero truants | |