§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: North Valley Military Institute

Contact (Name, Title, Email, Phone Number): Dr. Mark Ryan, Superintendent, mryan@novamil.org

 LCAP Year:14

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic*: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards*: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only)*: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only)*: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

In addition to the above, NVMI has added a priority of ensuring that the school's four pillars of academics, leadership, citizenship, and athletics are robust and meeting the needs of all students, (NVMI Priority 8) as well as a priority to ensure the school is fiscally sound and well governed. (NVMI Priority 9)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
STEP 1: The state's priorities were reviewed by faculty and administration in several admin 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.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: All teachers will have full credentials METRIC: Same	All teachers have clear credentials	Affects all students	NVMI		Any teachers who do not have clear credentials will have a signed plan to indicate how they will get them	Teachers will fully implement their plan; including participation in LAUSD BTSA	All teachers will be fully credentialed with clear credentials	State priority 1
NEED: No teachers assigned to teach a course for which they do not possess proper credential METRIC: Same	100% of courses will be taught by teachers will proper credentials	Affects all students in all subgroups	NVMI		Any courses for which a teacher is not highly qualified will trigger a plan to ensure that teacher works toward full credential	Ideally, what limited course(s) who do not have fully credentialed teachers will have a teacher implementing the plan	All courses will have a fully credentialed teacher	State Priority 1
NEED: All students need CCSS aligned curricular materials METRIC: Same	100% of A-G courses will have CCSS aligned textbooks and instructional materials	Affects all students in all subgroups	NVMI		Math books purchased (College Prep Math)	English/Language Arts materials purchased (TBD)	Science and History materials purchased (TBD)	State Priority 1 State Priority 2 State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: School facility maintained in excellent condition; repairs ASAP METRIC: Same	School facility maintained in excellent condition; repairs ASAP	Affects all students I all subgroups	NVMI	Unsafe conditions immediately corrected	No marginally unsafe conditions allowed to persist > 1 working day	No marginally unsafe conditions allowed to persist > 1 working day	No marginally unsafe conditions allowed to persist > 1 working day	State Priority 1 State Priority 6
NEED: Special Ed credentials needed for gen ed teachers so they are dually credentialed METRIC: # of dually credentialed personnel	At least 50% of NVMI teachers are dually credentialed in Multiple Subjects/Single Subjects AND mild/moderate RSP	Special Education students	NVMI		Program begins in fall 2014, at least one course offered each semester, including multiple courses in summer 2015	Program continues in fall 2015 and ideally program concludes with credentials for at least one quarter of staff	Ideally another quarter of staff are credentialed by the end of the 16-17 school year	State Priority 1 State Priority 4
NEED: Curriculum maps needed for all courses aligned with CCSS METRIC: Number of courses mapped	CCSS Aligned curriculum maps created for all NVMI courses	All students in all subgroups	NVMI		All 7 levels ELA, all 7 levels math through Pre-Cal, 5 science courses, 2 yrs of Spanish, and 6 H/SS courses mapped	Remainder of courses are mapped	Any new courses mapped	State Priority State Priority 4

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NEED: PD For teachers on CCSS implementation METRIC: Hours of PD and evals of those PD events	Professional Development in Common Core Standards for all teachers specific to their disciplines	All students in all subgroups	NVMI		Minimum of 40 hours provided to all teachers	Minimum of 25 hours provided to all teachers, including teacher self-identified PD of at least 10 hours	Minimum of 15 hours of PD schoolwide PLUS ten hours of self-selected PD	State Priority 2 State Priority 4
NEED: Implementation of technology based intervention and assessment tools METRIC: Student achievement data	Students receive technology based pre-assessments, interventions, and post-assessments of performance in math and ELA/ELD	All students in all subgroups	NVMI		Sixth graders will be pre-assessed, receive computer based interventions, and post-assessed in Math and ELA	Sixth and seventh graders will be pre-assessed, receive computer based interventions, and post-assessed in Math and ELA	Sixth, seventh, and eighth graders will be pre-assessed, receive computer based interventions, and post-assessed in Math and ELA and science + History/Social Studies	State Priority 2 State Priority 4 State Priority 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: computer based resources to help identify student academic need\n\nMETRIC: Student achievement increased based on computer data	NVMI will implement computer based assessments of student achievement levels aligned with SBAC Assessments	All students in all subgroups	NVMI		Implement iready Implement Pearson Essay Grader Implement STAR Renaissance assessment system for ELA/Math Implement Accelerated Reader	Continue implementation and adjust as necessary	Continue implementation and adjust as necessary	State Priority 2 State Priority 4
NEED: Technology based observation tool\n\nMETRIC: implemented	NVMI will implement a technology based tool for classroom walk throughs and observations by admin/peers	All students in all subgroups	NVMI		Pilot one smart phone based app (TBD); perform preliminary data analysis	Decide whether the piloted app is appropriate to move forward or if another is preferable	Implement fully and use data for analysis	State Priority 2 State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: English Learner strategies implemented schoolwide METRIC: Classroom observation data shows those strategies fully implementing in all classrooms	Specific EL strategies will be implemented in all NVMI classrooms across all academic disciplines	English Learners primarily, but will also benefit all students	NVMI		Implementation of word walls, academic vocabulary, graphic organizers, sentence frames, and objectives/agendas on board	Implementation of five strategies from previous year PLUS at least two additional strategies	Implementation of seven strategies from previous two years plus three additional strategies to bring the total to ten	State Priority 2 State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: Greater parental involvement

METRIC: Numbers of parents at PAC meetings, SSC meetings, parent orientation, back to school night, student led conferences, and parent volunteer opportunities | 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 | All students in all subgroups | NVMI | | 75% of parents schoolwide have participated in orientation

75% of platoons represented at PAC meetings

75% of parents complete parent hours and participate in student led conferences and Back to School Night | 85% of new parents schoolwide have participated in orientation

85% of platoons represented at PAC meetings

85% of parents complete parent hours and participate in student led conferences and Back to School Night | 95% of new parents schoolwide have participated in orientation

95% of platoons represented at PAC meetings

95% of parents complete parent hours and participate in student led conferences and Back to School Night | State Priority 3 State Priority 6 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: More robust master school calendar METRIC: Percentage of school community indicating satisfaction with school calendar	100% of school community will find master calendar helpful	All students in all subgroups	NVMI		70% of school community will report satisfaction with school calendar system	80% of school community will report satisfaction with school calendar system	90% of school community will report satisfaction with school calendar system	State Priority 3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: Quarterly interim assessments in all classes METRIC: Analysis of data from interim assessments	API will be 750 or greater 70%> students in all subgroups proficient in all subjects and show significant growth on internal interim assessments School meets AYP in 3 of 5 years of charter renewal 85% demonstrate CELDT growth 95% of students reclassified within 3 years at NVMI	All students in all subgroups	NVMI		Baseline data collected during this school year. Ideally, statistically significant growth between blueprints A and B	Minimum of 5% growth in proficiency levels of all students in all subgroups when compared to baseline of 2014-2015	Minimum of 10% growth in proficiency levels of all students in all subgroups when compared to baseline of 2014-2015	State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: Intensive Academic Support METRIC: Number of students receiving support and their academic performance relative to the goals	All students requiring academic support will receive the necessary support to ensure proficiency in all subjects	All students in all subgroups	NVMI		100% of students requiring academic support receive it. This year is baseline data to identify performance levels.	100% of students requiring academic support receive it. Improvement of at least 5% over baseline performance levels in all subjects will be seen.	100% of students requiring academic support receive it. Improvement of at least 10% over baseline performance levels in all subjects will be seen.	State Priority 4 State Priority 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: Interim assessment and data warehousing system

METRIC: Use of an interim assessment system and data warehouse and the extent to which teachers feel the system is user friendly and helpful in promoting student proficiency | An interim assessment system and data warehouse will be purchased and implemented fully. | All students in all subgroups; the system will be able to help disaggregate the data. | NVMI | | See interim assessment data results noted above | See interim assessment data results noted above | See interim assessment data results noted above | State Priority 4 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: College Courses on the NVMI campus METRIC: Number of students successfully completing college courses on the NVMI campus	50%> Of seniors have taken and passed an AP exam or community college course 25% Of seniors have taken and passed two AP exams or community college courses	All students in all subgroups	NVMI		10%> Of seniors have taken and passed an AP exam or community college course	20%> Of seniors have taken and passed an AP exam or community college course	30%> Of seniors have taken and passed an AP exam or community college course 5% Of seniors have taken and passed two AP exams or community college courses	State Priority 4 State Priority 6
NEED: SAT/ACT Prep Courses METRIC: SAT and ACT scores	85%> students meet UC A-G requirements 85% of senior class accepted to 2/4 year colleges	All students in all subgroups	NVMI		25%> students meet UC A-G requirements 25% of senior class accepted to 2/4 year colleges	35%> students meet UC A-G requirements 35% of senior class accepted to 2/4 year colleges	50%> students meet UC A-G requirements 50% of senior class accepted to 2/4 year colleges	State Priority 4 State Priority 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: Full time academic counselor

METRIC: Presence of a full time academic counselor | Connected to goals as noted above for Priority 4 | All students in all subgroups | NVMI | | Connected to goals as noted above for Priority 4 | Connected to goals as noted above for Priority 4 | Connected to goals as noted above for Priority 4 | State Priority 4 State Priority 6 |
| NEED: Academic Support for SPED students

METRIC: Number of SPED students achieving proficiency and receiving academic support | 100% of SPED students needing academic support will receive it

Proficiency levels of SPED students will be equivalent to that of the schoolwide population | SPED students | NVMI | | 25% of SPED students will achieve proficiency as noted on interim assessments across all subjects | 35% of SPED students will achieve proficiency as noted on interim assessments across all subjects | 45% of SPED students will achieve proficiency as noted on interim assessments across all subjects | State Priority 4 State Priority 6 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: College and Alumni outreach plan for the school METRIC: Success of college going and graduation.	95% of students participate in EAP 50%> students ready and 75% "ready of conditionally ready" for college English and math as noted in EAP 75% have completed a Bachelors degree within six years of graduation	All students in all subgroups	NVMI		75% of students participate in EAP 10%> students ready and 25% "ready of conditionally ready" for college English and math as noted in EAP	85% of students participate in EAP 20%> students ready and 35% "ready of conditionally ready" for college English and math as noted in EAP	95% of students participate in EAP 30%> students ready and 45% "ready of conditionally ready" for college English and math as noted in EAP	State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Classroom libraries for all 3rd period classrooms METRIC: Number of Lexile leveled books available for 3rd period classrooms (or in an eventual library)	A minimum of 4000 books will be available for SSR activities	All students in all subgroups	NVMI		A minimum of 2000 books will be available for SSR activities	A minimum of 3000 books will be available for SSR activities	A minimum of 4000 books will be available for SSR activities	State Priority 4
NEED: Accelerated Reader and STAR Renaissance Programs fully implemented METRIC: AR points and average lexile level growth during school years	100% of students will participate to minimum English-department established standard for AR program and all students will be reading at grade level	All student in all subgroups	NVMI		70% of students will participate to minimum English-department established standard for AR program and 50%> of students will be reading at grade level	80% of students will participate to minimum English-department established standard for AR program and 60% > of students will be reading at grade level	90% of students will participate to minimum English-department established standard for AR program and 70%> of students will be reading at grade level	State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: School Technology Plan update METRIC: Successful involvement of all stakeholders in refining an approved technology plan	NVMI will have an approved Technology plan that meets both State of California and e-rate requirements	All students in all subgroups	NVMI		NVMI will have an approved Technology plan that meets both State of California and e-rate requirements; plan redrafted based on stakeholder input	NVMI will have an approved Technology plan that meets both State of California and e-rate requirements; plan redrafted and submitted to state/feds for approval	NVMI will have an approved Technology plan that meets both State of California and e-rate requirements; plan implementation ongoing	State Priority 4
NEED: School Library METRIC: See number of books noted in 3rd period classroom libraries above; ideally this is replaced with the presence of a schoolwide library	A school library that meets California Department of Ed minimum recommended standards	All students in all subgroups	NVMI		See notes above about classroom library contents	Study possibilities of a schoolwide library	Continue analysis of options for a schoolwide library	State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Excellent school attendance, low chronic absenteeism, no dropouts, and 100% graduation METRIC: Identified in the need stated above	95% of greater ADA Less than 5 % of students with 3> unexcused absences in a semester Zero dropouts 100% graduation rate	All students in all subgroups	NVMI		92% or greater ADA Less than 15 % of students with 3> unexcused absences in a semester Zero dropouts 80% graduation rate	93% or greater ADA Less than 10 % of students with 3> unexcused absences in a semester Zero dropouts 90% graduation rate	94% or greater ADA Less than 5 % of students with 3> unexcused absences in a semester Zero dropouts 100% graduation rate	State Priority 5
NEED: Attendance incentives METRIC: Attendance rates	ADA of 95% or greater	All students in all subgroups	NVMI		92% ADA	93% ADA	94% ADA	State priority 5
NEED: Effective SART/SARB protocols	ADA of 95% or greater	All students in all subgroups	NVMI		92% ADA	93% ADA	94% ADA	State priority 5

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Dropout prevention and recovery efforts along with graduation persistence efforts METRIC: Dropout and graduation rates	Zero dropouts and 100% graduation rate	All students in all subgroups	NVMI		Zero dropouts 80% graduation rate	Zero dropouts 90% graduation rate	Zero dropouts 95% graduation rate	State Priority 5
NEED: Full time personal counselor METRIC: Presence of full time personal counselor	100% of students requiring support from a personal counselor receive that support	All students in all subgroups	NVMI		70% of students requiring support from a personal counselor receive that support	75% of students requiring support from a personal counselor receive that support	80% of students requiring support from a personal counselor receive that support	State Priority 5 State Priority 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Personal Learning Plans for all students including parental involvement in the development and adoption of the plans	100% of students will have a PLP that their parents have signed off on	All students in all subgroups	NVMI		100% of students will have a PLP that their parents have signed off on; students deficient in credits will develop plans to remediate	100% of students will have a PLP that their parents have signed off on	100% of students will have a PLP that their parents have signed off on	State Priority 5
NEED: Academic Warning Alert system METRIC: Number of students failing courses and not on track to graduate	Less than 5% of students will fail courses each semester and graduation rates will be 100%	All students in all subgroups	NVMI		Less than 15% of students will fail courses each semester and graduation rates will be 80%	Less than 10% of students will fail courses each semester and graduation rates will be 85%	Less than 5% of students will fail courses each semester and graduation rates will be 90%	State Priority 5 State Priority 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: All students identify an adult with whom they have a positive rapport METRIC: Student ID of those adults	100% of students will have an adult with whom they have a positive rapport and can seek support	All students in all subgroups	NVMI		100% of students will have an adult with whom they have a positive rapport and can seek support	100% of students will have an adult with whom they have a positive rapport and can seek support	100% of students will have an adult with whom they have a positive rapport and can seek support	State Priority 5
NEED: Vibrant Hawk Exchange METRIC: Number of merits exchanged at the HX for supplies or services	100% of students will report satisfaction with the Hawk Exchange and its inherent structure	All students in all subgroups	NVMI		60% of students will report satisfaction with the Hawk Exchange and its inherent reward structure	70% of students will report satisfaction with the Hawk Exchange and its inherent reward structure	80% of students will report satisfaction with the Hawk Exchange and its inherent reward structure	State Priority 5
NEED: Engaging after school enrichment program and outdoor education program	100% of students will have the opportunity to participate in after school and outdoor education	All students in all subgroups	NVMI		30% of students will have the opportunity to participate in after school and outdoor education opportunities	40% of students will have the opportunity to participate in after school and outdoor education opportunities	50% of students will have the opportunity to participate in after school and outdoor education opportunities	State Priority 5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: College going culture

METRIC: College going and completion rates; student and parent satisfaction rates | Same as noted above re: college going and completion | All students in all subgroups | NVMI | | Same as noted above re: college going and completion | Same as noted above re: college going and completion | Same as noted above re: college going and completion | State Priority 5 State Priority 8 |
| NEED: Mentoring program for at risk students

METRIC: Parent and student satisfaction levels; student retention rates | 100% of students who need a mentoring program are able to participate | All students in all subgroups | NVMI | | 10% of students who need a mentoring program are able to participate | 20% of students who need a mentoring program are able to participate | 30% of students who need a mentoring program are able to participate | State Priority 5 State Priority 8 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Enhanced entrance camp strategies to help students learn school culture METRIC: Camp pass rates, student satisfaction rates, and student retention rates	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 here	All students in all subgroups	NVMI		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 here	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 here	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 here	State Priority 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Alternatives to suspension and expulsion

METRIC: Suspension and expulsion rates | Suspension and expulsion rates will be lower than LAUSD | All students in all subgroups | NVMI | | Exploration of alternatives; implementation of proposed strategies | Exploration of alternatives; implementation of proposed strategies | Exploration of alternatives; implementation of proposed strategies | State Priority 6 |
| NEED: Master Facilities Plan

METRIC: Permanent School Site | Permanent School site to accommodate long term enrollment projections | All students in all subgroups | NVMI | | Temporary facilities | Bridge facilities | Movement to permanent facilities? | State Priority 6 NVMI Priority 9 |
| NEED: Revamped school emergency plan | Robust school emergency plan with necessary supports to implement | All students in all subgroups | NVMI | | Participation in hazard ID and mitigation, all hazards planning, and preliminary participation in drills and tabletops | Continued implementation and practice of the draft plan | Full implementation of the draft plan | State Priority 6 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Expanded course offerings (precalculus, calculus, chemistry, physics, advanced lab science, 3/4/5 Spanish, AP courses, band program, art, expanded PE program

METRIC: # of available courses that are A-G compliant; parent and student satisfaction levels | All students are exposed to a robust academic program in all domains | All students in all subgroups | NVMI | | Offer precalculus and physics | Offer calculus and chemistry in addition to previous courses Consider Spanish 3 and 4/5 | Offer band program, art, and advanced lab, expand AP offerings, especially online | State Priority 7 State Priority 8 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Revamped LOC and PE Curricula

METRIC: Student learning in LOC and PE, CACC promotion test pass rates; student satisfaction levels | LOC and PE curricula will be revamped | All students in all subgroups | NVMI | | 50% of students will complete the "one rank per semester" CACC expectation | 60% of students will complete the "one rank per semester" CACC expectation | 70% of students will complete the "one rank per semester" CACC expectation | State Priority 7 State Priority 8 |
| NEED: Robust leadership development program through the CACC

METRIC: AGI scores Athletic participation rates and successes, parent and student satisfaction levels, plus other metrics | Full implementation of the CACC model | All students in all subgroups | NVMI | | CACC Annual General Inspection AGI score of Superior | AGI score of Superior | AGI score of Superior | NVMI Priority #8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly) |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Expanded intramurals and interscholastic athletics\n\nMETRIC: Number of intramural and interscholastic sports offered and participation rates; parent and student satisfaction levels	NVMIs interscholastic and intramurals athletics programs will be expansive and in line with similar military academies nationwide	All students in all subgroups	NVMI		Participation in CIF as a supplemental league member\n\nAll students will participate in intramurals and 25% of eligible students will participate in an interscholastic sports team	Participation in CIF as a supplemental league member (year two of a two year process)\n\nAll students will participate in intramurals and 45% of eligible students will participate in an interscholastic sports team	Participation in CIF as a full league member\n\nAll students will participate in intramurals and 65% of eligible students will participate in an interscholastic sports team	NVMI Priority 8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Expanded school and community service opportunities

METRIC: Community service hour totals | 100% of cadets will complete at least 20 hours of school service per year and 20 hours of community service per year | All students in all subgroups | NVMI | | 60% of cadets will complete at least 20 hours of school service per year and 20 hours of community service per year | 70% of cadets will complete at least 20 hours of school service per year and 20 hours of community service per year | 80% of cadets will complete at least 20 hours of school service per year and 20 hours of community service per year | NVMI Priority #8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly) |
| NEED: Automation of citizenship tracking systems

METRIC: Successful operation of an automated system; parent and student satisfaction levels | By the 2016-2017 SY a fully integrated and automated citizenship tracking system for merits and demerits will be deployed | All students in all subgroups | NVMI | | TBD | TBD | By the 2016-2017 SY a fully integrated and automated citizenship tracking system for merits and demerits will be deployed | NVMI Priority 8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly) |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Fitnessgram scores increase METRIC: Fitnessgram scores	All students will be in the Healthy Fitness Zone in at least 5 or the 6 categories on the Fitnessgram test	All students in all subgroups	NVMI		50% of students will be in the Healthy Fitness Zone in at least 5 or the 6 categories on the Fitnessgram test	60% of students will be in the Healthy Fitness Zone in at least 5 or the 6 categories on the Fitnessgram test	70% of students will be in the Healthy Fitness Zone in at least 5 or the 6 categories on the Fitnessgram test	NVMI Priority 8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly)
NEED: Fiscal soundness METRIC: Balanced budgets, economic reserve, fund raising amounts, school enrollment levels	Balanced budget, economic reserve of at least $1,000,000 and full school enrollments	All students in all subgroups	NVMI		Balanced budget Enrollment of 380	Economic reserve of $250,000 Enrollment of 480	Economic reserve of $500,000 Enrollment of 580	NVMI Priority 9 (NVMI will be fiscally sound and well governed)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: Revised board bylaws and enhanced board membership METRIC: Board membership levels and approved revised bylaws	There will be 12 members on the board and revamped board bylaws by the end of the charter term	All students in all subgroups	NVMI		7 members on the board by the end of the SY First draft of revised board bylaws	9 members on the board by the end of the SY Fully revised board bylaws	12 members on the board by the end of the SY	NVMI Priority 9 (NVMI will be fiscally sound and well governed)
NEED: Revamped school website METRIC: Revamped school website that parents, students, and outside visitors report as usable and meets needs	Revamped school website that is user friendly and contains all necessary information	All students in all subgroups	NVMI		Revamped school website that is user friendly and contains all necessary information	Surveys of school community and outside visitors to site	TBD	NVMI Priority 9 (NVMI will be fiscally sound and well governed)

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All teachers have clear credentials	State priority 1	Credential analysis	SCHOOL	N/A	$1000 for annual contract with credential analyst	TBD	TBD
100% of courses will be taught by teachers will proper credentials	State Priority 1	Same as above	SCHOOL	N/A	Same as above	TBD	TBD
100% of A-G courses will have CCSS aligned textbooks and instructional materials	State Priority 1 State Priority 2 State Priority 4	Purchase CPM texts Purchase ELA/ELD materials	SCHOOL	N/A	$60,000 for CPM texts $20,000 for ELA/ELD materials	TBD	TBD
School facility maintained in excellent condition; repairs ASAP	State Priority 1 State Priority 6	Ongoing maintenance schedule	SCHOOL	N/A	$10,000 in operating budget	TBD	TBD
At least 50% of NVMI teachers are dually credentialed in Multiple Subjects/Single Subjects AND mild/moderate RSP	State Priority 1 State Priority 4	SPED Credential program through CSUN	SCHOOL	N/A	$50,000 plus a need to identify potential grant funding sources Additional costs for textbooks for participants	TBD	TBD
CCSS Aligned curriculum maps created for all NVMI courses	State Priority State Priority 4	Summer work by Curriculum Committee chair after faculty work in June 2014 post-school year PD	SCHOOL	N/A	$15,000 in additional salary for Curriculum Committee chairperson	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Professional Development in Common Core Standards for all teachers specific to their disciplines	State Priority 2 State Priority 4	Summer PD opportunities self-identified by teachers August 2014 PD week including CCSS PD 2014-15 PD opportunities schoolwide and as requested by teachers	SCHOOL	N/A	$10,000 budgeted for teacher identified PD opportunities	TBD	TBD
Students receive technology based pre-assessments, interventions, and post-assessments of performance in math and ELA/ELD	State Priority 2 State Priority 4 State Priority 6	OARS purchased and PD for staff on creating assessments iReady program purchased Personal computing devices with internet access purchased	SCHOOL	N/A	$4000 for OARS $20,000 for iReady Erate dollars for personal devices with internet access Spring Grant	TBD	TBD
NVMI will implement computer based assessments of student achievement levels aligned with SBAC Assessments	State Priority 2 State Priority 4	OARS purchased and PD for staff on creating assessments iReady program purchased Personal computing devices with internet access purchased	SCHOOL	N/A	$4000 for OARS $20,000 for iReady Erate dollars for personal devices with internet access Spring Grant	TBD	TBD
NVMI will implement a technology based tool for classroom walk throughs and observations by admin/peers	State Priority 2 State Priority 4	Review of available apps for Smartphones	SCHOOL	N/A	$500?	TBD	TBD
Specific EL strategies will be implemented in all NVMI classrooms across all academic disciplines	State Priority 2 State Priority 4	PD on EL Strategies Word wall supplies provided Graphic organizer supplies provided	SCHOOL	N/A	$500 for additional office supplies to implement EL strategies	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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	State Priority 3 State Priority 6	New Parent Orientation Summer 2014 Returning Parent Orientation Summer 2014 PAC meetings monthly SSC meetings monthly Back to School Night in August Parent Service Hour tracking system	SCHOOL	N/A	$800 for parent orientation supplies	TBD	TBD
100% of school community will find master calendar helpful	State Priority 3	Implementation of master calendar in planners Weekly parent bulletins with calendars Web site with calendar and mobile phone app and communication strategies	SCHOOL	N/A	$14,000 for planner with master calendars Web site $5000/year with mobile phone app	TBD	TBD
API will be 750 or greater 70%> students in all subgroups proficient in all subjects and show significant growth on internal interim assessments School meets AYP in 3 of 5 years of charter renewal 85% demonstrate CELDT growth 95% of students reclassified within 3 years at NVMI	State Priority 4	PD as noted above Interim assessments as noted above Targeted student support as noted below CCSS aligned curricula as noted both above and below Student academic and personal counseling supports as noted below	SCHOOL	N/A	No additional expenditures as these items ate all duplicates of content from other action steps	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students requiring academic support will receive the necessary support to ensure proficiency in all subjects	State Priority 4 State Priority 6	Academic support revamp structure	SCHOOL	N/A	Pay for Academic Support teachers (average of 4 per day X 2 hours X $40/hour = $320/day X 175 days = $56,000	TBD	TBD
		Saturday school revamp for students with missing assignments			Saturday school = 30 days @4 hours/day X $40 per hour = $4800		
		Before School homework help			175 days X $60/day (1.5 hours) = $10,500		
		Learning Resource Center added to both SPED population and gen ed population with one teacher full time and one aide full time			$70,000 for teacher including benefits $40,000 for aid including benefits		
					Above part time stipends also include approx. $14500 in additional benefits		
An interim assessment system and data warehouse will be purchased and implemented fully.	State Priority 4	OARS as noted above	SCHOOL	N/A	No additional expense	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
50%> Of seniors have taken and passed an AP exam or community college course 25% Of seniors have taken and passed two AP exams or community college courses	State Priority 4 State Priority 6	No specific activities in year 1; in year 2, anticipate addition of at least two Community College courses on the NVMI campus, which would cost approx. $15,000 plus the cost of books (estimated to be $2000)	SCHOOL	N/A	No specific activities in year 1; in year 2, anticipate addition of at least two Community College courses on the NVMI campus, which would cost approx. $15,000 plus the cost of books (estimated to be $2000)	TBD	TBD
85%> students meet UC A-G requirements 85% of senior class accepted to 2/4 year colleges	State Priority 4 State Priority 6	Academic counselor meetings with students and families	SCHOOL	N/A	Addition of personal counselor = $80,000 inclusive of benefits	TBD	TBD
100% of SPED students needing academic support will receive it Proficiency levels of SPED students will be equivalent to that of the schoolwide population	State Priority 4 State Priority 6	After School academic support for SPED students Learning Resource Center as noted above Before school homework help in the LRC included in expenses noted above iReady program will be used to assess and create student specific interventions	SCHOOL	N/A	Approx $30,000 inclusive of stipends and benefits No additional expense other than those noted above regarding LRC Before school HW help expenses noted above iReady expense as noted above	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
95% of students participate in EAP 50%> students ready and 75% "ready of conditionally ready" for college English and math as noted in EAP 75% have completed a Bachelors degree within six years of graduation	State Priority 4	No additional specific action steps other than those noted elsewhere to improve overall academic preparation of all NVMI students, including academic support, presence of the academic and personal counselors, interim assessment data to drive instruction and intervention, and SPED support, in addition to EL strategies implemented schoolwide	SCHOOL	N/A	No additional specific action steps other than those noted elsewhere to improve overall academic preparation of all NVMI students	TBD	TBD
A minimum of 4000 books will be available for SSR activities	State Priority 4	Book purchase in year 1 = $20,000 L4U textbook tracking system = $5000 Personnel to input book info to L4U = $5000	SCHOOL	N/A	Book purchase in year 1 = $20,000 L4U textbook tracking system = $5000 Personnel to input book info to L4U = $5000	TBD	TBD
100% of students will participate to minimum English-department established standard for Accelerated Reader program and all students will be reading at grade level	State Priority 4	AR program purchase AR PD AR incentives	SCHOOL	N/A	AR program purchase = $4000 AR PD = $500 AR incentives = $1500	TBD	TBD
NVMI will have an approved Technology plan that meets both State of California and e-rate requirements	State Priority 4	Existing tech plan was approved in June 2014; requires revamping in Curriculum Committee	SCHOOL	N/A	No additional expense other than human capital to revamp	TBD	TBD
A school library that meets CDE minimum recommended standards	State Priority 4	In year 1 of LCAP, no implementation; only research	SCHOOL	N/A	No expense	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
95% or greater ADA Less than 5 % of students with 3> unexcused absences in a semester Zero dropouts 100% graduation rate	State Priority 5	Attendance incentives Hiring two part time attendance clerks to better track attendance SART/SARB process	SCHOOL	N/A	Incentives = $2500 Part time attendance clerks with salary/benefits = $50,000 SART/SARB personnel hours expense = $15,000	TBD	TBD
100% of students requiring support from a personal counselor receive that support	State Priority 5 State Priority 6	Personal counselor	SCHOOL	N/A	Salary and benefits = $70,000 + Intern supervisor costs of $10,000	TBD	TBD
100% of students will have a PLP that their parents have signed off on	State Priority 5	Academic counselor to initiate PLPs and family meetings	SCHOOL	N/A	No additional expense	TBD	TBD
Less than 5% of students will fail courses each semester and graduation rates will be 100%	State Priority 5 State Priority 6	Director of Instruction will analyze data PD on ways to intervene	SCHOOL	N/A	No additional expense	TBD	TBD
100% of students will have an adult with whom they have a positive rapport and can seek support	State Priority 5	Surveys of students Intervention lists created with those who do not identify an adult by name	SCHOOL	N/A	No additional expense; TAC teams and Admin team to take names of students unable to identify a caring adult on campus and split the list to ensure all students are targeted and supported	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
100% of students will report satisfaction with the Hawk Exchange and its inherent structure	State Priority 5	HX supplies Hiring part time HX manager	SCHOOL	N/A	HX Supplies = $50,000 HX manager salary and benefits = $30,000	TBD	TBD
100% of students will have the opportunity to participate in after school and outdoor education	State Priority 5	After School program costs for enrichment and outdoor education activities, including CACC events, arts, technology, student empowerment activities, etc.	SCHOOL	N/A	$65,000 in year one to fund those activities	TBD	TBD
100% of students who need a mentoring program are able to participate	State Priority 5 State Priority 8	Limited in year 1; personal counselor to identify CSUN interns to be utilized at no expense to school	SCHOOL	N/A	Limited in year 1; personal counselor to identify CSUN interns to be utilized at no expense to school	TBD	TBD
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 here	State Priority 6	Full time enrolment and admissions manager, 15% of salary and benefits to student retention efforts Also, activities noted above directly and indirectly contribute to student retention and satisfaction	SCHOOL	N/A	15% of Enrollment and Admissions Director position salary and benefits = $12,000	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Suspension and expulsion rates will be lower than LAUSD	State Priority 6	Explore alternatives to suspension and expulsion Provide intensive supports through academic and personal counseling as noted elsewhere in the LCAP	SCHOOL	N/A	No additional expenses other than costs of academic and personal counselors	TBD	TBD
Permanent School site to accommodate long term enrollment projections	State Priority 6 NVMI Priority 9	Expenses unknown in year 1; partnership with ACRE Corporation may yield some potential donors to the facilities effort; master facility planning is a must for the board and school leadership	SCHOOL	N/A	Costs unknown	TBD	TBD
Robust school emergency plan with necessary supports to implement	State Priority 6	Purchase of Rapid Responder program and creation of robust emergency response plan through their system Implementation of tabletop drills for all hazards and monthly drills and scenarios or exercises	SCHOOL	N/A	$3500 which may be offset by recruiting additional schools to participate in Rapid Responder program	TBD	TBD
All students are exposed to a robust academic program in all domains	State Priority 7 State Priority 8	See notes throughout LCAP	SCHOOL	N/A	See notes throughout LCAP	TBD	TBD
LOC and PE curricula will be revamped	State Priority 7 State Priority 8	Summer 2014 effort to revamp curriculum maps and provide intensive PD to all milstaff Will need additional PE equipment	SCHOOL	N/A	No additional expense Pursuing grant through Good Sports.com web based grant program	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Full implementation of the CACC model	NVMI Priority #8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly)	Specific action steps to be developed in Summer 2014 PD with military staff	SCHOOL	N/A	No additional expenses anticipated	TBD	TBD
NVMIs interscholastic and intramurals athletics programs will be expansive and in line with similar military academies nationwide	NVMI Priority 8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly)	CIF membership Intramurals program plan Interscholastic coaches, uniforms, transportation, referees, supplies, etc.	SCHOOL	N/A	CIF membership = $2500 Intramurals program plan Interscholastic coaches, uniforms, transportation, referees, supplies, etc. = $45,000	TBD	TBD
100% of cadets will complete at least 20 hours of school service per year and 20 hours of community service per year	NVMI Priority #8 (as noted above)	Community service planning assigned to a full time military staff member and Director of Admissions and Enrollment (Community Outreach) Transportation costs will be based on plan proposed by milstaff member	SCHOOL	N/A	Transportation costs estimated at $15,000; private funding sources to be sought for this	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
By the 2016-2017 SY a fully integrated and automated citizenship tracking system for merits and demerits will be deployed	NVMI Priority 8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly)	The LAUSD transition to MiSIS complicates this tremendously The current plan was to integrate with PowerSchool but the unknowns of MiSIS migration make it an unknown expense and timeline	SCHOOL	N/A	The LAUSD transition to MiSIS complicates this tremendously The current plan was to integrate with PowerSchool but the unknowns of MiSIS migration make it an unknown expense and timeline	TBD	TBD
All students will be in the Healthy Fitness Zone in at least 5 or the 6 categories on the Fitnessgram test	NVMI Priority 8 (NVMI's four pillars of academics, leadership, citizenship, and athletics will be strengthened and measured regularly)	Focused PE instruction See notes about PE equipment above	SCHOOL	N/A	See notes about PE equipment above	TBD	TBD
Balanced budget, economic reserve of at least $1,000,000 and full school enrollments	NVMI Priority 9 (NVMI will be fiscally sound and well governed)	Budget planning involving the school community (begin with the LCAP process) and will be continued using the SSC	SCHOOL	N/A	No specific budgetary expense	TBD	TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
There will be 12 members on the board and revamped board bylaws by the end of the charter term	NVMI Priority 9 (NVMI will be fiscally sound and well governed)	Recruiting board members	SCHOOL	N/A	No expense	TBD	TBD
Revamped school website that is user friendly and contains all necessary information	NVMI Priority 9 (NVMI will be fiscally sound and well governed)	Website consultant School stakeholder meetings to discuss web site needs and ideals	SCHOOL	N/A	Consultant fees = $7500	TBD	TBD

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Since more than 85% of the NVMI community is low income, all goals relate to low income pupils	All	For low income pupils:	Schoolwide	N/A	See actions noted in above section	N/A	N/A
Goals noted above relate to EL strategies as well as overall academic goals noted above	All	For English learners:	Schoolwide	N/A	See actions noted in above section	N/A	N/A

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All of the above will apply to foster youth who attend NVMI	All	For foster youth:	Schoolwide	N/A	See above for action steps and budget expenditures	N/A	N/A
Redesignated pupils will be affected by all action steps and goals noted above	All	For redesignated fluent English proficient pupils:	Schoolwide	N/A	See above for action steps and budget expenditures	N/A	N/A

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The estimated increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5) is approximately $1,400,000, which includes the additional income associated with an increase in student enrollment of approximately 150 students. The net increase WITHOUT the additional 150 students would be approximately $460,000. The expenditures noted in section 3 of the LCAP have been targeted to support all students, including:

- Hiring an academic counselor and a personal counselor ($130,000 with salary and benefits)

- Additional funding to support increased special education population and intensify support for special education students ($225,000)

- Funding for before school homework help and a revamped Academic Support program ($75,000)

- Funding for highly qualified TAC Teams that support all aspects of cadet development ($200,000 in salary and benefits)

- Funding for an enhanced comprehensive athletic program and an enhanced outdoor education program ($85,000)

- Funding for access to a before and after school enrichment program ($70,000)

- Adoption of texts and materials for the CPM math curriculum ($65,000)

- Funding for access to the newsela.com site for informational text aligned with lexile levels of student readers ($10000)

- Funding for classroom libraries and the Accelerated Reader and STAR Renaissance assessment programs ($15,000)

- Full implementation of interim assessments aligned with the Common Core ($15000 in stipends for assessment development)

- Funding to pay teachers for development and implementation of curriculum maps for all courses aligned with the Common Core ($5000)

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

NVMI has exceptionally large numbers of low income, EL, SPED, and Latino students. As such, the first year LCAP takes additional funds and prioritizes expenditures of those funds based on the input from stakeholders about what expenditures would have the greatest impact on achieving schoolwide goals. At the conclusion of the first year, the LCAP will be revisited and additional data will be available to make decisions about prioritizing courses of action and funding elements.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.