



**SAN FERNANDO VALLEY ACADEMY  
ACS WASC  
PROBATIONARY PROGRESS REPORT**

**17601 Lassen St.  
Northridge, CA 91325**

**April 17-18, 2023**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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**San Fernando Valley Academy**  
**ACS WASC**  
**Probationary Progress Report**

**General Background and History**

**School History**

San Fernando Valley Academy (SFVA) celebrated its 120th year on October 23 and 24, 2022. The celebration saw hundreds of alumni from around the country come to honor and appreciate their alma mater—an alma mater that began in 1902. SFVA is proud to have had one of the founders of the Seventh-day Adventist church, Ellen White, be a vital part of the school’s founding. Having been a technical school when it opened, and then becoming an elementary school in 1923, SFVA graduated its first high school class in 1961. The school has continued as both an elementary and high school ever since.

**Accreditation History**

The year 1963 was the first year that the school started its relationship with WASC. Besides this accreditation service, SFVA is also accredited by the Adventist Accrediting Association (AAA), and the National Council for Private School Accreditation (NCPSA).

SFVA has been faithful with its visits from WASC. Becoming a full charter member in 1967, SFVA’s first full self-study visit was in 1969. This year was followed by 1974, 1979, 1985, 1991, 1995, 2000, 2004, 2007, 2013 and 2019 for additional full self-study visits. During 1972, 1982, 2010 and 2022, the school was a part of the mid-cycle visit. In 2001, SFVA participated in a self-study that ended up with a special condition. Then 2011 was a progress report. During the 2022 mid-cycle visit, it was determined that SFVA had not done its due diligence and, therefore, was put on probation awaiting a new mid-cycle visit in 2023.

The Seventh-day Adventist educational system is the largest Protestant school system in the world and AAA is the accreditation service for all these institutions. SFVA has been accredited by AAA since 1961. Because WASC’s standards are considerably higher, AAA has determined that if an Adventist school can meet the qualifications of and is accepted by WASC, then the school will automatically be accredited by AAA. The school’s accreditation with AAA lasts until December 31, 2025, and then it will need to be renewed.

In 1992 SFVA began a relationship with NCSA. This accreditation service out of the Northwest accredits private schools. NCSA realized 30 years ago that AAA was accrediting Seventh-day Adventist schools at a standard that was acceptable to their standards. Because of this, NCSA

decided to accredit all Adventist schools who were AAA accredited. The school's accreditation lasts until 2026 and then it will need to be renewed.

Having a relationship with each of these accrediting associations by meeting their standards not only looks good for SFVA through its promotion and public relations, but it also keeps the school focused on providing the best learning environment possible for the students.

### **School Purpose**

The school's purpose from its founding was to be a Seventh-day Adventist Christian light to its community. To spread the gospel of Jesus is the school's prime objective. But Christians are told to also be a part of the world, and to Adventists, that means obtaining a great education so they can be productive members of society. Knowledge should then be passed onto succeeding generations. SFVA believes that formal education does not stop at the high school level. The purpose of high school is to be a stepping stone for higher education. As a college preparatory school, SFVA also fulfills this purpose.

### **Supporting Churches**

There are 23 constituent churches that are responsible for subsidizing SFVA. Since the 2019 self-study report the churches in Culver City, Santa Clarita and Hesperia decided not to continue being constituents. However, there have been five churches that decided to become constituents. These churches are Delaware Avenue, Los Angeles Tongan, High Desert, Tehachapi and West Los Angeles Japanese. Lake of the Woods is a church that also became a constituent but has just recently closed its doors.

### **Parent Organization**

The Home and School Association at SFVA is an organized group of parents that assist in planning events, fundraisers, and school beautification efforts throughout the school year. This group consists of elementary, junior high, and high school parents that meet monthly and frequently attends faculty meetings to provide staff with parent input and exchange of ideas. This parent group played an essential role in planning the school's 120th Anniversary Alumni Weekend Program. They also organized efforts to renovate the elementary classrooms during the pandemic through obtaining donated materials and parent volunteers. Apart from organizing fundraising efforts, the association assists administrators in promoting the school by attending church visits and updating social media pages.

### **Schoolwide Student Learner Outcomes**

In 2022, SFVA updated its Student Learner Outcomes (SLOs). The initials SFVA continues to

also stand for the acronym “Spirituality,” “Family,” “Values” and “Academics.” The first learning goal states that SFVA students will become familiar with Biblical principles by increasing their understanding of God and his love for them, developing a relationship with God, identifying and using their spiritual gifts, and reaching out to their community in service.

The second learning goal states that SFVA students will demonstrate an understanding of social awareness by recognizing the importance of God in the family, treating others with respect and dignity, understanding the value of cultural diversity, and being an active participant in the Seventh-day Adventist church.

The third learning goal states that SFVA students will demonstrate familiarity with Christian values by recognizing the importance of temperate living, exercising self-control and self-discipline, engaging in daily healthful living, and developing a work ethic.

The fourth learning goal states that SFVA students will obtain academic competence for higher learning institutions by learning new skills to reach academic goals and objectives, improving communication through reading, writing, and the arts, demonstrating an ability to think logically, analytically, and critically, and developing and integrating technology skills in all coursework.

The changes made to the student learner outcomes were intended to make learning goals clearer to understand and measure. The 2022 SLOs were integrated into each instructor’s curriculum map to ensure that all planned activities fulfill one or more learning goals. These outcomes are measured using a SLO binder located in the school’s office. Faculty and staff are required to submit a form, examples of student work, and pictures of a lesson or activity that fulfills a learning goal at least once a month. This evidence will assist the staff in analyzing the effectiveness of the SLOs in daily instruction.

## **Demographic Data**

### **Students**

#### **See Appendix A: Enrollment Data**

There are 112 students attending SFVA this year. There are 64 (57.1%) males and 48 (42.9%) females. There are 10 (8.9%) transitional kindergarteners (TK) – kindergarteners. There are five (4.5%) students in 1st grade, eight (7.1%) students in 2nd grade, six (5.4%) students in 3rd grade, 12 (10.7%) students in 4th grade, nine (8.1%) students in 5th grade, 10 (8.9%) students in 6th grade, 15 (13.3%) students in 7th grade, six (5.4%) students in 8th grade, 11 (9.8%) students in 9th grade, eight (7.1%) students in 10th grade, six (5.4%) students in 11th grade and six (5.4%) students in 12th grade. The mobility of these students has stayed fixed at the school. The school has stayed with the same number of students it started with.

Their ages break down to six four-year-old students with three (50%) of them being male and three (50%) being female, four five-year-old students with two (50%) male and two (50%) female, five six-year-old students with three (60%) males and two (40%) females, six seven-year-old students with four (66.7%) males and two (33.3%) females, six eight-year-old students with four (66.7%) males and two (33.3%) females, 12 nine-year-old students with five (41.7%) males and seven (58.3%) females, 11 ten-year-old students with six (54.6%) males and five (45.4%) females, 10 eleven-year-old students with six (60%) males and four (40%) females, 14 twelve-year-old students with 10 (71.4%) males and four (28.6%) females, nine thirteen-year-old students with six (66.7%) males and three (33.3%) females, 10 fourteen-year-old students with five (50%) males and five (50%) females, seven fifteen-year-old students with two (28.6%) males and five (71.4%) females, eight sixteen-year-old-students with four (50%) males and four (50%) females, and four seventeen-year-old students with two (50%) males and two (50%) females.

Since the last self-study report in 2019, the total student population has increased by four from 108 students to the current 112 students. In the 2019 – 2020 school year there were six (6.5%) TK-Kindergartners, nine (9.3%) 1st graders, six (6.5%) 2nd graders, six (6.5%) 3rd graders, 13 (11.3%) 4th graders, eight (8.4%) 5th graders, seven (7.5%) 6th graders, 16 (13.3%) 7th graders, nine (9.3%) 8th graders, seven (7.5%) 9th graders, 10 (9.2%) 10th graders, eight (8.4%) 11th graders and three (2.8%) 12th graders.

In the 2020 – 2021 school year there was a dip in population with 92 students. There were seven (6.6%) TK – kindergarteners, four (4.3%) 1st graders, seven (6.6%) 2nd graders, four (4.3%) 3rd graders, eight (7.6%) 4th graders, 11 (10.9%) 5th graders, four (4.3%) 6th graders, six (5.8%) 7th graders, 16 (17.6%) 8th graders, six (5.8%) 9th graders, six (5.8%) 10th graders, seven (6.6%) 11th graders and six (5.8%) 12th graders.

In the 2021 – 2022 school year there was a slight increase to 105 students. There were six (5.7%) TK – kindergarteners, seven (6.7%) 1st graders, seven (6.7%) 2nd graders, ten (10.5%) 3rd graders, six (5.7%) 4th graders, nine (9.5%) 5th graders, 15 (14.3%) 6th graders, six (5.7%) 7th graders, eight (8.6%) 8th graders, 11 (11.6%) 9th graders, six (5.7%) 10th graders, six (5.7%) 11th graders and eight (8.6%) 12th graders. Overall, during this period, the lowest population number was 92 with 2022 – 2023 being a population increase of 20 (112 students).

Several key factors are considered when analyzing the enrollment of students. There is a correlation between student enrollment and remote learning due to the pandemic. In the years that the school relied on virtual classrooms, the overall enrollment decreased from 108 students in 2019-2020 to 92 in 2020-2021.

Correlation is made between church visitations and enrollment. Following the pandemic, church visitations resumed as students, parents, and school personnel visited the constituent churches to

promote the school. A total of 10 students were enrolled in August 2022 as a result of frequent church visitations.

The addition of the transitional kindergarten (TK) program in 2021 to the existing kindergarten program also resulted in a larger class size for TK and kindergarten instruction compared to previous years. The addition of this program has made the transition from preschool to kindergarten easier for parents.

Based on this data, San Fernando Valley Academy can expect to see an increase in enrollment with the continuation of the TK program and church visitations.

### **Students From Constituent Churches**

There are a total of 66 students that come from constituent churches who are attending SFVA. There are ten who come from Canoga Park, two who come from La Voz Sylmar, 16 who come from Los Olivos, one who comes from Northridge, one who comes from Panorama Spanish, 14 who come from San Fernando Spanish, nine who come from San Fernando Valley Filipino, one who comes from Valley Crossroads, one who comes from Valley United Korean, seven who come from Van Nuys and three who come from Van Nuys Spanish.

### **Nationality and Ethnicity**

During the past several WASC cycles SFVA claimed an international population. That has changed this year with the entire student population's nationality being American. Their ethnic makeup is 68.2% Hispanic or Latino, 28.5% Asian, 2.5 % black or African American and 0.8% white.

### **English Proficiency Levels**

There are three students that have immigrated to the United States from Latin America. They are second language speakers. Because they are young elementary students, they are rapidly learning English. One of the seniors who speaks Spanish works with the 3rd grader daily. He is assisting her adjustment to the language and culture. In addition, the student is provided differentiated work with a Spanish-speaking teacher. The student participates in first grade phonics, writing, and reading as well as participates in second grade math. The third-grade student meets with the first and second grade teacher daily and is responding positively. The other two children are in preschool and their language is rapidly catching up to their peers as they play and work together. The kindergarten teacher utilizes the Stepping Stones phonics and reading curriculum to monitor the students' progress.

SFVA also serves a large population of families that speak English as a second language. In response to this, bilingual teachers were considered during the hiring process to best meet the

needs of Hispanic or Latino families.

### **Special Populations and Health Issues**

There are no international student groups or homeschooled students. Six students are part of the Individualized Education Program (IEP). These findings resulted in a greater need for professional development regarding students with special needs and the understanding of the IEP students and what accommodations were needed for them in the classroom as well as the program itself.

### **LGBTQ+**

As a Seventh-day Adventist school, SFVA does not actively advertise to or accept students who have openly announced that they are part of the LGBTQ+ community. As a school whose mission is Christian-focused, if students becomes part of this community or it becomes known after students are enrolled that they are part of this community, the school treats them as they do all other students, delivering a quality learner-experience. SFVA does not tolerate active recruitment on campus by LGBTQ+ students. SFVA does not accept public displays of affection on campus or during off-campus school events either within the heterosexual or the LGBTQ+ communities.

### **Attendance Patterns**

#### **See Appendix B: Student Attendance Data**

Since the last full-cycle report in 2019 and up to November 2022, the date of this writing, there have been a total of 339 absences and 1,295 tardies in the elementary school. For the 2019 – 2020 school year there were 112 absences and 392 tardies. For 2020 – 2021 there were 46 absences and 380 tardies. 2021 – 2022 had 106 absences and 459 tardies. Thus far in 2022 – 2023 there have been 64 absences and 75 tardies.

As of the date of this writing, there have been 2,001 absences and 2,698 tardies in the high school. For the 2019 – 2020 school year there were 560 absences and 393 tardies. For 2020 – 2021 school year there were 1,197 absences and 1,507 tardies. 2021 – 2022 had 863 absences and 664 tardies. Absences and tardies were very high for the end of the 2019 – 2020 and the entire 2020 – 2021 year because of the pandemic. Many students refused to attend classes online and it was a challenge trying to convince them to attend. For the few students who chose not to attend, they were subject to truancy, however, due to the pandemic, there was no way to control this. Thus far in 2022 – 2023 there have been 210 absences and 134 tardies.

### **Faculty**

#### **See Appendix C: Teacher Data**

In the 2019 – 2020 school year, there were 14 faculty members. Three teachers were Asian



(21.4%), five teachers were Hispanic or Latino (35.7%), one teacher was black or African American (7.3%), four teachers were white (28.6%) and one teacher was Pacific Islander (7.3%). In the 2020 – 2021 school year there were 13 teachers. Two teachers were Asian (15.4%), five teachers were Hispanic or Latino (38.4%), three teachers were black or African American (23.1%), two teachers were white (15.4%) and one teacher was Pacific Islander. In the 2021 – 2022 school year, there were 12 teachers. One Asian teacher, six Hispanic or Latino teachers (50%), two black or African American teachers (16.7%), and three white teachers (25%). In the 2022 – 2023 school year, there are a total of 12 faculty members. Four males (33.3%) and eight females (66.7%). One teacher is Asian (8.3%), two teachers are black or African American (16.7%), two teachers are white (16.7%) and seven teachers are Hispanic or Latino (58.3%). The Hispanic or Latino faculty majority mirrors the student population.

### **Certified and Uncertified Faculty**

In 2022-2023, San Fernando Valley Academy has three faculty with Professional certification, one faculty member with a Standard certification, two faculty members with Conditional certification and six uncertified staff members, including two whose Conditional certification has expired.

The director and instructor of the Child Development Center (CDC) has been leading and teaching in the preschool since 2008 and assisted and substitute taught since 2006. She has a BA in elementary education and an AA in liberal arts/early childhood education. She is uncertified and has taught for a total of 22 years.

The kindergarten teacher was hired in 2021. She holds a BA in education and a BA in special education with an emphasis in speech pathology. She does not hold a certificate and has taught for a total of six years.

In 2019, the 1st and 2nd grade teacher was hired to teach kindergarten in her current position in 2021. She has a BA in sociology and a minor in child and adolescent development. She holds a conditional credential and has taught for a total of four years. Her certification is effective from 9/1/22 - 8/31/23. She is also the coordinator for the WASC School Profile Committee.

The 3rd and 4th grade teacher and elementary school vice principal has been employed at SFVA since 2015. She has a BS in elementary education and an MAEd. She also carries TEFL certification as well as a Professional certificate. She has taught for a total of 29 years. Her certification is effective from 9/1/21 - 8/31/26.

In 2021, the 5th and 6th grade teacher was hired. She has a BS in elementary education. She has a Conditional (expired) certificate and has taught for a total of three years. She took three hours of non-academic credit during the summer but did not realize that she needed three academic

hours for her full accreditation. She is currently working on these hours.

The 7th and 8th grade teacher was hired full time in 2019. Previously for SFVA, he taught math classes and coached sports. He has a BA in computer science and holds an MD degree. He has a Conditional certificate and has been teaching a total of 11 years. His certification is effective from 10/27/22 - 8/31/23. He is also the athletic director who coaches girls' volleyball, girls' basketball, boys' basketball and golf. He is responsible for finding and overseeing outside coaches for the boys' flag football and soccer varsity programs. He spends many hours after school had ended, working with the various sports programs.

The home economics teacher is continuing to teach after being hired in 2018. She has an RN with a BSN degree. She does not hold a certificate and has taught for three years.

In 2022 another teacher was hired to co-teach home economics. She also is a substitute teacher. She holds a BA in law and an MBA. She does not hold a certificate and has taught for five years.

The music teacher was hired in 2020. He then also became the religion and computer teacher in 2021. Besides these formal classes, he teaches private lessons to students. He has a BA in commercial and media writing for film, television and radio. He has been and continues to be a professional musician. He holds a Conditional certificate and has been teaching for three years. His certification is effective 9/16/22 - 8/31/23. He teaches two levels of Bible, three levels of choir, two levels of band and keyboarding/computers. He is also the sponsor of the junior class.

The English and history teacher was hired in 2019. Previously for SFVA, he tutored second-language students and other students needing extra help in English at SFVA. He holds a BA in communication where he emphasized in public speaking and acting, a BA in international communication, a BA in history, and a BA in Spanish. He also has an MA in military history. He is a historian, a published author and an actor. He possesses five TESOL certifications and has a post-secondary vocational certification for English as a second language (ESL). He has taught for 32 years. He holds a Professional certificate and is endorsed in English and history. This certification is effective from 10/19/20 - 8/31/25. He currently teaches four levels of English, world history, U.S. history and yearbook. The Associated Student Body (ASB) staff is very active at SFVA. And although ASB is not considered a class, teaching and meetings are required, and the number of hours that are needed to properly run the organization are many. He also is the sponsor of the freshmen class and the secretary for the WASC School Profile Committee.

The science and language teacher began at SFVA as a substitute in 1992 and continued in this position until being hired in 1996 to teach remedial biology and chemistry. In 1998, she was hired full time. She holds a BS in biology and has an MD degree. She has been teaching for a total of 28 years and holds a Professional certificate. Her certificate is effective from 9/1/19 - 8/31/24. She teaches two levels of Spanish, biology, chemistry and health/careers. Beyond this,

she is the high school vice principal. She is also the sponsor of the National Honor Society and the sponsor of the sophomore class.

The math teacher has taught at SFVA since 1991. He has a BA in mathematics and holds a Standard certificate. He has been teaching for a total of 34 years. His certificate is effective from 9/1/22 - 8/31/27. He teaches four levels of math, physics, government/economics and physical education. He is also the sponsor of the senior class.

### **Teachers instructing outside credentialed areas**

There are two teachers that are teaching outside of their credentialed area: The Spanish teacher and the PE teacher.

The Spanish teacher has been teaching Spanish for 12 years. At this point she is very qualified through her teaching experience. When she began teaching this subject, she was “student teaching” for six years under the previously credentialed teacher who taught for 50 years. When this teacher retired, the certification registrar from the Pacific Union Conference spoke to her about being grandfathered in for her credentials. It never happened and now there is a new certification registrar. Recently she was told that she needed to take three years of summer school or take “Spanish proficiency exams.” The school plans on paying for her to take these proficiency exams if the grandfathering through the Union does not come through.

The math teacher instructs the physical education classes. Although he has taught P.E. on and off during many school years, he is not credentialed to teach these classes.

### **Advanced degrees**

Six faculty and staff members hold advanced degrees. The 3rd and 4th grade teacher has a master’s in education. The 7th and 8th grade teacher has a doctorate in medicine. The home economics teacher has a master’s of business administration. The English and history teacher has a master’s in military history. The biology, chemistry, Spanish, health and careers teacher has a doctorate in medicine. The principal has a master’s of education in school administration.

### **See Appendix D: Teacher Certification List**

### **Teaching Assistant, Substitutes and Support Staff**

The preschool teacher has an assistant. She has a kindergarten teacher certificate, secondary certification and a high vocational school secondary education office assistant certificate. All of the certifications are from Russia. She has worked in preschool for two years. The day care director holds an AA in early childhood education and has a preschool director certification. She has worked 16 years in her field. Two of these years were at SFVA as a preschool teacher and

director of the Child Development Center. There are four substitute teachers at the school besides the home economics teacher who also substitutes. One substitute teacher has been teaching and substituting for 14 years since 2008. He holds a BA in sociology and a master's in teaching. Another substitute teacher has been subbing for six years at SFVA. She holds a doctorate in optometry. There is another substitute teacher that has some college but does not hold a degree. He is also the coach of flag football and basketball for men's varsity. And the fourth substitute teacher has an AS in health science and has been teaching for 12 years—two of which have been at SFVA. The administrative assistant has paralegal certification and child development training. She also has primary health platform training, COVID hands-on training and is HIPAA certified. The registrar has certifications in Upper School Automated Scheduling, Closing Out a School Year in FACTS SIS, Tracking Progress and Enrollment Management Reporting. The custodian/maintenance person has a couple of years of college without a degree.

### **Attendance Rates of the Faculty**

Since the last full-cycle report in 2019, SFVA has had four registrars. Unfortunately, since the current registrar has been here, the computer holding faculty attendance records crashed and these documents were lost. Because of this, there are only records for 2021 – 2022 and 2022 – 2023. The computer is now being backed up and this problem should not happen again. The following numbers show personal business and sick leave unexcused absences. In 2021 – 2022 there were 18 unexcused absences. In 2022 – 2023 up to the time of this writing, there have been 22 absences—three more than the entirety of last year.

## **Student Performance and Activity Data**

### **External Assessments: NWEA MAP**

#### **See Appendix E: NWEA MAP Assessment Data**

Students take the NWEA MAP assessment during the Fall, Winter, and Spring quarters of the school year. The student's scores are measured using a percentile range and RIT score. These scores are compared to the national average and given projected scores for future NWEA MAP assessments. Students' scores are graphed into individualized student reports in which an instructor can monitor a student's progress at each test session as well as set goals for the student. A Family Report is sent home after each term or parent teacher conference.

### **First and Second Grade Fall 2022**

In Fall 2022-2023, 13 students in first and second grade took the K-2 Math NWEA MAP test. Of these students, five have RIT scores above the 80-percentile range, three students have RIT scores in the 61-80 percentile range, one student has an RIT score in the 40-60-percentile range, and four students have RIT scores in the 21-40-percentile range. The first-grade class average RIT score is 167.8 and the median percentile is 71. The second-grade class average RIT score is 181.9 and the median percentile is 72. Of 13 students, four are returning students from the kindergarten class, two students are joining the school for the first time and seven are returning from the first-grade class.

Thirteen students in first and second grade also took the Reading NWEA MAP test. Of these students, five have RIT scores above the 80-percentile range, two students have RIT scores in the 61-80-percentile range, two students have RIT scores in the 40-60-percentile range, three students have RIT scores in the 21-40-percentile range, and one student has an RIT score below the 21-percentile range. The first-grade class average RIT score is 159.6 and the median percentile is 35. The second-grade class average RIT score is 180.1 and the median percentile is 67.

Only eight second grade students took the Language Usage 2-12 assessment. Of these students, three have RIT scores above the 80-percentile range, three students have RIT scores in the 61-80-percentile range, one student has an RIT score in the 21-40-percentile range, and one student has an RIT score below the 21-percentile range. The second-grade class average RIT score is 182.1 and the median percentile is 75.

There are eight males and five females in the first and second grade class. In reading and mathematics, 80 percent of females scored in the average percentile (>41) or higher compared to 63 percent of males in first and second grade. In Language Usage, 80 percent of second grade females scored in the average percentile (>41) compared to 50 percent of second grade males.

There is a correlation between students continuing at the academy and higher RIT/ percentile scores. Of the 11 returning first and second graders, eight students scored in the high average percentile or higher (>61) in mathematics. Three returning students scored between the low average and average percentile (21-60). One returning student speaks English as a second language and a second returning student was accommodated due to an IEP. The two remaining students that joined the school for the first time scored in the low average percentile (21-40).

### **Third and Fourth Grade Fall 2022**

In the fall of 2022-2023, 16 out of 18 students in third and fourth grade took the Mathematics NWEA MAP test. Of these students, two have RIT scores above the 80-percentile range, eight students have RIT scores in the 61-80 percentile range, two students have an RIT score in the 40-60-percentile range, three students have RIT scores in the 21-40-percentile range, and one student had an RIT score below the 21-percentile range. The third-grade class average RIT score is 193.8 and the median percentile is 70. The third and fourth-grade class average RIT score is 201.7 and the median percentile is 62.

Seventeen students in third and fourth grade also took the Reading NWEA MAP test. Of these students, six have RIT scores above the 80-percentile range, four students have RIT scores in the 61-80-percentile range, four students have RIT scores in the 40-60-percentile range, three students have RIT scores in the 21-40-percentile range, and no students have an RIT score below the 21-percentile range. The third-grade class average RIT score is 201.5. The fourth-grade class

average RIT score is 204.8.

Only seventeen out of eighteen students took the Language Arts assessment. Of these students, six have a test score above the 80-percentile range, four students have scores in the 61-80-percentile range, four students have an RIT score in the 41-60-percentile range, three students scored in the 21-40 range and no students scored below the 21-percentile range. The third-grade class average RIT score is 193.6 and the median percentile is 63. The fourth-grade class average RIT score is 204.8 and the median percentile is 72.

There are nine males and nine females in the third and fourth grade class. In mathematics, 31 percent of females scored in the average percentile (>41) or higher compared to 44 percent of males in third and fourth grade. In Language Usage, 53 percent of females and 53 percent of males scored in the average percentile (>41).

### **Fifth and Sixth Grade**

In the fall of 2022-2023, 19 out of 19 students in fifth and sixth grade took the Mathematics NWEA MAP test. Of these students, two have RIT scores above the 80-percentile range, six students have RIT scores in the 61-80 percentile range, four students have an RIT score in the 40-60-percentile range, five students have RIT scores in the 21-40-percentile range, and two students have an RIT score below the 21-percentile range. The fifth-grade class average RIT score was not available. The sixth-grade class average RIT score is 208.8.

Nineteen students in fifth and sixth grade also took the Reading NWEA MAP test. Of these students, three have RIT scores above the 80-percentile range, two students have RIT scores in the 61-80-percentile range, four students have RIT scores in the 40-60-percentile range, eight students have RIT scores in the 21-40-percentile range, and two students have an RIT score below the 21-percentile range.

Nineteen students in fifth and sixth grade students took the Language Arts assessment. Of these students, two have RIT scores above the 80-percentile range, six students have RIT scores in the 61-80 percentile range, four students have an RIT score in the 40-60-percentile range, five students have RIT scores in the 21-40-percentile range, and two students have an RIT score below the 21-percentile range.

There are eleven males and eight females in the fifth and sixth grade class. In mathematics, 45 percent of males scored in the average percentile (>41) or higher compared to 50 percent of females in fifth and sixth grade. In Language Usage, 63 percent of females and 73 percent of males scored in the average percentile (>41).

### **Seventh and Eighth grade**

In the fall of 2022-2023, 21 out of 21 students in seventh and eighth grade took the Mathematics NWEA MAP test. Of these students, three have RIT scores above the 80-percentile range, two students have RIT scores in the 61-80 percentile range, five students have an RIT score in the 40-60-percentile range, seven students have RIT scores in the 21-40-percentile range, and four students have an RIT score below the 21-percentile range.

Twenty-one students in seventh and eighth grade also took the Reading NWEA MAP test. Of these students, three have RIT scores above the 80-percentile range, five students have RIT scores in the 61-80-percentile range, five students have RIT scores in the 40-60-percentile range, seven students have RIT scores in the 21-40-percentile range, and one student has an RIT score below the 21-percentile range.

Twenty-one students in seventh and eighth grade students took the Language Arts assessment. Of these students, three have RIT scores above the 80-percentile range, five students have RIT scores in the 61-80-percentile range, five students have RIT scores in the 40-60-percentile range, seven students have RIT scores in the 21-40-percentile range, and one student has an RIT score below the 21-percentile range.

There are fourteen males and seven females in the seventh and eighth grade class. In mathematics, 57 percent of males scored in the average percentile (>41) or higher compared to 28.5 percent of females in seventh and eighth grade. In Language Usage, 64 percent of males and 57 percent of females scored in the average percentile (>41).

## **High School**

### **Ninth Grade Fall 2022**

For the Language Usage MAP test, 10 out of the 11 of the ninth graders took the test. Out of these students, two have RIT scores above the 80-percentile range, three students have RIT scores in the 61-80-percentile range, four students have RIT scores in the 41-60-percentile range and three students have RIT scores below the 21-percentile range. The one student who scored below the 21-percentile range is an IEP student. The ninth-grade class average RIT score is 222.9 and the median percentile is 61.

Out of the 11 students in the ninth grade, nine students took the Language Arts Reading MAP test. Of these students, two have RIT scores above the 80-percentile range, two students have RIT scores in the 61-80-percentile range, four students have RIT scores in the 41-60 percentile range, and two students have RIT scores below the 21-percentile range. The two students who scored below the 21-percentile range are the two IEP students in this class. The ninth-grade class average RIT score is 224.1 and the median percentile is 53.

For the Math K-12 MAP test, 11 of the ninth graders took the test. Out of these students, two have RIT scores above the 80-percentile range, one student has an RIT score in the 61-80-percentile range, six students have RIT scores in the 41-60-percentile range, one student has an RIT score in the 21-40-percentile range, and one student has an RIT score below the 21-percentile range. The one student who scored below the 21-percentile range and the one student who scored between the 21-40-percentile range are IEP students in this class. The ninth-grade class average RIT score is 229.1 and the median percentile is 53.

Seven students graduated from the SFVA elementary in 2022 and three students are new to this campus.

### **Tenth Grade Fall 2022**

For the Language Usage MAP test, the eight 10th graders took the test. Out of these students, three have RIT scores above the 80-percentile range, four students have RIT scores in the 61-80-percentile range, four students have RIT scores in the 41-60 percentile range, and one student has an RIT score below the 21-percentile range. The one student who scored below the 21-percentile range is the IEP student in this class. The tenth-grade class average RIT score is 231.3 and the median percentile is 77.

Out of the eight students in the 10th grade, seven students took the Language Arts Reading MAP test. Of these students, one has an RIT score above the 80-percentile range, three students have RIT scores in the 61-80-percentile range, one student has an RIT score in the 41-60-percentile range, one student has an RIT score in the 21-40-percentile range, and one student has RIT scores below the 21-percentile range. The one student who scored below the 21-percentile range is the IEP student in this class. The tenth-grade class average RIT score is 222.7 and the median percentile is 66.

For the Math K-12 MAP test, the eight 10th graders took the test. Out of these students, two have RIT scores above the 80-percentile range, two students have RIT scores in the 61-80-percentile range, two students have RIT scores in the 41-60-percentile range, one student has an RIT score in the 21-40-percentile range, and one student has an RIT score below the 21-percentile range. The one student who scored below the 21-percentile range is the IEP students in this class. The tenth-grade class average RIT score is 234 and the median percentile is 60.

All eight students returned from last year.

### **Eleventh Grade Fall 2022**

For the Language Usage MAP test, five students in the 11th grade took the test. Of these



students, three have RIT scores above the 80-percentile range, one student has an RIT score in the 41-60-percentile range, and one student has an RIT score in the 21 – 40-percentile range. The eleventh-grade class average RIT score is 229.2 and the median percentile is 85.

Out of the six students in the 11th grade, four students took the Language Arts Reading MAP test. Of these students, one student has an RIT score in the 61-80-percentile range, two students have RIT scores in the 41-60-percentile range, and one student has an RIT score in the 21 – 40-percentile range. The eleventh-grade class average RIT score is 226.3 and the median percentile is 57.

For the Math K-12 MAP test, the six 11th graders took the test. Out of these students, three students have RIT scores in the 61-80-percentile range, two students have RIT scores in the 41-60-percentile range, and one student has an RIT score below the 21-percentile range. The one student who scored below the 21-percentile range is technically not a junior as he has not yet finished his English I or English II classes. The eleventh-grade class average RIT score is 230.5 and the median percentile is 53.

All six students returned from last year.

### **Twelfth Grade Fall 2022**

For the Language Usage MAP test, all six students in the 12th grade took the test. Of these students, one student has an RIT score in the 61-80-percentile range, three students have RIT scores 41 – 60-percentile range, and two students have RIT scores in the 21 – 40-percentile range. The twelfth-grade class average RIT score is 232.5 and the median percentile is 51.

All six students in the 12th grade took the Language Arts Reading MAP test. Of these students, one student has an RIT score in the 61-80-percentile range, one student has an RIT score in the 41-60-percentile range, two students have RIT scores in the 21 – 40-percentile range, and two students have RIT scores below the 21-percentile range. The eleventh-grade class average RIT score is 214.5 and the median percentile is 29.

For the Math K-12 MAP test, the six 12th graders took the test. Out of these students, one student has an RIT score in the 61-80-percentile range, three students have RIT scores in the 41-60-percentile range, and two students have RIT scores in the 41-60-percentile range. The eleventh-grade class average RIT score is 232.5 and the median percentile is 51.

All six students returned from last year.

### **2020-2021 School-Wide Comparison**

In the 2020 – 2021 MAP tests, schoolwide trends fell mostly above the national average for language usage, math, reading and science. The highest percentile in language usage was for the 2nd graders at 55 percentile. The 3rd, 4th, 5th and 6th graders were just above 50 percentile, the 7th graders were at 70 percentile, the 8th and 9th graders were at 50 percentile, the 10th graders were at 45 percentile and the 11th graders were at 70 percentile.

The highest percentile in math was for the 1st graders exceeding 80 percentile. The 2nd graders were at 60 percentile, the 3rd, 4th and 5th graders at 50 percentile, the 7th graders were at nearly 70 percentile, the 8th and 9th graders were above 60 percentile, the 10th graders were at 50 percentile and the 11th and 12th graders were at 60 percentile.

The highest percentile in reading was for the 1st graders was nearly at 80 percentile. The 2nd and 3rd graders were at 65 percentile, the 4th graders at 50 percentile, the 5th and 6th graders at 60 percentile, the 7th graders at 70 percentile, the 8th graders were at 60 percentile, the 9th and 10th graders at 45 percentile, the 11th graders at 70 percentile and the 12th graders at 50 percentile.

The highest percentile in science was for the 7th graders at 75 percentile. The 3rd graders were at 65 percentile, the 4th and 5th graders were at 55 percentile, the 6th graders at 65 percentile, the 7th graders at 70 percentile and the 8th graders were at 65 percentile.

The percentiles were very good this year since students were used to doing online school. Because the 2019 –2020 school year was half done online, by the time the 2020 –2021 school year came around, online school to online testing was an easy transition. These numbers will change for the worse when students begin on-campus school for the 2021 – 2022 school year.

### **2021-2022 School-Wide Comparison**

#### **See Appendix F: Schoolwide Performance Summary**

In the 2021 – 2022 MAP tests, schoolwide trends fell on both sides of the national average for language usage, math, reading and science. The highest percentile in language usage was for the 3rd and 9th graders at nearly 70 percentile. The 2nd graders were at 45 percentile, 4th graders were at 60 percentile, the 7th, 8th, 9th and 10th graders were at 70 percentile, and the 11th graders were at 55 percentile.

The highest percentile in math was for the 1st graders at 75 percentile. The 2nd graders were at 30 percentile, the 3rd graders were at 50 percentile, the 4th graders were at 30 percentile, the 5th and 6th graders were at 35 percentile, the 7th graders were at 50 percentile, the 8th and 9th graders were at 55 percentile, the 10th graders were at 50 percentile, the 11th graders were at 40 percentile and 12th graders were at 50 percentile.

The highest percentile in reading was for the 1st graders was at 75 percentile. The 2nd graders were at 40 percentile, the 3rd graders were at 70 percentile, the 4th, 5th and 6th graders at nearly 50 percentile, the 7th, 8th and 9th graders at nearly 60 percentile, the 10th graders at 50 percentile, the 8th and 9th graders at 55 percentile, the 10th graders at 50 percentile, the 11th graders at 40 percentile and the 12th graders at 55 percentile.

The highest percentile in science was for the 3rd and the 9th graders at 70 percentile. The 4th graders were at 50 percentile, the 5th and 6th graders were at 45 percentile, the 7th and 8th graders at nearly 60 percentile and the 9th graders at 70 percentile.

The reason for the lower scores was lack of interest and incentive by the students. Because the students were back on campus, getting them to take the MAP testing seriously was difficult. They were not interested in transitioning back to online testing. They do not see the need to do well on the tests. They are a chore for them that they do not see benefiting them in their future. The faculty is in discussion as to how to incentivize the students into doing well. In verbal exit polls, the students tell the faculty that they do not try very hard and often just randomly answer the questions just to get through. The faculty does not believe that the test results are accurate to the students' knowledge.

### **Academics**

Academics is a constant focus. Both the high school and the elementary school have had new personnel changes since the last full-cycle visit. To be able to keep a continuum of instruction, curriculum mapping has been written by all the existing teachers so that new and current teachers will easily be able to find this mapping, kept by the administration, and model their classrooms after the curriculum map on file.

The personnel changes have included hiring instructors that have real world experience outside of the classroom. This combined with their teaching experience has enhanced the academic instruction of the campus. The history teacher is a historian with published works. The English teacher is a published author. The music teacher is a professional musician. The junior high school teacher is a medical doctor who enhances the teaching of science. The English teacher was hired for the specific reason of teaching the students better college-writing skills. Students are now more prepared for college. The 7th and 8th grade teacher was hired to beef up students' math and science readiness for high school. These outside professionals who also have experience teaching, have added to the increase of student skills and understanding, especially in high school where they are preparing for college.

SFVA now has a full-time principal. At the last self-study report, SFVA only had a part-time principal and this hampered academic advising and assessing. With the inclusion of a full-time

principal, more attention is now placed on academics by the administration.

COVID did have an impact on the school in many positive ways. Not only was the school able to get physical improvements done as described above, but COVID forced teachers to go paperless. The school needed to find a platform to upload teaching materials and assignments. All assignments are now uploaded on Microsoft Teams and are easily assessable for students. Should paper copies be needed, teachers can easily print from the updated color copy machine. Much less paper is being used and purchased. Students are adapting well to electronic assignments.

Because COVID forced online teaching and learning, hybrid instruction is now more accessible through online platforms learned and used. Hybrid instruction is now used when students are out sick or away for any other reason. This has allowed students better access to instruction that they would have traditionally missed.

The sports program has added additional sports to their varsity program: Flag Football, Soccer and Golf. Parents and faculty saw a need to increase students' physical activity and joined the league that also houses the varsity sports that are currently being played. Students now can choose these sports in addition to the already established sports of volleyball and basketball. There is now an increase in student-sport involvement.

MAP testing is now being used to assess a student's learning. MAP is an online standardized-testing program that quickly assesses a student's progress. The MAP assessment provides teachers with student growth and achievement measures as well as a list of suggested skills that each student is ready to develop in preparation for the next assessment. Teachers can modify their curriculum based on student scores and create individualized learning goals. Parents can learn more about the MAP assessment and their child's score through the Family Report. As of the last full-time visit, SFVA was using paper-based standardized testing where results would be received more slowly. MAP has shortened and made more accurate this process.

Big Ideas math curriculum is now being used in the elementary school. This program provides more online resources, such as manipulatives, for students, teachers and parents. This program is very convenient when doing online instruction as well. IXL is also a program that is new. This program sets very high standards for students in English, math and science. RAZ-Kids has been used previously, but it is now being used electronically with more student focus. Students are required to use these programs at recurring times. The use of these online platforms has allowed teachers to monitor student improvement and set learning goals for students.

Elementary teachers have recognized a need for Social Emotional Learning (SEL) in the classrooms. An SEL curriculum was developed to meet the needs of Pre-school to eighth grade students. The SEL activities and lessons are taught in the classroom in addition to Friday

chapels. Additional resources are periodically sent to parents with information regarding social emotional learning skills. The elementary teachers have experienced positive results from the implementation of the SEL curriculum and this is expected to be continued throughout the year.

### **Local Assessments: In-class formal and informal assessments**

Students in kindergarten to 6th grade utilize the same publishers to teach phonics, spelling, handwriting, math and science. For math, the Big Ideas curriculum is used in all classrooms, providing teachers with online resources and students with a continuous math program as they progress to the next grade level. Big Ideas provides teachers with unit assessments and maintains the format of the evaluation for all grades. For phonics, Modern Curriculum Press Phonics and Chall-Popp Phonics are used in all classrooms from 1st grade to 6th grade. A Reason for Handwriting curriculum is utilized by all instructors, beginning with lessons on letter formation and continuing to cursive writing. By Design science curriculum provides materials and textbooks that align with the spiritual and academic SLOs.

Apart from the NWEA assessment and learning curriculum, each instructor monitors student progress through tests, quizzes, presentations, educational technology and projects. These assignments are graded using a point system that is displayed on RenWeb for students and parents to view. By using these programs, students receive a structured curriculum that is a continuation of the previous year. Instructors can monitor student achievement, using the assessments provided by the curriculum resources.

The kindergarten instructor encourages cooperative learning and group activity centers to promote fine motor skills and social interaction. The play method is utilized in social studies, math and language arts instruction as students participate in centers following direct instruction and small groups. Role playing, song service and discussions allow students to learn about the Bible story of the week and analyze the daily question. Students demonstrate their learning for Bible by recalling important information about the story and reciting a Bible verse each week. During art instruction, direct teaching is organized using the I Do, We do, You do model. Student learning and kindergarten skills are assessed frequently and used to monitor student improvement.

The 1st and 2nd grade teacher assesses student understanding by giving a weekly verbal Bible verse quiz and by asking comprehension questions based on the story for that week. The Bible activities and worksheets that students complete independently are glued into a Bible interactive notebook, which is then used to assess a student's ability to make connections (text-to-text/self/world). During language arts and math instruction, the instructor uses a thumbs up and thumbs down formative assessment to check for immediate student understanding. At the start of a unit or lesson, students are taught relevant vocabulary, spelling and high frequency words. At the end of each unit, students are given a summative assessment to determine if they have mastered the words and can use them effectively. After instructional scaffolding, worksheets, and independent work are used to assess individual student understanding. The independent assignments are differentiated to best meet the needs of all students. In addition to this, literacy and math centers

are used to reinforce learned skills. Record sheets for each center are used to assess if a student was able to complete the assignment and master the skill. Students use an interactive notebook to glue reading prompts and assignments. Each assignment assesses a student's ability to retell, make connections, form an opinion on the text, etc. Comprehensive questions also test a student's overall understanding of the text. For writing, students are given a journal. After instructional scaffolding, students will work on their journal, either answering a prompt or generating their own topic. Students are assessed as to whether they can generate their own topic, sustain attention in their writing, have controlled and identifiable pictures and/or writing, and record consonant and vowel sounds. A summative assessment is given to each student at the end of a math, language arts, social studies, science, or reading unit to determine if students mastered the topics. Evaluating the data will determine if a skill or specific lesson will need to be re-taught. Educational technology resources, such as IXL and RAZ-plus, are also used to assess and monitor student learning.

The 3rd and 4th grade teacher relies on memory work, paper tests, group work and presentations to teach and assess Bible standards. For math, the instructor relies on tests, quizzes, oral assessments, and educational technology, such as IXL and Big Ideas, to reinforce math skills and check for understanding or mastery. The teacher uses interactive notebooks during language arts in addition to tests, workbooks, and classwork to teach and assess a student's spelling, grammar, and phonics. Summative assessments, projects, experiments, reports, group work, worksheets, and oral and written reviews are used frequently to teach students social studies and science concepts as well as check for understanding or mastery. Like the 1st and 2nd grade teacher, the instructor utilizes RAZ-plus to determine a student's Guided Reading Level (GRL) through student recordings and running records. The instructor also reads aloud during class time, which prompts discussions. Students complete worksheets, group work, independent reading work and reporting, presentations and research projects at home and in the classroom to demonstrate mastery of the learned reading skills. Students are also given a handwriting practice book, daily classwork and tests to analyze student's handwriting abilities. The teacher assigns written and online assessments, and games and partner assessments to evaluate student progress.

The 5th and 6th grade instructor conducts formal and informal formative and summative assessments. At the end of the week the teacher gives students a math, spelling, and memory verse quiz. Additional assessments in language arts, math, science, and social studies are conducted when a chapter/unit is completed. Class discussions are conducted on a daily basis on various subjects, allowing students to ask questions and comment on topics. Leading discussions also help students process and retain information. Think, pair, share and group discussions are done periodically. Group presentations are completed when a specific topic has been covered or when the class attends a virtual trip. Projects are completed at the end of each quarter and students are encouraged to apply their learned skills. Final exams for math, English, science, and social studies are given two weeks before the end of the school year and are used to determine overall student mastery of subjects taught.

The 7th and 8th grade instructor conducts group assignments, self-assessments, jeopardy games, Socratic seminars, oral/written reports, Kahoot polls, podcast recording, role playing, debates, and journal entries throughout math, social studies, Bible and science instruction. These

activities not only promote learning but also allow students to demonstrate their learning in multiple ways.

The high school religion instructor focuses the curriculum on the expectation that students will understand God's plan of salvation and how it relates to everyday Seventh-day Adventist life. This learning goal is implemented through weekly reading and Bible scriptures as well as participation in the discussions of the material. Student learning is measured by assigning brief analysis papers on the subject.

The high school computer instructor expects students to learn basic typing, write in MLA format, learn Microsoft Excel basics and develop resumes and event flyers. There are also occasional discussions about coding. To demonstrate their learning, students are required to collaborate in a group to complete a monthly newsletter. In addition, students are assessed on their ability to type 60 words per minute with a minimum of 80 percent accuracy, submit an MLA paper for basic writing, and compose a resume.

The K-12 band and choir instructor focuses student learning on music theory, reading music, orchestral instrumentation and proper singing techniques. Students are also introduced to all genres of music. Performance techniques and stage presence is also an essential aspect of the music program as students are taught to use their gifts and talents not only for performance but in service of their Lord.

The anatomy and physiology, biology, and chemistry instructor uses body system models, essays, quizzes, oral and written tests to assess learning. Games, PowerPoint presentations and student journal entries are assigned for students to demonstrate content knowledge. In Spanish I and II, the instructor assesses student posters and translated articles to demonstrate knowledge of the language. For health and careers, students create PowerPoint presentations, conduct oral interviews, and participate in CPR training.

The high school math instructor guides student learning by allowing students to work in groups to answer math problems following direct instruction. To reinforce learning, students are given a test at the end of each chapter and allowed to retake their tests when scores are below an acceptable level. Further practice of skills and assessment is done through weekly IXL skills where students answer questions until they reach mastery of the skill.

The high school English and history instructor provides students with a variety of opportunities to demonstrate their knowledge of learned skills. All classes take quizzes each Thursday to assess what has been learned over the last week. In addition, each class must write MLA formatted essays on a variety of subjects, including biographical essays, event essays and prompt essays. The students must also write two historical movie and two historical book analyses. They write multiple literary analyses, and documentary and literary movie reviews. Each class reads several books and excerpts from books, and they must annotate and create an annotation notebook for everything they read. Students make and present PowerPoint presentations.

## **IXL**

IXL math and language arts diagnostic assessments are used to determine what skills students have mastered and what skills they have yet to learn. This will allow the instructor to determine a personalized IXL skill plan for each student or whole group.

### **RAZ-plus**

RAZ-plus is an educational app that is used to determine students' GRL by assigning students passages to read and record on their device. From their recording, teachers can complete a running record for each student. Based on this level, students will be assigned books to read independently and work in small groups with students of the same level. Teachers can monitor a student's progress towards the next reading level and assign specific readers. Each reading assignment is concluded with comprehensive questions that assess student's understanding of text features, sequencing, retelling, author's purpose, etc.

### **Outside Learning Opportunities**

SFVA students regularly engage in activities outside of the classroom. The preschool goes on many outings throughout the year. They visit the Los Angeles Fire Department to learn how these brave people protect the city. They also visit the Los Angeles Police Department where they learn about safety, harassment and bullying. They go on nature hikes, and, during the fall, they visit a pumpkin patch. All the holidays are celebrated with special classroom events and near Hanukah, a rabbi visits the classroom to talk about this Jewish celebration. A medical doctor also visits the hospital-decorated classroom to talk about health. They get to visit a dental office, get pretend checkups and learn that going to the dentist can be fun. Another visit is to an optometrist's office where they get their eyes checked and learn about eye safety. A trip to the grocery store teaches them how stores organize their products, what the various departments are part of a grocery and what the different workers do. At other times of the year, the classroom is transformed into an ocean, with a visit to Leo Carrillo Beach, and a Jurassic Park to learn about dinosaurs. There is a recycling program where trash is collected to help the environment. They get to experience the growth of plants through a gardening project when they plant their own seeds and watch their plants grow. This is enhanced by a trip to Descanso Gardens and the Los Angeles County Arboretum. They take part in an experience where they watch caterpillars grow into butterflies. This is followed by a trip to the Butterfly Pavilion at the Natural History Museum. Once a month, the 12th grade English class, visits the preschool and does a reading pal program with them. For outreach, the preschool makes care packages for the homeless, and active soldiers through Operation Gratitude. They also make cards, sing and play their tone bells for senior citizen centers. At Thanksgiving they collect food to make Thanksgiving baskets for lower-income families. At Christmastime they give presents to children of prisoners through the Prison Fellowship Angel Tree program. At various times during the school year, they visit the upper classes and the high school, giving them handmade cards. During the summer they have virtual chapels with another preschool.

The kindergarten class and first and second grade class often join the preschool by going to a



pumpkin patch, the dentist's office and Descanso Gardens. The 3rd and 4th grade class takes trips to the pumpkin patch, Griffith Park Observatory and the Irvine Train Park. In 2022, they sponsored a shoe drive as project-based learning (PBL) as well as a recycling/mission project. As PBL, a former student who currently makes shoes visited the classroom and talked to the students about how to design, price and go through the approval process of having shoes mass produced in a factory. The shoes themselves go on to be given to people in other countries where footwear is hard to get. Shoes that are in bad repair are recycled for their rubber and new shoes are made from them. The students also make pen pals with the 4th grade class of another Adventist school, and at the end of the year, they meet these students and go on a joint field trip.

To build rapport between the teacher, parents and students, the 5th and 6th grade class goes to Universal Studios and Six Flags Magic Mountain. Parents are encouraged to attend. The students learn responsibility and accountability to each other. Each year the class participates in a three-day outdoor learning experience at Fox Landing on Catalina Island where they absorb marine biology, specifically the behaviors of sharks and the anatomy of squids and other sea creatures, along with the studying the environmental effects of trash in the ocean. An extracurricular undertaking is when the students work at home to create a science project that, when finished, they bring to school. This becomes a competition for the students. They also learn about plant growth by planting a garden. Virtual trips around the world are taken where the students write reports on the places they have been and the items they have learned. Outreach is a large experience for this class as well. Once a year the students create what is called a joy bag that is delivered to a homeless person. In it is placed toiletry items, hand sanitizer, a bottle of water, etc. and the most important piece is a handwritten letter by the students letting the homeless person know that they are loved by God. At Christmastime, each student purchases two presents for a sick child. They then visit a hospital to hand deliver their presents.

The 7th and 8th grade class keeps active with various trips and activities throughout the year. Each year, near the beginning, the class takes a trip to El Camino Pines in Frazier Park, CA, where they participate in outdoor school. Here they learn about environmental protection, engage in community-building activities, and dive into the natural, physical and social sciences. Field trips to the Aquarium of the Pacific, a community park and swimming pool, miniature golf, the beach and Universal Studios build social skills and hone specific science and physical education adeptness. The junior high banquet is a looked-forward-to event. There are also three clubs that students participate in: the Math Club, the Medical Career Club and the Cooking Club. In each of these clubs, students get to explore careers, hone their skills and just have fun learning. The 8th grade goes to Disneyland. For outreach they are very involved in hosting church programs where they take over the church service by leading out in the worship singing, prayer, the children's story, the scripture and the sermon.

The high school begins and ends the year by beach outings where students get to know each other and then say goodbye to the senior class. These outings bookend the excitement of the year. The high school goes on one or two cross-curricular field studies tours each year. During

these trips, students can gain knowledge in their various subjects by visiting places and seeing objects that can only be talked about when sitting in the classroom. Museums of history, science and literature have been explored. Historical places that have been visited on these trips are the Nixon Library, the *USS Iowa*, the Los Angeles Museum of the Holocaust, Olvera Street, the Japanese American Museum, the Korean Friendship Bell and Independence Hall in Buena Park, CA. Areas for studies in science have been the Natural History Museum and various cotton, almond, soybean, beef and milk farms in the Central Valley. Separate trips have been made to the Reagan Library for history, the Central Library of Los Angeles for English, Sky Zone for physics and Balboa Park in San Diego for Spanish.

Beyond these, various classes take field trips to enhance their learning. The English class has watched theatrical productions of *A Christmas Carol*, *Hamlet*, *Little Women*, *Call of the Wild*, and *Romeo and Juliet*. The U.S. history class has visited Fort Tejon. The world history class has attended Medieval Time and a play on the World War I Christmas truce. The Spanish class celebrates Cinco de Mayo and Mexican Independence Day with trips to Mexican restaurants followed by a traditional piñata party. During Christmas they view a Las Posadas celebration in various churches or on Olvera Street. Students also visit Spanish-speaking churches. The music class performs regularly at churches. This not only promotes the school, but it gives the students the opportunity to meet new people and see other places of worship. They also visit an ensemble program at California State University, Northridge, and participate in the music festivals that are held at either Pacific Union College (PUC) or La Sierra University (LSU). The yearbook class annually attends a three-day publishing workshop at PUC where they learn layout, photography and writing skills necessary for publications. The math class hosts Pi Day where pi and pie become synonymous. On Lego Day students use kinesthetic learning to engineer works of art. The anatomy and physiology class visits Loma Linda University where the students listen to lectures from medical professionals. They also are introduced to cadavers where they can enhance their learning of the body.

The 12th grade class works hard for four years so that they can take their Senior Trip. Since the last full cycle, the senior class has gone to London, England, and Paris, France (unfortunately, cancelled due to COVID-19), a scaled-back trip was taken during the pandemic to Six Flags Magic Mountain and Golf N Stuff in Oxnard, CA. Once the pandemic began to wane, Hawaii became the destination of choice. They also participate in Disneyland's Grad Night.

ASB hosts various social and spiritual events that take place on and off campus. SFVA believes that an active and organized campus social and spiritual life expands students' desire to learn and creates a happier and more balanced student body. There have been trips to the Getty Villa, the Americana, the Grove, an ice-skating rink, Descanso Gardens, Castle Park, Rodeo Drive and many restaurants to eat at as an entire school. During the pandemic, when restrictions eased up and because the school was not allowed to have an activity off campus, a banquet was organized on campus. The ASB also sponsors a spirit week where students are asked to dress up in costumes surrounding various themes such as character day, pajama day, and mismatch day. It is

the ASB's responsibility to help the administration host Academy Day where prospective students for the following year visit the campus. The ASB introduces those prospective students to SFVA life.

Each year the upper ASB staff is involved in a union-wide leadership conference that has taken place at Leoni Meadows and Camp Cedar Falls. This is an opportunity for the president, social vice president, religious vice president, vice president, junior president and senior president to meet with students in their same position from dozens of schools within the Pacific Union Conference. During this time, they learn new ideas and share their own. They also make contacts with other people that are valuable connections that can last a lifetime. Invited speakers give spiritual and motivational talks to the assembled group and everybody participates in group activities that build team trust and break down social barriers. Preceding this event, there is a school-wide drive to collect school supplies for student missionaries. These items are boxed at the leadership conference and sent to the missionaries by the Pacific Union Conference.

As a Christian school, spiritual outreach on and off campus is an important part of campus life. On Halloween, the ASB organizes a campus-wide handout of GLOW (Giving Light to Our World) tracts. The students go door-to-door in the neighborhood passing out these tracts that share our Adventist Christian beliefs. At least four times a year the ASB hosts a vespers service on and off campus where games are played, and speakers give devotionals. The campus services are open to everyone. Each Friday the ASB is responsible for hosting a chapel. Sometimes games with a spiritual emphasis are played, sometimes an outside speaker talks and sometimes the ASB religious vice president will give a sermonette. The school itself has a chapel program that is part of the daily schedule. Three times a week a faculty member gives the devotion, once a week either the 12th grade, 11th grade, 10th grade or 9th grade class give the devotion and on Fridays the ASB hosts the chapel program.

The students at SFVA are also given the opportunity to interact with Adventist colleges throughout the year. A college fair is held on campus or at a nearby school's campus. Each Adventist college sends representatives who promote their school. This involves all the high school students. SFVA believes that even the 9th grade class should be thinking and planning for their education after graduation just as much as the upper graders. Each year the 11th grade class visits PUC and LSU. (When regular school resumed after pandemic, the 12th grade class also joined as they had missed out the year before.) This gives the 11th graders an opportunity to interact with the campus and other aspects of college life. On the trip to PUC, the college takes the students to nearby San Francisco. During the Bay cruise, the historical sites of Alcatraz, Fort Point, the Golden Gate Bridge and Angel Island are seen. SFVA believes that high school education is just the stepping stone for college. SFVA encourages students to attend college. As a college prep school, SFVA will help students get into any college that they desire, but as an Adventist college prep school, Adventist colleges are most encouraged.

The administration also hosts several events to interact with parents and students socially with the school. There is the Fall Festival, a parent/student picnic, a musical Christmas and spring program and a talent show. They also bring in various assembly guests such as veterans to speak on Veterans Day or the Los Angeles policemen to speak on topics such as bullying.

### **College Assessment Tests**

For the year 2021 – 2022 school year, 12th graders did not take the ACT by ACT, Inc. or the SAT, by College Board (both are private businesses that SFVA does not have associations with) as colleges did not require them. SFVA does teach toward the College Board's Advanced Placement (AP) tests and students are always welcome to take them. Instructors explain to students where to go to take them and what fees to pay when a student expresses a desire. Since the last self-study report in 2019, no SFVA students have taken any AP tests.

### **Follow-Up Performance**

Since the last follow-up report in 2019, SFVA has graduated three classes. The class of 2020 graduated three students. All three went to college. One went to a community college and graduated with an AA degree. The other two are in their third year at a four-year college. The class of 2021 graduated six students. Five went to community college and are still attending. The sixth student went to a four-year college and is in her second year. The class of 2022 graduated six students and all of them have just started attending four-year colleges.

### **Significant Changes and Developments**

Since the last full-cycle visit, SFVA has undergone many changes. These changes have included upgrades to our physical plant, the addition of new instructors, including instructors who have also had experience in their fields outside of the classroom as well as within, and increased attention has been given to enhance our safety features. Attention to updated school curriculum and mapping have also been added to assist not only current instructors but, also, future teachers.

### **Physical Changes**

The junior high school class outgrew their original classroom and as a result, they were relocated to a new building. This building has several rooms and large spaces that allow the instructor to better fit the needs of the students. The largest room serves as the instructor's main classroom in which whole-group instruction takes place. In a separate area of the building, the instructor has created a computer lab where students are able to access online instruction. The relocation of this class has also allowed the students to have easier access to the school garden and field. The instructor has allotted time in his class schedule for students to work in the garden and have physical education on the field. Students have benefited from the increased room size as they now have more area to create and build their science and social studies projects. Having access to the garden area allows them to quickly experiment with their science projects. Easy access to the field has allowed the students to be able to get their physical exercise without interference from the younger students.

The absence of students during online instruction allowed parent volunteers and administrators to improve several areas that posed safety concerns. In previous years, several elementary classrooms experienced leaking from damaged areas of the roof. This greatly threatened student and staff safety. Donations from stakeholders, trade and volunteer work resulted in re-roofing the elementary building. All the classrooms in the elementary building were remodeled to improve student safety as well. The popcorn ceilings were removed. All classrooms and faculty areas were tiled and painted. It is nice not to have buckets located around the rooms during rainfall. Students can now concentrate on their studies instead of worrying if water will be dripping on them.

Following the remodeling of the classrooms, three empty rooms that had just become junk rooms over the years were repurposed to serve the needs of students. One of the rooms serves as a teacher resource room. It was determined that many of the resources were outdated and unused. This room was cleared of all outdated material and converted into an elementary library. The books for this library have been donated by stakeholders and purchased with fundraised money. Students can now have access to the latest reading materials for their age groups as well as a quiet place to read and study.

A second room was converted into a STEM and multi-purpose room. This room provides teachers with a learning place where STEM instructors can lead lessons and activities. This room has also served as a meeting space for parents during Back-to School Night, hosted on-campus COVID testing, and has become an activity room for teachers when two or more classes are meeting. The use of a multi-purpose room like this has been needed for a long time. Teachers no longer need to go to the gymnasium or the high school library or move desks around in an already-established classroom. Students and teachers now have the freedom to have space to learn and work without interference from their already well-used classrooms.

The addition of an elementary computer lab began in the summer of 2022. Twenty computers were purchased from an Adventist university and set up in the spare room. This computer lab allows students to take the NWEA MAP assessment as well as access RAZ-kids, IXL and other educational technology applications. Having a room that is just dedicated to students' computer learning has been so helpful because it causes students to concentrate on their lessons versus the distractions of their homeroom. Students are more focused and intent on doing their computer-based lessons.

Each year, teachers organize a Read-a-Thon fundraiser to raise funds for their classrooms. Over the span of two years, the funds raised resulted in the addition of smart televisions in each classroom. The impact of this addition has allowed teachers to utilize their devices to mirror onto the screen more efficiently than a projector and screen. Teachers can switch back and forth from traditional teaching to smart TV teaching much easier thanks to these new televisions.

Smart TVs have also been added in some of the high school classrooms, making teaching a smoother process between lectures and documentary/film/PowerPoint viewing. No longer is time being taken to pull down and close the blinds that were necessary tasks when using the projector and screen. This has saved hours in teaching time. Also, instead of writing on the board the important lecture notes—notes that are already written on the computer—can now easily be viewed via the computer projecting on the smart TV. This saves cumulative hours by not having to write as much on the whiteboard.

The quality of internet connection has been an issue for several years. The main concern raised is the lack of an adequate internet connection. This has been a frustration for teachers who now expect students to be able to efficiently access the internet with their electronic devices. Taking the NWEA MAP assessment has also been a frustration over the past few years due to this same problem. Initial progress was made in 2021 as volunteers re-routed the internet on the elementary campus. Further progress was made in 2022 as Wi-Fi extenders, also known as network boosters, were added to high school classrooms. For the first time since the MAP testing has been used, the test did not have any Wi-Fi issues. This has had a huge impact on the acceptance of this new testing technology as well as students' and teachers' acceptance of online testing.

The senior class of 2022 donated the funds to refurbish the campus sundial and to re-cement the quad around it. In addition, the school dedicated a plaque in celebration of the 120th anniversary of the academy that has been placed on a decorative rock within the quad. These three enhancements have improved the aesthetics of the campus, giving more self-confidence to students and staff.

There is a brand-new flag that flies high above the campus. For several years a well-used, torn flag had represented the nation. This new flag was donated by a former principal. A local military unit did the honors of raising the flag in a ceremony that the entire school participated in. Having a new flag improves the looks of the school.

One of the assets that SFVA has as a current small school is that classes or sports teams can easily go on field trips or to games in a smaller passenger vehicle. A loss for the school came when the SCC made the school sell their 12-passenger van, stating that they would no longer cover it for insurance. After that, the only vehicle left was the eight-passenger, old and unreliable SUV. It was already mechanically unsound. Shortly after the loss of the van, SFVA was broken into and besides computers, petty cash and a broken office window, this vehicle was stolen. Fortunately, the Los Angeles police recovered it a few weeks later, but it was now in worse shape. The school still possesses it, but it is not reliable and relatively unsafe. A kind parent and a board member donated another vehicle. It is old and worn but has thus far proven reliable. It does have many miles on it and holds only seven passengers. The SCC has told us that we cannot get a vehicle that holds more than eight passengers. SFVA is searching for another reliable vehicle so that multiple students can be transported to various functions.

In 2022, San Fernando Valley Academy celebrated its 120th anniversary. Involvement from staff, faculty, parents and alumni led to the organization of an extraordinary alumni weekend program. The event resulted in greater alumni involvement and donations that will be used for school improvements. Having alumni and current students/parents/faculty meet each other has given all stakeholders confidence that the school was and still is in good shape. Donations that were gathered during the weekend will have an impact as they will be going into other physical improvements.

## **Safety**

The nation has seen, and, unfortunately, will probably continue to see more violence within schools. SFVA is now focused on better safety for the students and its physical plant. Since the 2019 self-study report, SFVA has developed a written *Emergency Plan*. This plan is available to any stakeholder of the school.

Cameras have been placed at strategic locations around campus to monitor and record unwanted behavior after and during school hours. The cameras monitor students who may decide to leave the closed campus during school hours and the cameras monitor unwanted visitors who enter the school campus after school hours. The cameras assist in the reporting of crimes, including trespassing. The cameras that are placed are serving well, but more cameras need to be mounted for better surveillance. They are serving their purpose of curbing would-be criminals and stopping would-be truant students.

Daycare is provided for all students who stay after hours while waiting for their guardians to pick them up. The daycare was moved from the back of the school to the front so that guardians could easily pick up their children. The door to the daycare opens to the front parking lot. Since there has, in the past, been a problem with parents meandering the campus while waiting for their children, parents can now meet them in front of the school without coming onto the campus grounds. This has curbed additional people from being on campus.

A school-wide policy was added to the 2022 elementary and high school handbook where visitors would not be permitted on the campus without entering the office and receiving a visitor pass. Also, all food delivery services must drop off food in the office instead of the students going out into the parking lot to retrieve their items. All doors that lead to the exterior parking lot that, at times, had previously been used by students and parents, are now remaining closed during school hours, and only staff with keys may enter them. These new policies were made out of the concern that a growing number of visitors and food delivery services entered the campus without permission.

In addition, the elementary staff has organized several fundraisers to purchase and install window shades in all elementary classrooms. These window shades will increase privacy and

safety in all classrooms so that a person with ill intentions will now have a difficult time peering in.

Many school curbs have taken on new colors in the name of safety. Emergency vehicle curbs have now turned red and hard-to-see sidewalk curbs are now painted yellow to cut down on tripping injuries. Prior to the red curbs, community people regularly parked in front of the school. It was difficult to get them not to park there. The red curbs have cut down on random cars parking and disturbing the school. The yellow curbs have decreased sidewalk injuries.

Apart from these policies and additions, the staff and faculty took part in a campus safety in-service. The security department at Loma Linda University inspected the classrooms and entryways of the campus as well as provided training and a real-time simulation of an active shooter. From this training, the faculty and staff were able to improve the safety procedures in case of an active shooter on the campus. A greater knowledge of our campus safety was gained as well as knowledge of what to do should there be an active shooter.

### **Promotion**

The promotional brochure used to highlight SFVA was several years old and was only displayed in the administration office. It was also not being taken to churches as promotion. There is now a new brochure. It is handed out when churches are visited. The plan is to update the brochure every couple of years.

The school website had not been completely updated for years. This changed when a new website with a new hosting platform was procured. The pictures, the calendar and all the necessary information are now changed and updated on a regular basis.

The social media sites of Facebook and Instagram are now being updated on a weekly basis.

SFVA also lacked updated video promotion. The school teamed up with the SCC to create a promotional video. This video will be placed on all the social media platforms, the website is shown during recruitment opportunities such as the visitation of churches. This video will be placed on all the social media platforms, the website and will be shown during recruitment opportunities such as the visitation of churches.



## **Finances**

### **Budget**

#### **See Appendix G: School Funding Data**

The budgeted operating expense and the actual operating expense for SFVA is \$1,112,322.00. The total income for tuition is \$671,000.00. The current students accounts receivable is \$68,320.00. The commercial accounts payable is \$10,320.00. The accounts receivable to the conference and other church entities is \$3,350.00. The total capital expenditures are \$17,580.00. The expenditures per student is \$9,931.44. Other sources of income are from application fees of \$17,765.00, book and uniform fees of \$500.00, comprehensive fees of \$69,700.00, day care income of \$10,000.00, donations of \$68,175.03, a grant from the State of California of \$10,000.00, STEM and Technology fees of \$28,000.00, rental and miscellaneous income of \$21,000.00, and a total of \$318,552.00 in church subsidy in 2021.

The budget is broken down into expenses of salary teachers, hourly staff and subs, day care salary, Medicare, FICA, worker's comp, health care, retirement, Voya and Met Life, auditing expenses, bank charges, books, electric and water service, gas, janitor supplies, maintenance and repairs, marketing and promotion, meetings/staff development, office supplies, postage and shipping, principal fund expenses, printing and copying, property insurance, property taxes, referral commission, RenWeb System, scholarships, security expense, small equipment purchase, STEM and more, student accident insurance, teacher's instructional supplies, technology/software/internet, telephone, testing materials, trash disposal, polos/uniforms, vehicles and transportation, licensing/accreditation/WASC, and yearbook.

### **School Debt**

Many years ago, before most of the teachers were here and before any of the administration was in their current position, the school had a relationship with a company called Three W International and its associated business called Twinn Palms. Three W is the Chinese international student agency that used to send students to SFVA and Twinn Palms is the homestay service that would house these students. The arrangement made between the school and these companies was that a percentage of the students' tuition would go to them. It appears that the administration at the time did not separate out the portion of the tuition income needed to be sent to these two companies. Instead, they used all of the money to pay school bills and sent nothing to Three W and Twinn Palms. When the current administration took over, this debt was discovered when the two companies inquired about the money owed to them. The combined debt is \$463,850--\$372,000 to Three W and \$91,850 to Twinn Palms.

Although this unfortunate action was left by another administration, it still must be cleaned up. It does add to the stress and strain that the school is under. The debt is slowly being taken care of,

but this kind of obligation causes this to be an extreme financial burden to a school with an already tight budget.

### **Constituent Subsidies**

As of 2021 when the last membership numbers were submitted to the Southern California Conference (SCC) of Seventh-day Adventists and shared with SFVA, the constituent churches of Antelope Valley had a membership of 234 and contributed \$3,600.00 in subsidy, Canoga Park Community had a membership of 455 and contributed \$27,012.00 in subsidy, Culver City Spanish had a membership of 98 and were supposed to contribute \$10,704.00 in subsidy, Delaware Avenue had a membership of 101 and contributed \$10,104.00 in subsidy, Lake of the Woods had a membership of 21 and contributed \$1,968.00, Lancaster had a membership of 322 and contributed \$5,700.00 in subsidy, La Voz Sylmar had a membership of 468 and contributed \$19,968.00 in subsidy, Los Angeles Tonga had a membership of 150 and contributed \$4,968.00 in subsidy, Los Olivos, including its company Shalom Spanish, had a combined membership of 232 and contributed \$16,800.00 in subsidy, High Desert had a membership of 21 and contributed \$1,704.00 in subsidy, Northridge had a membership of 200 and contributed \$14,556.00 in subsidy, Palmdale had a membership of 266 and contributed \$8,544.00 in subsidy, Panorama Spanish had a membership of 197 and contributed \$7,692.00 in subsidy, San Fernando Spanish had a membership of 462 and contributed \$31,140.00 in subsidy, San Fernando Valley Filipino had a membership of 106 and contributed \$4,584.00 in subsidy, Santa Monica had a membership of 199 and contributed \$20,904.00 in subsidy, Sylmar had a membership of 97 and contributed \$5,388.00 in subsidy, Tehachapi had a membership of 138 and contributed \$2,184.00 in subsidy, Valley Crossroads had a membership of 404 and contributed \$38,220.00 in subsidy, Valley United Korean had a membership of 148 and should have contributed \$19,824.00 in subsidy, Van Nuys had a membership of 280 and were supposed to have contributed \$28,980.00 in subsidy, Van Nuys Spanish had a membership of 369 and contributed \$31,080.00 in subsidy, and West Los Angeles Japanese had a membership of 17 and contributed \$2,940.00 in subsidy. This is a total of \$324,561.00 in church subsidy.

### **Supporting But Previously Delinquent**

Sylmar is nearly six years behind in their subsidy. There is a total of \$31,371.00 that is owed to SFVA. Due to past leadership, the subsidy was not paid. The current leadership is in the process of trying to catch up with what they owe.

### **Non-supporting Churches**

#### **See Appendix H: Constituent Subsidy Numbers**

As noted above, there are three churches that have stopped paying their subsidy to SFVA and have refused to do so in the future. The following figures are from September 2022. Culver City Spanish should have been paying \$10,704.00 annually in subsidy, but, instead, they have not

paid for nearly 15 years. They refuse to pay now, for the past or in the future. They owe the school \$148,461.00. Valley United Korean stopped paying their subsidy and are behind nearly four years. They should be paying \$19,824.00 annually, but, instead, they owe the school \$71,036.00. They refuse to pay now, for the past or in the future. Van Nuys stopped paying their subsidy and have been behind over two years. They should be paying \$28,980.00 annually, but, instead, they owe the school \$58,888.67. They refuse to pay now, for the past or in the future. The only entity that can coerce these churches to pay what is owed to SFVA is the SCC. The position in charge of this leverage is the treasurer at the SCC. The treasurer, seemingly backed by the entire SCC, does not take charge of coercing these three churches to pay what they owe.

As of this writing, the school is owed \$309,756.67 by these non-supporting churches. It is hoped that in time, Sylmar will catch up with its financial obligations, but Culver City Spanish, Valley United Korean and Van Nuys refuse to take care of their financial obligations, and, at present, SFVA has no hope of recovering this money. This is a huge loss for SFVA. Whereas SFVA budgets in the past had nearly \$500,000.00 more for school improvements, now SFVA must make do without. It is a shame that the local conference does not take leadership on this issue and instead allows churches to flaunt their responsibility. This, in turn, allows their school to flounder with less resources. Certainly, this has impacted the school in more ways than words can describe.

SFVA was also financially hurt by the pandemic that engulfed both 2020 and 2021. In 2020, for the most part, church memberships decreased, and monies were not being gathered in the same quantity by the churches as the school had expected based on prior years. Churches had less subsidy to send SFVA. The numbers tend to start trending upwards in 2021, but they are not to the level of many of subsidies in 2019 prior to the pandemic. As society normalizes, the numbers should begin to increase in the next coming years.

### **School Business Relationships**

SFVA has established many relationships with businesses throughout the years. Most notably are the relationships that deal with student growth and learning. Books are always a priority. Vendors that we use for books are: Scholastic Corporation, Macmillan Learning, Pearson, Kendall Hall, Hardcourt, Kendall/Hall Publishing Co., Cengage Learning, McGraw-Hill Education, Minuteman Press, J. W. Pepper & Son, Follett School Solutions, Christianbook, Amazon, Modern Curriculum Press Phonics, Chall-Popp Phonics, By Design, A Reason For, Press, AdventSource and Adventist Book Center. Used book sites such as Abebooks, Thriftbooks and Ebay are also sources where literature is acquired.

Other places where educational supplies are purchased are Lakeshore Learning Materials, Teachers Pay Teachers, Teacher Learning Center, Walmart, 99 Cents Only Stores and Dollar Tree. The preschool also uses Target and thrift stores like Salvation Army as well as garage sales

and donations from former teachers. The 5th and 6th grade teacher supplies her class with mystery treats that a student with good behavior gets to choose from each day and these goodies come from Ralphs. Petco and PetSmart provide science materials and items for the class pets. The high school science department uses Bio Corporation, Carolina Biological Supply Company, Petco and Vallarta Supermarkets. The music department purchases from Guitar Center. STEM & More is an off-campus teaching company that comes to campus to teach a STEM program. These teaching supplies are purchased either by using class funds or, as is often the case, from an individual teacher's pocket. The PSAT/NMSQT is given each year to 9th, 10th and 11th graders. The College Board is the company behind this standardized test. El Camino Pines is a camp that the 7th and 8th graders go to each year.

Online teaching and learning became very important during the pandemic. The teaching platforms of Zoom and Skype continue to be used. Microsoft Teams is used to store electronic assignments that students can access. The use of the testing site NWEA MAP had just been started when the pandemic occurred and continues to be used. The online learning programs of IXL that enhances the English, science and math programs is used as well as the reading program RAZ-Kids.

Graduation Source, Prici's Creations, Walmart, Academic Cap and Gown, Amazon, Jones School Supply, Jostens, Herff Jones, Trophy Plus, Trophyman, AAA Printing and Vista Print are places that are worked with to outfit, decorate and announce three graduation ceremonies—kindergarten, elementary graduation from 8th graduation, and senior graduation from 12th grade—and other awards ceremonies.

Student photos are taken each year by Lifetouch. On Location Creations also provide photos, and the yearbook is published by Entourage. This is a change for the 2022 – 2023 school year. The previous yearbook publishing company, Friesens, became too expensive and a cheaper company was found. Bronson Photography takes the senior portraits. Office supplies come from Walmart, Amazon, Office Depot, Target, Kelly Paper, JD Office Products, Quill Corporation, and Staples. Uniforms are purchased from Michael's School Uniforms Plus. Janitorial supplies are purchased from The Home Depot Pro Institutional. Ted Vargas and Andrew Mirzakhonian are paid as referees during sport competitions. The Accrediting Commission for Schools is the portal where the dues for WASC is paid. AFLAC, MetLife and Legal Shield are insurance relationships secured for payroll. UPS, USPS and FedEx are used for shipping.

Government fees require relationships with various entities. Accurate is used for the required flow test. The City of Los Angeles requires fees for a fire permit, inspection and business license. The Department of Motor Vehicles requires registration for the school's vehicles. The Employment Development Department is paid for payroll. The Franchise Tax Board is the entity that collects the states' taxes. The U.S. Treasury Department gathers the federal taxes.

Maintenance and mechanics are a constant relationship need at the school. All Systems Fire Protection services the fire alarms. Alfonso's Carpet Cleaning takes care of the floors when there are major spills, water leaks and all the beginning-of-the-year classroom cleanliness. Carter Fence Company maintains our fencing security. Anthony Osorio keeps the air-conditioning and heating units functioning. JR Construction is called when general construction repairs are needed. The Gas Company supplies gas. Fire Protection services the fire extinguishers and the Los Angeles Department of Water & Power provides water and electricity.

Technology and equipment relationships include Image2000 that supplies the Sharp copy machine, and Wells Fargo Vendor Financial Services for the leasing of the copy machine. E2E Exchange for lowering prices of the internet.

SFVA is involved with various national and international societies. The principal is a part of the National Association of Secondary School Principals. The California Interscholastic Federation (CIF) Southern League and the Omega League, the conference affiliated with the CIF, are organizations that high school sports are involved in. The Foundation for Interscholastic Youth Athletics is an association that elementary sports are involved in. The National Honor Society and the National Junior Honor Society is an organization that the school is involved in, and it has a ceremony that parents and the community are invited to each year to see the school's newest inductees become members. The National Beta Club is also an academic organization that SFVA participates in. The Read-a-Thon is an organization that primarily the elementary school partners with to earn money for classroom needs. The Scholastic Book Fair is held on campus each year, and this also raises money for elementary school enhancements. See's Candies is a company that is used for fundraising events by various organizations. Once a year the school participates in Jump Rope for Heart through the American Heart Association. There are fees involved in all of these organizations.

## **Engagement of Stakeholders**

### **Stakeholder and Student Surveys**

#### **See Appendix I: Stakeholder and Student Surveys**

In the fall of 2022, a stakeholder survey was distributed to SFVA staff members, parents, alumni, board members, pastors and constituent members. A Likert Scale was used to measure stakeholder opinions for a variety of topics, including school safety, parent involvement, and student education.

Survey questions 1-12 ask stakeholders to evaluate the school policies, education practices and learning experience at SFVA. For these questions, most individuals responded between "Neither Agree nor Disagree," "Agree" or "Strongly Agree" with low responses in "Strongly Disagree" and "Disagree." However, 11 individuals answered "Disagree" when asked if they were

informed of the school's programs/policies and if students had access to a variety of resources to help them succeed in learning. Based on these answers, alternative practices should be considered when informing parents of school-wide practices as well as providing intervention for students at risk for failing a subject.

Survey questions 13-17 ask stakeholders to evaluate their role in promoting the school, volunteer work, and taking an active role in becoming informed of school policies and events. Most individuals responded "Neither Agree nor Disagree" to all five questions. However, a significant number of individuals also answered "Strongly Disagree" or "Disagree." Further consideration should be taken by the school to improve volunteer efforts and communication with the constituent churches to improve member attendance to school functions and events.

Survey questions 18-22 ask stakeholders to evaluate how well staff, faculty, and parents interact. Most responders answered "Agree" or "Strongly Agree."

A student survey distributed in the fall of 2022 was used to measure six areas: academic focus, future orientation, cognitive engagement, spiritual focus, and attitude towards school environment. Most students indicated "Neither Agree nor Disagree," "Agree," and "Strongly Agree." Based on the responses to this survey, SFVA should evaluate how students could be more involved in school decisions and play more of an active role in their learning.

There were many comments written about the strong connection that faculty and students have with each other. All stakeholders praised the Christian and family atmosphere that takes place at the school. The teachers' availability, their education and background were also seen as pluses for the students.

Comments regarding improvements of the school consisted of desiring more elective classes and extracurricular activities, better communicating to the churches and other stakeholders, and, the most numerous improvement comment, needing to aesthetically improve the school facilities from the bathrooms to the grounds to the parking lot.

### **Stakeholders and the Action Plan**

The stakeholders have been an important part of the action plan. The creating and writing of it began with the faculty and staff. For three months, these stakeholders contributed to the process of creating the action plan. Eight faculty members and three staff members gave their final approval to the plan and then it moved to an assorted group of stakeholders. This assorted group consisted of four parents, seven board members, including four pastors, two alumni, two students and the above-mentioned faculty and staff. At this meeting, the action plan was presented, and their input was listened to and applied. They then voted on and approved it. The progress report went through the same process. The faculty and staff assisted in its development. And then after

the progress report was approved by them, the same assorted group met, gave their input and accepted the progress report.

These stakeholders play a crucial role in implementing and monitoring the progress of SFVA's action plan. In Critical Learner Need #1 the focus is on analyzing enrollment data of student groups by considering the effectiveness of programs regarding the enrollment. The purpose of this need is to raise enrollment and retain retention of the student body. The awareness of the school by those intimately involved and those on the perimeter must be spearheaded by the stakeholders who will be play a chief role in creating and maintaining the brand, the message and the schedule of events for SFVA through technological resources, including frequent updates to social media platforms and the school website. The marketing committee, through the board as well as the administration, will be using these platforms to promote the general information, activities and updates about the school. The Home and School leadership will also use these platforms to advertise and promote activities that they sponsor and develop. Student leadership through the ASB will also use these platforms to advertise their events. The promotion and advertisement will be focused on the student body and their parents, the constituents and the community. Activity will be reported to the school board, the administration, the faculty, the parents and the students.

Involvement between the constituent churches and the community must also be increased and it will be up to the administration, the faculty, the music department and the students to be the purveyors of activities, news and general information. The administration will continue its distribution of the weekly newsletter called eHowl and the sending of emails and letters to the churches through the pastors and church boards. They will also be involved in student and faculty visitation during the divine service of these same churches. The music department will increase its visitation of these churches by putting on student-participated sacred programs during the church service or special afternoon or evening programs. The administration, faculty and Home and School will create a calendar that will be distributed to the school board. The students will also continue to preach and lead out in church services. All community and church activities will be reported to the school board, the administration, and those faculty, parents, students and pastors who were not involved in a particular program. The administration will keep a binder of pictures and literature related to every church and community event.

The stakeholders will also be involved in increasing recruitment and enrollment through financial, technological and human resources to ensure that current information, financial incentives and outreach is accurately disseminated to those wanting to know this information. The school board's marketing committee, in conjunction with the administration, will take the leadership in promoting this information. The eHowl, emails, letters and an updated brochure will be used as well as the social platforms. The faculty and Home and School will also spread this information through parent meetings, church visitations and advertising. The promotion of this information will be reported to the school board, administration, faculty, parents and the pastors.

Critical Learner Need #2 deals with how professional development for the faculty can be used to increase academic performance. The faculty will be at the forefront of this implementation. The professional development committee, consisting of members of the faculty and administration, will determine group and individual teacher needs based on academic performance. They will review, reflect and plan in-service activities. They will consider proposals from other educators and other education entities like the union and the conference, to create this plan. Their plan will be shared with the school board and the entire administration and faculty for additional monitoring and feedback.

The professional development committee will be actively involved in reaching out to the Pacific Union, the SCC Department of Education and other schools for professional development ideas and opportunities. The school board, the parents and those administrators and faculty members not on the professional development committee will be informed of in-service and professional development classes taken.

The members of the faculty and staff that are on the professional development committee will look for additional and alternative means of funding the in-service opportunities. Most continuing education comes with a price and SFVA's budget cannot be counted on to cover the expenses. The Home and School will also assist in the search for alternative funding. This will all be reported to the school board and the faculty and administrators who are not a part of the committee for feedback and monitoring.

The complete faculty, administration and professional development committee will create a system where data from testing is analyzed to determine what school-wide professional development is needed. The analysis will come from the curriculum maps and standardized testing. Beyond the faculty and the administration, the school board and parents will be kept abreast of this information.

In Critical Learner Need #3, the plan is to create greater involvement with the constituency through better communication with the school board and alumni. The school board has been meeting and operating for years without a quorum of its 65 members. The average turnout is 14 – 16 members at each board meeting. This turnout must change for the school board to operate properly and accurately govern the school. Going through the school board's strategic planning committee, the school board will create, and update written mandates for itself and its subcommittees. They must monitor themselves and the school. Their mandates and plans will be shared with the administration and the faculty.



The school board will accurately monitor its members. If a member has three consecutive unexcused absences, then the board must monitor itself by requesting the church from where the unexcused board member has come from to replace this board member with a new and more reliable representative. The principal, who acts as the secretary of the board, all school board members, the pastors of the church involved, and all the church in question's board members will be involved in this removal and replacement process. During the process and at its conclusion, a report of action will be addressed at the school board meeting and at the above church board meeting.

New board members must be appropriately trained by the school board. They must understand the bylaws and procedures to make an easy transition between incoming and outgoing members. The board chairman will be responsible for this training. The new school board members must be willing to faithfully take the training. Once the training is accomplished, it will be reported to the school board chair and secretary.

A strategic action plan for what the board wants the school to accomplish must be completed by the strategic planning committee of the school board. The plan will then go to the chairman and the entire board. The committee will set goals each year, analyzing and monitoring them as the year progresses. These reports will be given to the school board, the constituency and the faculty.

### **Progress on the Implementation of the Schoolwide Action Plan**

SFVA's Schoolwide Action Plan has been carefully crafted into three critical learner needs by the stakeholders of the school. It was important for the school to narrow these needs down to the three most critical to increase learner development. The learner needs are 1. San Fernando Valley Academy will analyze the enrollment data of all student groups and consider the effectiveness of its program in regard to the enrollment of student groups. Based on student enrollment data, the school will adopt a school goal, related actions and expenditures to raise the enrollment and retention of the student body, 2. San Fernando Valley Academy will analyze the academic performance of all student groups and consider the effectiveness of its professional development plan. Based on student enrollment data, the school will adopt the above school goal, related actions, and allocation of resources to create and implement a comprehensive professional development plan designed to improve curriculum and instruction, and 3. San Fernando Valley Academy will examine the policies and vision of the school board to promote greater involvement with the constituency. The school will improve stakeholder involvement by increasing communication with the school board members and alumni. Critical Learner Need #1 has three action steps. Critical Learner Need #2 has four action steps. Critical Learner Need #3 has four action steps.

### Critical Learner Need #1

The Student Learning Outcomes (SLOs) presented in this learner need are: 1. Spirituality, 2. Identifying and using their spiritual gifts, and 3. Reaching out to their community. Supporting data will come from school board and church board minutes.

#### Action Step 1

SFVA has not been taking advantage of the social networking platforms that so many stakeholders glean information from. Although the school does have several social media accounts and a website, they are not being kept up to date nor are they being used to their full extent. For this reason, the school board has created a marketing committee that will create and maintain the school's brand, message and schedule of events by using all the school's sites that are available. Along with the marketing committee, the administration, others on the school board, the Home and School Association and student leadership will be responsible for keeping these platforms current.

What will be needed to implement this action step is complete and unfettered access to the school website. There have been impediments to being able to access the site. For complete access, the username and password are only available to the principal and even he cannot reach some areas that another entity has. The school is looking at voiding the current website and moving to a newer and more user-friendly platform. This will allow easier access to continually add pictures and information. The social media platforms of Facebook and Instagram need to be constantly updated. High school activities need to be added to them every time an event happens. This goes for the student-run ASB Instagram page and the Home and School Association Instagram page. Constant pictures and information must be fed to the entirety of SFVA stakeholders through this media. The website needs to be in constant change so that people will want to come back time and time again to visit. The school board, the administration, the faculty, the parents and the students will all be kept up to date with the progress of the website and social media platforms.

#### Action Step 2

Although there has been progress in the school's involvement and relationship with its constituent churches and the community, much more needs to be done. Continual news will be distributed to the parents through the eHowl newsletter, emails and letters that are sent to the pastors and the church boards and there will be an increase in church visitation by the music department and the students involved in the choir and band and an increase in student preaching and other church duties. The administration and the faculty will be involved in these visits. The promotion of our schools during the church services is invaluable toward good school public relations. All constituent churches must be visited. Notification of our school website and social media sites need to be promoted at each visit. These visits will take place all year long. A calendar will be developed by the administration, faculty and Home and School and it will be

distributed to the school board. Progress of the visits will be presented to the school board, the administration, the faculty, the parents, the students and the pastors. The administration will maintain a binder that will document the visits through photographs and literature. Pastors will be encouraged to distribute the newsletter to their church community and because very few pastors visit SFVA, they will be encouraged to do so on a regular basis.

### Action Step 3

SFVA needs to use the technological, financial and human resources that are currently available to them for use now in its recruitment and enrollment. The marketing committee, the administration, the entire school board and the Home and School Association need to make available every opportunity to use the eHowl, emails, letters, brochures and divine worships to spread the news of the school. The school's brochure was outdated and has now been updated. It needs to be updated every couple of years. There must be an invitation to prospective parents and students to join the school during each church visit. The administration needs to be able to accurately define school tuition and curriculum. The new brochure needs to be handed out to each family during a service. Financial incentives in the form of the three-way plan, fee waivers for early registration and the Pacific Union Conference scholarship need to be explained to motivate parents and students. This must be ongoing. The summer can begin the new year, but the visits and the recruiting need to be continual thrust. At the end of September, the administration needs to report the new enrollment numbers to both the faculty and the school board. During the annual constituency meeting, parents, pastors and other constituents need to also be informed of these new numbers and any related information.

### Critical Learner Need #2

The SLOs presented in this learner need are: 1. Academics, 2. Improving communication through reading, writing and the arts, 3. Demonstrating an ability to think logically, analytically and critically, and 4. Developing and integrating technology skills in all coursework. Supporting data will come from curriculum mapping, MAP test scores and professional development needs assessments.

### Action Plan 1

A professional development (PD) committee has been formed out of the faculty and staff to discover and organize in-service classes that will benefit the staff. This PD committee in conjunction with the administration will review, reflect and plan in-services that will address SFVA's goals found prevalent in student and school needs. The PD committee will consider proposals from educators to develop opportunities and share knowledge and skills that have come from other PD activities. The PD will solicit aid and opinions from the rest of the faculty.

One way that progress is assessed is through a PD assessment that was taken by the staff in November to assist the PD committee in developing a PD calendar for the rest of this year. The calendar will be an ongoing project. Progress in PD will also be assessed by the curriculum mapping that each instructor has made for each class that is taught. These curriculum maps are housed in the administrative offices and are available for all to see. Not only will this binder assist any new faculty that may join, but it is also there for the PD committee to develop ideas for staff instruction. The maps and the assessment will be analyzed during pre-week session each year. The school board will be notified during post-week of the PD that took place throughout the school year.

#### Action Plan 2

SFVA will also coordinate with the Pacific Union Conference, the SCC Department of Education and other schools for PD opportunities. These other entities have schedules for PD, and the PD committee along with the rest of the faculty and the administration need to discover what they are and introduce the staff to taking beneficial courses that will be added to the PD in-service calendar. Also, the Adventist Learning Community that has courses online needs to be checked annually. These establishments need to be checked and added to the calendar during pre-week. All the classes chosen will be reported to the faculty, the administration and the school board.

#### Action Plan 3

In-service courses can be expensive, and the school's budget will most likely not cover the cost. Therefore, the PD committee and the Home and School Association will pursue additional and alternative funding support to subsidize courses. A list of grant providers who specialize in funding for PD opportunities will be made and contacted. Also, fundraisers will be held during pre-week to go toward PD. What is discovered and used will be reported to the faculty, administration and school board.

#### Action Plan 4

SFVA will create a system where data is analyzed and used to drive instruction. What is learned will help to develop school-wide PD goals. The PD committee, administration and the other faculty members will glean information from this analyzed data to choose appropriate PD. The curriculum mapping and the standardized testing will be the basis for this data analysis.

These give diagnostic, standardized, cumulative and informal test results that will help determine students' levels of understanding. Data analyzed here will allow instructors to modify their curriculum and determine PD goals. MAP scores for each student will be analyzed three times a year to determine the adjustment of curriculums. Beyond this, instructors will continue to measure and analyze student achievement in their classrooms and will record this data onto RenWeb. This information will be given to parents during parent/teacher conferences and is available for students and teachers to access online. An overall report of student achievement will be made to the faculty, the administration and the school board. In addition, samples of student achievement will be placed in the SLO binder that is kept in the administration building.

### Critical Learner Need #3

The SLOs presented in this learner need are: 1. Family, 2. Treating others with respect and dignity, 3. Understanding the value of cultural diversity, and 4. Being an active participant in the Seventh-day Adventist church. Supporting data will come from the school board minutes.

### Action Plan 1

The SFVA school board has lacked discipline over the past several years. Its attendance has not met the quorum, many on the board have not been properly trained in their responsibilities and, hence, are not equipped to properly govern the school. For this reason, the school board will update and create written mandates for itself and each of its committees. The strategic planning committee along with the entire board will be responsible for accomplishing this. The board must be accountable for providing oversight, adopting standards and assessing progress toward the accomplishment of key objectives. The board will create subcommittees to develop long- and short-term goals, establish educational objectives, create performance indicators and pupil assessment systems, and improve curriculum frameworks and standards for student achievement. The school board will provide a yearly review of the information that is provided by the subcommittees, and they will conduct a yearly self-assessment by establishing standards of continuous improvement. All of this will be presented not only at a board meeting, but also at a meeting of the administration and faculty.

### Action Plan 2

Because of poor attendance at board meetings, the school board will request all constituent churches who have delegates that have had at least three consecutive unexcused absences to replace the delinquent board members with other people who will be more faithful in attendance. All school board members need to be diligent in attending and monitoring those who are not.

The pastors of each church must be made aware of their delinquent board members. The church boards must act quickly to have these board members replaced. They will nominate their required number of members to attend the school board meetings as delegates. These delegates are then required to attend each school board meeting with the goal of improving attendance. The principal, as the secretary of the board, needs to track attendance and document absences carefully, paying close attention to those that do not attend. He then needs to notify the school board and church boards if there needs to be delegate replacements.

### Action Plan 3

It will be the current board members' responsibility to train new board members in the bylaws and procedures of the board to ease the transition between incoming and outgoing members. The associate superintendent for the SCC, who also sits on this board, and the board chairman are directly responsible for training new members. This training comes from the *Manual for the School Boards of Seventh-day Adventist School*. New members are also required to read the Board Bylaws. Each fiscal year, new board members are elected by their respective churches. This is in addition to members that have been elected periodically throughout the year as replacement delegates. After members' first meetings, they are required to begin and finish their training by the next board meeting. The school board chair and secretary will monitor their progress.

### Action Plan 4

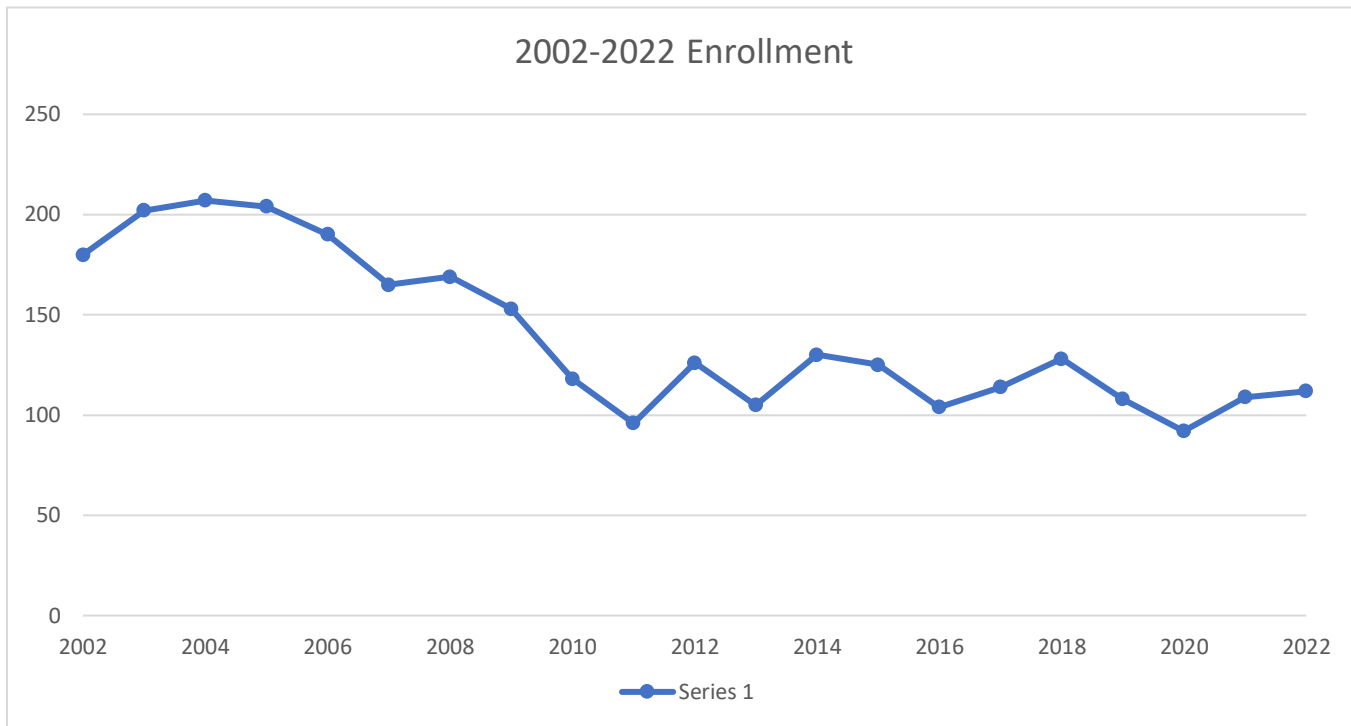
The school board, led by its chairman, will develop the school's strategic action plan. The strategic planning committee will then implement its use in long-term guidance of the school. This plan will be developed each year. This plan will outline the long-term goals and objectives for academics, infrastructure, leadership, communication, finances, marketing, student life and technology. The board will monitor and analyze its progress each year. A report on its progress will be presented at an annual school board meeting, faculty meeting and constituency meeting.

## **Schoolwide Action Plan Refinements**

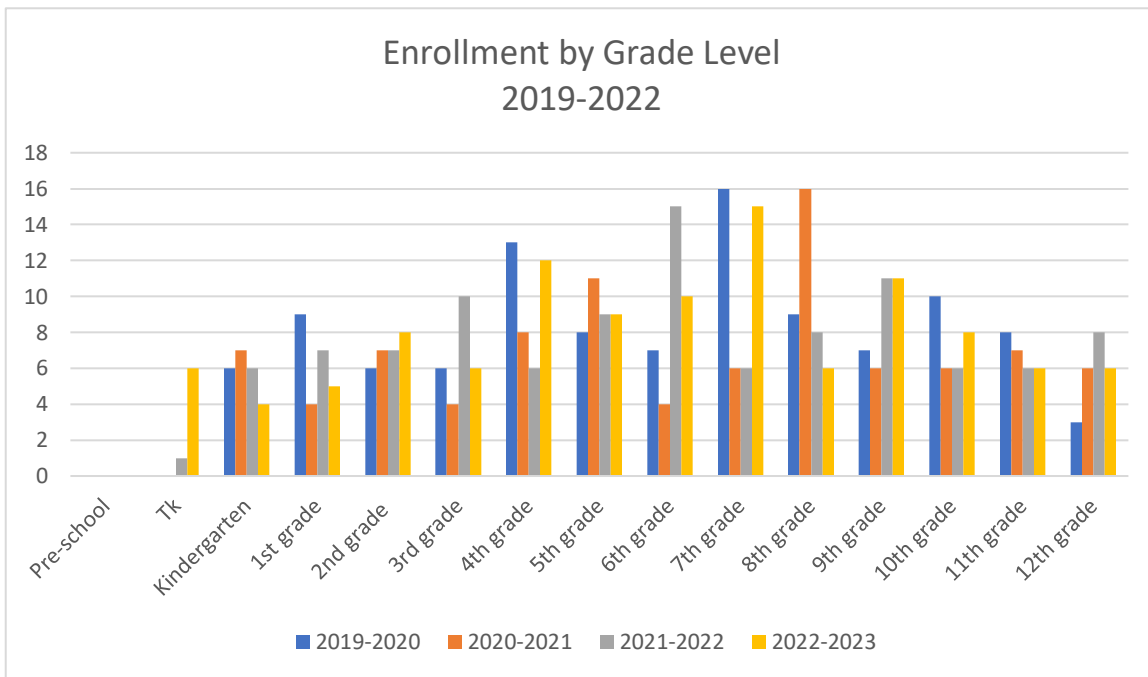
See Appendix J

### Appendix A

#### Enrollment Data



2022-2021 Enrollment																			
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
180	202	207	204	190	165	169	153	118	96	126	105	130	125	104	114	128	108	92	112



**Appendix B**

Student Attendance Data

<b>Student Attendance Data</b>				
	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>High School Absences</b>	560	1,197	863	N/A
<b>High School Tardies</b>	393	1,507	664	N/A
<b>Elementary Absences</b>	112	46	106	N/A
<b>Elementary Tardies</b>	392	380	459	N/A



### Appendix C

#### Teacher and Staff Data

<b>Teacher Ethnicity 2019-2023</b>				
<b>Teacher Ethnicity</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Asian</b>	3 (21.4%)	2 (15.4%)	1 (8.3%)	1 (8.3%)
<b>Hispanic or Latino</b>	5 (35.7%)	5 (38.4%)	6 (50%)	7 (58.3)
<b>Black or African American</b>	1 (7.3%)	3 (23.1%)	2 (16.7%)	2 (16.7%)
<b>White</b>	4 (28.6%)	2 (15.4%)	3 (25%)	2 (16.7%)
<b>Pacific Islander</b>	1 (7.3%)	1 (7.7%)	0 (0%)	0 (0%)
<b>Total Teachers</b>	14	13	12	12

## Appendix D

### Teacher Certification Data

<b>TEACHER CERTIFICATION LIST</b>							
<b>San Fernando Valley Academy</b>							
<b>Name</b>	<b>Area of Instruction</b>	<b>Highest Degree Earned</b>	<b>Certificate</b>	<b>Endorsement</b>	<b>Effective</b>	<b>Years at SFVA</b>	<b>Total Years Teaching</b>
Baroi, Andrew	Substitute	High School, Some college, no degree	Uncertified	None	N/A	2	2
Baroi, Brian	7th and 8th	MD	Conditional	Mathematics Elementary Education	9/1/21- 8/31/22	4	11
Baroi, Deborah	Biology, Chemistry, Health, Spanish, Careers	MD	Professional	Biology Chemistry	9/1/19- 8/31/24	28	28
Butler, Simone	Home Economics, Substitute	MBA	Uncertified	None	N/A	1	5
Carhuamaca, Milagros	TK - Kindergarten	BA	Uncertified	None	N/A	2	6
Carrillo, Alondra	1st and 2nd	BA	Conditional	Kindergarten Elementary Education	9/1/22- 8/31/23	4	4
Crosgrove, Frank	Math, Government/ Economics, Physics, P.E.	BA	Standard	Mathematics History	9/1/22- 8/31/27	31	34
Flores, Cherrie	Substitute	OD	Substitute	None	N/A	6	6
Guzman, David	Substitute	AS	N/A	None	N/A	2	12
Kindrick, Joel	English and History	MMH	Professional	English History	10/19/20- 8/31/25	4	32
Morales, Gerardo	Substitute	MAT	Substitute	None	N/A	14	14
Morris, Shelley-Ann	3rd and 4th	MAEd	Professional	Elementary Education TEFL/TESOL Teacher Training Jr. Academy Religion Jr. Academy PE/Health	9/1/21- 8/31/26	8	29
Oshon, Nirsa	5th and 6th	BS	Conditional (Expired)	Elementary Education	9/1/21- 8/31/22	1	3

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Rugless, Leopold	Music, Religion, Computers	BA	Conditional	Music Religion	9/16/22-8/31/23	3	3
Sevilla, Doreen	Home Economics	BSN	Uncertified	None	N/A	3	3
Wesley, Alma	Preschool	BA	Uncertified	None	N/A	15	22

**Appendix E**

NWEA MAP Assessment Data for Fall 2022

**NWEA MAP Percentile Scores for First and Second Grade Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80		Total Students
	count	%	count	%	count	%	count	%	count	%	
<b>Reading</b>	1	8%	3	23%	2	15%	2	15%	5	38%	13
<b>K-2 Math</b>	0	0%	4	31%	1	8%	3	%	5	38%	13
<b>Language Usage</b>	1	13%	1	13%	0	0%	3	38%	3	38%	8 (2 <sup>nd</sup> only)

**NWEA MAP Percentile Scores for First and Second Grade based on gender Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Reading</b>	0 (0%)	1 (13%)	1 (20%)	2(25%)	1(20%)	1(13%)	2(40%)	0(25%)	1(20%)	4(50%)
<b>K-2 Math</b>	0	0 (0%)	1 (20%)	3(38%)	1(20%)	0(0%)	1(20%)	2(25%)	2(40%)	3(38%)
<b>Language Usage</b>	0 (0%)	1 (25%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	3 (75%)	0 (0%)	1 (25%)	2 (50%)

**NWEA MAP Percentile Scores for Third and Fourth Grade Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80		Total Students
	count	%	count	%	count	%	count	%	count	%	

<b>Reading</b>	0	0%	3	18%	4	24%	4	24%	6	3%	17
<b>Mathematics</b>	1	6.3%	3	18.8%	2	12.5%	8	50%	2	12.5%	16
<b>Language Arts</b>	0	0%	3	17.6%	4	23.5%	4	23.5%	6	35.3%	1
											7

**NWEA MAP Percentile Scores for Third and Fourth Grade Based on Gender Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Reading</b>	0(0%)	0(0%)	2(11.8%)	1(5.9%)	2(11.8%)	2(11.8%)	1(5.9%)	3(17.7%)	3(17.7%)	3(17.7%)
<b>Mathematics</b>	1(6.3%)	0(0%)	1(6.3%)	2(12.5%)	1(6.3%)	1(6.3%)	3(18.8)	5(31.3%)	1(6.3%)	1(6.3%)
<b>Language</b>	0(0%)	0(0%)	2(11.8%)	1(5.9%)	2(11.8%)	2(11.8%)	2(11.8%)	2(11.8%)	3(17.6%)	3(17.6%)

**NWEA MAP Percentile Scores for Fifth and Sixth Grade Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80		Total Students
	count	%	count	%	count	%	count	%	count	%	
<b>Reading</b>	2	10.5%	5	26.3%	4	21.1%	6	31.6%	2	10.5%	19
<b>Mathematics</b>	2	10.5%	8	42.1%	4	21.1%	2	10.5%	3	15.8%	19
<b>Language</b>	2	10.5%	5	26.3%	4	21.1%	6	31.6%	2	10.5%	19

**NWEA MAP Percentile Scores for Fifth and Sixth Grade Based on Gender Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Reading</b>	0(0%)	3(15.8%)	3(15.8%)	1(5.7%)	2(10.5%)	3(15.8%)	1(5.7%)	3(15.8)	2(10.5%)	2(10.5%)
<b>Mathematics</b>	0 (0%)	2(10.5%)	5(26.3)	3(15.8%)	3(15.8%)	1(5.3%)	0(0%)	2(10.5%)	1(5.3%)	2(10.5%)
<b>Language</b>	0(0%)	2(10.5%)	3(15.8%)	1(5.3%)	2(10.5)	3(15.8%)	1(5.3%)	3(15.8%)	2(10.5%)	2(10.5)

**NWEA MAP Percentile Scores for Seventh and Eighth Grade Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80		Total Students
	count	%	count	%	count	%	count	%	count	%	
<b>Reading</b>	1	4.8%	7	33.3%	5	23.8%	5	23.8%	3	14.3%	21
<b>Mathematics</b>	4	19%	7	33.3%	5	23.8%	2	9.5%	3	14.3%	21
<b>Language</b>	1	4.8%	7	33.3%	5	23.8%	5	23.8%	3	14.3%	21

**NWEA MAP Percentile Scores for Seventh and Eighth Grade Based on Gender Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Reading</b>	(0%)	1(4.8%)	3(14.3%)	4(19%)	0(0%)	5(23.8%)	3(14.3%)	2(9.5%)	1(4.8%)	2(9.5%)
<b>Mathematics</b>	2(9.5%)	3(14.3%)	3(14.3%)	3(14.3%)	0(0%)	5(23.8%)	1(4.8%)	1(4.8%)	1(4.8%)	2(9.5%)
<b>Language</b>	(0%)	1(4.8%)	3(14.3%)	4(19%)	0(0%)	5(23.8%)	3(14.3%)	2(9.5%)	1(4.8%)	2(9.5%)

**NWEA MAP Percentile Scores for 9th Grade Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80		Total Students
	count	%	count	%	count	%	count	%	count	%	
<b>Language Arts</b>	1	11%	0	0%	3	33%	3	33%	2	22%	9

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<b>Reading</b>	2	20%	0	0%	4	40%	2	20%	2	20%	10
<b>Math</b>	1	9%	1	9%	6	55%	1	9%	2	18%	11

NWEA MAP Percentile Scores for 9th grade based on gender Fall 2022										
Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Language Arts</b>	0 (0%)	1 (20%)	0 (0%)	0 (0%)	0 (%)	3 (60%)	2 (50%)	1 (20%)	2 (50%)	0 (0%)
<b>Reading</b>	0 (0%)	2 (33%)	0 (0%)	0 (0%)	2 (50%)	2 (33%)	0 (0%)	2 (33%)	2 (50%)	0 (0%)
<b>Math</b>	0 (0%)	1 (14%)	0 (0%)	1 (14%)	2 (50%)	5 (57%)	0 (0%)	1 (14%)	2 (50%)	0 (0%)

NWEA MAP Percentile Scores for 10th Grade Fall 2022											
Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80		Total Students
	count	%	count	%	count	%	count	%	count	%	
<b>Language Arts</b>	1	13%	0	0%	0	0%	4	50%	3	38%	8
<b>Reading</b>	1	14%	1	14%	1	14%	3	43%	1	14%	7
<b>Math</b>	1	13%	1	13%	2	25%	2	25%	2	25%	8

NWEA MAP Percentile Scores for 10th grade based on gender Fall 2022										
Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

<b>Language Arts</b>	0 (0%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	3 (75%)	3 (75%)	0 (0%)
<b>Reading</b>	0 (0%)	1 (25%)	0 (0%)	1 (25%)	0 (0%)	1 (25%)	2 (67%)	1 (25%)	1 (33%)	0 (0%)
<b>Math</b>	0 (0%)	1 (25%)	0 (0%)	1(25%)	1 (25%)	1 (25%)	1 (25%)	1 (25%)	2 (50%)	0 (0%)

**NWEA MAP Percentile Scores for 11th Grade Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80		Total Students
	count	%	count	%	count	%	count	%	count	%	
<b>Language Arts</b>	0	0%	1	20%	1	20%	0	0%	3	60%	5
<b>Reading</b>	0	0%	1	25%	2	50%	1	25%	0	0%	4
<b>Math</b>	1	17%	0	0%	2	33%	3	50%	0	0%	6

**NWEA MAP Percentile Scores for 11th grade based on gender Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Language Arts</b>	0 (0%)	0 (0%)	0 (0%)	1 (33%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	2 (67%)
<b>Reading</b>	0 (0%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)
<b>Math</b>	0 (0%)	1 (25%)	0 (0%)	0 (0%)	1 (50%)	1 (25%)	1 (50%)	2 (50%)	0 (0%)	0 (0%)

**NWEA MAP Percentile Scores for 12th Grade Fall 2022**

Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80		Total Students
	count	%	count	%	count	%	count	%	count	%	
<b>Language Arts</b>	0	0%	2	33%	3	50%	1	17%	0	0%	6
<b>Reading</b>	2	33%	2	33%	1	17%	1	17%	0	0%	6

<b>Math</b>	0	0%	2	33%	3	50%	1	17%	0	0%	6
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NWEA MAP Percentile Scores for 12th grade based on gender Fall 2022										
Percentile	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Language Arts</b>	0 (0%)	0 (0%)	1 (25%)	1 (50%)	3 (75%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)
<b>Reading</b>	0 (0%)	2 (100%)	2 (50%)	0 (0%)	1 (25%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)
<b>Math</b>	0 (0%)	0 (0%)	1 (25%)	1 (50%)	3 (75%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)



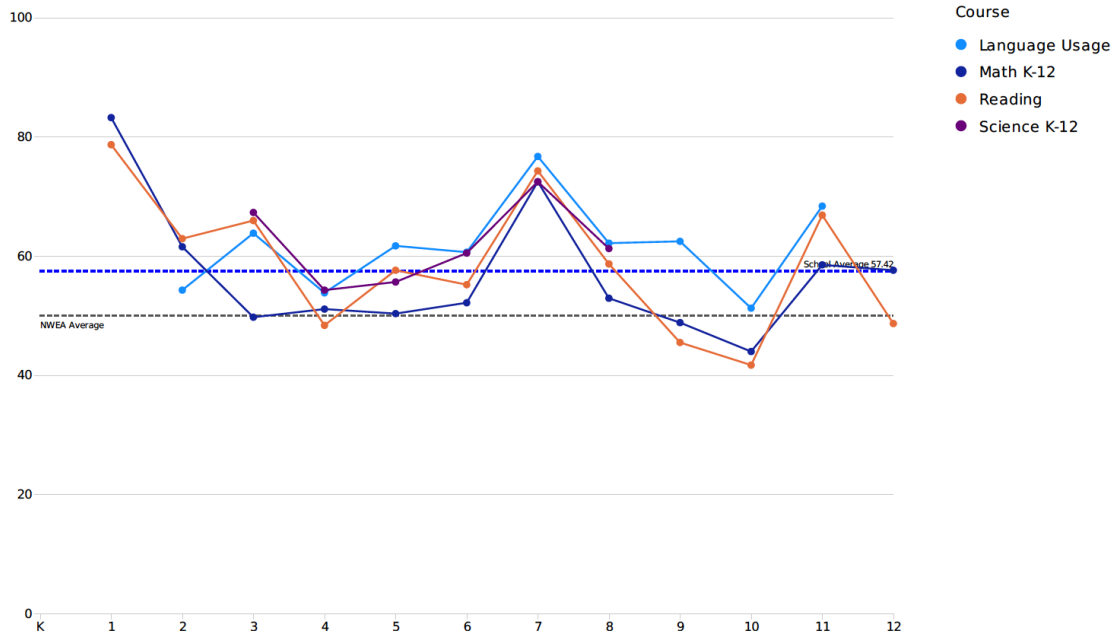
## Appendix F

### NWEA School-wide Performance Summary



#### 2020-2021 San Fernando Valley Academy

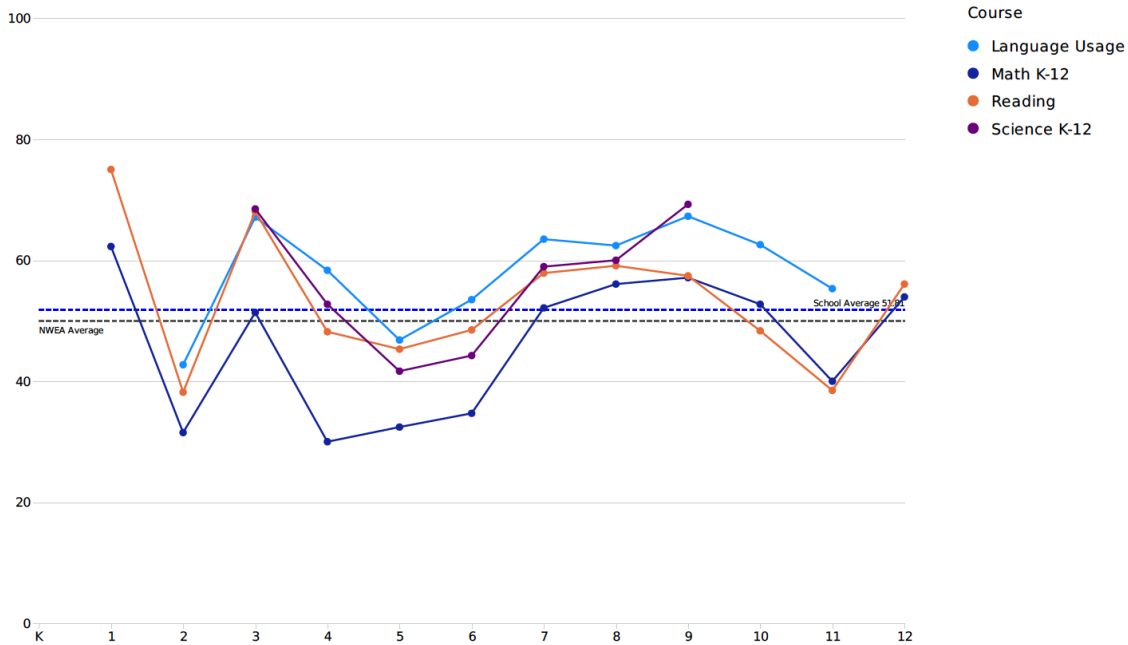
Performance summary by percentile



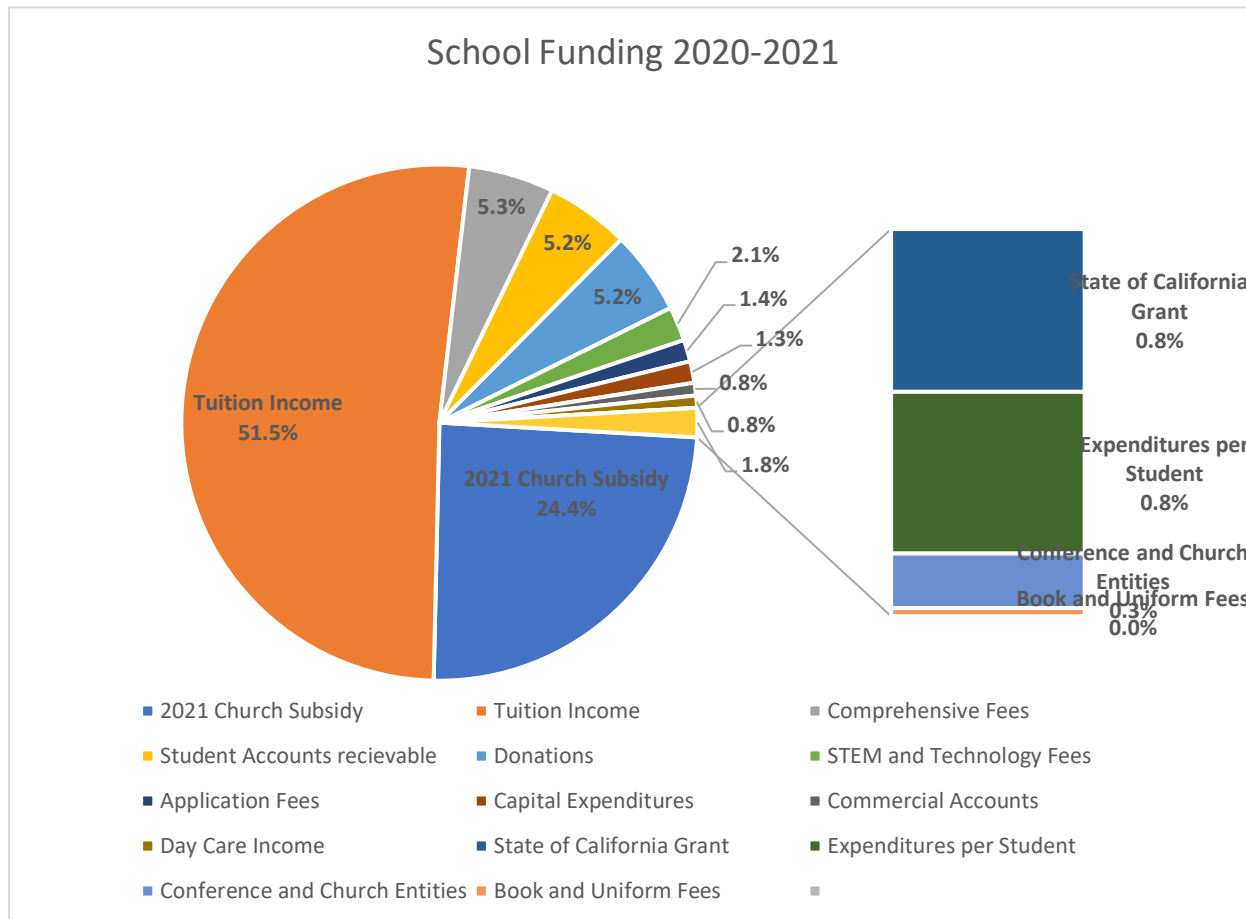


## 2021-2022 San Fernando Valley Academy

Performance summary by percentile



## Appendix G School Funding



Category	Income
2021 Church Subsidy	\$318,552.00
Tuition Income	\$671,000
Comprehensive Fees	\$69,700
Student Accounts recievable	\$68,320
Donations	\$68,175
STEM and Technology Fees	\$28,000
Application Fees	\$17,765
Capital Expenditures	\$17,580
Commercial Accounts	\$10,320
Day Care Income	\$10,000
State of California Grant	\$10,000
Expenditures per Student	\$9,931.44
Conference and Church Entities	\$3,350
Book and Uniform Fees	\$500

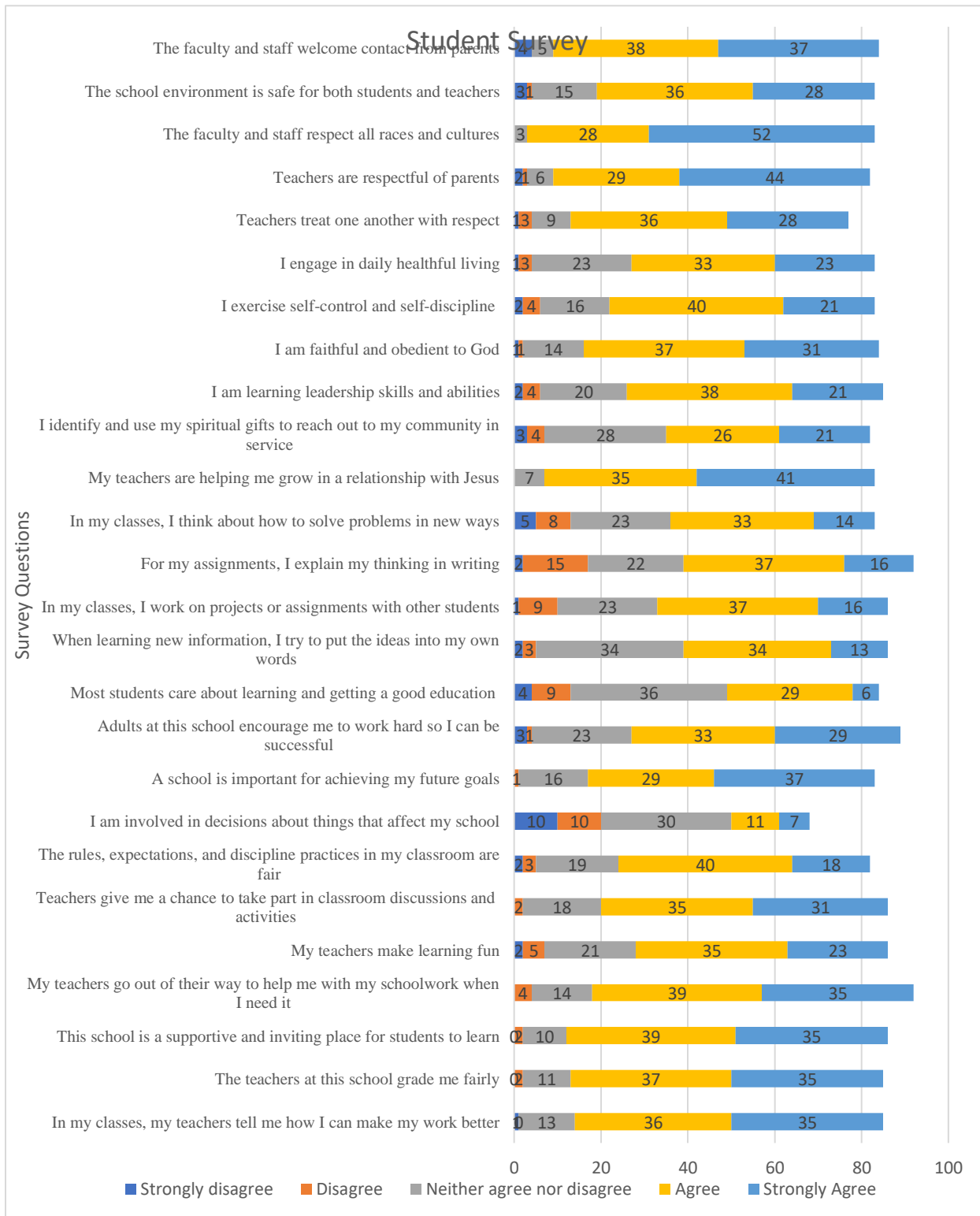
## Appendix H

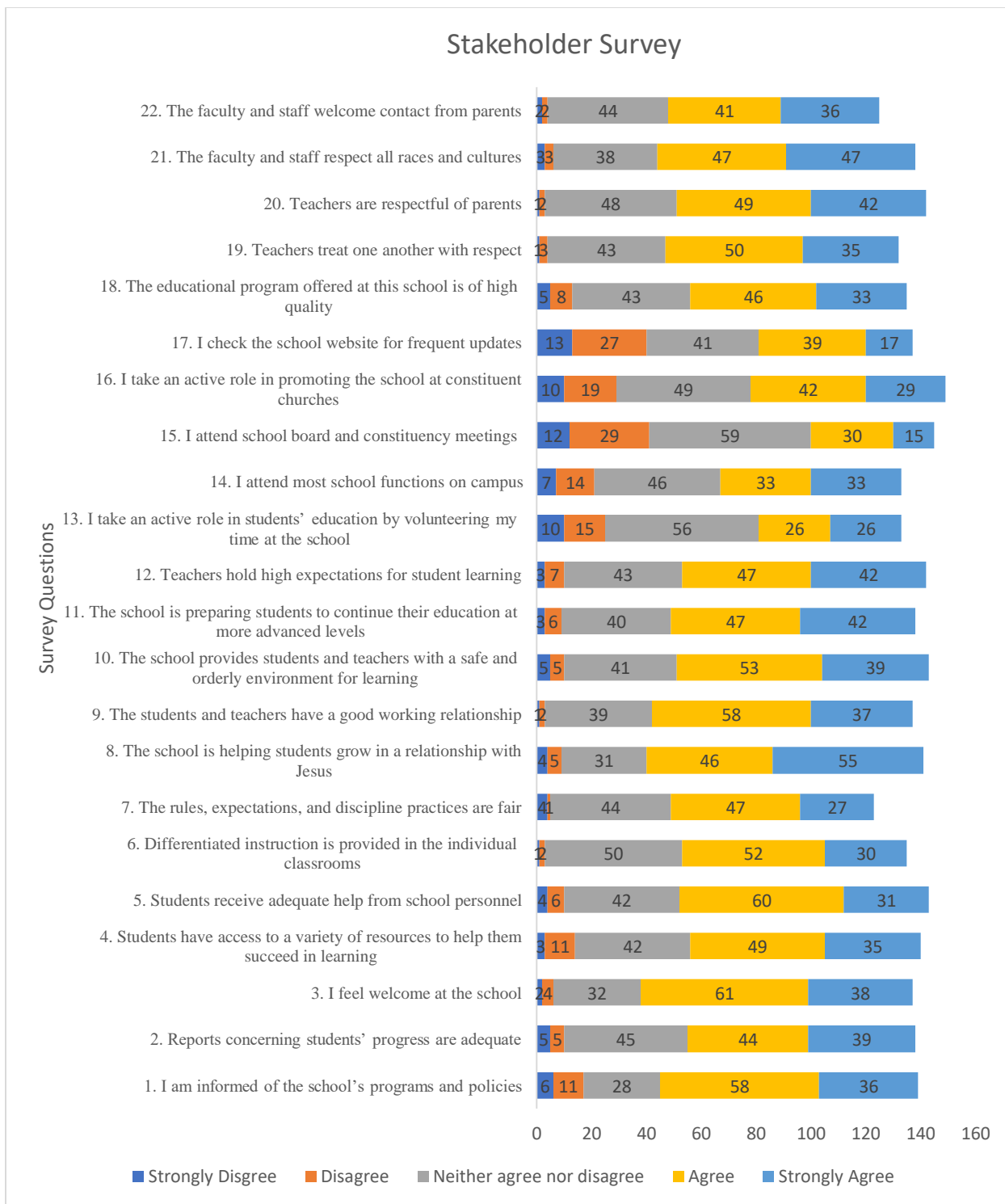
### Constituent Subsidy Numbers

### Constituent Subsidy Numbers

<b><u>Church</u></b>	<b><u>Region</u></b>	<b>Subsidy Numbers</b>
<b>Antelope Valley SDA Church</b>	Greater LA	\$ 3,500.00
<b>Canoga Park Community SDA Church</b>	West	\$ 27,012.00
<b>Culver City Spanish SDA Church</b>	Hispanic	\$ 16,800.00
<b>Delaware Avenue SDA Church</b>	Greater LA	\$ 10,104.00
<b>High Desert SDA Church</b>	West	\$ 1,704.00
<b>Los Olivos and Shalon Spanish Company</b>	Hispanic	\$ 16,800.00
<b>La Voz Sylmar Spanish SDA Church</b>	Hispanic	\$ 19,968.00
<b>Lake of the Woods SDA Church</b>	West	\$ 1,968.00
<b>Lancaster Spanish</b>	Hispanic	\$ 5,700.00
<b>Los Angeles Tongan SDA Church</b>	Asian Pacific	\$ 4,968.00
<b>Northridge SDA Church</b>	West	\$ 14,556.00
<b>Palmdale SDA Church</b>	West	\$ 8,544.00
<b>Panorama Spanish</b>	Hispanic	\$ 7,692.00
<b>San Fernando Spanish SDA Church</b>	Hispanic	\$ 31,140.00
<b>San Fernando Valley Filipino Company</b>	Asian Pacific	\$ 4,585.00
<b>Santa Monica SDA Church</b>	West	\$ 20,904.00
<b>Sylmar SDA Church</b>	West	\$ 5,388.00
<b>Tehachapi SDA Church</b>	West	\$ 2,184.00
<b>Valley Crossroads SDA Church</b>	Greater LA	\$ 38,220.00
<b>Valley United Korean SDA Church</b>	Asian Pacific	\$ 19,824.00
<b>Van Nuys SDA Church</b>	West	\$ 28,980.00
<b>Van Nuys Spanish SDA Church</b>	Hispanic	\$ 31,080.00
<b>West Los Angeles Japanese SDA Church</b>	Asian Pacific	\$ 2,940.00
<b>Total</b>	23 churches	\$ 324,561.00

## Appendix I Stakeholder Surveys





**Appendix J**

Schoolwide Action Plan 2022-2023



**San Fernando Valley Academy**  
**Schoolwide Action**  
**Plan**  
**2022-2023**



## Stakeholders involved in the production of the Schoolwide Action Plan

### **WASC School Profile Committee**

**Alondra Carrillo**, WASC Coordinator and 1st and 2nd Grade Teacher

**Joel Kindrick**, WASC Secretary and English/History Teacher

**Oscar Withmory**, Principal

**Shelly Morris**, Elementary Vice Principal and 3rd and 4th Grade Teacher

**Debbie Baroi**, High School Vice Principal and High School Science Teacher

**Cristina Perdomo**, Registrar and Parent

**Erika Olivares**, Administrative Assistant and Parent

### **SFVA Stakeholders**

**John Aiken**, Constituent Pastor and Board Chairman

**Debbie Baroi**, High School Science Teacher

**Patricia Castro**, Board Member and Parent

**Milagros Carhumaca**, Kindergarten Teacher

**Etmny Cornejo**, Home and School Association President and Parent

**Conor Cortez**, Parent and Alumni

**Frank Crosgrove**, High School Math Teacher

**Ethan Guzman**, ASB President and Junior

**Eustace Laurie**, Constituent Pastor

**Daisy Lopez**, Sophomore

**Reuben Rafanan**, Constituent Pastor

**Lee Rugless**, Music and Religion teacher

**Carol Torres**, Parent

**Paul Velasquez**, Parent and Alumni

**Alma Wesley**, Child Development Center

**Peter Zamar**, Parent

<b>Critical Learner Need #1</b>
San Fernando Valley Academy will analyze the enrollment data of all student groups and consider the effectiveness of its program. Based on student enrollment data, the school will adopt a school goal, related actions, and expenditures to raise the enrollment and retention.
<b>Supporting Data</b>
Board minutes and church board minutes  Enrollment Data
<b>SLOs Addressed</b>
Spirituality  Identifying and using their spiritual gifts  Reaching out to their community in service

<b>Action Steps</b>	<b>Persons Involved</b>	<b>Resources Needed</b>	<b>Assessment of Progress</b>	<b>Timeline</b>	<b>Report of Progress</b>
San Fernando Valley Academy Marketing Committee will create and maintain the brand, message, and schedule of events through technological resources through frequent updates to social media platforms and the school website.	<ul style="list-style-type: none"> <li>Marketing Committee</li> <li>Administration</li> <li>School Board</li> <li>Faculty</li> <li>Home and School Association</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Access to the school page and website</li> <li>Website programming</li> <li>Pictures and information updates to the school website and social media pages.</li> <li>ASB student-run Instagram page</li> <li>Home and School Association Instagram page</li> </ul>	The school website will be maintained regularly, providing updated information regarding school functions and events. Social media pages managed by the administration and Home & School leadership will communicate and inform stakeholders of school events as well as promote the school.	<p>The school website is updated by the administrative team at the start of each school year and will continually be added to as events arise.</p> <p>The social media pages such as Facebook and Instagram are updated weekly by the administrative team, Home &amp; School and student leadership.</p> <p>The faculty and administration will discuss the website and social media</p>	<ul style="list-style-type: none"> <li>School Board</li> <li>Administration</li> <li>Faculty</li> <li>Parents</li> <li>Students</li> </ul>

		<ul style="list-style-type: none"> <li>SFVA High School Activities Facebook page</li> <li>SFVA.org school website</li> </ul>		<p>changes as a meeting agenda once a month and this will then be reported to the school board. Parents will be updated about changes each month through the eHowl.</p>	
<p>San Fernando Valley Academy will increase involvement and its relationship with the constituent church community through technological and human resources.</p>	<ul style="list-style-type: none"> <li>Administration</li> <li>Faculty</li> <li>Music Department</li> <li>Students</li> <li>Home &amp; School Association</li> </ul>	<ul style="list-style-type: none"> <li>eHowl School Newsletter</li> <li>Emails and letters to pastors and/or church board</li> <li>Divine service participation</li> </ul>	<p>Visits to constituent churches are planned throughout the school year, including summer.</p> <p>Promotion of the school website and social media pages after each visit.</p> <p>Constituent pastors are encouraged to circulate SFVA school news with their church community and visit the campus.</p>	<p>This visitation plan is ongoing throughout the entire calendar year. The administration, faculty, and Home and School will develop a calendar at the start of the year and deliver it to pastors, students and the school board. The administration will provide visitation progress to the above groups after each visit. Parents will be notified through social media and the eHowl of student involvement in the programs. Pictures and bulletins will be provided from each event and placed in a binder.</p>	<ul style="list-style-type: none"> <li>School Board</li> <li>Administration</li> <li>Faculty</li> <li>Parents</li> <li>Students</li> <li>Pastors</li> </ul>
<p>San Fernando Valley Academy will increase recruitment and enrollment through financial, technological, and human resources,</p>	<ul style="list-style-type: none"> <li>Marketing Committee</li> <li>Administration</li> <li>School Board</li> </ul>	<ul style="list-style-type: none"> <li>eHowl School Newsletter</li> <li>Emails and letters to pastors and/or church board</li> </ul>	<p>A plan and schedule were produced to invite SFVA students and faculty members to constituent churches during Sabbath divine services. Personal testimonies, student participation and a</p>	<p>This plan is an ongoing project, with initial development made during the summer and follow-up visits made throughout the school year.</p>	<ul style="list-style-type: none"> <li>School Board</li> <li>Administration</li> <li>Faculty</li> </ul>

<p>ensuring that current information, financial incentives, and outreach are disseminated to targeted groups.</p>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Home and School Association</li> </ul>	<ul style="list-style-type: none"> <li>• Divine service participation</li> <li>• Marketing Committee, Collaboration time</li> <li>• Administration, faculty, and parent participation</li> <li>• SFVA brochure needs to be updated and circulated</li> </ul>	<p>call to parents are made throughout each visit.</p> <p>At each visit, administrators are available to provide accurate information regarding the school curriculum and tuition. The SFVA brochure will be distributed to interested parents. Financial incentives in the form of the three-way plan, fee waivers for early registration, and a PUC scholarship motivate parents to register their child.</p> <p>From the recruitment visits, an average of 10 students are recruited each year.</p>	<p>A report of enrollment numbers is expected to be made by the administration to the faculty and school board at the end of September.</p> <p>During the annual constituency meeting, parents, pastors and other constituent members will be informed of the new numbers and additional information.</p>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Pastors</li> </ul>
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<p><b>Critical Learner Need #2</b></p>
<p>San Fernando Valley Academy will analyze the academic performance of all student groups and consider the effectiveness of its professional development plan. Based on student achievement data, the school will adopt the above school goal, related actions, and allocation of resources to create and implement a comprehensive professional development plan designed to improve curriculum and instruction.</p>
<p><b>Supporting Data</b></p>
<p>Curriculum mapping</p> <p>MAP test scores</p> <p>Professional Development Needs Assessment</p>
<p><b>SLOs Addressed</b></p>
<p>Academics</p> <p>Learning new skills to reach academic goals and objectives</p> <p>Improving communication through reading, writing and the arts</p>

Demonstrating an ability to think logically, analytically and critically  
 Developing and integrating technology skills in all coursework

Action Steps	Persons Involved	Resources Needed	Assessment of Progress	Timeline	Report of Progress
<p>San Fernando Valley Academy needs to create a system where data is analyzed and used to drive instruction. Develop school-wide professional development goals.</p>	<ul style="list-style-type: none"> <li>• Professional Development Committee</li> <li>• Administration</li> <li>• Faculty</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum map Professional Development</li> <li>• School-wide curriculum map</li> <li>• NWEA MAP, PSAT, and SAT scores</li> </ul>	<p>Diagnostic, standardized, cumulative and informal test results will be used by instructors to determine students' levels of understanding. Data received from ongoing MAP exams will allow instructors to modify their curriculum and determine professional development goals.</p>	<p>Each instructor will analyze student MAP scores three times a year to determine the adjustment of curriculums. In addition, each instructor measures and analyzes student achievement in their classrooms and records this data onto RenWeb. This information will be delivered to parents during parent/teacher conferences. An overall report of student achievement is made to the faculty, administration and school board.</p>	<ul style="list-style-type: none"> <li>• School Board</li> <li>• Administration</li> <li>• Faculty</li> <li>• Parents</li> <li>•</li> </ul>
<p>The San Fernando Valley Academy Professional Development Committee, in conjunction with the administration, should review, reflect, and plan in-service activities that address SFVA's goals. They should consider</p>	<ul style="list-style-type: none"> <li>• Professional Development Committee</li> <li>• Administration</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Needs Assessment Survey</li> <li>• Professional Development in-service calendar</li> <li>• NWEA MAP, PSAT, and SAT scores</li> </ul>	<p>A curriculum map is developed by each instructor for each grade and subject taught. The curriculum map will be reviewed by the Professional Development Committee to plan in-service activities.</p> <p>A Professional Development Needs Survey and achievement data will be analyzed</p>	<p>The Professional Development Committee will review each instructor's curriculum maps and analyze the Teacher Professional Development Survey during pre-week session.</p> <p>Standardized assessments are analyzed by the</p>	<ul style="list-style-type: none"> <li>• School Board</li> <li>• Administration</li> <li>• Faculty</li> </ul>

proposals from educators, develop professional development opportunities and share knowledge and skills derived from other professional development activities.			by the Professional Development Committee to determine what in-service topics are needed.  The Professional Development Committee will create a PD calendar based on school-wide and individual needs.	faculty at the end of each testing period. An analysis of student achievement in classrooms will be made quarterly to determine what PD is needed.  The school board and the administration will be notified quarterly of the professional development needs related to school-wide achievement.	
Math, reading, language, and writing	•	•			•
San Fernando Valley Academy will coordinate with the Pacific Union Conference, SCC Department of Education, and other schools for professional development opportunities based on school-wide and individual needs.	<ul style="list-style-type: none"> <li>• Professional Development Committee</li> <li>• Administration</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule of Professional Development by the Pacific Union Conference, SCC Department of Education, and other schools</li> <li>• Professional Development in-service calendar</li> <li>• Adventist Learning Community</li> </ul>	After analyzing student achievement data and determining school-wide needs, the Professional Development Committee will be in communication with the Pacific Union Conference, SCC Department of Education, and other schools to determine in-service topics and dates.	The Professional Development Committee will analyze student achievement data before contacting the Pacific Union Conference, SCC Department of Education, and other institutions for upcoming in-service topics and dates. The Professional Development Committee will add the professional development courses to the calendar, and it will be presented to the school board.	<ul style="list-style-type: none"> <li>• School Board</li> <li>• Administration</li> <li>• Faculty</li> </ul>
San Fernando Valley Academy will pursue	• Professional Development	• List of grant providers who specialize in funding for	The Professional Development Committee will look for grant	The Professional Development Committee will begin to contact	• School Board

additional and alternative funding support for professional development opportunities for teachers.	Commit tee <ul style="list-style-type: none"> <li>Home and School Association</li> </ul>	professional development opportunities	providers and communicate with the Home and School Association to plan fundraising opportunities.	grant providers and organize fundraisers during pre-week session and this information will be delivered to the school board, the administration and the faculty.	<ul style="list-style-type: none"> <li>Administration</li> <li>Faculty</li> </ul>
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<b>Critical Learner Need #3</b>
San Fernando Valley Academy will examine the policies and vision of the school board to promote greater involvement with the constituency. The school will improve stakeholder involvement by increasing communication with the school board members and alumni.
<b>Supporting Data</b>
School Board Minutes
<b>SLOs Addressed</b>
Family  Recognizing the importance of God in the family  Treating others with respect and dignity  Understanding the value of cultural diversity  Being an active participant in the Seventh-day Adventist church

<b>Action Steps</b>	<b>Persons Involved</b>	<b>Resources Needed</b>	<b>Assessment of Progress</b>	<b>Timeline</b>	<b>Report of Progress</b>
San Fernando Valley Academy Board will create and update written mandates for itself and its subcommittees	<ul style="list-style-type: none"> <li>Strategic Planning Committee</li> <li>School Board</li> </ul>	<ul style="list-style-type: none"> <li>School-Wide Action Plan</li> </ul>	The board will be accountable for providing oversight, adopting standards, and assessing progress toward the accomplishment of key objectives.  The board will	The school board will provide a yearly review of the information provided by the subcommittees.  The board will conduct a yearly self-assessment by	<ul style="list-style-type: none"> <li>School Board Meeting</li> <li>Administration</li> <li>Faculty</li> </ul>

			create subcommittees to develop long- and short-term goals, establish educational objectives, create performance indicators and pupil assessment systems, and improve curriculum frameworks and standards for student achievement.	establishing standards of continuous improvement.	
The San Fernando Valley Academy school board will request that the constituent church boards assign new delegates to represent their churches at board meetings when their elected delegates have had three consecutive unexcused absences.	<ul style="list-style-type: none"> <li>School Board Members</li> <li>Principal</li> <li>Pastors</li> <li>Church Board Members</li> </ul>	<ul style="list-style-type: none"> <li>School Board meeting dates</li> <li>Member meeting attendance</li> </ul>	<p>The constituent church boards will nominate their required number of members to attend the school board meetings as delegates.</p> <p>Delegates are required to attend each school board meeting with the goal of improving meeting attendance.</p>	The school board secretary will keep track of the monthly attendance and notify the school board and church boards of necessary delegate replacements.	<ul style="list-style-type: none"> <li>School Board Meeting</li> <li>The Church Boards in question</li> </ul>
San Fernando Valley Academy Board will train new board members in the bylaws and procedures of the board to ease the transition between incoming and outgoing board members.	<ul style="list-style-type: none"> <li>Associate Superintendent</li> <li>Board Chairman</li> <li>New School Board Members</li> </ul>	<ul style="list-style-type: none"> <li><i>Manual for School Boards of Seventh-day Adventist Schools</i></li> <li><i>Adventist Learning Community</i></li> <li>Board Bylaws</li> </ul>	All incoming board members are required to read the <i>Manual for School Boards of Seventh-day Adventist Schools</i> . New members are also required to read the Board Bylaws.	<p>New board members are inducted based on the fiscal calendar of their church. Upon their assignment, they will be required to begin the training procedures and must be completed by the next board meeting.</p> <p>The school board chair and secretary will monitor the progress of incoming board</p>	<ul style="list-style-type: none"> <li>School Board Chair</li> <li>School Board Secretary</li> </ul>



				members.	
<p>The San Fernando Valley Academy school board will develop the School-Wide Action plan for what they would like the school to accomplish.</p>	<ul style="list-style-type: none"> <li>• Strategic Planning Committee</li> <li>• School Board</li> <li>• The Board Chairman</li> </ul>	<ul style="list-style-type: none"> <li>• School-Wide Action Plan</li> </ul>	<p>The board will develop a School-Wide Action Plan that will outline the long-term goals and objectives for academics, infrastructure, leadership, communication, finances, marketing, student life and technology.</p>	<p>The School-Wide Action Plan will be developed for 2022-2027. The school's progress will be monitored and analyzed by the school board each year. The school board will report on the School-Wide Action Plan to the faculty and constituency. The School-Wide Action Plan will be reviewed and revised yearly.</p>	<ul style="list-style-type: none"> <li>• School Board meeting</li> <li>• Constituency</li> <li>• Faculty</li> </ul>