

Introduction:

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LCAP Year: 2016-2017

(310) 999-6162

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
New Millennium Secondary School used multiple channels to engage with our community of stakeholders. NMSS efforts began with a series of informational meetings to educate stakeholders about the LCAP, LCFF and process. Information/Input Sessions: Board of Education Meetings, Parent Meetings, Staff Meetings	After an intensive self-study and feedback from stakeholders, NMSS identified common recurring themes, which are identified below in the goals and progress indicator section. NMSS used the themes to create goals aligned with the state priorities outlined in the LCAP. Common themes include: College and

<p>Parent meetings were held to engage parents representing English Language Learners, Low Income students and African-American Students. In addition to face-to-face meetings, the NMSS used information flyers to inform stakeholders about the LCFF and LCAP process. One of the ways that NMSS obtained input was through parent, student and staff surveys. Parent surveys were given in both English and Spanish.</p> <p>NMSS used the following quantitative data for the goal setting process: Attendance rate, suspension rate, expulsion rate, graduation rate, A-G Progress Monitoring data, data on teacher miss-assignment, instructional materials use rate, facility inspection data, CAHSEE ELA Scores, CASHEE Math Scores, CST ELA proficiency rate, CST math proficiency rate, English Learner reclassification rate, Long Term English Learner rate, course enrollment data, and parent survey data.</p>	<p>career readiness for all students, improved school climate and student engagement, increased parent communication and participation, teacher support and evaluation, availability of quality instructional material and facilities.</p> <p>New Millennium Secondary School used the feedback from stakeholders and data to identify the areas needing the most funding. New Millennium Secondary School's budget reflects the spending priorities outlined in the LCFF, the interests and feedback of the stakeholders and the academic needs of the students. The details are outlined in subsequent pages.</p> <ul style="list-style-type: none"> • Focus on College and Career Readiness • School climate and student engagement • Parent engagement • Teacher development and support
<p>Annual Update: Update for 2016/2017: With the suspension of CAHSEE exams and the introduction of SBAC testing, NMSS has begun to draw from new sources of data. NMSS implemented NWEA MAP assessment in the 2015/2016 school year and sent personnel to train in the use of SBAC data. In the 2016/2017 school year, NMSS will continue to develop the capacity of staff to use qualitative and quantitative data from sources such NWEA, SBAC, and affective surveys to better meet the needs of school stakeholders.</p> <p>NMSS has also implemented CICO-SWIS to gather and track discipline data more effectively and efficiently. These data points help staff to determine areas of need and student in need higher levels of support.</p> <p>NMSS continues to develop and expand its capacity to gather affective data.</p> <p>NMSS is in the process of upgrading all tech-based systems on campus to meet the vision and mission of being a technologically advanced school.</p>	<p>Annual Update: In addition to the above stated school needs, NMSS has continued to seek feedback from school stakeholders through affective surveys. Student, teachers, and parents have been surveyed as to the overall effectiveness of school programs. Based on the information gathered through survey and achievement data, the administration of NMSS has recognized the need to continue to develop in the areas of college and career readiness, school climate and engagement, parent engagement, and teacher development. As a result, the administration has worked in collaboration with school stakeholders to evaluate NMSS's mission, vision, values, and goals, implement new academic programs, expand college course offerings, and redo employee evaluation systems for teachers and classified staff. NMSS also recognizes the need to expand data gathering systems and has implemented new discipline gathering systems and is</p>

<p>NMSS has implemented APEX Virtual School to meet the needs of credit deficient students and offer more advanced classes for our small number high achieving students.</p> <p>NMSS has recognized the need to upgrade academic support systems in ELA and is considering the implementation of Think CERCA to support literacy for all students across multiple subject areas – English, Science, Social Studies, and Math.</p>	<p>upgrading achievement data gathering systems. NMSS also recognizes that its mission to create 21st century scholars makes it necessary to upgrade technology on campus.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL #1:	To increase the number of students who graduate high school college and career ready in four years.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	To increase the number of students who are college and career ready.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Graduation Rate A-G Completion 4 Year Cohort Number of students participating in internships College Acceptance Rate EAP results
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Full time college and career counselor	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$55,000.00
Programs& Interventions Targeted to the needs of all students and those students with specific needs such as Special Education or accessing student health, counseling and related services, using a multi---tiered system of supports. These interventions and programs target student academic, socio---behavioral, mental, and related student needs in order to ensure students remain in school, or reenter or complete school. These programs include Special Education, Student Health & Human Services - Special Education Services including SELPA fees - Read 180 - Jamie Escalante	LEA-wide	X ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Special Education	\$87,468
Full time SPED/Counseling clerk	LEA-wide	<input checked="" type="checkbox"/> ALL	\$35,000.00

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

GOAL #2:	Decrease the number of students missing 12 days or more each school year		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Decrease chronic absenteeism			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Attendance rate			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Targeted Supports to Increase Student Engagement Clerical support, registration time, and additional support personnel (student support coordinator, SPED/Counseling clerk Communication Communication tools to allow ease of contact with parents regarding attendance (School Reach calling and messaging system, SharpSchool, mailing home)		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$78,065.00
Communication Communication tools to allow ease of contact with parents regarding attendance (School Reach calling and messaging system, SharpSchool, mailing home)		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$19,059.00

GOAL #3:	Decrease the number of suspensions and expulsions for all students		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <u>x</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	To reduce the number of students suspended and expelled annually.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Number of students suspended annually Number of students expelled annually			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued implementation of LEA-wide PBIS cohort with LACOE School Personnel Implementation and delivery of services for students. The identification, recruitment, placement, and training of employees. This includes both the staffing and the methods for staffing and selection. Includes all staff not directly associated with classroom instruction.		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3000.00
Staffing - Assistant Principal - Student Support Services personnel - SPED/Counseling Clerk - SPED coordinator		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$275,679

GOAL #4:	Increase the number of students scoring proficient and above on the CCSS/SBAC benchmark in English language arts and Math.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	To increase the number of students who score proficient or above in ELA and math on state assessments			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	SBAC assessment scores CASHEE test results			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Programs& Interventions Targeted to the needs of all students and those students with specific needs such as Special Education. These interventions and programs target student academic needs. - Read 180 - Jamie Escalante - Teacher salary for read 180 (2 classes)		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,241.00
Technology - Effective use of technology in the classroom designed to support teaching and learning - Information technology support provider to support teaching and learning		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$56,000.00

GOAL #5:	To increase the number of parents completing the annual parent survey.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	To increase the number of parents providing input about school conditions.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	School experience survey			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Development and administration Development and administration of the annual survey school personnel.		LEA-wide	<input checked="" type="checkbox"/> ALL	\$500.00
			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Communication To communicate school survey to parents through SchoolReach, mailing and electronic means		LEA-wide	<input checked="" type="checkbox"/> ALL	\$500.00
			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL #6:	Increase the percentage of parents trained on academic initiatives by providing a minimum of four workshops on campus annually.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	To teach parents to support learning at home and at school.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Number of parent workshops provided at school Parent attendance at provided workshops			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parental Involvement Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards literacy at home, progress monitoring, and provide parents notification of student progress.		LEA-wide	<input checked="" type="checkbox"/> ALL	\$2000.00
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
School Personnel Implementation and delivery of modules for parents. The identification, recruitment, placement, and training of employees. <ul style="list-style-type: none"> - Office manager - Office assistant - CEO - Assistant Principal 		LEA-wide	<input checked="" type="checkbox"/> ALL	\$247,439.00
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL #7:	Maintain the appropriate assignment of teachers and fully credentials staff in the subject areas and for the pupils they are teaching.		Related State and/or Local Priorities: 1 <u>x</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		To provide and maintain basic services for students and schools.		
Goal Applies to:		Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:		Teacher assignments NCLB compliance grid		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Instruction:</u> The methods, practices and delivery of instructional content are critical to the engagement and learning of every student. Differentiation, personalization and pacing all impact a student's ability to understand and learn. The elements below provide aspects of the critical elements of good instruction while bringing the school's curricula and content into alignment with the Common Core State standards. The school will leverage new models, technology and resources for the greatest impact and learning gains by all of our students. <ul style="list-style-type: none"> - Teachers and instructional staff - Administrators Special Education <ul style="list-style-type: none"> - Integration of students in the General Education setting - Transition services - Language and speech - Behavior, emotional counseling - Educationally related intensive counseling services 		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$908,227
<u>Other School Personnel</u> Implementation and delivery of services for students. The identification, recruitment, placement and training of employees to carry out the work of the school. This includes all staff not directly associated with classroom instruction. Staffing <ul style="list-style-type: none"> - Student Support and Service Coordinators and Counselors - Classified Student Personnel 		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$124,570

GOAL #8:	To provide all students in A-G courses access to standards-aligned instructional material		Related State and/or Local Priorities: 1__ 2 <u>x</u> 3__ 4__ 5__ 6__ 7 <u>x</u> 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	To provide and maintain basic services for students and schools			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Standards aligned instructional material			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum: Curriculum is an important part of the implementation of the Common Core State Standards. Ensuring that all curriculum and instruction is aligned to content standards and the CCSS is instrumental for student success. <ul style="list-style-type: none"> - Supplemental curriculum and materials supporting CCSS - Content design lessons - Alignment of curriculum with CCSS, English language development standards and California content standards - Math curriculum adoption - Textbooks and instructional materials 		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$43,000.00
Technology <ul style="list-style-type: none"> - Effective use of technology in the classroom designed to support teaching and learning - Information technology support provider to support teaching and learning 		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$56,000.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	1. To increase the number of students who graduate high school college and career ready in four years.		Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	EAP results College acceptance rate Number of students participating in internships		Actual Annual Measurable Outcomes:	EAP results College acceptance rate A-G completion Addition of A-G Courses Implementation of CICO-SWIS NWEA Data Read 180! Data
LCAP Year: 2016-2017				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Full time college and career counselor: Programs& Interventions Targeted to the needs of all students and those students with specific needs such as Special Education or accessing student health, counseling and related services, using a multi---tiered system of supports. These interventions and programs target student academic, socio---behavioral, mental, and related student needs in order to ensure students remain in school, or reenter or complete school. These programs include Special Education, Student Health & Human Services - Special Education Services including SELPA fees - Read 180 - Jamie Escalante Full time SPED/Counseling clerk College and Career field trips and workshops	\$56,375.00 \$93,468.00 \$35,000 \$15,000	Students at NMSS were offered a full selection of college courses both on campus in-seat from CSU, Dominguez Hills (CHS 100, AFS 212) and on-line course through El Comino College. NMSS facilitated Career Day giving the students the opportunity to learn about various career opportunities that require college degrees. NMSS conducted FASFA workshops for parents and students. NMSS offered students a full selection of support courses through Read 180!, Jamie Escalante, and APEX VS. NMSS hired a fulltime SPED Aid.		

		<p>NMSS provided the opportunity for students to participate in various college trips and students enrolled in AFS 212 participated in activities at CSUDH</p> <p>NMSS maintained compliance in SPED services after hiring and retaining a highly effective SpEd coordinator.</p> <p>NMSS implemented a Check In/Check Out (CICO) system for students in need of Tier III behavioral interventions.</p> <p>NMSS continues to contract with AADAP for drug intervention and mental health services.</p> <p>NMSS Maintained and continues to use peer mediation to support students behaviorally.</p>			
Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<u> </u> ALL			<u> </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

NMSS will implement Think CERCA to upgrade intervention services for all students on campus.
NMSS will continue to expand college course offerings.
NMSS will continue to expand support staff on campus.
NMSS will consider the hiring of an APEX coordinator to support students in credit recovery and college readiness.
NMSS will upgrade tech-based systems on campus to better prepare students for college

Original GOAL from prior year LCAP:	2. <i>Decrease students missing 12 days or more each school year</i>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>x</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2016-2017				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Targeted Supports to Increase Student Engagement Clerical support, registration time, and additional support personnel (student support coordinator, SPED/Counseling clerk Communication Communication tools to allow ease of contact with parents regarding attendance (School Reach calling and messaging system, SharpSchool, mailing home)	\$80,000 \$19,000	NMSS trained clerical and administrative staff in the county SARB process. NMSS used School Messenger to notify parents of absences. NMSS increased communication through phone calls, letters, and parent meetings regarding absences. NMSS used SST process to support chronically absent students.		
Scope of service:		Scope of service:		
<u>X</u> ALL		<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a	NMSS will continue to develop clerical staff to support student attendace NMSS hired additional office staff to support attendace.			

result of reviewing past progress
and/or changes to goals?

NMSS trained additional administrator in CALPADS.
NMSS contacted with new back office support for powerschool.

Original GOAL from prior year LCAP:	3. Decrease the number of suspensions and expulsions for all students		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Number of students suspended		Actual Annual Measurable Outcomes:	Number of students suspended Implementation of behavior support systems CICO-SWIS data SpEd compliance
LCAP Year: 2016-2017				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continued implementation of LEA-wide PBIS cohort with LACOE School Personnel Implementation and delivery of services for students. The identification, recruitment, placement, and training of employees. This includes both the staffing and the methods for staffing and selection. Includes all staff not directly associated with classroom instruction. Staffing - Assistant Principal - Student Support Services personnel - SPED/Counseling Clerk - SPED coordinator	\$6,000 \$278,375	NMSS trained additional staff in PBIS and school discipline systems. NMSS implemented CICO-SWIS to track discipline data and support students behaviorally. NMSS maintained compliance in SpEd (IEP and DIS minutes) NMSS hired a SpEd Aid. NMSS hired additional campus support staff (School Safety Officer) NMSS continued with LACOE for PBIS implementation. NMSS began the implementation of Restorative Practices (4 teachers trained in Affective Statements, Restorative Chats, Proactive Circles).		

Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	NMSS hired a campus safety office (Contracted with school safety company) NMSS hired a SpEd aid. NMSS implemented CICO-SWIS NMSS trained additional staff in PBIS and Restorative Practices NMSS continue to use peer mediation to support students behaviorally				

Original GOAL from prior year LCAP:	4. Increase the number of students scoring proficient and above on the CCSS/SBAC benchmark in English language arts and Math.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Number of students scoring proficient on CCSS/SBAC assessments in ELA and Math.		Actual Annual Measurable Outcomes:	Number of students expelled annually Implementation of behavior support systems CICO-SWIS data SpEd compliance
LCAP Year: 2016-2017				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Programs& Interventions Targeted to the needs of all students and those students with specific needs such as Special Education. These interventions and programs target student academic needs. <ul style="list-style-type: none"> - Read 180 - Jamie Escalante - Teacher salary for read 180 (2 classes) Technology <ul style="list-style-type: none"> - Effective use of technology in the classroom designed to support teaching and learning - Information technology support provider to support teaching and learning 	\$28,641 \$60,000	NMSS implemented APEX VS to support students in need of credit recovery in all subject areas. NMSS continued with Read 180! and Jamie Escalante Math. NMSS implement 1:1 student devices through LAUSD program. NMSS continued to use NWEA MAP assessments to gather achievement data and support teaching and learning. NMSS began the process of upgrading and fixing current tech-based platforms on campus. NMSS hired a SpEd Aid NMSS trained additional staff tech-based data systems. (Campus Supervisor and Teachers)		

Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	NMSS will continue to upgrade tech-based platforms on campus. NMSS will implement Think CERCA to support student learning. NMSS will continue with NWEA MAP assessments. NMSS will continue with APEX VS. NMSS will discontinue its partnership with Read 180!.				

Original GOAL from prior year LCAP:	5. To increase the number of parents completing the annual parent survey.		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increase the number of parents, students, and staff completing affective surveys to at least 90%.		Actual Annual Measurable Outcomes:	Survey results as demonstrated through Google forms.
LCAP Year: 2016-2017				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Development and administration Development and administration of the annual survey school personnel. Communication To communicate school survey to parents through SchoolReach, mailing and electronic means.	1,000 1,000	NMSS created electronic survey in Google Forms. NMSS used its website to help with the dissemination of parent survey. NMSS had all staff and students complete satisfaction survey via Google Forms. NMSS used School Messenger to communicate with parents the need to complete survey.		
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	NMSS used school messenger to reach out to parents. NMSS used Google forms to collect survey data			

Original GOAL from prior year LCAP:	6. Increase the percentage of parents trained on academic initiatives by providing a minimum of four workshops on campus annually.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	New Millennium Secondary School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	SBAC assessment scores		Actual Annual Measurable Outcomes:	SBAC assessment scores	
LCAP Year: 2016-2017					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Parental Involvement Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards literacy at home, progress monitoring, and provide parents notification of student progress.	2,000	NMSS implanted an aggressive recruitment process to attract new students.			
School Personnel Implementation and delivery of modules for parents. The identification, recruitment, placement, and training of employees. <ul style="list-style-type: none"> - Office manager - Office assistant - CEO Assistant Principal	228,249	NMSS facilitated FASFA workshops for parents. NMSS worked with parents to implement PBIS. NMSS worked with parents to reevaluate the school's mission, vision, values, and goals. NMSS worked with parents for the hiring of new teachers and staff.			
Scope of service:		Scope of service:			
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a		NMSS will continue to recruit parents to evaluate and assess school systems.			

result of reviewing past progress
and/or changes to goals?

NMSS will continue to work with parents to reevaluate the school's mission, vision, values, and goals.

NMSS will continue to work with parents for the hiring, retaining, and evaluation of staff.

NMSS will recruit and retain parent involvement in the implementation of PBIS and Restorative Practices.

[illegible]

			NMSS trained 4 teachers in Restorative Practices.		
			NMSS continues to use peer mediation to support students behaviorally.		
Scope of service:			Scope of service:		
<u> X </u> ALL			<u> X </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		NMSS will add Think CERCA to support student success in the classroom. NMSS will continue to add additional support staff (Considering the addition of an APEX coordinator to support credit recovery and college readiness of all students).			

Original GOAL from prior year LCAP:	8. To provide all students in A-G courses access to standards-aligned instructional material		Related State and/or Local Priorities: 1__ 2__ 3x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Number of A-G approved courses.		Actual Annual Measurable Outcomes:	Number of A-G approved courses.
LCAP Year: 2016-2017				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Curriculum: Curriculum is an important part of the implementation of the Common Core State Standards. Ensuring that all curriculum and instruction is aligned to content standards and the CCSS is instrumental for student success. <ul style="list-style-type: none"> - Supplemental curriculum and materials supporting CCSS - Content design lessons - Alignment of curriculum with CCSS, English language development standards and California content standards - Math curriculum adoption - Textbooks and instructional materials 	53,000	NMSS will implement Think CERCA to support student literacy across Math, Science, Social Studies, and English. NMSS will add additional A-G electives for students. NMSS will use APEX VS to assist in credit recovery. NMSS will adopt new Math textbooks (Intigrated Math). NMSS will continue to use NWEA MAP assessments to track student proficiency. NMSS will upgrade tech-based platforms for student achievement. NMSS will acquire chrome books to support students learning.		
Technology <ul style="list-style-type: none"> - Effective use of technology in the classroom designed to support teaching and learning - Information technology support provider to support teaching and learning 	56,275			

			NMSS will expand college course offerings to expose students to college related content.		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>NMSS will offer at least 4 college courses (in-seat) to NMSS students who qualify through CSUDH.</p> <p>NMSS will implement Think CERCA to support student learning.</p> <p>NMSS will no longer offer Read 180!.</p> <p>NMSS added APEX VS to support student credit recovery and expand course offerings.</p>			

Original GOAL from prior year LCAP:	9. Increase 4-year cohort graduation rate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 x 5 x 6__ 7 x 8 x COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	New Millennium Secondary School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	4-year cohort graduation rate A-G Completion rates EAP results		Actual Annual Measurable Outcomes:	4-year cohort graduation rate A-G Completion rates EAP results	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL from prior year LCAP:	10. Increase students completing an annual Individual Graduation Plan (IGP)		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	New Millennium Secondary School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL from prior year LCAP:	11. Basic Services: Maintain the appropriate assignment of teachers and fully credentialed in the subject areas and for the pupils they are teaching		Related State and/or Local Priorities: 1x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	New Millennium Secondary School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Teacher Assignments, NCLB Compliance grid		Actual Annual Measurable Outcomes:	Teacher Assignments, NCLB Compliance grid	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL from prior year LCAP:	12. To provide all students in A-G courses access to standards-aligned instructional material		Related State and/or Local Priorities: 1 <u>x</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	New Millennium Secondary School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	EAP results College acceptance rate Number of students participating in internships		Actual Annual Measurable Outcomes:	EAP results College acceptance rate	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL from prior year LCAP:	13. To ensure that the school instructional facility is in good repair.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	New Millennium Secondary School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL from prior year LCAP:	14. To increase the percentage of students attending 173-180 days each school year		Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Attendance Rate ADA		Actual Annual Measurable Outcomes:	Attendance Rate ADA
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Original GOAL from prior year LCAP:	15. To increase the percentage of students who pass the EAP exam with the score of proficient or above		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	EAP test results		Actual Annual Measurable Outcomes:	EAP test results
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Original GOAL from prior year LCAP:	16. To increase school's score on API		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x__5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	New Millennium Secondary School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	API Score, Standardized test scores		Actual Annual Measurable Outcomes:	API Score, Standardized test scores	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL from prior year LCAP:	17. To increase the number of parents including those of unduplicated students attending monthly booster meetings		Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Parent attendance at Booster Meetings		Actual Annual Measurable Outcomes:	Parent attendance at Booster Meetings
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Original GOAL from prior year LCAP:	18. To improve the number of students passing the CAHSEE – math during the 10 th grade administration		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Original GOAL from prior year LCAP:	19. To improve the number of students passing the CAHSEE – ELA during the 10 th grade administration		Related State and/or Local Priorities: 1__ 2__ 3__ 4 x 5 x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	New Millennium Secondary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 198,862
NMSS will work with parents to reevaluate the school's mission, vision, values, and goals. NMSS will recruit and retain parent involvement in the implementation of PBIS and Restorative Practices. NMSS will continue to upgrade tech-based platforms on campus and implement new programs like "Think CERCA" to support student learning. NMSS will continue with NWEA MAP assessments. NMSS will continue with APEX VS and offer more college courses. All the programs will allow NMSS staff to focus on the students' needs and address them right away.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

12.15	%	NMSS counseling department identify the needs of the student and provide a student plan of action.
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).