



Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal #1

To increase the number of students who graduate high school college and career ready in four years.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: Graduation Rate Increase A-G meetings; Weekly Grade Checks; Counselor Meeting with Parents starting Freshman year

Annual Measurable Outcomes

Expected	Actual
Graduation Rate 83%	MET - 86.5%
A-G Completion 98%	91.1%

4 Year Cohort 93%	86.5% (Source: DataQuest)
Number of students participating in internships 13%	4%
College Acceptance Rate 88%	N/A: State data unavailable
EAP results	26.7% Prepared for College/Career (2019 Dashboard)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Full time college and career counselor We hired a counselor; maintain a full time college and career counselor to help each student gain as many college opportunities as possible. (All Students)	\$ 53,000	\$ 53,000
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 re-enter or complete school. These programs include Special Education, Student Health & Human Services -Special Education Services including SELPA fees -Read 180 -Jaime Escalante (All Students, Students with Disabilities, Low Income)	\$ 60,000	\$44,428.95
Full time SPED/Counseling clerk (All Students)	\$ 22,000	\$ 22,930.94
College and Career field trips and workshops (All Students)	\$ 8,000	\$ 4,085.50

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

COVID closures prevented full implementation for intervention programs. The funds were repurposed to purchase PPE, additional technology, and reproduce learning materials for students at the onset of the pandemic as we sought to pivot to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

To facilitate a schoolwide focus on graduation, a new counselor was hired to focus on college. The counselor developed a system for meetings with students/parents on graduation progress, and conducted more field trips to colleges during the Fall semester. Additionally, we expanded access to APEX for credit recovery for credit deficiency students who were at-risk of not graduating. By including credit recovery as a period within the instructional day, we are able to systematically address student credit issues in a timely manner, especially for transfer students who enroll lacking in credit progress. As a direct result of the increased focus on graduation, we were able to increase the 2019-20 graduation rate.

COVID has hampered our ability to hold in-person meetings for graduation credit tracking, and consistent communication with students who require monitoring.

Goal # 2

To increase the student attendance rate therefore decreasing the chronic absenteeism; Decrease the number of students missing 12 days or more each school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: Graduation Rate

Annual Measurable Outcomes

Expected	Actual
Attendance Rate 100%	N/A: State data unavailable due to COVID closures

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Targeted Supports to Increase Student Engagement Clerical support, registration time, and additional support personnel (student support coordinator, SPED/Counseling clerk (All Students)	\$ 35,000	\$ 40,766.56
Communication tools to allow ease of contact with parents regarding attendance (School Reach calling and messaging system, SharpSchool, mailing home) (All Students)	\$ 14,300	\$14,840.02

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, however the slight overage was due to increased activities related to maintaining engagement with students/families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In response to the chronic absenteeism data, we merged the focus on attendance with PBIS to have more activities, and created ways to publicly acknowledge and reward improvement in attendance. This increased communication and recognition via social media and all-call email system, and we ramped up phone communications to verify absence and increase reengagement.

The COVID closure in March 2020 hampered our ability to have in-person interactions with students.

Goal # 3

Decrease the number of suspensions and expulsions for all students: number of students annually.

State and/or Local Priorities addressed by this goal:

State Priorities: 6
Local Priorities: Graduation Rate

Annual Measurable Outcomes

Expected	Actual
Number of students suspended annually 5%	MET - 2%
Number of students expelled annually 1%	MET - 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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. (All Students)	\$ 3,500	\$ 2,858.77
Staffing - Assistant Principal, Student Support Services personnel, SPED/Counseling Clerk, SPED coordinator (All Students)	\$ 147,500	\$ 75,600

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The difference in salaries was due to a mid-year departure of support personnel, and the funds were repurposed/are reflected in actual expenditures in goal 6 (Staffing).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our successes in this area include PBIS implementation (i.e. incentives and celebrations for students who improved/success) and our Model Warrior program which provided incentives for improved behavior and attendance. Students who improved were eligible for field trips, movies and other reward activities.

This program of incentives had gained considerable momentum leading up to the COVID closures in March with a record low suspension rate of 2% as of January 2020. Of course this became difficult to gauge when we pivoted to distance learning.

Goal # 4

Increase the number of students scoring proficient and above on the CCSS/SBAC benchmark in English language arts and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: Graduation Rate

Annual Measurable Outcomes

Expected	Actual
SBAC assessment scores	English/Language Arts 48.78% Mathematics 2.5%
CASHEE test results	Not applicable

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual 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, Jaime Escalante, Teacher salary for Read180 (2 classes) (All Students)	\$ 30,000	\$28,654
Technology - Effective use of technology in the classroom designed to support teaching and learning - Information technology support provider to support teaching and learning (All Students)	\$ 18,000	\$ 16,265

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All implemented as planned leading up to the COVID closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

State mandated testing was suspended for the 2019-20 academic year due to COVID. NMSS did implement the interventions as planned, but the plan had to be implemented via distance learning rather than in-person. Our biggest challenge in the implementation of the actions in services to this goal was vendors having little to no supply of devices due to the overwhelming demand by schools/districts.

Goal # 5

To increase the percentage of parent involvement in academic initiatives workshops annually by providing workshops; through these workshops increase the number of parents completing the parent survey.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Graduation Rate

Annual Measurable Outcomes

Expected	Actual
School experience survey	N/A: Administered a variety of surveys to maintain engagement during Spring closures

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Advertisement Advertise the classes that would be offered to the parents at orientation, Back to School Night, and Parent/Teacher Conferences (All Students)	\$ 8,000	\$ 6,340

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/services were implemented as planned leading up to COVID closure, so the difference in spending is not substantive.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

An unexpected success of transitioning to online communications and conferencing was the increase in the number of parents who participated in stakeholder meetings. More parents were able to participate in a variety of meetings (i.e. Q&A, town halls, board meetings, etc.) since there were more options for engagement. The guidance counseling program was very successful as demonstrated by the high participation rate of parents in college workshops, seminars, and transition meetings.

While NMSS is extremely satisfied with the increase in engagement, we strongly believe the counseling meetings would have been even more impactful had they been held in-person.

Goal # 6

Maintaining at or above the LAUSD reclassification rate at NMSS

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5

Local Priorities: Graduation Rate

Annual Measurable Outcomes

Expected	Actual
Number of parent workshops provided at school 6	4 in-person workshops held prior to COVID closures
Parent attendance at provided workshops 30%	MET - Parents/Guardians of Seniors 35%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parental Involvement Provide parent training, learning opportunities and workshops: familiarizing parents on Reclassification; ThinkCerca; offering English Language classes for parents. (All Students)	\$ 2,000	0
School Personnel Implementation and delivery of modules for parents. The identification, placement, and training of employees in regards to Reclassification and ThinkCerca - Office manager, Office assistant, CEO, Assistant Principal	\$ 148,000	\$ 157,300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Repurposed funds from in-person parent engagement activities were used for the online ZOOM platform.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

NMSS implemented successful (re)engagement tools for students such as additional tutoring and small group pullout sessions to address student academic needs. The shift to distance learning diminished the momentum as these supports transitioned to online support due to COVID.

Goal # 7

Maintain the appropriate assignment of teachers and fully credentials staff in the subject areas and for the pupils they are teaching.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: Graduation Rate

Annual Measurable Outcomes

Expected	Actual
Teacher assignments	MET - 100% of teachers appropriately assigned
NCLB compliance grid	MET - 100% of teachers fully credentialed

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Instruction 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 understanding 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. Teachers and instructional staff, Administrators, Special Education, Integration of students in the General Education setting, Transition services, Language and speech, Behavior/emotional counseling, Educationally related intensive counseling services (All Students)	\$ 588,000	\$ 842,097.60
Other School Personnel 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.	\$ 78,000	\$ 153,497.50

Staffing: Student Support and Service Coordinators and Counselors, Classified Student Personnel (All Students)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The transition to distance learning required additional spending to implement distance learning under the stay-at-home orders. The school purchased additional licenses for programs used for student learning, tech services (i.e. DocuSign, Calendly, etc.), technology/equipment for staff (printers, office supplies, hotspots, etc.), and additional compensation for staff members who were required to provide more targeted supports to individual students in distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

NMSS remained fully staffed throughout the 2019-20 academic year, and all certificated and classified staff remained engaged through the use of increased communications via weekly PD and daily electronic updates. The focus on increased communication allowed NMSS to remain a cohesive community and supportive of students/families during a very difficult time.

We experienced challenges with a small percentage of families around maintaining consistency with students and focus considering the crisis which was made very real by the impact on the communities in which they live.

Goal # 8

To provide all students in A-G courses access to standards-aligned instructional material.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities: Graduation Rate

Annual Measurable Outcomes

Expected	Actual
Standards aligned instructional material	MET - 100% Standards-aligned instructional materials (ELD, CCSS ELA, CCSS Math)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual 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. Supplemental curriculum and materials supporting CCSS, Content design lessons, Alignment of curriculum with CCSS English language development standards and California content standards, Textbooks and instructional materials (All Students)	\$ 30,000	\$ 20,509
Technology - Effective use of technology in the classroom designed to support teaching and learning - Information technology support provider to support teaching and learning (All Students)	\$ 40,000	\$ 10,622

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The under spending for this goal was due to back orders on technology by vendors, and the reduced need for textbooks due to a lower than expected enrollment. The funds were repurposed to provide funding for additional hours of tutoring/support outside of the instructional day.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The instructional team's shift to distance learning created a need for collaborative planning to ensure instruction maintained the rigor of CCSS/ELD/NGSS. Weekly lesson plans were created to align to our core practice of standards based instruction and grading.

Reduced class sizes were also helpful to allow for dedicated strategies for reassessment and support of students.

While we were able to successfully pivot to distance learning/instruction, we did experience some challenges with translating standards-based grading to the virtual environment.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.1 For reopening conversations regarding school re-openings either this semester or next semester. Conversations for potential staffing needs, restructuring classrooms, additional academic supports needed, additional PEPE needed, as well as conversation with our Public Health Department regarding how not only our community is doing, but how our surrounding communities are able to contain the outbreak. The restructuring of classrooms physically; a physical environment that is safe; we will be able to reopen schools in a positive and safe manner. This also provides for Hybrid vs. Distance Learning back and forth depending on CDC Guidelines; Classroom gear specifically geared to the different curriculum (Physical Education: resources that may have to change in order to protect the safety of the students) (Art: supplies for individual student keeping safety in mind) (SPED: safe interaction space keeping social distancing and cleanliness in mind). This would also include plexiglass in the classrooms for the desk, markers on the floor for social distancing, and cleaning products.	\$ 105,009	\$ 173,008	Y
1.2 When re-opening we will need to look at potential increase of social emotional learning opportunities and staffing (TES) (Group Sessions; One-on-One Sessions) to support that as many students have been triggered by these events and lack of routine; with a focus on the whole child,	\$ 40,100	\$35,222	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to the fluctuating COVID transmission trends, we were not able to fully reopen for in-person instruction and/or services. All PPE and classroom supplies were purchased. While we were able to structure classrooms for safety precautions in anticipation of reopening, but students and staff have not returned to in-person instruction. As of the writing of this Annual Update, we are awaiting a reopening timeline from our authorizer/co-located partners in order to access the campus for reopening.

We are maintaining a contingency plan for hybrid learning for Fall 2021 in order for parents/students to gradually reopen. We will continue to assess parent needs to determine the percentage of students who will be on campus, frequency and mode of instructional delivery.

Finances: The overages were due to additional purchases of technology to avoid potential exposure to COVID. We also needed to replace outdated technology which inhibited students from accessing the learning platforms and ancillary applications being used.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

New Millennium Secondary is a co-located public charter school. We have been closed for any in-person instruction since the Governor's closure order in March 2020. Since NMSS operates on a shared campus under Proposition 39, we are awaiting the outcome of reopening negotiations between the authorizer/ teachers' union, on guidelines for reopening for in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.2.1 For Continuity of Instruction: On-line Professional Development and Software Programs are actions that will be taken in order to continue Distance Learning- APEX, APEX Tutorial, Thinkcerca, and READ 180. These programs will be used as supplemental materials as teachers use Google Classroom as their platform.	\$ 140,000	\$138,000	Y
1.2.2 NMSS will provide each student who needs it with hot spots for connectivity. NMSS will also provide Chromebooks and Surface Pros for each student that is in need of a device; This also includes any other communication software.	\$ 30,000	\$39,340	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions for distance learning were implemented as described/planned.

Finances: We purchased additional software licenses from APEX and Thinkcerca, which provide support to the teacher with distance learning. Students are able to access tutorials from both platforms. We purchased hotspots for families that didn't have access to the internet at home.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Since the pivot to distance learning, NMSS has been successful in maintaining clear lines of communication with our teachers, parents and students using a variety of methods including social media, phone calls, emails and text messages via our mass communication platforms. NMSS deployed computers for all students, issued hotspots for families with connectivity issues, and provided on-demand technology support through home visits by our IT personnel.

Additionally, we have been very successful in providing continuity of full day instruction via Google Classroom, daily teacher office hours and tutoring to provide additional support when needed.

Attendance over the time of the school closure has also been consistently high. For students who were absent, we communicated daily with parents/guardians to verify absences, and ensure that students regularly attended instruction via distance.

Staff have also remained fully supportive of the distance learning program, and found daily communications helpful to maintain our cohesiveness and commitment to student learning. NMSS continued to conduct regular weekly staff development, and all positions remained fully staffed for the academic year.

The main challenge in maintaining connection/engagement was for students with special needs. The Special Education staff often had difficulty with scheduling parent/guardian participation in IEP meetings, obtaining signatures via DocuSign due to unfamiliarity with technology.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Funding will be used to provide additional academic support both in an online setting and in person to ensure that learning loss is mitigated. These academic programs are an increase and improvement to academic supports and programs utilized pre-covid and will be re- evaluated consistently by assessing student progress.	\$ 45,000	\$ 43,805	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Action listed was implemented as described. We added additional hours/resources for outside service providers (TES) for students with IEPs, and additional academic office hours and tutoring times (ie teacher hourly rate).

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The implementation of “office hours” and a tutoring program via ZOOM was highly successful in addressing issues of engagement and assessing learning loss for our most vulnerable students.

Our internal assessment of the NWEA twice per year has been difficult to implement due to the variety of devices deployed to students (e.g., Surface Pros, Chromebooks) although we had ordered additional Chromebooks during the Spring/Summer 2020. The shipment of Chromebooks did not arrive until February 2021 due to a backlog in supplies by the manufacturer.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

While the pandemic has posed significant challenges in being able to fully gauge the social/emotional well-being of our students, teachers conducted regular meetings with student groups called “Soul Sessions” which allowed for regular check-ins about student mental health/emotional well-being. The School Counselor and Executive Director also conducted family check-ins to assess overall family well-being, and regularly provided information/resources to support families in need of counseling/ mental health services.

While NMSS believes check-ins were supportive, we recognize that there were limitations on the depth we could assess student well-being due to lack of privacy in the home while conducting check-ins via ZOOM. These privacy issues were difficult to navigate and created some concerns for student safety so more sensitive subjects needed to be handled very delicately by our staff.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As stated earlier, NMSS has been successful in maintaining clear lines of communication with our teachers, parents and students using a variety of methods including social media, phone calls, emails and text messages via our mass communication platforms. The school’s website has been regularly updated to ensure parents/students had access to the most current information on school events, scheduling, and available pandemic resources through city/county/state agencies.

The increased engagement and participation by parents/guardians through the use of technology platforms has been a positive outcome of the pandemic closures. Parent/teacher conferences and back to school nights participation has increased beyond previous in-person turnout. This increase in engagement around student academic progress has also allowed NMSS to better engage with families on instructional/budget planning for the coming academic year, and the LCAP.

The main challenge in maintaining connection/engagement was for students with special needs. The Special Education staff often had difficulty with scheduling parent/guardian participation in IEP meetings, obtaining signatures via DocuSign due to unfamiliarity with technology, and the lack of parent email access.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

At the start of the school closures, NMSS implemented a “Grab ‘N Go” meal program which provided families with enough food for a week of meals. When the District implemented hard closure in December 202 (i.e., no access to our campus), NMSS families were directed to consolidated meal pick up sites provided by Los Angeles Unified School District.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Nutritional Lunches for Students/Family/Community During Distance Learning; Transitioning to Hybrid Learning when the District deems it safe to return.	\$ 60,000	\$76,063	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

NMSS conducted an onsite food distribution from August 1 to December 10 when the district/owner of the co-located facility initiated a hard closure. We were required to financially honor the orders made through December 14 although we canceled actual receipt.

Finances: Lunch was provided by the community to help with food shortage due to COVID. Additional mental health is offered to families to support mental and emotional needs. Families are able to request assistance when contacting the school.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

There were several lessons from the implementation of distance learning which we seek to build upon in the coming year.

Uniform Device Platform for Teaching/Learning: We will phase out the use of SurfacePros/transition to 1:1 laptop device for all students

Student Connectivity at home: While the majority of our families have in-home internet, the distance learning implementation surfaced the need for students to have stable internet connectivity

Family Engagement: In-person interaction has always been the preferred and most effective mode for engaging with parents/guardians about their child's performance. However, we learned that more parents participate in meetings when there are options such as ZOOM or FaceTime. An on-going area for improvement will be re-engaging the parents of our students with disabilities and English learners as there are challenges with the use of technology we seek to address next year.

These actions will be woven into goals around basic services and student/family engagement.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

NMSS has an LMS which allows teachers/administrators to actively monitor student academic progress (e.g., academic marks, local assessments). We will continue to use our progress monitoring process to assess pupil learning loss and employ the most appropriate interventions based on the data. In building upon our communication system through the COVID closures, we will re-evaluate how to make communications/engagement of SWD students and parents.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the actions/services identified as meeting the needs of low-income, English learners, and foster youth under the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on our experiences over the 2019-20 and 2020-21 academic years, our LCAP has changed substantially to provide focused goals in student achievement, as well as coordinated services relating to the social/emotional well-being of the NMSS students, families, and staff. Specifically, the new LCAP reflects separate English/language arts and mathematics goals in order to bring more focus to monitoring student achievement and outcomes as we seek to address learning loss due to COVID.

In response to available local data from the last two years, stakeholder feedback, and the impacts of the pandemic closures, NMSS created the following five new goals:

Goal 1: Provide a safe environment, and rigorous educational program for students by ensuring well-kept facilities, highly effective teachers, standards-aligned instructional materials (CCSS, NGSS, ELD), access to a broad course of study, and advanced coursework to college/career pathway, and leverage the use of technology in teaching and learning to prepare students for future educational and professional endeavors.

(State Priorities: 1 Basic Services, 2 State Standards, 6 School Climate)

Goal 2: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades.

(State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement)

Goal 3: All students will demonstrate growth towards meeting or exceeding standards in mathematics and science, and growth in proficiency as demonstrated through local formative assessments and course grades.

(State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement)

Goal 4: Develop interventions and practices to support LCFF-targeted student groups to increase regular attendance, pupil achievement, graduation, college/career readiness, and address learning loss.

(State Priorities: 4 Pupil Achievement, 5 Pupil Engagement, 8 Graduation)

Goal 5: Promote and increase school connectedness by providing quality parent/community engagement, education opportunities, and social-emotional supports to families.

(State Priorities: 3 Parental Involvement, 5 Pupil Engagement, 6 School Climate)

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Millennium Secondary CDS 19-64733-0117911	Samantha Navarro, Executive Director	snavarro@newmillenniumschool.org (310) 999-6162

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

New Millennium Secondary School is a free public charter school authorized for renewal in 2017 by Los Angeles Unified School District. The mission is to prepare traditionally underserved students for success in the 21st century by providing a rigorous and relevant college-preparatory education that invests in human capital, provides early college experiences, and strives to adapt public education to the “new millennium”.

The vision for New Millennium Secondary School builds upon the mission statement to include a focus on students being successful in applying to and succeeding in college.

After 13 years of operation, NMSS prides itself on providing a small, safe, and nurturing environment in which students thrive. With 192 students enrolled, the CA Dashboard demographic data shows 92.7% socioeconomically disadvantaged, 12% English learners, 10.9% students with disabilities, and 1.6% foster youth. Our student ethnic groups are Hispanic (66.7%), African American (25.5%) Asian/Pacific Islander (2%), and White (0.5%).

We are co-located on a Prop 39 site with four other charter schools, and maintain positive relationships with our site partners as well as our authorizer.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Suspension Rate (Green) 6% suspended at least once; declined 0.3%

SED (Yellow) 6.4%; declined 4.4%

During COVID, we have maintained a high level of student engagement. As of January 2021, we had a suspension rate of 2%. We believe this is due to the PBIS Student Team activities which have been very successful.

Graduation Rate (Green) 91.7% Graduated (Increased 13.2%)

SED (Green) 91.1% graduated (Increased 15.6%)

African American (No color) 96.3% graduated; increased 12.4%

Hispanic (No color) 88.2% graduated; increased 21.6%

English Language Arts (Yellow) 8.1 points below standard (This was an increase of 57.7 points over the previous year)

Hispanic 4 points above standard (This was an increase of 47.7 points from the prior year)

SED 13.7 points below standard (This was an increase of 52.6 points over the previous year)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard shows the Local Indicators as “Standard Not Met for 2 or More Years”. The data kept locally does, in fact, show all indicators have been met. There was an issue with submission of the information by the deadline which led to the inaccurate reporting on the website.

Suspension Rate (Green) 6% suspended at least once; declined 0.3%

African American (Red) 11.4%; increased 0.8%

Hispanic (Yellow) 3.3%; maintained 0.1%

To address the suspension rate, NMSS established a “PBIS Student Team” which meets regularly to improve school climate/culture which led to the creation/implementation of the PBIS incentive program to include student-led activities.

Mathematics (No performance color) 107.9 points below standard (Increase of 38.9 points over the previous year)

Hispanic (No color) 92.2 points below standard (This was an increase of 5.7 points over the previous year)

SED (No color) 114.5 points below standard (This was an increase of 27.1 points over the previous year)

Mathematics continued to be an area of growth for NMSS as demonstrated in the 2019 state data. In January 2020, NMSS purchased licenses for APEX supplemental learning tool which provides remediation support aligned to CCSS. These review units of study are used during the instructional period to reinforce learning during class. We plan to continue this in a more robust manner when we return to in-person learning in the Fall 2021.

College/Career Indicator (Yellow) 26.7% “prepared”; increase of 5.1%

SED (Yellow) 26.2% “prepared”; Increased 4%

African American (No color) 20% “prepared”; increased 7.1%

Hispanic (No color) 31.3% “prepared”; Increased 11.3%

As an independent start-up charter school serving students from diverse backgrounds and with unique needs, we recognize this as an area of continuous growth. To address the college/career preparedness of our students, we established a partnership with East LA Community College for dual enrollment to increase on-time graduation, decrease credit deficiency, and expose students to the life of college/career while still in high school.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Safety is a feature that needs to be emphasized throughout each goal. With safety comes comfort, ease, and motivation to be able to successfully address each of the goals the LCAP addresses.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

New Millennium Secondary was not identified for comprehensive support and improvement in 2019.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Students (Academic Meetings/Safety Meetings; Grade Level Assemblies; Principal Student Panel Council; All School Quarterly Survey)

Parents (Orientation/Semester Kick Off; Monthly Academic Meetings/Safety Meetings; SPED Update Meetings; Parent Surveys)

Teachers (Weekly Staff Professional Development; Staff Surveys; State of Affairs Monthly Meeting)

School Site Council:

September 1st Reviewed LCP and prior LCAP for level setting on targets

September 25th;

December 7th;

February 18th;

March 16th;

Student Assemblies: Senior Meeting October 1st; Freshmen Meeting October 15th; Sophomore Assembly October 22nd; Junior Meeting 29th;

Teacher Professional Development: August 3rd-7th; Weekly on Fridays; Full PD Day October 12th; November 2nd; March 15th; May 14th

Parent Update/Academic Meetings: August 4th; August 5th; September 8th; September 9th; October 26th; November 19th; January 19th; February 23rd; February 24th; April 15th, April 29th

Back To School Night: September 10th; February 25th

Principal Student Panel Meetings: Weekly Monday at 12:00pm Zoom Meeting

Soul Sessions: Weekly Monday Evening 8:00pm Instagram Live

All of the above meetings are influenced by the goals that are outlined in the LCAP. The goals have been discussed in academic meetings and community meetings. As the goals were finalized they were presented in community, student, and staff meetings. The feedback below came from those meetings.

A summary of the feedback provided by specific stakeholder groups.

Students: All goals were shared with the student panel. Specific feedback from individual students: Goal 4- There needs to be a willingness for the students to be motivated to learn in order to achieve academic success in order to be on the path towards graduation. Graduation is one of

the most important achievements to keep as the main goal. Students asked what interventions would be in place to keep him on a successful path towards graduation; Goal 1: Safety is key. If students don't feel safe returning to campus then the academic rigor will be lost and pointless. Comfort level is important for the whole campus to be able to move forward; Goal 5: Parents need to be more involved and need more opportunities to be involved in events on campus. In order to continue to have the family community feel then more families need to be involved and visible.

Parents: Goal 1: What does a safe campus look like as we return to campus in August; Goal 2: What will state testing look like the remaining part of this school and how will it impact goals for testing improvement next school year; Goal 4: What mental/emotional interventions will be added for next school year as we shift to being back on campus; Goal 5: No feedback

Teachers: Provide early intervention opportunities for the students and for us to assess any potential learning loss throughout the school year. We can then develop lessons and activities that address these needs and provide the students with a learning platform that they are able to continue building upon; Provide services for all students to ensure they can have a safe space to speak with adults on campus and to address any concerns they have with their return to a school setting; Improving regular attendance, college/career readiness, and addressing learning loss. Due to the pandemic, these three specifically stood out and it is important we strive to normalize these goals again when we physically return. These goals are what make New Millennium stand out as a school to me but due to covid-19 we need to address and develop new interventions and practices related to these key factors that help prepare our students for the next level; emphasizing early interventions and strategies in order to help students readjust back to a regular school setting and to best accommodate for & counteract any learning loss due to COVID & this year of distance learning

School Site Council: What does the new school year look like? What safety precautions are in place to make sure Goal 1 is accomplished. Without Goal 1 the other goals will not be accomplished; What about parents that are still hesitant to send their children back to in-person learning?

SELPA Administrator: N/A

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Response: Goal 1: The safety in regards to a return to campus was influenced by each stakeholder group. Students need to feel safe in an environment before academic growth can occur. Stakeholders wanted to know specifically what safety precautions were being taken up the return to campus in the fall.

Goals and Actions

Goal 1 Basic Services, Instruction & Climate

Goal #	Description
1	Provide a safe environment, and rigorous educational program for students by ensuring well-kept facilities, highly effective teachers, standards-aligned instructional materials (CCSS, NGSS, ELD), access to a broad course of study, and advanced coursework to college/career pathway, and leverage the use of technology in teaching and learning to prepare students for future educational and professional endeavors. (State Priorities: 1 Basic Services, 2 State Standards, 6 School Climate)

An explanation of why the LEA has developed this goal.

NMSS continues to increase the alignment of educational efforts, fiscal services and human resources to support student success in achieving college and career readiness in 21st century learning facilities that are maintained and in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24								
Teacher credentials and appropriately assigned	100% Teachers appropriately credentialed for the subjects/students assigned				100% Teachers appropriately credentialed for the subjects/students assigned								
School facilities in “good repair” per CDE Facilities Inspection Tool (FIT)	Prop 39 (District-maintained facility)				Prop 39 (District-maintained facility)								
Access to standards-aligned instructional materials for staff and students	2019 CA Dashboard Local Indicator - Standards-aligned instructional materials “Not Met for Two or More Years”				100% teachers/students provided standards-aligned instructional materials								
Implementation and sustainability of academic content standards for CCSS, ELD, and NGSS (CA Dashboard Local Indicator)	2019 CA Dashboard Local Indicator for Implementation of Standards - Professional Development “Not Met for Two or More Years”				<div>2024 CA Dashboard Local Indicator for Implementation of Standards - Professional Development</div> <table><tr><th colspan="2">Standards Implementation</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>Math</td><td>4</td></tr><tr><td>NGSS</td><td>4</td></tr></table>	Standards Implementation		ELA	4	Math	4	NGSS	4
Standards Implementation													
ELA	4												
Math	4												
NGSS	4												

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ELD	4								
History	4								
Student access to a broad course study of students (including health/PE, VAPA, world language)	2019 CA Dashboard Local Indicator for Access to a Broad Course of Study “Not Met for Two or More Years”				100% Students have access to a broad course of study				
Cohort Graduates Meeting CSU/UC Course Requirements	91% Students meeting A-G requirements for CSU/UC admissions				96% Students meeting A-G requirements for CSU/UC admissions				
Concurrent Enrollment (successful completion of two courses by graduation)	0% Students successfully completing at least two concurrent enrollment courses by graduation				80% Students successfully completing at least two concurrent enrollment courses by graduation				
1:1 Chromebooks for all students	72% Chromebooks (28% SurfacePros)				100% Students have a school-issued laptop for instructional use				

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Facility: Prop 39 MOU Agreement (LCFF Base)	<i>Under Prop 39, we operate on a co-located LAUSD campus with three other charter operators and the host school. The Facilities Use Agreement under the Prop 39 MOU includes maintenance of the physical plant, custodial/cleaning, itinerant nurse, and participation in sports programs.</i>	180,000	N
1.02	Facility: Health & Safety Supplies (LCFF Base, ESSER II)	<i>A safe and healthy campus has always been a cornerstone of NMSS. We contract for outside nursing services for health screenings and clearances for athletics. (LCFF Base \$50k) COVID mitigation measures will continue into the 2021-22 academic year with the purchase of adequate Personal Protective Equipment (PPE) for students and staff, as well as the regular purchase of cleaning supplies/sanitation protocols. (ESSER II \$45k)</i>	95,000	N
1.03	Staffing: Certificated Teachers, Counselors & Administrators (LCFF Base, LCFF S&C, Title I)	<i>Salaries and benefits for the following certificated staff members: 1 Executive Director, 1 Assistant Principal, 1 Student Support & Service Coordinator, 1 Counselor(s), 1 SPED Coordinator, 10 Teachers for Core courses (LCFF Base, SUPP, CONC. \$1,198,909;), 1 Intervention Teacher, and 1 Instructional Technology Teacher (Title I \$86,221K)</i>	1,285,130	Y (LI Title I)
1.04	Staffing: Classified Staff (ELO, ESSER 2)	<i>Salaries and benefits for the following classified staff members: (ELO 388,008)</i>	468,008	N

		1 CBO, 1 Office Manager/Admin Assistant, 1 Clerk, and 1 Sped/Counseling Clerk, 1 Registrar, 1 Campus Supervisor, 2 Campus Aides (ESSER II 80k)		
1.05	Special Education: SELPA Agreement Option 2 LAUSD (AB602, Federal SPED)	NMSS pays for special education services from Los Angeles Unified School District under "Option 2" to provide services required in the Individualized Education Plans (IEP). Services may include but are not limited to counseling services, speech/language therapy, assessment plans, and IEP meetings. (SPED) [AB602 42K; Federal SPED 100,652]	142,652	N
1.06	Curriculum: Core (LCFF, State Lottery)	Costs associated with purchasing of curricula (both hardcopy and digital textbooks) for the following subjects: English/language arts, Mathematics, Science, History, VAPA, and Foreign Language (LCFF BASE 25k AND LOTTERY 35k)	60,000	N
1.07	Curriculum: Supplemental (LCFF, State Lottery)	Costs associated with purchasing of supplemental curricula for in-classroom remediation and credit recovery (APEX Tutorials, ThinkCerca) [State Lottery 10K, LCFF 20K]	30,000	Y (LI, EL, Low-achieving)
1.08	Local Assessments (ESSER 1)	NWEA Reading, Writing, Language, and Mathematics: Progress monitoring assessments administered Fall and Spring to Freshmen, Sophomores, and Juniors. Assessment data is used for progress monitoring and to drive instructional decision-making.	2,200	N
1.09	External Professional Development - Training & Consultants (ESSER 2, Title 2)	Professional development costs associated with the following subjects/topics: CCSS English/language arts and mathematics English Language Development (ELD) and Strategies for English learners Next Generation Science Standards (NGSS) Effective use of technology (ESSER II 5k & TITLE II 5k)	10,000	N
1.10	Professional Development: School Climate & Interventions (ESSER 2, Title 2)	Professional development costs associated with the following subjects/topics: Social-Emotional Learning, Restorative Justice Practices, Multi-Tiered System of Supports (ESSER II \$2500 & TITLE II \$2500)	5,000	Y
1.11	Technology: Student Devices (ESSER 1)	Costs for purchasing new student technology: 4 iPads, 4 MacBook Pros, 4 Surface Pros, 6 Chromebooks, 10 hotspots	35,000	Y (increased for SWD, EL)
1.12	Technology: Classroom/Instructional (ESSER 2)	ENO Boards, OWL Cameras and OWL Meeting boards, Teacher laptops, external monitors, printers/ink (ESSER II)	65,000	N
1.13	Technology: Applications (LCFF Base, State Lottery)	Applications/software for student devices (Microsoft Suite, educational apps for reading, English, and mathematics) Base 10K, Lottery 5K	15,000	Y
1.14	School Meal Program (LCFF, NSLP)	NMSS has a substantial population of low-income students who qualify for free or reduced price meals as part of the National School Lunch Program. NMSS projects we will provide two meals to 195 students per day for the 2021-22 academic year (LCFF BASE & NSLP) Base 20K, NSLP 40K	60,000	Y

Goal 2 English/Language Arts and ELD Achievement

Goal #	Description
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2	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades. (<i>State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement</i>)
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An explanation of why the LEA has developed this goal.

We experienced substantial growth of 57.7 points in English/language arts on the 2019 Dashboard. We are seeing the benefits of our instructional efforts with the schoolwide dashboard showing 8.1 points DF3. We seek to further close this gap in achievement for our students as these skills are crucial to graduation and post-secondary success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA English/Language Arts (Fall & Spring) Grades 9 & 10	Reading Grade 9 (Overall) Mean RIT Score 222 Hi/Hi Average 35% Average 35% Low/Low Average 30% Language Usage Grade 10 (Overall) Mean RIT Score 218 Hi/Hi Average 32% Average 29% Low/Low Average 40%				Reading Grade 9 (Overall) Mean RIT Score 300 Hi/Hi Average 45% Average 45% Low/Low Average 10% Language Usage Grade 10 (Overall) Mean RIT Score 290 Hi/Hi Average 42% Average 39% Low/Low Average 20%
SBAC English/Language Arts Grade 11	Met/Exceeded 49% School 46% SED 23% African American 58% Hispanic				Meets/Exceeds 65% School 55% SED 40% African American 60% Hispanic
English Learner Progress (English Learner Progress Indicator on CA Dashboard)	Data suppressed due to privacy				45% Making progress towards English language proficiency
English Learner Reclassification	0% Reclassification (2019-20)				18% Reclassification

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	<i>English/Language Arts Interventions (ESSER II)</i>	<i>Students will be assessed using the reading inventory to determine which skills should be addressed through use of the reading intervention program. Costs associated with Read180 [curriculum, trainings, consumables, licensing]</i>	900	Y (LI, EL, Low-achieving)

06/28/21 For Approval by NMSS Board

Goal 3 Mathematics & Science Achievement

Goal #	Description
3	All students will demonstrate growth towards meeting or exceeding standards in mathematics and science, and growth in proficiency as demonstrated through local formative assessments and course grades. (<i>State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement</i>)

An explanation of why the LEA has developed this goal.

As evidenced by the CAASPP data for 2018-19, pupil outcomes in mathematics is an area of need. This goal has been created to separate overall SBAC performance into a goal which allows for focus on mathematics. While the CA Dashboard illustrates a 38.9 point increase in math from 2018 to 2019, our students are 107.9 points below standard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Mathematics (Fall & Spring) Grades 9 & 10	Math Grade 9 (All Students) Mean RIT 217 Hi/Hi Average 14% Average 18% Low/Low Average 68% Grade 10 (All Students) Mean RIT 223 Hi/Hi Average 32% Average 16% Low/Low Average 53%				Math Grade 9 (All Students) Mean RIT 245 Hi/Hi Average 40% Average 45% Low/Low Average 15% Grade 10 (All Students) Mean RIT 245 Hi/Hi Average 40% Average 45% Low/Low Average 15%
SBAC Mathematics Grade 11	Met/Exceeded 2.5% Schoolwide 3.85% SED 0% African American 3.85% Hispanic				Meets/Exceeds 15% Schoolwide 17% SED 10% African American 17% Hispanic
CAST Science	Met/Exceeded 8% Schoolwide 5.88% SED 7.14% African American				Meets/Exceeds 20% Schoolwide 17% SED 19% African American

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Mathematics Interventions (ESSER II)	All 9th grade students are required to take the Jaime Escalante math block in addition to the core mathematics course. The program is in partnership with	2300	Y (LI, EL, Low-achieving)

East Los Angeles College. Cost includes fees charged by the community college to cover workbooks, health fees, and concurrent enrollment.

Goal 4 LCFF Targeted Student Groups Interventions

Goal #	Description
4	Develop interventions and practices to support LCFF-targeted student groups to increase regular attendance, pupil achievement, graduation, college/career readiness, and address learning loss. (State Priorities: 4 Pupil Achievement, 5 Pupil Engagement, 8 Graduation)

An explanation of why the LEA has developed this goal.

NMSS increased the percentage of students deemed “prepared” for college/career by 5.1% in 2019, the overall level of 26.7% prepared highlights a need for increased focus in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	22.6% Chronically Absent (2018-19)				5% Chronically Absent
Attendance Rates	90% Attendance				95% Attendance
Students classified as “Prepared” for college/career	26.7% “Prepared” for College/Career (2018-19)				70% “Prepared” for College/Career
Cohort Dropout Rate	1.9% Cohort Dropout Rate (2019-20)				<2% Cohort Dropout Rate
Cohort Graduation Rate	86.5% Cohort Graduation (2019-20)				95% Cohort Graduation

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Professional Development for Counselor & Foster Homeless Liaison (ESSER II)	NMSS contracts for services with LACOE and LAUSD for training to ensure that Counselor and Liaison’s capacity for understanding and implementing programs to address needs of foster and homeless youth, and strategies to address the impact of trauma on adolescents. This program is also an adjunct to our mandated reporter training to support students who may be abused or neglected.	2,000	Y (FY, HY)
4.02	LACOE/Homeless & Foster Youth Services Coordination Program (ESSER II)	Training for the coordinator and costs associated with providing assistance to parents/guardians with locating resources, strategies, and tips on supporting	1,500	Y (FY, HY)

		<i>learning, as well as ensuring students/family remain engaged in regular schooling.</i>		
4.03	<i>After-School Enrichment (ESSER II)</i>	<i>Extracurricular opportunities for students including sports, clubs, as well as an after school tutoring program. Students who participate in academic support activities such as peer tutoring receive community service credit toward the NMSS community service graduation requirement.</i>	500	Y (increased LI, EL,SWD)
4.04	<i>College/Career Field Trips (ESSER II)</i>	<i>NMSS students are provided opportunities to explore post-secondary institutions. Activities include day trips via chartered buses for groups of students for campus day tours in Southern and Northern California. NMSS also conducts visits to local community colleges, and programs focused on career preparation. For the unduplicated student groups and students with disabilities, special sessions during tours are held to ensure they are aware of the additional supports available to support them in persisting to completion of an Associate's or Bachelor's degree.</i>	10,000	Y (LI, EL, FY, HY, SWD)
4.05	<i>Student Government (LCFF)</i>	<i>NMSS Associated Student Body is a diverse group of students who work with the College Counselor to create fundraising opportunities, school climate events, and school activities/trips. ASB students also work with various departments including SPED and core teachers to improve student climate and promote a college/career culture.</i>	20,000	Y (LI, EL, FY, HY, SWD)

Goal 5 Engagement & Outreach, Social Emotional Supports

Goal #	Description
5	Promote and increase school connectedness by providing quality parent/community engagement, education opportunities, and social-emotional supports to families. (State Priorities: 3 Parental Involvement, 5 Pupil Engagement, 6 School Climate)

An explanation of why the LEA has developed this goal.

This goal was developed in response to our experience during the COVID pandemic. Specifically, we recognize that increased engagement by parents/guardians was the direct result of increased communication and conducting a variety of meetings via virtual platforms. We seek to build on these practices to further increase the involvement of all parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide meaningful opportunities for parent input	Monthly meetings of the stakeholder engagement bodies (School Site Council, English Learner Advisory Committee and Parent Advisory Council)				Monthly meetings of the stakeholder engagement bodies (School Site Council, English Learner Advisory Committee and Parent Advisory Council)

Parent input in decision-making	50% Parents attending engagement meetings (e.g. School Site Council, English Learner Advisory Committee, Parent Advisory Council)				75% Parents attending engagement meetings (e.g. School Site Council, English Learner Advisory Committee, Parent Advisory Council)
Parent/Guardian Participation in Annual Survey	50% Participation rate in annual survey				90% Parent/Guardian participation in Annual Survey
Parent/Guardian participation in IEPs/SSTs	75% Parents/Guardians of students with IEP/504 or SST meetings				95% Parent/Guardian participation in IEP/504 or SST meetings
Decrease Suspension Rate	6% Schoolwide 11.4% African American (CA Dashboard 2018-19)				2% Schoolwide <5% African American
Expulsion Rate	0% Expulsion Rate				0% Expulsion Rate
Student Participation in Annual Survey	75% Participation rate in Annual Student Survey				90% Participation rate in Annual Student Survey
Students - Safety and Belonging Questions on Survey	75% Student students feel safe and sense of belonging				95% Student students feel safe and sense of belonging
Parent/guardian attendance at academic oriented events (i.e. orientation, Back to School and Parent/Teacher Conferences)	25% Parent/guardian attendance at academic oriented events				90% Parent/Guardian attend academic-focused events
Parent participation in educational opportunities/workshops relating to the school mission/vision	25% Parent participation in educational opportunities/workshops				85% Parent/Guardian attend educational workshops

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Communications (LCFF Base)	Costs associated with promoting timely communication with stakeholder groups (ie parents, students, teachers, board members, community partners). Subscription/contracts for School Messenger (automated calls/emails), website, mailings (including printing and postage).	10,000	N
5.02	Parent Education Workshops (LCFF Base)	NMSS offers several opportunities for families to engage on topics such as financial aid, parenting, promoting social-emotional well-being and supportive family relationships, supporting college/career culture post-secondary, college	1,500	Y (LI, EL, FY, HY, SWD)

		<i>applications, admissions testing, understanding the application process, and the importance of preparation for college. There are also targeted workshops depending on the grade-level.</i>		
5.03	<i>Restorative Justice, SEL & Effective SST Program (LCFF Base)</i>	<i>Professional development for teachers focused on developing relationships and a positive school/classroom culture, and supporting students with previously unidentified needs (social/emotional and academic). Trainer-of-trainer model where representatives attend LACOE trainings, as well as consultants who may conduct on-site training. Associated costs may include registration fees, professional books, and consultant fees.</i>	7,500	Y (LI, EL, FY, HY, SWD)

Goal Analysis **2021-22** (To be completed in Spring 2022 as part of the Annual Update process)

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.24%	\$428,937

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Based on the funding for the 2021-22 academic year, NMSS's minimum proportionality to increase/improve services to unduplicated pupils is approximately 25%, or equivalent to \$428,937. While the majority of students served are unduplicated students, the percentage for increased/improved is based on a 75% unduplicated pupil count. Given the gap in the number of meal program applications actually returned, the actions identified in the LCAP identified as "wide" in scope will best serve ALL students, including ALL student groups including socioeconomically disadvantaged pupils, foster youth, students with disabilities, and English learners by providing increased/improved services through targeted actions as outlined in the goals.

As a public school firmly committed to continuous improvement, NMSS will monitor multiple data measures to ensure annual student growth at the school and student group levels. Data disaggregated by student groups will regularly be analyzed by administration and classroom teachers, as well as periodic reporting on trends to the local governing board.

All actions provided in the LCAP to increase and/or improve services for English learners, low income, and foster youth have been developed based on state and local data, identified need, and supported by feedback from stakeholder groups. The actions in the LCAP are intentional efforts to increase the growth and achievement of our unduplicated pupils for success in school.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Data monitoring, stakeholder feedback, and data-driven decision-making lie at the heart of the local Control Funding Formula (LCFF) to improve outcomes for students belonging to the most vulnerable student groups. With approximately 8 out of every 10 students meeting the definition of "unduplicated", the most effective use of funds in the budget and LCAP is to apply funds on a schoolwide basis when considering increased/improved services.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:
<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative

or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Primarily Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also

describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures

- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.