

1. Please highlight one of the school’s greatest accomplishments or greatest learning from this year or past year.

New Millennium has made social emotional/behavioral support a priority for all students. There has been a greater need to address student emotional trauma from COVID, family life, and learning loss. We have done an exceptional job meeting student individual needs for support by providing outside services such as Care Solace and more service options through Total Education Solutions. Students also feel comfortable going to various staff members on campus to talk through feelings and concerns. When social emotional needs are being met then more learning and deeper critical academic progress is able to be made. When parents were asked how they feel about NMSS meeting their students' needs, 57% strongly agreed that the teachers, counselors, and administrators care about their child and 35% agreed that the teachers, counselors, and administrators care about their child. 85% of parents either strongly agreed or agreed that NMSS provides quality counseling or other ways to help students with social or emotional needs. We also have made more Zoom opportunities after school if students want to talk with our counselors or any other staff members. The counselor and principal continue to do Instagram Lives on mental health and best practices. The Warrior Community can watch our Lives and comment on questions we ask and conversation starters. We have utilized the power of social media to focus on student mental health.

2. New Millennium Secondary School’s 2022 California School Dashboard report on the school’s performance in **English Language Arts (ELA)** indicates that the school has “**No Performance Level**” for All Students with an average Distance from Standard (DFS) of **-121.7**, which is below the State average (DFS) of **-12.2** in ELA.

- a. Please provide a root cause analysis and describe any new or improved systems, strategies, or programs put in place this year to support student outcomes in **ELA**. Please address outcomes for All Students.

Our Junior Class last year was the smallest enrollment therefore putting much weight on the testing outcomes. We see a greater need coming out of COVID for Reading and Language support for ALL students. NMSS expanded summer enrollments, expanded Learning Loss Tutoring, and brought Edgenuity into the curriculum. NMSS continues to have READ 180 as a class. NMSS will continue to use NWEA results to guide instruction. Continued Action Step: NMSS highlights the Learning Loss that has expanded since office hours during the distance learning year of 2020-2021 and then the first year of being back on campus 2021-2022 school year. We have added science and more opportunities for office hours. Learning Loss is also explained to the parents in a couple different ways. It can be used as a way for students to get ahead (Edgenuity), maintain their current grade, or grade recovery. If a student isn’t succeeding in class then a teacher, administrator, counselor, or other staff member can call parents and highly recommend their attendance at Learning Loss. Learning Loss has been expanded to include Saturday mornings as an as needed basis. Learning Loss can include individual help, group help, or online support. It also gives time to look at internal benchmarks and use that data to assist students with the help they need. Students with IEPs are able to move freely around campus during that time too by visiting the RSP Teacher and then the General Education Teacher. At times the RSP Teacher will be present in the General Education Teacher Classroom

during Learning Loss so there is a complete team feeling. Office Hours from 5:30pm-6:00pm can also be an opportunity for parents to come in a talk with the teacher if they have any questions. Learning Loss is advertised on our website, social media, and in our daily announcements.

3. New Millennium Secondary School’s 2022 California School Dashboard report on the school’s performance in **Math** indicates that the school has “**No Performance Level**” for All Students with an average Distance from Standard (DFS) of **-174.7**, which is below the State average (DFS) of **-51.7** in Math.
 - a. Please provide a root cause analysis and describe any new or improved systems, strategies, or programs put in place this year to support student outcomes in **Math**. Please address outcomes for All Students.

Our Junior Class last year was the smallest enrollment therefore putting much weight on the testing outcomes. We see a greater need coming out of COVID for Math support for ALL students. NMSS expanded summer enrollments, expanded Learning Loss Tutoring, and brought Edgenuity into the curriculum. NMSS continues to have Jaime Escalante as a class. The principal objective of the Jaime Escalante Math and Science Program is to engage inner-city disadvantaged junior high and high school youths in a demanding academic regimen of pre-college and college mathematics in order to foster matriculation into college and college-level math and science courses. The Escalante Program is an integrated sequence of intermediate and advanced mathematics coursework supported by the commitment of each student and instructor to a rigorous schedule. Every ninth grade student entering NMSS will have 2 math classes. We have seen a severe drop off in math skills. We have numerous middle schools the students are filtering in from. The ability to have two math classes gives our math teacher a chance to truly see what level the freshmen are entering with. NMSS will continue to use NWEA results to guide instruction from their freshmen year through the rest of their time in high school. Using two math classes and NWEA data will help drive Learning Loss Tutoring also.

4. The Every Student Succeeds Act (ESSA) requires all schools to test at least 95 percent of All Students and numerically significant student groups in ELA and Math. The school did not meet the 95 percent **participation rate** for All Students (**86% in ELA and 83% in Math**), and for the following student groups:
 - a. Latino 86% in ELA and 81% in Math (19 students with scores)
 - b. Socioeconomically Disadvantaged 81% in ELA and 76% in Math (19 students with scores)

As 95% participation rate was not achieved on the ELA and Math Indicator, please provide a plan of action to meet the 95% participation rate for All Students and the two student groups referenced above.

Our Junior Class last year was the smallest enrollment therefore putting much weight on the testing outcomes. We had a few students leave mid-year and did not get placed at their new school in CAASPP. Therefore, our data was not accurate since students that were no longer enrolled were still on the testing

roster. With the delay in removal of students no longer enrolled at our school it had an impact on our percentage.

5. Describe 2-3 instructional strategies that the school is focusing on that we might expect to see during the classroom-learning observation, as described in the 2022-2023 Local Control and Accountability Plan (LCAP) and/or the school's Charter Petition.

Focusing on the LCAP in regards to ELA and Math Achievement, there are 2-3 Instructional Strategies the school is focusing on.

- Active Learning Instructional Strategies: Warm-Ups & Exit Tickets: Checking on the Student Gain from a Class. The feedback can help educators determine which students need additional teaching in specific areas. Using this approach, teachers gain a quick understanding of how the whole class is grasping and reacting to the material. This then dictates the direction of the class the next day. Using NWEA test results can also be compared to warm-ups/Exit Tickets in the same content standards.
- Assessment Based Instructional Strategies: Assessing what types of Assessments are used in the classes and what types of Checking for Understanding are used. What critically engaging check-in questions look like in the classroom and how often they are being used throughout the class period.
- Individual Instructional Strategies: Specifically focusing on students with disabilities and how to individually support the students based on their snapshots. Focus on what accommodations look like during guided practice, group collaboration, and individual independent work.

6. Please review the 2021-2022 oversight report (attached) and explain how you addressed any identified needs.

NMSS Provided evidence from the previous Oversight in regards to credentialing. The communication between CTC and educators has been extremely slow since coming back from COVID. Due to slow response, NMSS has made changes in staff while still working with the CTC and educators. CALSAAS has also required any explanation of credentialing and curriculum changes. NMSS UCP has been updated and does not include Special Education. NMSS is also shifting from APEX to Edgenuity to offer more opportunities for academic progress and support systems.

7. Please provide updates as appropriate to the Board benchmark for New Millennium Secondary School specific to the item below:

The school will maintain the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average.

Reclassification Rate from the last Oversight 2021-2022 was higher than the state average. 5 Students out of 17 were reclassified (LAUSD Reclassification Standards) from the 2022 ELPAC and Criteria. NMSS continues to use resources such as ThinkCerca, READ 180, APEX, and Edgenuity, along with Learning Loss Tutoring to help students in need of extra support.

Special Education Questions

1. Describe the systems that the charter school uses to monitor special education compliance, specifically related to IEP timelines, services, accommodations and/or modifications for students with disabilities (SWD), and how have these systems changed throughout the school year in response to real world circumstances?

NMSS continues to have a close partnership with Total Education Solutions. They have helped provide support through services, communication, and paperwork. We have continued to meet weekly with SPED services and with outside counseling services to make sure everyone is on the same page in regards to IEP Timelines, services, compliance minutes, tracking, scheduling, analysis, and collaborating on solutions and best practices. Communication is daily with administration and our Special Education Teacher. Contact with families, TES Service Providers, administration, and District continue to be the main focus for NMSS. Repeat attempts of phone calls, text messages, emails, and mail will continue to be a priority. TES also conducted an internal audit to make sure all reports were up to date and accurate and that has continued throughout this school year. Our resource specialist has Google Classroom and office hours so she can conduct one on one and group tutoring and support. Our SPED Teacher has daily access to the general education teachers and classrooms. Daily collaboration happens and dialogue and support for upcoming IEPs so the teachers feel supported in those meetings. Learning Loss Tutoring has continued this year. NMSS started it last year as an extension to the day on Mondays. Extra tutoring, one-on-one support, and credit recovery is available for students with IEPs during this time frame and to General Education students.

2. Describe the special education professional development and training provided to charter school staff to ensure students are educated in accordance with their IEPs.

Professional Development is provided during summer professional development for our SPED Teacher and our General Education Teachers. Our SPED Teacher had 6 specific trainings: Introduction to Welligent, PLPs, Goals, Accommodations, IEP Snapshots, and Behavior Support Intervention Plans. Ongoing Professional Development is given to our SPED Teacher through TES. Our General Education teachers receive PD throughout the year also. They received guidance training on PLPs during Summer PD to help start the school year. SPED updates, statistics, and Snapshots are looked at throughout the year also. Teachers are updated weekly on the IEPs happening also. Teachers are also supplied a binder with Snapshots and accommodation examples. Teachers are able to work with our Special Education Teacher daily for any questions or concerns. Parent/Teacher Conferences happen each semester so parents/family members can ask questions and see what is happening in the classroom in regards to accommodations, supports, and grades. We have Parent/Teacher Conferences twice a year. The PD Agendas and specific breakdown of the topics have been uploaded to the Dropbox.

3. Describe how the charter school uses District resources (e.g., trainings, bulletins, etc.) and applications (e.g., MyPLN, COP Resource Hub, etc.) to ensure quality IEP development/implementation and to build staff capacity.

NMSS meets weekly with Total Education Solutions for District Resources. We also have a District Charter School Representative who attends our Weekly SPED Meetings and provides different district support options.

LCAP Question

1. Please provide an update about the school's implementation of its current LCAP, and describe what is working well and what areas need further growth and attention. (Please do not “cut and paste” directly from the LCAP.)

The implementation of 2022-2023 school LCAP is progressing in a positive direction. We have incorporated several programs, which enhance the College and Career experience for the students. We have worked with teachers to draw focus to students' areas of improvement in math and English courses. We continue to make health and safety a priority for our students and staff members. We are still experiencing problems with receiving items on backorder due to shipping delays. NMSS hired full-time Special Education teachers, which have increased the students' growth in English and Math. SPED students receive more push service which allows more time in the standard classroom environment. The reading program Read 180 is a support class, which is available during the school day that allows students to focus on areas they need to improve to reach their grade level. NMSS provides Math support to all students, but focuses on the incoming 9th graders. 9th graders are enrolled in the Jaime Escalante class, which supports all levels of Algebra and basic foundational Math skills students lacked during the pandemic. Based on students' progress with the support class the hard work is reflected in the NWEA internal benchmark scores, and progress reports. Some of the challenges we experience is daily attendance and attendance to some of the programs being offered after school. Parents are picking students up early from the afterschool Learning Loss tutoring program. The Math support class (Jaime Escalante) is partnered with East Los Angeles College, which can be challenged to implement a new K-12 Concurrent Enrollment Process with Dynamic Forms. Each student must create a Dynamic Form Account and a CCCID Account before they're able to access student learning tools and materials.

Verified Data Questions

For the state approved list of Verified Data on Academic Indicators (Assessments) and Postsecondary Indicators, please see the following CDE website: <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

Also:

[Verified Data FAQ's](#)

Note: High Schools can opt to complete the Verified Data (Assessments) Section and/or Postsecondary Outcomes Section

Verified Data (Assessments)

1. Please complete the below table including each state-approved verified data assessment the school is using, include the academic area (English Language Arts and Math), grade level assessed, participation rate and the frequency of administration of each assessment.

Academic Progress Indicator(s) for the 2021-2022 School Year:

Academic Progress Indicator: NWEA	Grade Levels: 9th-11th Grade	Assessment Administration: Math, Reading, Language	95% Participation Met*: <input type="checkbox"/> X Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Reading Inventory	Grade Levels: READ 180 Class (9th-11th)	Assessment Administration: Reading Inventory	95% Participation Met*: <input type="checkbox"/> X Met <input type="checkbox"/> Not Met
Academic Progress Indicator: CAASPP	Grade Levels: 11th Grade	Assessment Administration: Math, Language, Arts/Literacy	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> X Not Met
Academic Progress Indicator: ELPAC	Grade Level (All)	English Proficiency	95% Participation Met X Met

2. If a 95% participation rate was not achieved on any assessment, please provide a plan of action to meet the 95% participation rate.
 We need to make sure the students that are no longer in our Powerschool are not on the State Testing Roster. It impacts our testing numbers. Therefore it is contacting who we need to in order to make sure they are off the Testing Rosters.

3. Please provide the publisher’s growth report (e.g., iReady provide iReady’s Typical Growth Measure; NWEA provide Measures of Academic Progress; etc.). For a complete list of growth reports, please review the following CDE document: [November 2020 SBE Agenda Item 14](#) (pages 23-29). Based on the report(s), please provide the following:
 - a. School wide (if available) **and** disaggregated subgroup data.
 1. Describe how the data submitted shows growth in student achievement. What do you attribute that led to that growth? (Submitted in the dropbox)
 Our Juniors saw growth in both Math, Language, and Reading from the Fall to the Spring Testing. With more months to become academically stronger in the classroom, tutoring opportunities, and on-line support systems students became more confident in their skills. There was growth with the 9th grade class also. We have 9th grade students coming from various middle schools. Therefore, 2 math classes is important. They are seeing math more than any other subject their 9th grade year to get them ready for what high school math will bring.
 2. For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.
 We did not see as much growth as we wanted with students who have IEPs. We meet with each student individually to see their progress. Even if it is a little to celebrate it. We also look at resource minutes and whether to increase. We have Learning Loss Tutoring that is another tool to provide the students with.

4. Were the assessments administered as intended, consistent with the test publishers' administration and test security procedures?

Assessments were administered as intended. We administered the testing twice this school year with our 9th-11th grade students. We did one in October and another in February. It allowed for a test break for our Juniors who have SBAC Testing in April/May. NWEA was administered by Math and English Teachers in their own classrooms so they were able to make their classrooms test friendly and test secure.

5. If verified data is not submitted, please explain why. Data was submitted

For High Schools Only: Postsecondary Outcomes ([November 2020 SBE Agenda Item 14](#) pages 16-22)

Postsecondary Outcomes (high school only):

1. The charter school uses the Cal-PASS Plus and Data Quest data source the results of at least 95% of eligible students.
2. The charter school uses Surveys and Data Quest. the number of eligible students and missing or non-participating students.
3. The charter school uses Surveys and Data Quest for evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

1. Does the postsecondary data include the results of at least 95% of eligible students? If not, please explain what the school's plan is to increase participation rates to at least 95% of eligible students. For Data Quest Reporting with the State Dashboard Due to COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Dashboard from before the pandemic: College and Career increase 26.7% prepared. Increased 5.1% Number of Students. We want to increase it to 95%. We call households each year after graduation to get information from the students post-graduation. We also report on students who have IEPs that have graduated with us as to whether they are at a 4 year university, community college, military, vocational trade school or job and then report on Welligent. We provided surveys to every graduate to find out their post-graduation choice.
2. Please provide an analysis of your school's postsecondary data to similar peers (which may include, but are not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data). We collect data through Powerschool for each individual senior as to whether it is a 4 year university, community college, military, vocational trade school, or Workforce. With Cal-Pass we have uploaded data from CALPADS.

3. If postsecondary outcome data is not submitted, please explain why.

We utilize the Cal-PASS system to submit our post secondary data we receive from CALPADS. This is the second year we have utilized the system. We are still familiarizing ourselves with how the system works since we have always collected data manually. For example the data collected manually this year shows: 60% Community College; 13% 4 Year University; 13% Vocational Trade School; 7% Military; 7% Workforce.

