

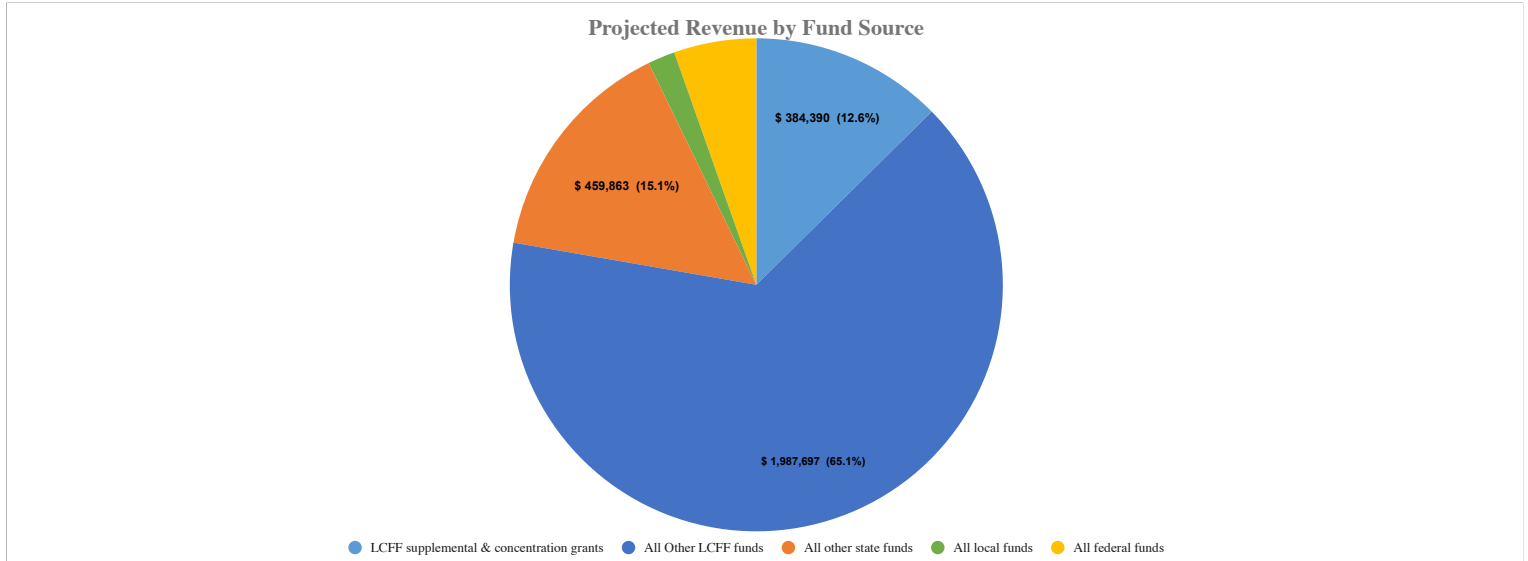
LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: New Millennium Secondary School
 CDS Code: 19 64733 0117911
 School Year: 2023-24
 LEA contact information: Samantha Navarro, Executive Director
 snavarro@newmillenniumschool.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

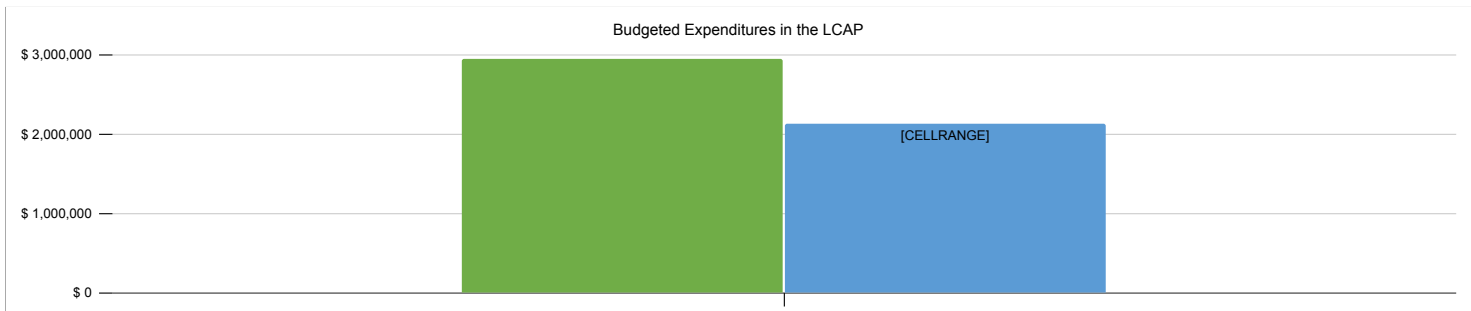
Budget Overview for the 2023-24 School Year



This chart shows the total general purpose revenue New Millennium Secondary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Millennium Secondary School is \$3,051,439.97, of which \$2,372,087.00 is Local Control Funding Formula (LCFF), \$459,863.15 is other state funds, \$54,450.00 is local funds, and \$165,039.82 is federal funds. Of the \$2,372,087.00 in LCFF Funds, \$384,390.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much New Millennium Secondary School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Millennium Secondary School plans to spend \$2,957,424.02 for the 2023-24 school year. Of that amount, \$2,132,935.00 is tied to actions/services in the LCAP and \$824,489.02 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

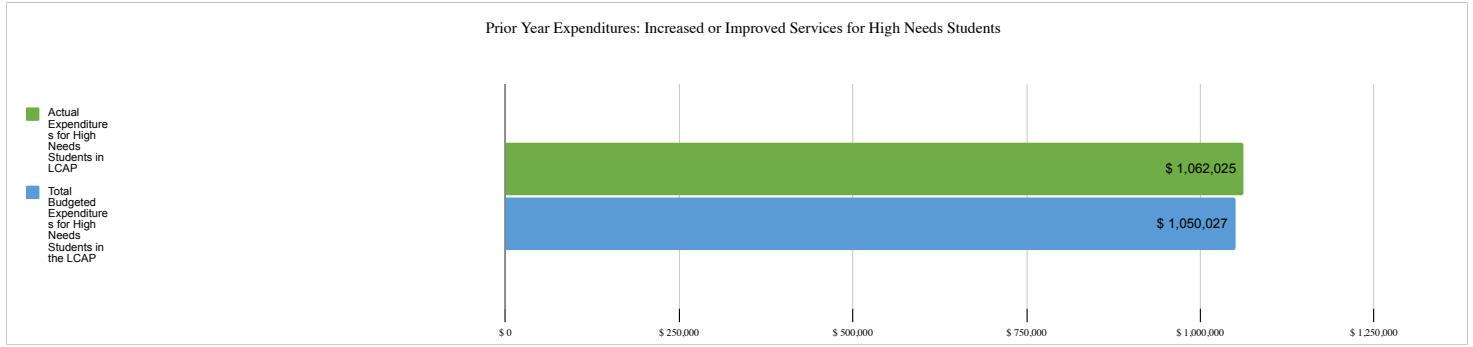
These additional costs include the following: Authorizer oversight fees, venue rentals and facility cost for events outside of the instructional day, equipment leases and repairs, noncapitalized improvements service fees, CIF and student sports fees, additional Special Education services, out-of-area professional development conferences, and professional development consultant fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, New Millennium Secondary School is projecting it will receive \$384,390.00 based on the enrollment of foster youth, English learner, and low-income students. New Millennium Secondary School must describe how it intends to increase or improve services for high needs students in the LCAP. New Millennium Secondary School plans to spend \$1,171,971.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what New Millennium Secondary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Millennium Secondary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, New Millennium Secondary School's LCAP budgeted \$1,050,027.00 for planned actions to increase or improve services for high needs students. New Millennium Secondary School actually spent \$1,062,025.00 for actions to increase or improve services for high needs students in 2022-23.



New Millennium Secondary School

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 School	Samantha Navarro, Executive Director/Principal	snavarro@newmillenniumschool.org (310) 999-6162

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The New Millennium Secondary School (NMSS) is a free, public charter high school in Gardena, and is committed to preparing students to become life-long learners and dynamic leaders in the competitive 21st century. NMSS was created to address the rising global competitive environment for talent. NMSS prides itself on providing a small, safe, and nurturing environment in which students thrive.

The NMSS curriculum is structured to have real-world application and students have access to free college-level courses through NMSS' partnership with CSU Dominguez Hills along with other surrounding community colleges. Students at NMSS will be prepared to learn, inquire, and succeed in the advanced education and collegiate sphere.

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.

The 2021-22 demographic data ([link](#)) showed 186 students enrolled; 65.6% Socioeconomically Disadvantaged, 12.4% English learners, 19.4% Students with Disabilities, and 2.7% Foster Youth, and 0.5% Homeless. The student ethnic groups were Hispanic (69.4%), African American (18.8%) Asian (0.5%), Pacific Islander (1.1%). Our 2022-23 enrollment has declined slightly according to the CDE's [DataQuest](#) with 151 students captured on Census Day. Our student groups for this year include 84.8% Socioeconomically Disadvantaged, 15.9% English learners, 23.8% Students with Disabilities, and 4.6% Foster Youth. The ethnic groups represented are 62.9% Hispanic, 22.5% African American, 2% reported 2+ Races, and 12.6% did not specify an ethnicity. While the school declined in enrollment, it is important to note the increase in the most vulnerable student groups (e.g. SED, EL, SWD) over the prior year.

As a result of the pandemic, the enrollment declines have impacted NMSS. Our enrollment declined slightly from 192 students in 2019-20 to 187 students. Most concerning is the decrease in enrollment of African American students (2020 was 25.5%; 2021 was 19.3%) We have continued to see a decline in the 2022-2023 school year.

Additionally, the identification of Socioeconomically disadvantaged students between these two years shows a decrease of 25.3%. We continue to increase the reengagement of the African American community,

We are encouraged by the increase of English learners, Foster Youth and Students with Disabilities enrolled at NMSS.

NMSS utilizes innovative technology for classroom instruction and student assessment. Great focus is emphasized on hiring the most talented and experienced teachers while ensuring these instructors personalize their teachings and maintain the goal of preparing students to compete for educational and occupational advancement. Additionally, all students are provided access to laptops for each school day and similar resources are on-demand 24/7 for further learning opportunities. We have also partnered with Charter School Capital and Niche.com to recruit, advertise, and communicate with potential students. Weekly meetings allow for continued updates on enrollment numbers and advertising opportunities.

Reflections: Successes

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

Successes based on available local data

- Full implementation of 1:1 devices in each classroom and all students using Google Classroom as the platform in each classroom.
- NMSS students who were enrolled in READ 180 received reading inventory assessments each semester which then allowed data to be collected for students who could benefit from the Learning Loss Tutoring program occurring weekly throughout the school year. The class occurred 4 times a week with Reading Inventories happening throughout the school year giving the students the consistency they needed with the learning materials.
- Administered the NWEA (Internal Benchmarks) in the academic areas of English Language Arts and Math was administered to grade levels 9-11 during the month of October and February. The participation rate was 99% with the frequency of administration of each assessment two times during the course of the 2022-2023 school year.
 - In looking at the Math NWEA, NMSS increased math scores among all students in 9th Grade. 25% of the students scored a High Average and 20% scored Average. That is an improvement from Winter Scores where 18% of the students scored a Hi Average then. As NMSS came back in person, NMSS saw improvements based on one-on-one interactions, more tutoring, and group interactions. Learning Loss Tutoring based on NWEA data has added a positive change in student support. This year the consistency of Learning Loss was more evident as students, family members, and teachers knew the protocols of the program.
 - In looking at the ELA NWEA, NMSS increased the High Average/High from 18% to 21% from Winter Testing to Spring Testing. All ELA data helped NMSS determine READ 180 status for students and Learning Loss participation

CA School Dashboard 2022-23:

Suspension Rate Indicator “Very Low” 0% Suspended

Graduation Rate Indicator “Medium” 87.6% Graduated

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.

Needs based on available local data

- An increase in Graduation Rate
- A decrease in the “Below Average” in Mathematics NWEA NMSS Internal Benchmark
- A decrease in the “Met/Exceeded in the Math Assessment among 10th Grade Students in the Fall Testing Time Frame

CA School Dashboard 2021-22:

Local Indicators for CA Dashboard were presented to the Board of Directors in June 2022, however, due to a lack of responsiveness by the CDE Dashboard office, the information was not submitted via the state portal.

English Language Arts Indicator (No Performance Level) -121.7 DFS: The SBAC ELA data for Grade 11 was 12.5% met/exceeded standards for the spring state assessment in 2022.

Mathematics Indicator (No Performance Level) -174.7 DFS: The SBAC Math data for Grade 11 was 4.35% met/exceeded standards for the spring 2022 state assessment.

Continued Weekly Learning Loss Tutoring will assist in increasing the scores for our ELA and Mathematics Indicators. NMSS has add another section of classes in ELA and Math for juniors in order to keep the classroom sizes smaller for more one-on-one learning opportunities.

LCAP Highlights

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

Continued Emphasis on Engaging Educational Partnerships, monitoring instruction and climate, and analyzing data in regards to internal benchmarks and state standards and testing.

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 School
2023-24 Local Control and Accountability Plan

New Millennium Secondary School has not been identified for comprehensive support and improvement.

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Students: social media posts about upcoming events and meetings; Grade Level Meetings where information such as safety updates, program updates, schedule updates, surveys, school events, and feedback are discussed; Orientation Meetings with information about important dates throughout the school year, 9th grade Summer Bridge where school culture, social/emotional learning, athletics, and academics are discussed.

Parents: Orientation Meetings at the beginning of the school year where school year dates, school culture, school goals, school budget, A-G Courses and Classes, and school year planning; Monthly meetings with school updates, and important events/updates; Parent/Teacher Conferences for curriculum engagement and student progress; Back to School Night for teacher introductions, important dates, and school culture updates; Public Hearings for budget, LCAP, and school goals.

Teachers: Summer Professional Development Orientation where school year dates, school culture, school goals, school procedures, school budget, and scheduling are discussed; Weekly professional development on Fridays for school updates, data dives, lesson planning, school culture discussions, and safety meetings.

Support Staff: Summer Professional Development meetings where school calendar, master schedule, school updates, safety updates, and important upcoming events/dates are discussed. Support Staff is also included in the weekly PD meetings when it involves them. Support Staff is also included in the monthly Zoom meetings with families.

SELPA: Weekly email updates with the SELPA discussing SPED support and progress; Partnering with TES (Total Education Solutions) for all SPED updates with the SELPA.

A summary of the feedback provided by specific educational partners.

Students: Student Feedback is attained during the Summer Bridge Program with 9th grade students. Student feedback is also gathered in surveys throughout the school year, grade level meetings, and during Advisory/Homeroom. There is a student panel that meets also with administration where surveys are made and collected. Feedback is also acquired through the ASB Associated Student Body class.

Parents: Parent Feedback is obtained through question and answer time during the summer orientation meetings, parent/teacher conferences with feedback on instruction, curriculum, grades, and behavior; Monthly Update Meetings and emails discussing school updates, dates, culture/climate, and events; Public Hearings for feedback and questions, and social media Direct Messages.

Teachers: Weekly meetings; open office hours, school wide meetings; parent teacher conferences.

Support Staff: Weekly meetings; open office hours, school wide meetings; parent teacher conferences.

SELPA: Weekly meetings and district updates

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Students: Goal 1 was influenced specifically from student feedback in regards to rigorous educational programs for students by ensuring well-kept facilities, highly effective teachers, standards-aligned instructional materials. Surveys and feedback from students focused on this, academics, and school safety protocols. Students had input and feedback in regards to what students wanted to see during the school year in regards to learning. Principal Student Panel results from the surveys they made and distributed in classes influenced Goals 2 and 3 because all students Grades 9-11 participate in the NWEA Testing. Social and Emotion Input was gathered throughout the year to influence Goals 4 and 5.

Parents: Parent Feedback on the climate/culture/safety/academics influenced each goal because it dealt with implementation of instructional items, events, social/emotional supports, and parent concerns.

Teachers: Feedback on climate/culture/social-emotional/Academic Testing gathered during surveys, weekly professional development, all school meetings, and one-on-one meetings.

Support Staff: Feedback on climate/culture/social-emotional/safety/ gathered during surveys, weekly professional development/emails, all school meetings, and one-on-one meetings.

Goals and Actions

Goal 1. Basic Services, Instruction & Climate

Goal #	Description
1	<p>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.</p> <p><i>(State Priorities: 1 Basic Services, 2 State Standards, 6 School Climate)</i></p>

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 (2022-23)	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 and assigned (Source: SARC, Reported February 2022. NOTE: The CDE was to populate Credential and Assignment data in the SARC. As of this presentation, the data has not been posted.)	TBD - Teacher Assignment Monitoring Outcome data for 2021-22		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)	TBD - As a Prop. 39 colocated charter, the District conducts the FIT (Source: As reported on SARC, February 2022)	TBD - As a Prop. 39 colocated charter, the District conducts the FIT (Source: As reported on SARC, February 2023)		Prop 39 (District-maintained facility)
Access to standards-aligned	2019 CA Dashboard Local Indicator -	“Met” for 2021-22	“Met” for 2022-23 (Source: As reported on Local Indicators for 2022-23, June 2023)		100% teachers/students provided standards-aligned instructional materials

instructional materials for staff and students	Standards-aligned instructional materials “Not Met for Two or More Years”	(Source: As reported on Local Indicators for 2021-22, June 24, 2022) [UPDATE NOTE: The Local Indicators were presented to the local governing board as required, however the school did not receive notification for establishment of the Dashboard. The Local Indicator was presented as “Met” using the Local Indicator Reflection tool on June 24, 2022.]																																																											
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”	<p>“Met” for 2021-22</p> <p>2022 CA Dashboard Local Indicator for Implementation of Standards - Professional Development</p> <table border="1" data-bbox="724 732 1037 963"> <thead> <tr> <th colspan="2">Standards Implementation</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>Math</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>History</td> <td>4</td> </tr> </tbody> </table> <p>(Source: As reported on Local Indicators for 2021-22, June 2022) [UPDATE NOTE: The Local Indicators were presented to the local governing board as required, however the school did not receive notification for establishment of the Dashboard. The Local Indicator was presented as “Met” using the Local Indicator Reflection tool on June 24, 2022.]</p>	Standards Implementation		ELA	4	Math	4	NGSS	4	ELD	4	History	4	<p>“Met” for 2022-23</p> <p>2023 CA Dashboard Local Indicator for Implementation of Standards - Professional Development</p> <table border="1" data-bbox="1060 732 1373 1187"> <thead> <tr> <th colspan="2">Standards Implementation</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>Math</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>History</td> <td>4</td> </tr> <tr> <td>CTE</td> <td>2</td> </tr> <tr> <td>Health</td> <td>4</td> </tr> <tr> <td>PE</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>4</td> </tr> <tr> <td>World Language</td> <td>4</td> </tr> </tbody> </table> <p>(Source: As reported on Local Indicators for 2022-23, June 2023)</p>	Standards Implementation		ELA	4	Math	4	NGSS	4	ELD	4	History	4	CTE	2	Health	4	PE	4	VAPA	4	World Language	4		<p>2024 CA Dashboard Local Indicator for Implementation of Standards - Professional Development</p> <table border="1" data-bbox="1732 683 2045 1138"> <thead> <tr> <th colspan="2">Standards Implementation</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>Math</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>History</td> <td>4</td> </tr> <tr> <td>CTE</td> <td>4</td> </tr> <tr> <td>Health</td> <td>4</td> </tr> <tr> <td>PE</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>4</td> </tr> <tr> <td>World Language</td> <td>4</td> </tr> </tbody> </table>	Standards Implementation		ELA	4	Math	4	NGSS	4	ELD	4	History	4	CTE	4	Health	4	PE	4	VAPA	4	World Language	4
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Student access to a broad course study of students	2019 CA Dashboard Local Indicator for Access to a Broad Course of Study	“Met” for 2021-22 (As reported on Local Indicators for 2021-22, June 2022)	“Met” for 2022-23 (Source: As reported on Local Indicators for 2022-23, June 2023)		100% Students have access to a broad course of study																																																								

(including health/PE, VAPA, world language)	“Not Met for Two or More Years”	[UPDATE NOTE: The Local Indicators were presented to the local governing board as required, however the school did not receive notification for establishment of the Dashboard. The Local Indicator was presented as “Met” using the Local Indicator Reflection tool on June 24, 2022.]			
Cohort Graduates Meeting CSU/UC Course Requirements	91% Students meeting A-G requirements for CSU/UC admissions	100% Graduates meeting UC/CSU Requirements - Four-Year Adjusted Cohort (Source: CDE DataQuest 2020-21)	100% Graduates meeting UC/CSU Requirements - Four-Year Adjusted Cohort (Source: CDE DataQuest 2021-22)		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	0% Students successfully completing at least two concurrent enrollment courses by graduation (Source: CDE DataQuest, 2021 College/Career Measures Only Report & Data) NOTE: Previously reported as “50% Students successfully completing at least two concurrent enrollment courses by graduation”(Source: PowerSchool 2021)	15% Students successfully completing at least two concurrent enrollment courses by graduation (Source:CDE DataQuest, 2022 College/Career Measures Only Report & Data)		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	100% Students have a school-issued laptop for instructional use		100% Students have a school-issued laptop for instructional use

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Facility: Prop 39 MOU Agreement	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. (Scope: Schoolwide, All Students)	155,888	No

Action #	Title	Description	Total Funds	Contributing
1.02	Facility: Health & Safety Supplies	<p>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. Additionally, all classrooms are provided with emergency backpacks in case of emergencies.</p> <p>COVID mitigation measures will continue into the 2023-24 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.</p> <p>(Scope: Schoolwide, All Students)</p>	10,000	No
1.03	Staffing: Certificated Teachers, Counselors & Administrators	<p>Salaries and benefits for the following certificated staff members:</p> <p>1 Executive Director, 1 Assistant Principal, 1 Student Support & Service Coordinator, 1 Counselor(s), 1 SPED Coordinator, 10 Teachers for Core courses, 1 Intervention Teacher, and 1 Instructional Technology Teacher</p> <p>(Schoolwide, LI/FY/EL)</p>	832,958	Yes
1.04	Staffing: Classified Staff	<p>Salaries and benefits for the following classified staff members:</p> <p>1 CBO, 1 Office Manager/Admin Assistant, 1 Clerk, and 1 Sped/Counseling Clerk, 1 Registrar, 1 Campus Supervisor, 2 Campus Aides</p> <p>(Schoolwide, LI/FY/EL Counseling Clerk)</p>	494,484	Yes
1.05	Special Education: SELPA Agreement Option 2 LAUSD	<p>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)</p>	171,142	No
1.06	Curriculum: Core	<p>Costs associated with purchasing of curricula (both hardcopy and digital textbooks) for the following subjects:</p> <p>Mathematics, Science, History, VAPA, and Foreign Language.</p> <p>The school will continue its use of previously adopted curricula for English/language arts.</p> <p>(Schoolwide, All)</p>	15,000	No
1.07	Curriculum: Supplemental	<p>Costs associated with purchasing of supplemental curricula for in-classroom remediation and credit recovery (APEX Tutorials, ThinkCerca)</p>	3,500	Yes

Action #	Title	Description	Total Funds	Contributing
		(Schoolwide, All, LI/FY/EL)		
1.08	Local Assessments	Benchmarks 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. (Schoolwide, All, FY/LI/EL)	25,000	Yes
1.09	Professional Development	Professional development costs associated with the following subjects/topics: <ul style="list-style-type: none"> ● CCSS English/language arts and mathematics ● English Language Development (ELD) ● Strategies for English learners ● Next Generation Science Standards ● Effective use of technology ● Social-Emotional Learning ● Restorative Justice Practices ● Multi-Tiered System of Supports (Schoolwide, All, FY/LI/EL)	40,000	Yes
1.10	Technology: Student Devices	We will be purchasing additional student technology: <ul style="list-style-type: none"> ● 1 iPads, ● 1 Macbook Pros ● 7 Chromebooks ● 10 hotspots (Group: EL, SWD/LI 70%)	15,000	Yes
1.11	Technology: Classroom/Instructional	Provide additional/upgrade to classroom instructional tech and for teachers: <ul style="list-style-type: none"> ● ENO Boards ● OWL Cameras ● OWL Meeting boards ● Teacher laptops ● External monitors ● Printers/ink 	25,000	No
1.12	Technology: Applications	Applications/software for student devices including Microsoft Suite and educational apps for reading, English, and mathematics	30,000	Yes

Action #	Title	Description	Total Funds	Contributing
		(Schoolwide, All)		
1.13	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 2023-24 academic year Schoolwide, All, FY/LI/EL	46,402	Yes
1.14	A-G Completion Supports	NMSS will use the Edgenuity platform to assist students with meeting the A-G graduation requirements and improve eligibility for the UC/CSU system. The platform customizes supports for students to ensure successful completion of the coursework.	82,847	Yes
1.15	Teach Mentoring - LACOE	NMSS will fund the LACOE Beginning Teacher Induction Program for teachers who hold a Preliminary Credential and will need to complete the teacher induction for their Clear Credential. (Schoolwide, LI/FY/EL)	21,000	Yes
1.16	Art, Music, and Instructional Materials Block Grant	NMSS will plan and implement Year 1 expenses related to Art, Music, and Instructional Material Block Grant. Schoolwide, All, FY/LI/EL	55,048	Yes

Goal Analysis for 2022-23

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.

All Goal 1 actions were implemented for the 2022-23 school year. However, the following actions were modified:

- Action 3 - NMSS from the middle of October until the end of the school year did not have an assistant principal
- Action 4 - The Sped Clerk position was not filled, but all other components of the action were implemented
- Actions 11 - Due to COVID supply chain issues prevented timely delivery of materials in regards to OWL Cameras and Meeting Boards

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

These additional costs include the following: Authorizer oversight fees, venue rentals and facility cost for events outside of the instructional day, equipment leases and repairs, non-capitalized improvements service fees, CIF and student sports fees, additional Special Education services, out-of-area professional development conferences, and professional development consultant fees.

Covid cases declined from when COVID-19 first started in 2020, which allowed us to spend less on PPE for the campus, students, and staff members. We focus on our goals for learning loss and spend more funds on core curriculum and technology applications. With the focus of ensuring students receive more attention, technology wasn't fully replaced for teachers. A-G completion support is an on-going process, which will continue to be addressed next school year working with the Counsel department to focus on the student needs for A-G completion and utilizing the supports.

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

Generally, after over a year of school closures and COVID Testing and maneuvering through a year in person, we consider all of the actions implemented to have been effective in reconnecting our students to school. The access to technology as a tool to support in-school instruction was successful as an everyday implementation and helpful through internal benchmarks and state testing.

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.

Actions: We have added actions 1.15 and 1.16

Goal 2. English/Language Arts and ELD Achievement

Goal #	Description
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>

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	NWEA Reading Target Spring 2022	NWEA Reading Target Spring 2023		NWEA Reading Target Spring 2024

	<p>Hi/Hi Average 35% Average 35% Low/Low Average 30%</p> <p>Language Usage Grade 10 (Overall) Mean RIT Score 218 Hi/Hi Average 32% Average 29% Low/Low Average 40% (Source: NWEA Fall 2020)</p>	<table border="1"> <thead> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>Mean RIT</td> <td>208</td> <td>208</td> </tr> <tr> <td>Hi/Hi Average</td> <td>20%</td> <td>13%</td> </tr> <tr> <td>Average</td> <td>34%</td> <td>41%</td> </tr> <tr> <td>Low/Low Average</td> <td>46%</td> <td>46%</td> </tr> <tr> <td colspan="3">Language Usage</td> </tr> <tr> <td>Mean RIT</td> <td>213</td> <td>208</td> </tr> <tr> <td>Hi/Hi Average</td> <td>24%</td> <td>14%</td> </tr> <tr> <td>Average</td> <td>24%</td> <td>44%</td> </tr> <tr> <td>Low/Low Average</td> <td>52%</td> <td>42%</td> </tr> </tbody> </table>		Grade 9	Grade 10	Mean RIT	208	208	Hi/Hi Average	20%	13%	Average	34%	41%	Low/Low Average	46%	46%	Language Usage			Mean RIT	213	208	Hi/Hi Average	24%	14%	Average	24%	44%	Low/Low Average	52%	42%	<table border="1"> <thead> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>Mean RIT</td> <td>212</td> <td>228</td> </tr> <tr> <td>Hi/Hi Average</td> <td>23%</td> <td>33%</td> </tr> <tr> <td>Average</td> <td>37%</td> <td>14%</td> </tr> <tr> <td>Low/Low Average</td> <td>40%</td> <td>53%</td> </tr> <tr> <td colspan="3">Language Usage</td> </tr> <tr> <td>Mean RIT</td> <td>215</td> <td>222</td> </tr> <tr> <td>Hi/Hi Average</td> <td>21%</td> <td>29%</td> </tr> <tr> <td>Average</td> <td>33%</td> <td>29%</td> </tr> <tr> <td>Low/Low Average</td> <td>46%</td> <td>42%</td> </tr> </tbody> </table>		Grade 9	Grade 10	Mean RIT	212	228	Hi/Hi Average	23%	33%	Average	37%	14%	Low/Low Average	40%	53%	Language Usage			Mean RIT	215	222	Hi/Hi Average	21%	29%	Average	33%	29%	Low/Low Average	46%	42%		<table border="1"> <thead> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>Mean RIT</td> <td>300</td> <td>290</td> </tr> <tr> <td>Hi/Hi Average</td> <td>45%</td> <td>42%</td> </tr> <tr> <td>Average</td> <td>45%</td> <td>39%</td> </tr> <tr> <td>Low/Low Average</td> <td>10%</td> <td>20%</td> </tr> </tbody> </table>		Grade 9	Grade 10	Mean RIT	300	290	Hi/Hi Average	45%	42%	Average	45%	39%	Low/Low Average	10%	20%
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	website due to less than 11 ELs tested.	website due to less than 11 ELs tested.	(Source: CDE CA School Dashboard 2022)		
English Learner Reclassification	0% Reclassification (2019-20)	8.7% Reclassification Rate (Source: CDE DataQuest 2020-21)	TBD - Reclassification Data for 2021-22 is pending		18% Reclassification

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	English/Language Arts Intervention - School Day	Students will be assessed using the reading inventory to determine which skills should be addressed through use of the reading intervention program. Students are programmed into a reading support class. Costs associated with <i>Read180</i> [curriculum, trainings, consumables, licensing]	80,114	Yes
2.02	English/Language Arts Academic Intervention for Learning Loss -	Weekly targeted intervention in small groups or one-on-one learning loss tutoring. Students are identified based on incoming data for freshmen, course grades and internal benchmark data for continuing students	20,000	Yes

Goal Analysis for 2022-23

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.

All Goal 1 actions were implemented for the 2022-23 school year. However, the following actions were modified:

READ 180 occurred 4 times a week giving the students the consistency they needed with the learning materials and the reading inventory. Students were successfully programmed into the support class and their scores were inputted into their grades to therefore determine if students would benefit from the Learning Loss Program. Input was given between the English Teacher, Resource Teacher, and Principal in comparing their NWEA scores and their Reading Inventory Scores. Therefore, this provided targeted interventions in small groups or one-on-one tutoring.

Challenges: READ 180 scheduled in the afternoon was a challenge. With it being the last class of the day, student motivation became a factor when participating in the Reading Inventory Assessments. A look at the Master Schedule is necessary to determine how to best meet the needs of the students and consistently improve student reading inventory scores.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The English department staff provide additional support to students throughout the school day, with support before school and lunch breaks. Extra cost came from material needed for the students. Staff would take additional time to help prepare students with projects and submission of college profile for essays, which required material that was not a part of the high school environment.

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

New Millennium has seen an increase in the percentage of English Learners reclassified through the supports of English classes, support systems such as Learning Loss Tutoring, READ 180, and teacher office hours.

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.

We have created two actions from the prior plan because there are two specific opportunities for student growth that need to be highlighted and analyzed.

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%	NWEA Math Spring 2022		NWEA Math Spring 2023				NWEA Math Target Spring 2024		
			Grade 9	Grade 10		Grade 9	Grade 10		Grade 9	Grade 10
		Mean RIT	218	217	Mean RIT	219	221	Mean RIT	245	245

	<p>Grade 10 (All Students) Mean RIT 223 Hi/Hi Average 32% Average 16% Low/Low Average 53% (Source: NWEA Fall 2020)</p>	<table border="1"> <tr><td>Hi/Hi Average</td><td>19%</td><td>19%</td></tr> <tr><td>Average</td><td>9%</td><td>30%</td></tr> <tr><td>Low/Low Average</td><td>72%</td><td>51%</td></tr> </table>	Hi/Hi Average	19%	19%	Average	9%	30%	Low/Low Average	72%	51%	<table border="1"> <tr><td>Hi/Hi Average</td><td>20%</td><td>25%</td></tr> <tr><td>Average</td><td>21%</td><td>25%</td></tr> <tr><td>Low/Low Average</td><td>59%</td><td>50%</td></tr> </table>	Hi/Hi Average	20%	25%	Average	21%	25%	Low/Low Average	59%	50%		<table border="1"> <tr><td>Hi/Hi Average</td><td>40%</td><td>40%</td></tr> <tr><td>Average</td><td>45%</td><td>45%</td></tr> <tr><td>Low/Low Average</td><td>15%</td><td>15%</td></tr> </table>	Hi/Hi Average	40%	40%	Average	45%	45%	Low/Low Average	15%	15%																															
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Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Freshman Mathematics Support/Interventions	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 East Los Angeles College. Cost includes fees charged by the community college to cover workbooks, health fees, and concurrent enrollment.	11,100	Yes
3.02	Mathematics Academic Intervention for Learning Loss	Weekly targeted intervention learning loss tutoring in small groups or one-on-one. Students are identified based on incoming data for freshmen, course grades and internal benchmark data for continuing students	15,000	Yes

Goal Analysis for 2022-23

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.

The Goal 3 action was implemented as planned for the 2022-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Math department staff provide additional support to students throughout the school day, with support before school and lunch breaks. Extra cost came from material needed for the students. They would ultimately use items that students would adopt to make focusing and resolving math problems easier.

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

The implementation of the intervention action did result in an increase in SBAC, however, it is difficult to draw conclusions based on the number of students enrolled in the 11th grade. Not enough data was able to be captured for comparable analysis. We increased our SBAC participation from the previous year.

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.

We have created two actions from the prior plan because there are two specific opportunities for student growth that need to be highlighted and analyzed.

Goal 4. LCFF Targeted Student Groups Interventions

Goal #	Description
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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	<table border="1"> <tr> <td colspan="2">2018-19 Chronic Absenteeism Rate (Source: CDE DataQuest 2018-19)</td> </tr> <tr> <td>School</td> <td>22.6%</td> </tr> <tr> <td>Af. Am.</td> <td>26%</td> </tr> <tr> <td>Latino</td> <td>19.3%</td> </tr> </table>	2018-19 Chronic Absenteeism Rate (Source: CDE DataQuest 2018-19)		School	22.6%	Af. Am.	26%	Latino	19.3%	<table border="1"> <tr> <td colspan="2">2020-21 Chronic Absenteeism Rate (Source: CDE DataQuest 2020-21)</td> </tr> <tr> <td>School</td> <td>23.8%</td> </tr> <tr> <td>Af. Am.</td> <td>27.8%</td> </tr> <tr> <td>Latino</td> <td>22.1%</td> </tr> </table>	2020-21 Chronic Absenteeism Rate (Source: CDE DataQuest 2020-21)		School	23.8%	Af. Am.	27.8%	Latino	22.1%	<table border="1"> <tr> <td colspan="2">2021-22 Chronic Absenteeism Rate (Source: CDE DataQuest 2021-22)</td> </tr> <tr> <td>School</td> <td>41.1%</td> </tr> <tr> <td>Af. Am.</td> <td>37.5%</td> </tr> <tr> <td>Latino</td> <td>40.4%</td> </tr> </table>	2021-22 Chronic Absenteeism Rate (Source: CDE DataQuest 2021-22)		School	41.1%	Af. Am.	37.5%	Latino	40.4%		<table border="1"> <tr> <td colspan="2">Target 2023-24 Chronic Absenteeism Rate</td> </tr> <tr> <td>School</td> <td>5%</td> </tr> <tr> <td>Af. Am.</td> <td>10%</td> </tr> <tr> <td>Latino</td> <td>3%</td> </tr> </table>	Target 2023-24 Chronic Absenteeism Rate		School	5%	Af. Am.	10%	Latino	3%
2018-19 Chronic Absenteeism Rate (Source: CDE DataQuest 2018-19)																																					
School	22.6%																																				
Af. Am.	26%																																				
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Target 2023-24 Chronic Absenteeism Rate																																					
School	5%																																				
Af. Am.	10%																																				
Latino	3%																																				
Attendance Rates	90% Attendance	88.1% Attendance (Source: P-2 Attendance Certification, February 2022)	88.32% Attendance (Source: P-2 Attendance Certification, February 2023)		95% Attendance (Source: P-2 Attendance Certification)																																
Students classified as “Prepared” for college/career	26.7% “Prepared” for College/Career (Source: CDE DataQuest, College/Career Levels and Measures Report & Data 2019)	Data unavailable AB130	N/A for 2022 NOTE: The CDE did not publish the College/Career Indicator Report for 2022		70% “Prepared” for College/Career																																
CTE Pathways & Completion	Exploring establishment of two or more of the following CTE Pathways: <ul style="list-style-type: none"> Media Arts Health Careers 	Exploring establishment of two or more of the following CTE Pathways: <ul style="list-style-type: none"> Media Arts Health Careers 	Early Stages of Establishing two or more of the following CTE Pathways: <ul style="list-style-type: none"> Media Arts Health Careers 		<i>Targets to be established in Spring 2024</i>																																

	<ul style="list-style-type: none"> Information Systems (Spring 2022) 	<ul style="list-style-type: none"> Information Systems (Spring 2022) 															
Cohort Dropout Rate	1.9% Cohort Dropout Rate (2019-20)	<table border="1"> <tr> <td colspan="2">Cohort Dropout Rates (Source: CDE DataQuest 2020-21)</td> </tr> <tr> <td>Four-Year Cohort Dropout Rate (ACGR)</td> <td>4%</td> </tr> <tr> <td>Five-Year Cohort Dropout Rate</td> <td>3.8%</td> </tr> </table>	Cohort Dropout Rates (Source: CDE DataQuest 2020-21)		Four-Year Cohort Dropout Rate (ACGR)	4%	Five-Year Cohort Dropout Rate	3.8%	<table border="1"> <tr> <td colspan="2">Cohort Dropout Rates (Source: CDE DataQuest 2021-22)</td> </tr> <tr> <td>Four-Year Cohort Dropout Rate (ACGR)</td> <td>0%</td> </tr> <tr> <td>Five-Year Cohort Dropout Rate</td> <td>8%</td> </tr> </table>	Cohort Dropout Rates (Source: CDE DataQuest 2021-22)		Four-Year Cohort Dropout Rate (ACGR)	0%	Five-Year Cohort Dropout Rate	8%		<2% Cohort Dropout Rate
Cohort Dropout Rates (Source: CDE DataQuest 2020-21)																	
Four-Year Cohort Dropout Rate (ACGR)	4%																
Five-Year Cohort Dropout Rate	3.8%																
Cohort Dropout Rates (Source: CDE DataQuest 2021-22)																	
Four-Year Cohort Dropout Rate (ACGR)	0%																
Five-Year Cohort Dropout Rate	8%																
Cohort Graduation Rate	86.5% Cohort Graduation (2019-20)	<table border="1"> <tr> <td colspan="2">Cohort Graduation Rates (Source: CDE DataQuest 2020-21)</td> </tr> <tr> <td>Four-Year Cohort Graduation Rate (ACGR)</td> <td>88%</td> </tr> <tr> <td>Five-Year Cohort Graduation Rate</td> <td>88.5%</td> </tr> </table>	Cohort Graduation Rates (Source: CDE DataQuest 2020-21)		Four-Year Cohort Graduation Rate (ACGR)	88%	Five-Year Cohort Graduation Rate	88.5%	<table border="1"> <tr> <td colspan="2">Cohort Graduation Rates (Source: CDE DataQuest 2021-22)</td> </tr> <tr> <td>Four-Year Cohort Graduation Rate (ACGR)</td> <td>87.9%</td> </tr> <tr> <td>Five-Year Cohort Graduation Rate</td> <td>92%</td> </tr> </table>	Cohort Graduation Rates (Source: CDE DataQuest 2021-22)		Four-Year Cohort Graduation Rate (ACGR)	87.9%	Five-Year Cohort Graduation Rate	92%		95% Cohort Graduation
Cohort Graduation Rates (Source: CDE DataQuest 2020-21)																	
Four-Year Cohort Graduation Rate (ACGR)	88%																
Five-Year Cohort Graduation Rate	88.5%																
Cohort Graduation Rates (Source: CDE DataQuest 2021-22)																	
Four-Year Cohort Graduation Rate (ACGR)	87.9%																
Five-Year Cohort Graduation Rate	92%																

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Professional Development for Counselor & Foster Homeless Liaison	<p>NMSS contracts for services with LACOE and LAUSD for training to increase the capacity of the Counselor and Foster/Homeless Liaison to understand and implement 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.</p> <p>In collaboration with LACOE, training for the coordinator and costs associated with providing assistance to parents/guardians with locating resources, strategies, and</p>	1,500	Yes

		tips on supporting learning, as well as ensuring students/family remain engaged in regular schooling.(LACOE/Homeless & Foster Youth Services Coordination Program) (Foster/Homeless, Limited, Foster and Low-income)		
4.02	After-School Enrichment	Extracurricular opportunities for students including sports and clubs. Students who participate in academic support activities such as peer tutoring receive community service credit toward the NMSS community service graduation requirement.	1,500	No
4.03	College/Career-focused events	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.	10,000	Yes
4.04	Student Government	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.	12,500	No

Goal Analysis for 2022-23

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.

The Goal 4 action was implemented as planned for the 2022-23 school year. However the following was modified: campus tours to Northern California. An increase in more local visits to career prep took its place.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Post COVID, most of the professional development training has been offered online and free of charge. LACOE offered several free training sessions for Professional Development. In-person training session was canceled and moved to online.

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

We believe that an additional year is needed to provide more data and a full evaluation of the effectiveness of these actions toward accomplishment of the goal. However, as we continue to analyze, there has been an increase in after school enrichment opportunities. More students are participating in after school sports and we have added 2 more clubs to the ones that existed the previous year. Learning Loss Tutoring continued this year also in which we saw an increase in attendance among our students with IEPs. We added two College and Career Fairs to the school year: Fall of 2022 and Spring of 2023. NMSS Associated Student Body continues to be a diverse group of students working with the College Counselor to create college and career activities and school field trips.

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.

No changes have been made to the goal, or metrics. However, we have expanded the number of actions to be implemented in the 23-24 academic year.

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. <i>(State Priorities: 3 Parental Involvement, 5 Pupil Engagement, 6 School Climate)</i>

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)	Met - Monthly meetings held of each community group listed	Met - Monthly meetings held of each community group listed for 2022-23		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	50% Parents attending engagement meetings	52% Parents attending engagement meetings		75% Parents attending engagement meetings (e.g. School Site Council, English

	Learner Advisory Committee, Parent Advisory Council)				Learner Advisory Committee, Parent Advisory Council)
Parent/Guardian Participation in Annual Survey	50% Participation rate in annual survey	50% Parents participating in Annual Survey (Source: Google Form)	60% Parents participating in Annual Survey for 2022-23 (Source: Google Form)		90% Parent/Guardian participation in Annual Survey
Parent/Guardian participation in IEPs/SSTs	75% Parents/Guardians of students with IEP/504 or SST meetings	75% Parents for successfully scheduled IEP/504 or SST Meetings	86% Parents for successfully scheduled IEP/504 or SST Meetings		95% Parent/Guardian participation in IEP/504 or SST meetings
Decrease Suspension Rate	6% Schoolwide 11.4% African American (Source: CA Dashboard 2018-19)	0% Suspension Rate (Source: CDE DataQuest 2020-21)	0.5% Suspension Rate (Source: CA Dashboard 2021-22)		2% Schoolwide <5% African American
Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate (Source: CDE DataQuest 2020-21)	0% Expulsion Rate (Source: CDE DataQuest 2021-22)		0% Expulsion Rate
Student Participation in Annual Survey	75% Participation rate in Annual Student Survey	70% Participation rate in Annual Student Survey (Source: NMSS Survey)	78% Participation rate in Annual Student Survey (Source: NMSS Survey)		90% Participation rate in Annual Student Survey
Students - Safety and Belonging Questions on Survey	75% Student students feel safe and sense of belonging	75% Student students feel safe and sense of belonging (Source: NMSS Survey)	92% Student students feel safe and sense of belonging (Source: NMSS Survey)		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	45% Parent/guardian attendance at academic oriented events (Source: Google Doc)	51% Parent/guardian attendance at academic oriented events (Source: Google Doc)		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	30% Parent participation in educational opportunities/workshops (Source: Google Doc)	40% Parent participation in educational opportunities/workshops (Source: Google Doc)		85% Parent/Guardian attend educational workshops

Actions

Action #	Title	Description	Total Funds	Contributing
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5.01	Home/School Communications	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).	5,500	Yes
5.02	Parent Education Workshops	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 applications, admissions testing, understanding the application process, and the importance of preparation for college. There are also targeted workshops depending on the grade-level.	2,500	Yes
5.03	Restorative Justice	Professional development for teachers focused on developing relationships and a positive school/classroom culture. Trainer-of-trainer model where representatives attend LACOE trainings on restorative justice practices, as well as consultants who may conduct on-site training. Associated costs may include registration fees, professional books, and consultant fees.	5,500	No
5.04	Social Emotional Learning (SEL)	Professional development for teachers focused on supporting students with previously unidentified needs (social/emotional and academic). Trainer-of-trainer model where representatives attend LACOE trainings focused on social-emotional learning, as well as consultants who may conduct on-site training. Associated costs may include registration fees, professional books, and consultant fees.	7,500	No
5.05	Student Success Team (SST)	Professional development for teachers focused on academic as well as social emotional development of the students. Best Practices and Data Analysis along with counselor and SPED Teacher feedback added to the support of the focus. Trainer-of-trainer model where representatives attend LACOE training focused on student success teams, as well as consultants who may conduct on-site training. Associated costs may include registration fees, professional books, and consultant fees.	2,500	Yes
5.06	Positive Behavior Interventions & Supports (PBIS)	Schoolwide Positive Behavior Reinforcement Program to rebuild positive school culture and climate following on-going disruptions posed by the pandemic.	35,500	No

Goal Analysis for 2022-23

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

New Millennium Secondary School

2023-24 Local Control and Accountability Plan

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

All Goal 5 actions were implemented for the 2022-23 school year, however, the following actions were modified:

- Action 1 - Communications: While communications were sent electronically, there was a need to send materials via postal service to ensure families were receiving information
- Action 2 - Parent Education Workshops: Parent Education continued to be conducted virtually

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We focus on restorative justice and student success teams to help students to continue to adjust to meet the emotional needs for the students. The counseling department performed more SEL and SST, created peer to peer mentoring, and provided materials to help students and develop the program. We decrease mailing communication via postage mail, but increase parent, student, and stakeholder communication using other social media platforms.

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

Based on the available local data for suspensions and expulsions for the 2022-23 academic year, the actions for this goal have been extremely effective as implemented. The school has had 1 suspension and 0 expulsions which points to our efforts in rebuilding a positive climate, to be successful. New Millennium was able to utilize mental support resources to help students, families, parents, and staff throughout the school year therefore helping promote a positive, effective learning environment.

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.

No changes to the goal, actions or metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$384,390	\$29,248

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.34%	0%	\$0	19.34%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

- Staffing & Professional Development (Actions 1.03 Certificated and 1.04 Classified, 1.09 Certificated PD)
- Intervention (Actions 1.07 Curriculum, 1.08 Local Assessments, 2.02 After school Learning Loss Intervention ELA, 3.02 After school Learning Loss Intervention Mathematics)
- Technology (Action 1.12 Applications/Software)
- Universal Meal Program (Action 1.13 School Meal Program)
- College/Career (Action 4.03 College/Career focused events)
- Communications & Engagement (Actions 5.01 Home-School communications, 5.02 Parent Education Workshops)

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

- 1.10 Student Tech Devices
- 1.14 A-G Completion Supports
- 2.01 English/Language Arts Intervention - School Day
- 3.01 Freshman Mathematics Support/Interventions
- 4.01 Professional Development for Counselor & Foster Homeless Liaison

5.05 Student Success Team (SST)

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant funding will be used to maintain current staffing levels for positions providing direct services to students (e.g., Counselor, bilingual front office staff).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to Charter Schools	Not applicable to Charter Schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to Charter Schools	Not applicable to Charter Schools

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,456,025	\$ 602,814	\$ 1,500	\$ 148,644	2,208,983	\$ 1,700,838	\$ 508,145

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Facility: Prop 39 MOU Agreement	All	\$ 155,888	\$ -	\$ -	\$ -	\$ 155,888
1	2	Facility: Health & Safety Supplies	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
1	3	Staffing: Certificated Teachers, Counselors & Administrators	All	\$ 487,273	\$ 274,175	\$ -	\$ 71,510	\$ 832,958
1	4	Staffing: Classified Staff	All	\$ 494,484	\$ -	\$ -	\$ -	\$ 494,484
1	5	Special Education: SELPA Agreement Option 2 LAUSD	Students with Disabilities	\$ -	\$ 135,792	\$ -	\$ 35,350	\$ 171,142
1	6	Curriculum: Core	All	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000
1	7	Curriculum: Supplemental	All	\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500
1	8	Local Assessments	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
1	9	Professional Development	All	\$ 8,566	\$ 25,000	\$ -	\$ 6,434	\$ 40,000
1	10	Technology: Student Devices	Students with Disabilities, English Learners, Low-income	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000
1	11	Technology: Classroom/Instructional	All	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000
1	12	Technology: Applications	All	\$ -	\$ 30,000	\$ -	\$ -	\$ 30,000
1	13	School Meal Program (LCFF, NSLP)	All	\$ 11,052	\$ -	\$ -	\$ 35,350	\$ 46,402
1	14	A-G Completion Supports	Low-income, Foster Youth	\$ -	\$ 82,847	\$ -	\$ -	\$ 82,847
1	15	Teach Mentoring - LACOE	All	\$ 21,000				\$ 21,000
1	16	Art, Music, and Instructional Materials Block Grant	All	\$ 55,048				\$ 55,048
2	1	English/Language Arts Intervention - School Day	Low-income	\$ 80,114	\$ -	\$ -	\$ -	\$ 80,114
2	2	English/Language Arts Academic Intervention for Learning Loss - After School	All	\$ 20,000		\$ -	\$ -	\$ 20,000
3	1	Freshman Mathematics Support/Interventions	Grade 9	\$ 11,100		\$ -	\$ -	\$ 11,100
3	2	Mathematics Academic Intervention for Learning Loss - After School	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
4	1	Professional Development for Counselor & Foster Homeless Liaison	Low-income, Foster Youth	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
4	2	After-School Enrichment	All	\$ -		\$ 1,500	\$ -	\$ 1,500
4	3	College/Career-Focused Events	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
4	4	Student Government	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
5	1	Home/School Communications	All	\$ 4,500	\$ -	\$ -	\$ -	\$ 4,500

5	2	Parent Education Workshops	All	\$ 500	\$ -	\$ -	\$ -	\$ 500
5	3	Restorative Justice	All	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5	4	Social Emotional Learning (SEL)	All	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
5	5	Student Success Team (SST)	English Learners, Low-income	\$ -	\$ -	\$ -	\$ -	\$ -
5	6	Positive Behavior Interventions & Supports (PBIS)	All	\$ 35,500	\$ -	\$ -	\$ -	\$ 35,500

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year	Totals by Type	Total LCFF Funds
\$ 1,987,697	\$ 384,390	19.34%	0.00%	19.34%	\$ 1,171,971	0.00%	58.96%	Total:	\$ 1,171,971
								LEA-wide Total:	\$ -
								Limited Total:	\$ 91,214
								Schoolwide	\$ 1,080,757

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Staffing: Certificated Teachers, Counselors & Administrators	Yes	Schoolwide	All	NMSS	\$ 487,273	0.00%
1	4	Staffing: Classified Staff	Yes	Schoolwide	All	NMSS	\$ 494,484	0.00%
1	7	Curriculum: Supplemental	Yes	Schoolwide	All	NMSS	\$ 3,500	0.00%
1	8	Local Assessments	Yes	Schoolwide	All	NMSS	\$ 25,000	0.00%
2	1	English/Language Arts Intervention - School Day	Yes	Limited	Low-Income	NMSS	\$ 80,114	0.00%
2	2	English/Language Arts Academic Intervention for Learning Loss - After School	Yes	Schoolwide	All	NMSS	\$ 20,000	0.00%
3	1	Freshman Mathematics Support/Interventions	Yes	Limited	All	NMSS	\$ 11,100	0.00%
3	2	Mathematics Academic Intervention for Learning Loss - After School	Yes	Schoolwide	All	NMSS	\$ 15,000	0.00%
5	6	Positive Behavior Interventions & Supports (PBIS)	Yes	Schoolwide	N/A	NMSS	\$ 35,500	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,703,404.00	\$ 2,298,764.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Facility: Prop 39 MOU Agreement	No	\$ 160,000	\$ 147,805
1	2	Facility: Health & Safety Supplies	No	\$ 85,000	\$ 2,528
1	3	Staffing: Certificated Teachers, Counselors & Administrators	Yes	\$ 1,224,808	\$ 1,172,226
1	4	Staffing: Classified Staff	Yes	\$ 534,308	\$ 390,981
1	5	Special Education: SELPA Agreement Option 2 LAUSD	No	\$ 180,932	\$ 231,750
1	6	Curriculum: Core	No	\$ 25,000	\$ 31,000
1	7	Curriculum: Supplemental	Yes	\$ 5,150	\$ 3,000
1	8	Local Assessments	Yes	\$ 20,000	\$ 27,530
1	9	Professional Development	Yes	\$ 38,500	\$ 8,500
1	10	Technology: Student Devices	Yes	\$ 30,000	\$ 30,000
1	11	Technology: Classroom/Instructional	No	\$ 45,000	\$ 20,000
1	12	Technology: Applications	Yes	\$ 26,650	\$ 45,820
1	13	School Meal Program (LCFF, NSLP)	Yes	\$ 62,442	\$ 50,000
1	14	A-G Completion Supports	Yes	\$ 147,693	\$ 63,000
2	1	English/Language Arts Intervention - School Day	Yes	\$ 10,000	\$ 10,500
3	1	Freshman Mathematics Support/Interventions	Yes	\$ 11,100	\$ 14,276
4	1	Professional Development for Counselor & Foster Homeless	No	\$ 15,000	\$ -

4	2	After-School Enrichment	No	\$ 5,321	\$ -
4	3	College/Career-Focused Events	Yes	\$ 5,000	\$ 4,163
4	4	Student Government	No	\$ 12,500	\$ 10,322
5	1	Home/School Communications	Yes	\$ 5,500	\$ 3,504
5	2	Parent Education Workshops	Yes	\$ 2,500	\$ -
5	3	Restorative Justice	No	\$ 5,500	\$ 3,904
5	4	Social Emotional Learning (SEL)	No	\$ 7,500	\$ 7,500
5	5	Student Success Team (SST)	Yes	\$ 2,500	\$ 4,500
5	6	Positive Behavior Interventions & Supports (PBIS)	No	\$ 35,500	\$ 15,955

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 293,367	\$ 1,050,027	\$ 1,062,025	\$ (11,998)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	Staffing: Certificated Teachers, Counselors & Administrators	Yes	\$ 1,034,085	\$ 1,044,567.00	0.00%	0.00%
1	7	Curriculum: Supplemental	Yes	\$ -		0.00%	0.00%
1	10	Technology: Student Devices	Yes	\$ -		0.00%	0.00%
1	13	School Meal Program (LCFF, NSLP)	Yes	\$ 10,942	\$ 12,958.00	0.00%	0.00%
1	14	A-G Completion Supports	Yes	\$ -		0.00%	0.00%
2	1	English/Language Arts Intervention - School Day	Yes	\$ -		0.00%	0.00%
3	1	Freshman Mathematics Support/Interventions	Yes	\$ -		0.00%	0.00%
4	3	College/Career-Focused Events	Yes	\$ -		0.00%	0.00%
5	2	Parent Education Workshops	Yes	\$ 2,500		0.00%	0.00%
5	5	Student Success Team (SST)	Yes	\$ 2,500	\$ 4,500.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,430,254	\$ 293,367	0.00%	20.51%	\$ 1,062,025	0.00%	74.25%	\$0.00 - No Carryover	0.00% - No Carryover